

**CAPACITY BUILDING OF SCHOOL
LIBRARIANS TO MODERNISE SCHOOL
LIBRARIES:
A TRAINING MANUAL**

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PREFACE

The school library is the heart of the school. It plays an important role in teaching and learning activities. Many studies have proved that, when teachers and librarians work together, students achieve higher levels of literacy, reading, learning, problem solving and information and communication technology skills. Therefore, each school whether in private or public, need to set up a well equipped library with a full-time qualified librarian with the mission of providing access to information and making education more meaningful.

The primary role of school librarian is to contribute to the mission and goals of the school education. Librarian, in cooperation with the school management, administrators and teachers, has to involve in planning and carrying out the curriculum. Librarians should have a sound knowledge of and skills in, providing information to help finding solutions to problems. They also need to have the expertise in the use of information sources, both printed and electronic and in providing various types of library and information services. They have to update their knowledge, skills and expertise with new information sources, new information services by using proper information technology. Librarians should lead reading campaigns and promote children's literature and media. The support of the school management is essential especially for the library to carry out interdisciplinary programs. Schools must accept librarians as equal partners in teaching and learning and entitled to engage in teamwork and enabled to take part in all school meetings as the head of the library department. The librarian should create an environment for learning and leisure, which is attractive, welcoming and accessible to everyone without fear or prejudice. Everyone who works in the school library should have a good rapport with children, young people and teachers.

The National Curriculum Framework 2005, emphasized that, the School library should be conceptualized as an intellectual space where teachers, children and members of the community can expect to find the means to deepen their knowledge and imagination. Further, it states that School libraries have been a subject of policy recommendations for a long time, but a functioning library in the school continues to be a rarity. In view of this, DLDI, NCERT, has

conceived the idea of systematic training of School librarian's and in-charge schoolteacher librarians in library management, use of ICTs in modernizing the library and providing information service to the school children and teachers. The programme was planned for all the regions with the collaboration of RIE's. Prior to the training programme, provision was made to develop the training manual to be used in the training programme, by inviting the expert resource persons from the region. The Regional Institute of Education, Mysore has taken up this work in the Southern region. An expert group was constituted to conceptualize the training package and the development of training manual. The first expert group meeting was held during October 2007 and discussed and identified different facets of school library management in the present ICT environment. The resource persons also taken up the responsibility of developing the modules based on a particular format. The group met again in the month of December 2007 and the module writer presented each module and it was discussed in detail. The writers of the module were asked to do necessary correction, modification, additions based on the discussions and suggestion from the expert group. The entire team did a commendable job of developing the module professionally in very short span of time. The task of editing, trimming and finalizing the manuscripts has been an important job. Prof. A. Neelameghan, former Professor of DRTC, Bangalore and an eminent scholar and UNESCO consultant, has done the first editing of module and given valuable suggestions and modifications. Without his involvement and professional support, things would have become very difficult for the co-ordinator. The coordinator falls short of words to thank Prof. Neelameghan for all that he has done for the present training manual.

The training manual is has been a product of collective thinking and efforts of all the expert resource persons. A lot of debate and discussion has taken place during the process. The coordinator is thankful to all the resource persons associated with the training manual.

The Coordinator is highly grateful to Prof. G.T. Bhandage, Principal, Regional Institute of Education, Mysore for his constant support and encouragement in conducting the expert's group meet, training programme and in brining out this training manual. The coordinator is also very grateful to Dr. Kawatra, Head, DLDI for conceiving this programme, continuous support and providing an opportunity to conduct this programme at RIE, Mysore.

The support extended by Prof. B.S. Upadhyaya, Head, Extension education, Sri. C.S.S.Kashyap, Sri. Srikantiah and the entire team of extension education is sincerely acknowledged. The draft copy of the all the module were structured by Smt. Anupama D. Hegde, DMS, which helped the coordinator in finalizing the module and the coordinator expresses his sincere thanks to her. The coordinator is thankful to Mrs. Imavati for taking final printout and to Sri. Nagendra, for taking photocopy of the training manual.

It is hoped that the manual would be very useful for the school librarians to manage and modernize the school library by equipping them with required theoretical perspectives, essential skills and competencies. An objective feedback and suggestions from the users of this manual would be appreciated for systematizing and further enhancing the quality and content of the training manual.

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Module : 1 SCHOOL LIBRARIES: An Introduction*

Outline

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Definition
- 1.3 Importance and Role
- 1.4 Objectives
- 1.5 Functions
- 1.6 Role, Skills and Duties of a School Librarian
- 1.7 Summary
- 1.8 Review Questions
- 1.9 References and Further Reading

1.0 Objectives

After reading this module, you will be able to:

- understand and define school library
- realize its importance and role in education
- know the objectives and functions of a school library and
- perceive the role, skills and duties of a school librarian

1.1 Introduction

India is a secular democratic republic with a Parliamentary System of Government. The success of any democratic government depends on education of all the people and on the widest diffusion of knowledge. About education, the Constitution of India provides for “equality of opportunity” and “free and compulsory education”. The UN Declaration of the Rights of the

* Module- 1: School Libraries: An Introduction by B S Maheswarappa. In: “**Training Manual for the School Librarians on Capacity Building of School Librarians to Modernize School Libraries**”, Regional Institute Education, (NCERT), Mysore, 2008

child (1949)ⁱ states that “the child shall be given an education which will promote his or her general welfare and enable him or her ... to develop his or her abilities, individual judgment, sense of moral and social responsibility and to become a useful member of society”. Therefore, the primary mission of education in India is to develop citizens who will safeguard, strengthen, and improve the democratic and representative Government ... and to uphold our national ideals embodied in our constitution. Thus, the aim of education is to prepare the child for complete living and make him or her to lead a good life in the society. So, development of a nation depends on education. It is most important for achieving economic, social, technological progress and in bringing better social order. From this, it is obvious that the eventual success of every nation - be it developed, or developing or underdeveloped - depends largely on education of people and on the systematic diffusion of knowledge – in which libraries play an important role.

School education in India is provided at different levels – elementary, secondary, and higher secondary. It is imparted by different types of schools. These can be classified based on governing bodies, as Government (State and Central), Quasi-government, Model Schools (Jawahar Navodaya Vidyalayas (JNVs)), Public and Private Schools. These schools develop their curriculum and conduct examinations under different boards and agencies. For example State Education Boards and Central Board of Secondary Education (CBSE), and International Council of Secondary Education (ICSE)ⁱⁱ.

The number of schools in India has increased manifold since Independence in 1947. According to the Fifth All India Education Survey (1992)ⁱⁱⁱ there are 7, 35,771 schools in India. Out of this only 2, 93,427 (that is 39.88%) have libraries. Level-wise analysis suggests that about 26.2% primary schools, 67% upper primary schools, 90.1% secondary schools and 94.1% higher secondary schools have libraries. In the same survey, it was reported that only 0.15% of

rural schools and 8.28% of urban schools have full-time librarians at the secondary school level. At the Higher Secondary school level only 29.6% rural schools and 46.1% urban schools have full-time librarians. According to this same survey, there are many schools (60%) where there are no libraries. Still in many school libraries there are no full-time librarians. Though, educational committees and commissions set up by the Government of India, since Independence, have stressed the role of libraries in education, even so the picture is bleak.

The school library is the heart of the school. It plays an important role in learning and teaching. Many studies have proved that, when teachers and librarians work together, students achieve higher levels of literacy, reading, learning, problem solving and information and communication technology skills^{iv}. Therefore, each school whether in private or public, need to set up a well equipped library with a full-time qualified librarian with the mission of providing access to information.

This module gives a brief introduction to school libraries. This may help school librarians in gaining knowledge about a good school library; the importance and role of school libraries; its objectives and functions; and role, skills and duties of a school librarian. Such knowledge will go a long way in planning, organizing and developing school libraries.

1.2 School Library: Definition

The word library is derived from the Latin word 'liber' which means 'book'. In a traditional sense, a library is a collection of books^v. A "library" is a collection of information sources, resources, and services: it is organized for use and maintained by a public body, an institution, or a private individual. In modern sense, libraries are defined as places to get unrestricted access to information in different formats and from different sources. Libraries can be divided into different types. By traditional professional divisions, they are divided into^{vi}:

- **Academic libraries:** These libraries are located on the campuses of colleges and university and serve the students and faculty of that and other academic institutions.
- **School Libraries:** Most public and private primary and secondary schools have libraries designed to support the curriculum.
- **Public Libraries:** These libraries provide service to the public
- **Special Libraries.** All other libraries fall into this category by default. These are the libraries attached to R & D organizations or institutions, industries, companies, corporations.

Therefore, a school library is a library that serves the students, faculty, and other staff of the school. In modern times, school libraries are sometimes referred to as learning resource centers. Further, they can be classified by level of education imparted by the school as elementary, secondary and higher secondary school libraries.

1.3 Importance and Role of School Library

Education and libraries are like the two sides of the same coin. They are two inseparable and indivisible concepts. They are related to each other. One cannot be separated from the other. Neither of them is an end in itself; rather both of them together are means to an end. *This* interrelation, *this* coexistence, *this* dependence of one on the other, shows importance and role of libraries in school education. As we are aware education is a process by which a person develops abilities, attitudes, and other forms of behavior in the society, social competence and ideal individual development. Here, a library is both the fountain and source, and the protector and storehouse of that knowledge and experience. Can education take place without library? Is library has a meaning if it cannot support education.

The library is an instrument of self-education. It is a source of knowledge and factual information. It is a center of intellectual recreation, and a beacon of enlightenment that provides access to accumulated — preserved knowledge of civilization which enriches ones mental vision, and dignifies his or her behavior, character, taste, attitude, conduct, and outlook on life. It makes available the records of knowledge of the past and present. One gains from the conserved knowledge to discriminate and chose between good and bad, right and wrong. Therefore, a good—well-equipped library is essential for the intellectual, moral, and spiritual development and elevation of the people of a community. It is indispensable for the well-being of the students and teachers. A school can never alone give education; it is on a library—a center of wholesome education and the quencher of thirst for concrete, fathomless, perfect knowledge!

Library does not mean merely a collection of books. It is a temple of learning and a learned institution. It is a resource center, equipped with treasures of knowledge maintained, organized, and managed by trained personnel to educate the children, men and women continuously. It aids in their self-improvement through an effective and prompt distribution of information embodied in the resources. Thus, the school libraries are indispensable, without which, resource-based, true and real learning is not possible. The school libraries act as effective aids to study and education. They are critical for students' achievement. For example, the studies have shown that the students in schools with good school libraries learn more, get better grades, and score higher on standardized test scores than their peers in schools without libraries. Therefore, they have an important role in teaching. Today's school librarians are an important instructional partners supporting and expanding school curriculum. No longer can school

libraries just be for books, they have to become “school library media centers” with computers that enable children to learn meaningfully with a wide variety of information.

1.4 Objectives

School library is a library forming an integral constituent of a school. Like other libraries, the school library exists to serve the objectives of the school. The educational objectives of a school in general are to equip individuals to be able to play their role in the society effectively. The aims of school library are to:

- further the educational objectives of the school;
- be a powerful force and source for educational excellence (keystone for quality education); and
- act as a source of inspiration for lifelong learning (Information Literacy).

Specifically, the objectives of school libraries are to:

- develop information materials – print and non-print including instructional materials and multimedia
- support the *curricular* and *extracurricular* needs – *education, information, recreation and inspiration*, - of students and teachers in a such way that it has to act as a learning resource centre,
- provide various types of library and information services,
- introduce and train students and teachers in information literacy skills, which are essential for lifelong learning as well as for survival in the Information Age,
- play an active and effective role in the school programs – teaching - learning (Formal and Informal), cultural and social,
- serve as a center for instructional materials,

To achieve its objectives, a school library in knowledge society, has to act as a learning resource center as well as a center of informal education and hub of all the programs in a school.

1.5 Functions

The school library is integral to the educational program. According to IFLA/UNESCO School Library Manifesto (2000)^{vii}, the school library has to fulfill the following functions:

- supporting and raising educational goals as outlined in the school's mission and curriculum;
- developing and keeping in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing programs that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- promoting reading and the resources and services of the school library to the whole school community and beyond by developing policies and services,
- selecting and getting resources, providing physical and intellectual access to right sources of information, providing instructional facilities, and employing trained staff.

1.6 Role, Skills and Duties of School Librarians

1.61 Role of the School Librarian:

The librarian's primary role is to contribute to the mission and goals of the school. Librarians, in cooperation with the school management, administrators and teachers, have to involve in planning and carrying out the curriculum. Librarians should have a sound knowledge

of and skills in, providing information to help finding solutions to problems. They also need to have the expertise in the use of information sources, both printed and electronic and in providing various types of library and information services. They have to update their knowledge, skills and expertise with new information sources, new information services by using proper information technology. Librarians should lead reading campaigns and promote children's literature and media. The support of the school management is essential especially for the library to carry out interdisciplinary programs. Schools must accept librarians as equal partners in teaching and learning and entitled to engage in teamwork and enabled to take part in all school meetings as the head of the library department. The librarian should create an environment for learning and leisure which is attractive, welcoming and accessible to everyone without fear or prejudice. Everyone who works in the school library should have a good rapport with children, young people and adults.

The library assistant should support the librarian. He or she should have clerical and technological knowledge and a skill and prior basic library training or else, the library has to provide it. Some of the duties include routine works, shelving, and lending, returning and processing library materials.

Cooperation between teachers and the school librarian is essential in increasing the potential of the library services. Teachers and librarians have to work together to achieve the following:

- develop, teach and evaluate pupils' learning across the curriculum
- develop and evaluate pupils' information skills and knowledge
- develop lesson plans
- prepare and carry out special project work in an extended learning environment, including the library
- prepare and carry out reading programs and related cultural events
- integrate information technology in the curriculum

- make clear to parents the importance of the school library

The school librarian has to act as active partner in the learning process in a school by acting as a teacher, instructional partner, and information specialist.

1.62 Skills of the School Library Staff:

The school library is a service addressed to all members of the school community: learners, teachers, administrators, counselors as well as parents. They are the main users of school libraries. The fundamental qualities and skills expected from the school library staff are as follows:

- the ability to
 - communicate positively and open-mindedly with children and adults
 - understand the needs of users
 - cooperate with individuals and groups inside and outside the school community
- knowledge and understanding of cultural diversity
- knowledge of
 - learning strategies and educational theory
 - information skills and of how to use information
 - the materials which comprise the library collection and how to access needed resources within and outside the library
 - Children's literature, media.
- knowledge and skills in
 - the fields of management and marketing
 - applying information technology in library.

1.62 Duties of the School Librarian:

The school librarian has to do the following:

- analyze the resource and information needs of the school community
- frame and fulfill policies for service development
- develop collection development policies and systems
- catalog and classify library materials
- train users in library and information skills
- help students and teachers in the use of library resources and information technology used in the library
- answer reference and information inquiries using proper materials
- promote reading programs and related cultural events
- take part in planning programs connected with the curriculum
- engage in the preparation, implementation and evaluation of learning programs
- to evaluate library services
- develop partnership with external organizations
- prepare the budget of the library
- manage and train library staff

1.7 Summary

To sum up, the word library is traced from the Latin word '*liber*', which means book. In a traditional sense, library is a collection of books and other reading materials – print, non-print and other varieties of information materials. In modern sense, it is a place to get unrestricted access to information in many formats and from many sources. School library is an integral part of the school– elementary, secondary and higher secondary. The aim of a school library is to: further the educational objectives of the school; become a powerful force and source for educational excellence (keystone for quality education); and act as a source of inspiration for lifelong learning (Information Literacy). It has to perform several functions. The functions of a school library according to IFLA/UNESCO School Library Manifesto, 2000 are given. The librarian's primary role is to contribute to the mission and goals of the school. The skills needed

of a school librarian are listed. School librarian's duties are enumerated. The school library has to act as a learning resource center and hub of all the programs of the school. The school librarian has to play the role of a teacher, instructional partner, information specialist, and program administrator.

1.8 Review Questions

- 1) What is a library?
- 2) Mention the different types of libraries
- 3) What is a school Library?
- 4) Describe the importance and role of a school library in education
- 5) Critically examine the objectives of a school library
- 6) Explain the functions of a school library
- 7) Explain the role, skills and duties of a School Librarian

Acknowledgement: I am grateful to Prof A Neelameghan, Bangalore for critical reading and valuable suggestions

1.9 References and Further Reading

¹ United Nations General Assembly, November 20, 1949

² Singh Jagatar. Status of School Library Development in India. Sri Lanka Journal of Librarianship and Information Management, 1(1): ?, PP7-10

³ Fifth All India Education Survey, New Delhi, NCERT, 1992

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Module: 2

Planning, Organization and Management of School Library Structure

1. Introduction
2. Learning objectives
3. School library building
 - 3.1 Parts of Library Building
 - 3.2 General Features of School Library Building
 - 3.21 Size of the Stack Room
 - 3.22 Open Access
 - 3.23 Cross Gangways
 - 3.24 Floor Level
 - 3.25. Ventilation and Lighting
 - 3.25 Windows in the Stack Room
 - 3.26 Aesthetics
4. Library furniture and equipment
 - 4.1 Movable furniture and equipment
 - 4.2 Fixed Equipment
5. Library standards
 - 5.1 Physical standards
 - 5.2 Qualitative standards
 - 5.3 Standards for furniture
6. Library finance
 - 6.1 Sources of finance
 - 6.2 Utilization and allocation of library fund
7. Library committee
 - 7.1 Constitution of library committee
 - 7.2 Main functions of library committee
8. Library rules
9. Library records and statistics
10. Conclusion
11. References and further readings
12. Appendix: Sample plan outline of School Library

1. Learning Objectives

After going through this module you will be able to

- understand importance of proper planning of school library building
- know the furniture and equipments of school library
- know the finance of school library and its utilization
- to develop the knowledge of school library committee and its role
- realise the importance of library rules and
- to know the important records to be maintained in school library

2. Introduction

Library is an important division in every school. Its importance is increasing day by day as we are following more and more of improved methods and newer techniques of teaching. Library therefore, becomes the centre of intellectual and literary life in the school. In addition to meeting the learning needs of the student community, the teachers too need information support for individualized teaching, pursuit of projects, and many other academic activities from an adequately spaced, well-structured and equipped library providing efficient service.

Planning is a pre-requisite to support managerial functions such as organizing, directing, staffing and controlling. It gives direction to the purpose of an organization and helps the organization to optimize the use of its limited resources, enables the organization to interface with its external environment and achieve its goal with optimal efficiency.

According to Miguel Angel Pineiro, “The basic principle of the organization of a school library is that it should not be regarded as an entirely independent unit. It must be considered in

relation to the syllabus, the pupils, activities, its function as a source of guidance, and the school administration”.

3. School library building

Planning of the library building is an important aspect in which the building architect, librarian and the management of the school interact. The design of the library and the furniture and fittings should be attractive, and comfortable to the different categories of users – children, youth, and adults – and flexible / adjustable to the changing role of the library and developments in building materials, school architecture, and sensitive to environmental and community concerns. In this context the librarian should act as a consultant to the architect and oversee the work of the builder(s). Only then the library building can be made to meet the necessities for the provision of new technologies, and new community initiatives.

3.1 Parts of Library Building

The library unit should provide space for:

1. The main library and reading room,
2. The librarian’s office and work room,
3. A small group study room and conference space,
4. A stack room for storing infrequently used books and old newspapers and periodicals.
5. Audio-visual room to display electronic resources and for the screening of films and audio-visual materials.

The Library Unit should be designed and equipped for the smooth performance of the different functions and services. In order to ensure this, the school librarian should interact with the architect or engineer when the library’s plan is drawn up. The principal condition to be kept in view is to meet present needs but also the potentials needs of the future growth of the school.

This is an implication of S.R.Ranganathan's Fifth Law of Library Science – the Library is a Growing Organism

The Council of Higher Secondary Schools in India has recommended that for library and reading room there should be an area of 500 square feet or 10 X25 (1:1.5) percent of the total enrolment whichever is higher. That means for a school of 500 students, the area of library should be 1250 square feet and for a school of 750 students, the area of library should be 1875 square feet. This layout can be amended and adjusted to suit the room size, number of students, and other planning considerations.

3.2 General Features of School Library Building

3.21 Size of the Stack Room

The following assumptions are made in respect of the school library building:

1. The school works in two shifts a day
2. In each shift 500 students attend the school.
3. In addition to the reference books, the library will have not more than 15000 volumes in the collection. Law 5 “ A library is a growing organism” will make the school library follow Adult Growth- that is old books will be replaced by new books, making the size of the collection more or less the same at all times. There will be no accumulation of outmoded or worn-out books, causing continuous growth in the book collection as in child growth.
4. In respect of the readers of the library also, Law 5 will make the school library to follow adult growth. Every year old student readers will leave giving place to new ones.

5. Nor will there be any appreciable growth in the number of teaching staff, and
6. Consequently, there will be seldom need for adding to the library building.
7. Wall space can be utilized for shelves to arrange books.

3.22 Open Access

The following assumptions can be made in respect of open access system:

- a. Except for pamphlets, rare books, worn-out books, books of poor physique, and other marked “special” for certain definite reasons, all the books will be kept on open shelves - that is, the books will not be placed in closed shelves.
- b. The students will be permitted to move between the book racks, and
- c. The students will be allowed to access, browse and handle these books.

To provide open access inside the library, the entrance and exit must be under the strict control and watch. Entrance into and exit out of the library should be through one prescribed wicket gate. The library staff in the circulation counter will control this gate. Similarly, all the other openings in the external walls of the library, such as doors, windows and ventilators should be fitted with shutters and meshwork, the slits being too small to allow the passage of a book through.

3.23 Cross Gangways

Groups of students frequently move through and briefly stop in the cross gangway, between any two consecutive parallel bookracks, browsing and handling books. Therefore the width of a cross gangway should be at least 135 cm.

3.24 Floor Level

The books will have to be trolleyed from any part of the library to any other without any difficulty. For this, the entire floor of the library must be in one level without any obstruction

whatever in the form of thresholds, or curbs. This is desirable also to facilitate movement of library users..

3.25. Ventilation and Lighting

The windows should be so placed and so designed in size that the stack room and the reading room should get plenty of natural light. This will also automatically secure good ventilation. Artificial lights should be avoided except at night. To avoid direct sunlight, heat, and even rainwater from heavy rain falling on bookracks and books, the length of the stack room should run east to west, and all its windows being on its north and south walls. The bookracks should be placed across the stack room in parallel lines at right angles to the longer walls. On the other hand, on each side there should be a gangway, 90 cm wide, running all down the length of the stack room between the free ends of the book racks and the two length wise walls. No doubt there will be saving of some space by having a single central gangway at each end of the line of bookracks for avoiding damage due to climatic causes. Avoidance of direct sunlight is more imperative than the saving of space in this case.

3.26 Windows in the Stack Room

In times of sudden or heavy rain, side-hung shutters in the windows of the stack room will not give sufficient protection. Therefore, each such window should be fitted with three numbers of center-hung shutters with glass panes. These should be so fixed as to avoid their projecting into the gangway on opening to a near horizontal position. The expanded metal shutter should be fixed on the out side of the wall so as to allow this.

3.27 Aesthetics

The school library should have a good aesthetic finish and everything possible should be done to produce an atmosphere of serenity, composure, and loveliness. There should be wall space for portraits, and floor space for flower vases; there should be provision for hangings like curtains; the wall should be distemper washed - the walls of the stack room in pearl gray and those of the reading room in a soothing colour such as green, light blue or light yellow. The floor must be smooth, noiseless and without holes and crevices for preventing and accumulation of dirt and insects.

4. Library furniture and equipment

While a good collection and effective services are hallmarks of a good library or media centre, a well-planned building with well-designed furniture and equipment is equally important. It has been said that a library building is incomplete without proper furniture, fittings and furnishings. By proper is meant that they should be appropriate for the building from the point of view of comfort, appearance, harmonious design and function. Perhaps, the best results would be if this responsibility is shared by the librarian, architect, administrator, and consultant if and when necessary. It is unfortunate that, in India, while considerable expenses are incurred in the construction of library building leaving very little for purchasing furniture. This has resulted in a lop-sided planning of library furniture and equipment.

The school library would require the following categories of equipment and furniture.

- a) Movable furniture and equipment
- b) Fixed equipment.

4.1 Movable furniture and equipment

Items for public areas: Tables, chairs, shelving, card catalogue cabinets, counters and desks, filing cabinets, computers, reading cubicles, exhibition cases, and computer cubicles.

Items for staff work-rooms: office machines like computer, work tables, desks, chairs, shelving, charging tray, files and filing cabinets, book trucks or trolleys.

Equipment for providing specialized services: Phonograph record player, tape recorder, LCD projector, computer, speaker, DVD, videotape, printers, photographic equipment.

Additional Items: These would depend upon the requirement of the library. The items available for storage are book rack, book display rack, periodicals racks, CD cabinet, newspaper stand, dictionary stand, filing cabinet for pamphlets, vertical filing cabinet, exhibition cases, cabinet or stand for maps and charts, display boards, furniture and equipment for differently-abled etc.

Factors to be considered in selecting furniture and equipment:

- 1) Flexibility of arrangement is desirable. Built-in-furniture and equipment such as catalogue cabinets, exhibition cases and loan desks should be avoided as these are not easily moved or expanded in the future.
- 2) Whenever it is possible, book shelving should be standardized so that the parts are easily interchangeable and other equipment as well as furniture should also be purchased in groups of uniform sizes, tables, chairs, counters and desks lend themselves to such treatment.
- 3) Comfort, beauty and variety are important in the selection of furniture and equipment, but these need not be divorced from economy of maintenance.
- 4) Comfort, durability and variety should be sought in furniture especially, although the quality of durability should apply generally to equipment as well.
- 5) Colours and materials should be so coordinated as to provide an attractive and inviting atmosphere in harmony with purposes of the library.

4.2 Fixed Equipment

Fixed equipment would consist of the following:

Lighting, heating, cooling, ventilation, noise prevention, communications and fumigations.

Lighting: Provision of proper lighting is essential and should be taken into consideration early in the building stage. Light must be distributed uniformly. It is important to keep in view that stacks be well lit so as to provide sufficient light for bookshelves especially lowest as well as highest ones.

Heating, Cooling and Ventilation: Air-conditioning would provide for heating, cooling and ventilation. Air conditioning would be useful for certain areas such as rare-book room, room for storing audiovisual materials, room for photocopying equipment etc.

Noise Prevention: Noise may be due to human voice, footstep, banging of doors, and noise generated when equipment or mechanical device are used. The aim should be to make the place a quiet one. Using insulating materials, floor mat, vinyl and/or coir flooring can reduce noise. Equipment or mechanical devices, such as telephones, typewriters, photocopying machines, etc., should be kept away from reading areas.

Fumigation: In order to avoid damage to books from insects, termites, fungi, etc., fumigation is necessary. Indian fumigation equipment is available. It is possible to build a fumigation chamber, where materials to be fumigated can be placed. Fire extinguishers and drinking water should be provided (and maintained) with easy access from the reading room and stack room, but these need not be inside these rooms. The librarian should have knowledge of selecting appropriate furniture and equipment for the school library, which has limited space and budget.

5. Library standards

After years of continuous test, trials and experience, librarians, architects and the interior designers have been able to develop certain standards and specifications for library. There are many obvious advantages of having standards for library. The sign of proving uncomfortable, un-functional and useless is avoided. Functional efficiency is secured with ease and convenience and with least ado on the part of the library administrator.

The following set of standards should be followed while planning and setting up new school libraries.

5.1 Physical Standards

A good school library system should have the following:

1. A main library. There may be class room libraries
2. The physical arrangement should, as far as possible, comply with the minimum standards prescribed and, if feasible, exceed them. The following are guidelines in respect of physical arrangement.
 - a) The library room should be centrally located so as to be equally accessible to the largest number of pupils.
 - b) It should be so located that future expansion is possible.
 - c) The room should be placed where it receives maximum light and where there is a minimum of disturbing noises.
 - d) It should be placed where there can be an entrance independent of the rest of the building, with suitable arrangements for heating, lighting and sanitation.

5.2 Qualitative Standards

The following qualitative standards should be taken into consideration in planning and evaluating a programme for a school library.

1. The school library must effectively participate in the achievement of the general educational objectives of the school, by working with pupils and teachers in-group and as individuals.

2. In evaluating the service of the school library the teachers, the pupils and the librarian must plan together the use of materials already available and the selection of materials to be added.
3. The school library has a distinctive and valuable contribution to make to the personal, social and cultural development of pupils.
4. The librarian, working with all pupils and teachers in the school, can give valuable assistance in curriculum design and development..
5. The school library should serve as a laboratory for reference work, for pupils and teachers, in the school.
6. The library should have a wealth of appropriate materials (information and knowledge sources) of all kinds, such as, books, pamphlets, pictures, maps, etc., in print form and as audio-visual aids, organized with the educational needs of the school in view and managed and serviced by a team of staff members keenly interested in young people and knowing the content of library materials and about sources available and accessible from other institutions.
7. The selection of materials should be the joint responsibility of all those who participate in using them - pupils, teachers and librarian.
8. Satisfactory school library service is dependent upon available financial resources. The school administrator cannot expect maximum results with minimum expenditure. Provision for financing the school library should be included as a line item in the school's budget and not under 'Miscellaneous'.
9. The school library building should be designed and equipped with the functions and operations of the library in view. The school librarian should be invited to work with the architect / engineer and interior designer when plans are drawn for such the library building / space.
10. To be a contributing factor in the learning processes of students, the library must be staffed, equipped and organized in such a way as to serve the requirements of the school. A properly planned library requires a budget to provide:
 - a) Staff sufficient in number to administer the library and provide consulting and advisory service to the students and the teachers.

- b) Materials to form an initial collection of books and other printed and audio-visual materials and to ensure a continuous flow of up-to-date and suitable materials;
- c) Space extensive enough to allow children to carry on the exploratory work with such materials as individual interests and class room problems require;
- d) A programme with a plan of continuous appraisal of materials and services to keep the library collection dynamic, fresh and useful and to meet the changing and challenging needs of the school in particular and of the educational scenario in general..

5.3 Standards for Furniture

Table: Reading room table for one person: 900 x 600 mm
 Reading room table for two persons: 2400 x 600 mm
 Height of tabletop from the floor level: 750 mm

Chair: Height of the seat of the chair from the floor level: 430 mm
 Depth of seat: 450mm

Double-faced unit book-rack: Height: 2175 mm; Length: 1840 mm; Depth 460 mm

Single-faced unit book-rack: Height: 2175 mm; Length: 1840 mm; Depth: 230mm

Book rack for younger children of primary and middle school level: 1200mm or 4 feet.

Book rack for older children of high school level: 1950mm or 6 feet 6 inches.

Card catalogue cabinet:

Two-drawer cabinet made of wood: Height: 135 mm; Width 320 mm;

Depth: 510 mm

Four-drawer cabinet made of wood: Height: 255mm; Width: 320; Depth: 510 mm

These standards are according to Indian Standard Specification for library furniture and fittings.

Periodical display rack (Timber): Height: 1910 mm; Width: 1435 mm; Depth: 405mm

It shall consist of 25 compartments in 5 rows. Each compartment shall be of the size 345 x 265 x 405 mm, and it shall be fitted with display shelf having a handle cum label holder.

6. Library finance

Promoting good library service in school depends also on finance. The school authorities must, therefore, be fully responsive to the value of a good library service and willing to spend whatever is necessary for providing such a service. Recurring as well as non-recurring grants should not be on an *ad hoc* basis but should be on the basis of per capita graduated rate depending upon the number of the students on the roll of the school and nature of library service to be given by the library.

In the case of middle schools, lower rates can be fixed, as there will be less expensive books needed for students. According to the report of the Secondary Education Commission, the minimum number of students on roll in a higher secondary school in India is to be 500 and the maximum number 750. Therefore norms or standards for grant for the schools should be fixed first so that institutions of various types are enabled to get reasonable grants for their libraries.

The Central Ministry of Education has supplemented the grants given by the State Education Departments with grants for library in consonance with their strong plea that a school library can play an effective part in the improvement of secondary education and no functional teaching is possible without adequate provision of reading materials in the school library. Some State Governments e.g. Uttar Pradesh have provided a library development grant of at least Rs. 2000/- each to such aided higher secondary schools as are under-developed in the matter of libraries.

6.1 Sources of Finance

The sources of library finance are:

- a) Library fee paid by the students
- b) Grant-in-aid by Government
- c) Donations
- d) Sale proceeds of old newspapers, magazines etc.,
- e) Miscellaneous income (cost of lost books, overdue charges etc)

6.2 Utilization and allocation of library fund

Each student pays a library fee and that should be fully utilized by the library. The financial aid for library should be from the collections like library fee, donations, and sale proceeds of old newspapers and magazines etc., apart from what they get from government or in private schools from the management. The librarian should ensure that the entire amount allocated for the library is sanctioned at the beginning of the session to facilitate development in a planned way. A definite plan or policy regarding the portion to be spent on various heads should also be spelt out. The non-recurring grants received during the year may be spent on items for which they are released. But the recurring library grant as and when received must be allocated as far as possible according to the following formula:

Books and media resources	50%
Periodicals/newspapers	10%
Library Stationary	10%
Miscellaneous (Library equipment and stacks etc)	20%
Binding and repair	10%

The amount allocated for books and media sources should further be allocated as follows:

Subject Books and other reference books	30%
Reference books	20%
Hobby books	10%
Children's literature	30%
Audio Visual Material	10%

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. (Yashpal Committee Report, 1993)

Note: Should the need arise; the funds may be diverted from one head to another.

The expenditure on books and other media resources should more or less be uniform throughout the year.

7. Library committee

The school authority shall appoint a library committee. A library committee is an essential body required to liaison between the school authority and the library.

7.1 Constitution of Library Committee

1. Principal/Vice Principal (Ex-officio Chairperson)
2. One representative from each of the Subject Departments
3. Six student members from classes VIII, IX and XI (2 from each class)
4. Librarian (Ex-officio Member-Secretary).

In certain schools the constitution is that the librarian is the chairperson and others are members. The Committee may co-opt any other person(s) if found necessary from time to time. If found necessary the committee may constitute sub-committees for specific functions such as 'Book Selection Committee', 'Stock Verification Committee', 'Weeding/Withdrawal Committee', etc.

7.2 Functions of Library Committee

Briefly the functions of a library committee are to:

- Formulate library policies and objectives
- Plan overall library development programme and activities
- Compile and review the rules and regulations relating to the best use of the library resources
- Select proper books, periodicals and other information records relevant and useful to the user community
- Lay down the policy of weeding of documents
- Act as a liaison between the library and the community
- Approve the recommendations of the librarian on staff requirements and appointments.
- Support library's proposals for funds

8. Library rules

In service institutions set of rules should followed but it should be minimum. In case of school library, the parameters to be covered by the rules include: hours when the library will be open, length of the book-loan period to the different categories of users – students, /teachers -, number of books which may normally be borrowed at one time, etc. While framing the rules one should keep in mind the basic objective of the rules is to safeguard the interest of the members one the one hand and avoiding embarrassment to employees in the discharge of their duties on the other. Rules should be framed in such a way that they are easy to interpret and adhered to without giving the feeling of imposition on the library users.

8.1 Users of the Library

All students, teachers and other members of the staff are eligible to use the library as its members. Others may visit / use the library with the permission of the appropriate school authority and the librarian being informed of such visitors / users.

8.2 Working Hours

The library will remain open during the school hours but the circulation desk may be closed half an hour earlier. In some schools the library may be kept open beyond school hours.

8.3 Book Circulations and Normal Loan Period

Eligible users are given one/two Borrower's Card(s) for borrowing books from the library. These cards are not transferable. The books will be issued on surrender of ticket(s) – one book against one card. The period of loan is 14 days. The due date will be stamped on the date label. A user can renew a book 2 times if the book is not in demand. Books in great demand may not be issued. The overdue charges may levied on books not returned by the stamped return date.

8.4 Damage to and Loss of Books

In case of loss or damage of a book when it is in a user's possession, the user will be required to replace the book by a new copy of the same title and the latest edition. If the user fail to replace the book, he / she will be required to pay the current replaceable cost of the book.. If the book is out of print, then the price as recorded in the accession register may be charged.

8.5 Reservation of books

A member of the library may reserve book/s if it out on loan to another member or on order.. A formal reservation slip should be filled by the user and handed over to the librarian. The respective members should be informed as and when the reserved book becomes available.

8.6 Recalling books on Loan

Some books on loan may be in great demand. The librarian may ask the user to return the book before the expiry of the loan period if it is needed very urgently by other users. Such books may be issued for shorter loan periods (e.g. for one-week instead of the normal 14 day period), or they may be kept in a reserve collection, for a period of time, to be consulted in the library only.

8.7 Suspension of Privileges

If any member is found violating the library rules or otherwise misbehaving in the library even after a first warning, his/her membership may be suspended for some time.

8.8 Personal Property

Personal books or books from another library and personal belongings such as bags, umbrella etc., are not to be allowed into the library. These should be deposited at the property counter kept near the entrance to the library, at member's own risk. While going out of the library the property so deposited must be reclaimed.

8.9 General Safety and Care of Library

The library is for all members. Users should be advised to ensure safety and cleanliness, and avoid causing damage to library property – floor, wall, fittings, furniture, books, etc.

Make sure that

- No one removes any page or pages from books, newspaper, or magazines.
- No one puts any mark with a pen or pencil on any library book or other articles including desks, tables, and chairs.
- No one deliberately misplaces a book and makes it difficult to locate.
- No one removes catalogue cards from the catalogue tray.
- While members are free to browse amongst the stack and take out the books of their interest, they should be instructed not to replace the books after use.

- The school's office collects a no-due certificate from the students signed by the librarian before taking the transfer certificate from the school in which they are studying.

8.10 Suggested Model Rules

The user is responsible for the safety and care of books taken from the library. If it is damaged or lost the concerned user will have to replace it with a new book of the same title, edition, authorship or pay the replaceable cost of the book.

- Strict silence should be maintained inside the library for the benefit of all users
- Sticks, umbrellas, boxes, bags and such other articles as are prohibited inside the library and they should be left at the entrance.
- No paper shall be thrown inside the library and the users should keep the library clean.
- No person shall write upon, tear, cut deface etc., damage or make any mark upon any book or map belonging to the library.
- No tracing or mechanical reproduction of any picture or map in the library book or journal shall be made without taking permission from the librarian.
- Users shall be responsible for the loss, damage or injury done to the books or other property of the library. They should either replace the book or other property damaged or injured, or by paying the value thereof. In case of injury to or loss of volume of a set, the whole set shall be replaced and the value of the same shall be immediately deposited with the librarian for return after the set is complete.
- All the books or maps taken by the reader for consultation in the library shall be returned to the librarian or counter assistant before leaving the library.
- Each pupil is entitled to take out on loan two books at a time while each staff is entitled to take out 3 books at a time and keep the same for fifteen days. Periodical publications, directories and other costly reference books shall not be lent out. But this can be changed according to the library collection.
- If a member loses the membership or borrower card, they shall make a written report to the librarian and wait for a month's time before a duplicate card is issued. During this period the member shall attempt to trace and recover the lost card and if they does not succeed they should at the end of the period request for issue of a duplicate card. It shall be issued by posing some fine for the loss of card and a fee for duplicate card.
- Circulation may be stopped during examination and stock verification time.

- k. At the end of each academic year the pupils shall return their books and cards to the librarian. If in case anybody fails to return the books or cards, their results shall be withheld.

There should a set of rules to use the library and to educate the users for the better use of library independently. Rules may be plenty but each and every user of the library, to help the smooth functioning of library, should follow it.

9. Library records and statistics

A library, like any other organization, is charged with certain responsibilities by the parent body. In order to facilitate assessment of the performance of the different sections of the library various records and statistics should be maintained.

Following are some of the important records and statistics are to be maintained in the school library:

- a) Accession register
- b) Library membership register
- c) Books on loan record/ Day book system
- d) Record of over-due charges collected and deposited with accounts office.
- e) Inter-library loan record
- f) Periodicals registration register, if the card system is not used
- g) Shelf list
- h) Records regarding the books withdrawn
- i) Stock register of furniture and equipment
- j) Records to maintain daily statistics
- k) Record of the minutes of the meetings of the library committee
- l) Stock verification register

10. Conclusions

Proper planning is considered a critical element in the success of any enterprise. Indian libraries are at present faced with economic and social constraints. Prices of commodities and

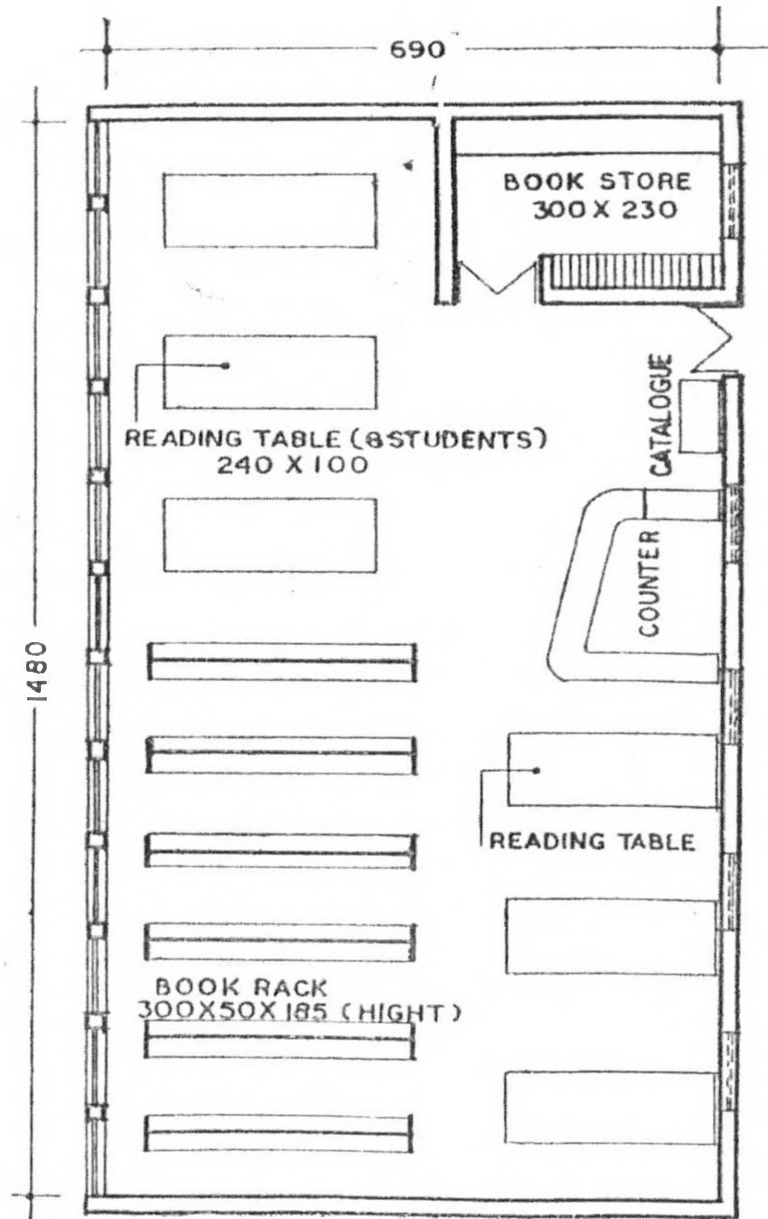
salaries are frequently rising but funds being scarce, planning becomes highly significant. In such a situation, planning helps to face the uncertainties of the future and environmental changes. It provides directions for carrying out day-to-day operations of a library. In a nut shell, if the school library is staffed, equipped and organized in such a way that it becomes a contributory factor in the learning processes of boys and girls, then it can be said to serve the requirement of the educational philosophy and objectives of the school and support the teaching and learning processes and the enjoyment of books. Such a library would best present the new concept of school librarianship which according to Frances Henne is “ the belief in the right of every boy and girl to have the pleasures, the understandings and the experiences that come from sharing the best in the recorded impressions and expressions of mankind”.

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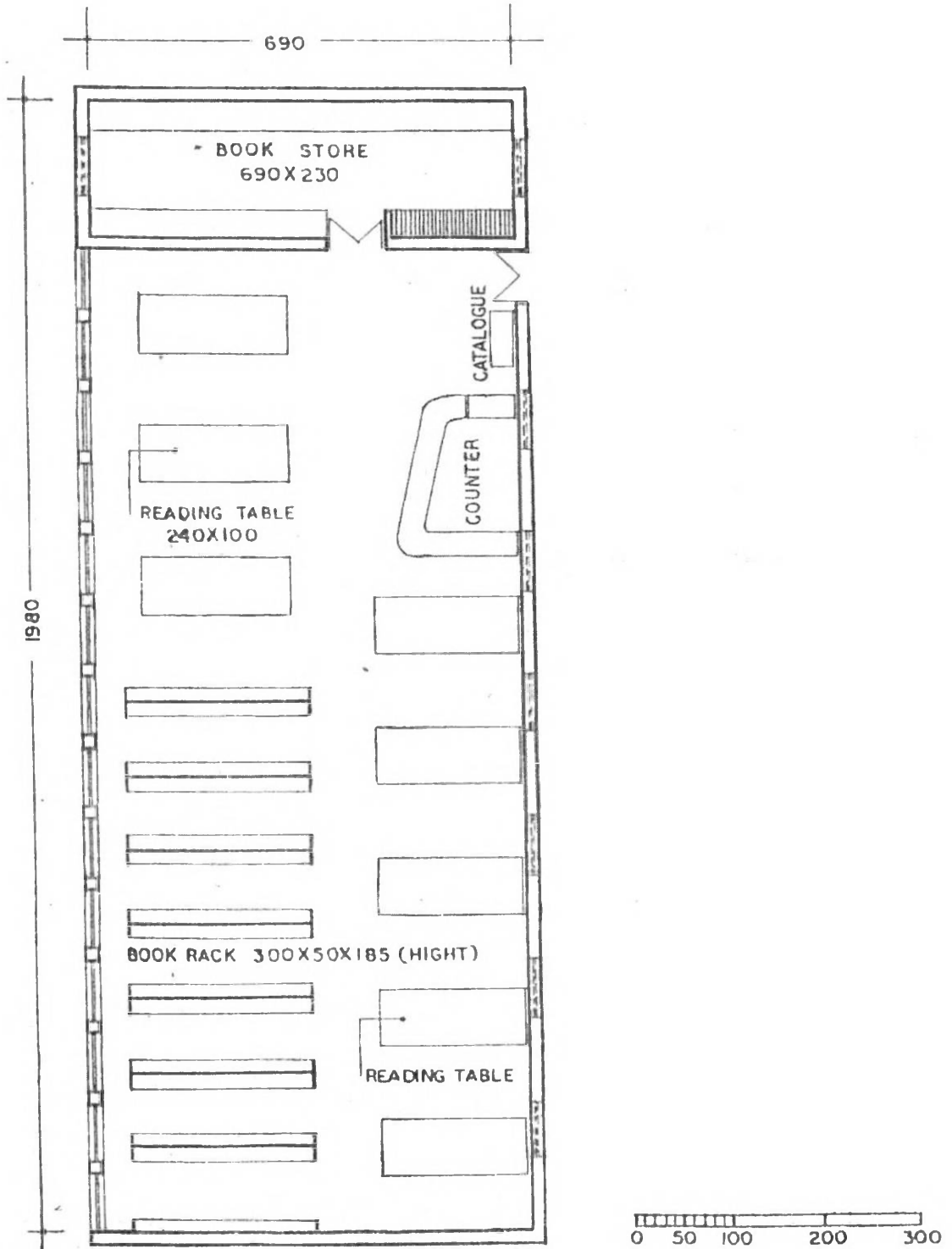
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12. Appendix: Some sample outline of School Library Building Plans:

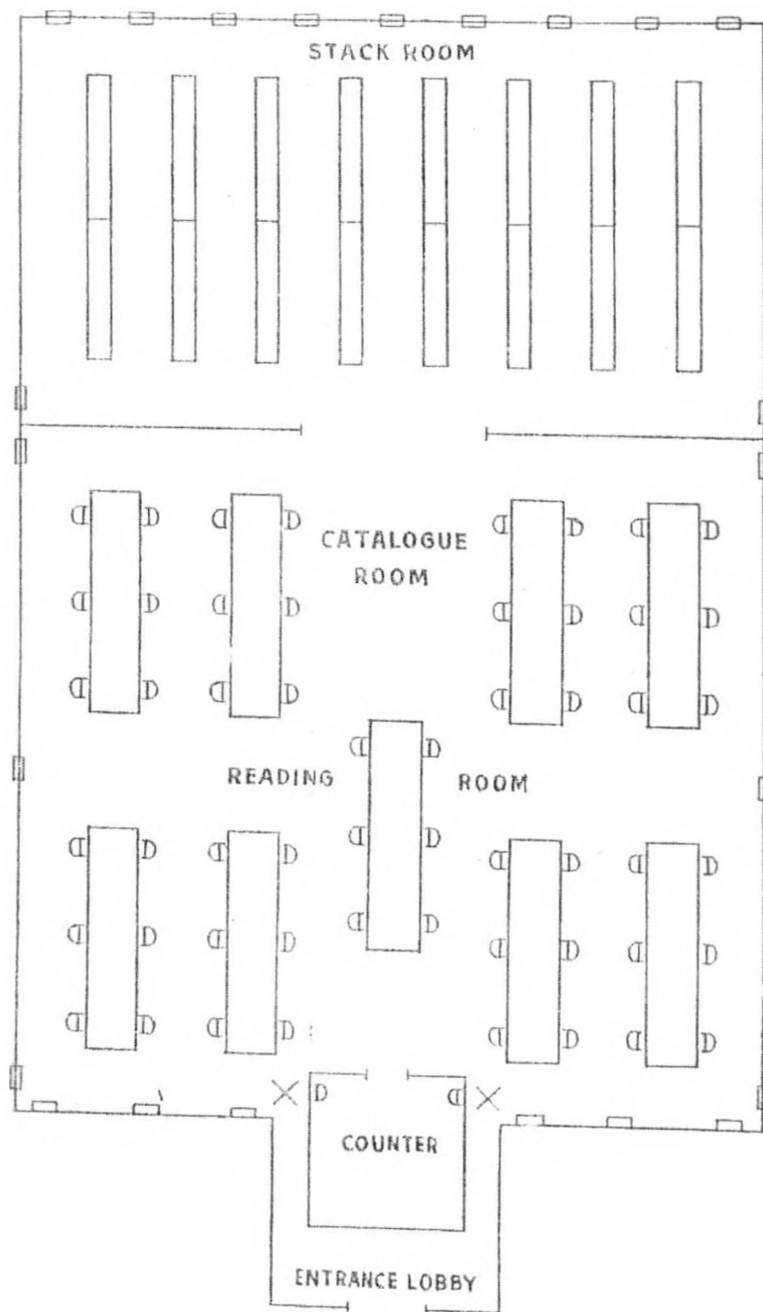
1. Sample School library building Plan-1



2. Sample Plan out line of School Library Building -II



3. Sample plan out line of School library building III



Module: 3 COLLECTION DEVELOPMENT

Structure:

1. Learning objectives
2. Introduction
3. Collection development
 - 3.1 Definition
 - 3.2 Purpose
 - 3.3 Collection development policy
 - 3.4 Assessment & evaluation
4. Nature of collection:
5. Book selection
 - 5.1 General guiding principles
 - 5.2 Specific criteria
 - 5.2.1. Books:
 - 5.2.2 Reference books:
 - 5.2.3 .Non-book materials
- 6.0 Book selection sources
 - 6.1 Bibliographies /news bulletins
 - 6.2 Publishers/distributors:
- 7.0 Book acquisition procedure:
 - 7.1 Terms and conditions
8. Accessioning
9. Summary
10. Suggested journals for subscription
11. Appendix:
 - I. Accession Register
 - II. Specimen forms, letters, etc.
 - III. Book suggestion form
 - IV. Allocation of fund
 - V. Book ordering-enquiry
 - VI. Book order letter
 - VII. Reminder letter:
 - VIII. Discrepancies in supply
12. References:

1. Objectives

After going through this unit you will be able to

- to know the meaning & purpose of collection development
- understand the importance of collection development policy
- acquire the skills for the selection of books and non-book materials
- know the different selection tools for procurement of books
- develop the knowledge of the book acquisition procedure

2. Introduction

Knowledge is power and libraries are the reservoirs of this power. This power is embodied in books, journals and in other forms of knowledge sources, and importantly in the staff of the library, and the teachers, students and other users of the library. The library should be able to make use of their tacit knowledge.

The library enables the close interaction of the trio, i.e. the books, the readers and staff. In a school library books are the basic information and knowledge source materials. Therefore one of the basic functions of the school library is collection development - the selection, acquisition, organization and management for the effective use of the collection.' This implies the building and developing an adequate, dynamic and up-to-date need-based and balanced collection to effectively meet the changing needs and demands of the user community. Hence while selecting books for the school library, the aims, objectives and purpose of school education should be borne in mind

3. Collection development

3.1 Definition

Collection development in a library means building up and continuously improving the collection in that library as implied in the following definitions:

- **Encyclopedia of library and information science:** *“Library collections is the sum total of library materials-books serials, manuscripts, government documents, pamphlets, catalogues, reports, recordings, microfilms, microfiche, computer tapes, videos, CDs etc. that make up the library holdings of a particular library”.*
- **Harold’s librarian’s glossary** defines collection developments as *“the process of planning a stock acquisition program not simply to cater for information need but to build a coherent and reliable collection over a number of years to meet the objectives of the services”.*

3.2. Purpose

Collection development implies selection, acquisition and evaluation of the library collection in order to see that the book and non-book materials that are really satisfy the needs and demands of the users - actual and potential. Hence collection development involves:

- Fulfilling the library’s obligation to the user community to provide relevant information.
- Finding out the users document / information needs.
- Selecting and acquiring such documents that meet their needs and demands
- Adopting planned and judicious spending on document collection, keeping the objectives of the service in mind.

3.3 Collection development policy

It is highly desirable to formulate a collection development policy to guide the course of action to be adopted for developing the library collection. The policy should enable selection work with consistency towards achieving defined goals, build a balanced collection and

judicious use of funds, that is, ensuring a consistent and overall balanced growth of the library's document resources.

A collection development policy:

- forms the basis for planning collection development
- provides practical guidance in day to day selection of reading materials
- helps in adopting best acquisition practices
- assists in establishing methods of reviewing material before acquisition
- help in formulating guidelines on types of material to be maintained, weeded out, and/or discarded.

3.4 Assessment & evaluation

The school library is required to provide support the curricular, co-curricular and other programmes and activities of the students and faculty members. The collection should be kept updated and relevant to the different categories of users.

The following points are to be considered for selecting books for the school library:

- The emphasis is on *selection*, not mere collection.
- As the collection should serve the educational ends, there should be books supporting and supplementing the curricular subjects.
- There should be a wide range of resource materials to meet also the children's personal learning interests and awaken new interests.
- There should be adequate collection of reference books
- Selection of examination guides and notes may be avoided.
- In view of the developments in of the information technology, appropriate films, CDs, slides, audio-visual and multimedia materials should also be procured
- The choice of resources should be balanced to meet both present and future needs.
- A book selection / advisory committee should be formed to advise / assist the library staff for selecting information source materials and developing a balanced collection.

4. Nature of collection:

In planning the book collection, it is necessary to decide which types of books are to be included and how many copies of each type are required in terms of the number of users in each category, library budget and the recommendations of the book selection committee.

- Textbooks
- Books for reference: Dictionaries (language, bilingual, subject), Encyclopedias (general and subject), Yearbooks, Atlas and Gazetteers, Biographical dictionary, Books of Quotations etc.,
- Books for inspiration and recreation: Poetry, drama, fiction, spiritual, biography, philosophy, sports, humour, essays, fine arts, arts and crafts etc.,
- Books for general reading in science, technology, inventions, geography, travel, social sciences, language learning etc.
- Reputed newspapers - local, regional and national
- Magazines and journals suited for students and teachers for academic and recreational needs
- Career guidance materials
- Books for elementary level children
- Special materials for visually challenged like Braille books, audio books, etc.,

Reading materials in regional languages should also be included in the collection.

5. Book selection

Book selection is, indeed a very responsible job. Systematic planning based on an understanding of well-defined functions and related needs and demands of the school community should guide the book selection.

5.1 General Guiding Principles

As briefly indicated earlier, the main objective of the school library is to support the teaching, learning and related programmes of the school. Along with this it is necessary to meet

more specifically the various requirements like curricular, co-curricular and extra-curricular activities, such as, hobby, recreation, health and other general information needs of the students and faculty members.

Some of the important selection principles are:

❖ **“Provide the right book to the right reader at the right time” – Drury**

The book selector should know the readers needs/requirements. Right materials should be procured expeditiously and to be made available at the right time for effective use by the reader.

❖ **“The best reading for the largest number at the least cost” - Melvil Dewey.**

As per this principle, a library should select the best documents required by the majority of users, within the financial resources available.

❖ **Five laws of S. R. Ranganathan**

1. Books are for use
2. Every reader his or her book
3. Every book his or her reader
4. Save the time of reader
5. Library is a growing organism

The book selector(s) should keep in mind the above fundamental laws of library service.

5.2 Specific Criteria

In selecting books, the librarian needs to examine the existing resources and identify the gaps and the area to be developed. Unnecessary duplication of titles should be avoided.

Preference should be given for books in great demanded. It may be necessary to acquire additional copies of certain books. Each category, such as fiction, non-fiction, reference, journals, audio-visual item etc., has different aspects to be considered in the selection.

The following checklist may be used as selection criteria; use book reviews and opinions of subject specialists as aids as and when necessary:

5.2.1 Books:

- Relevancy of the subject content, authenticity and reliability
- Good presentation
- Authority of the author, his/her credentials and previous work
- Bright colours attract young children.
- Language used in and subject treatment should be appropriate and clear to the intended user group
- Recent/ latest edition
- Printed on paper of good quality
- Presence of index and references to other source add value to the book.
- Print type should be legible, of a reasonable size, and letters should be well spaced
- Adequate illustration with clear and comprehensive text.
- Page layout with sufficient margin
- Binding: sections should be sewn in and not merely stuck / pasted in.
- Binding should be durable and strong enough to stand constant use

5.2.2 Reference books:

- Authority of the author / editor, his / her credentials and previous work
- Scope of the work, its coverage and limitations in relation to the subject field
- Treatment of the subject
- Arrangement and format of the chapters, sections within chapter, etc.
- Comparison with similar reference tools and whether it complements those in the existing collection
- Good index
- References to other sources.

5.2.3 Non-book materials

- Authenticity: Accuracy of facts, up-to-dateness and other acceptable works of the producer
- Appropriateness: In relation to the subject, and level of treatment in relation to the students and staff
- Scope: Content depth and coverage of the subject vis a vis the users
- Technical aspect: Clarity of sound and image
- Special feature Interactive, animation etc.,
- Physical characteristics: Ease of handling for use and storage
- Compatibility: Usable on locally available equipment and servicing of the equipment
- Cost: Reasonable and average supplemental cost for replacement, repair, storage and processing in relation to the library budget

6. Book selection sources

According to S. R Ranganathan “The sources for book selection consist of readers’ suggestions, review column in newspaper and periodicals, and bibliographies”. The book selection tools are indispensable to ensure proper selection of library documents. Selected sources are mentioned below:

6.1 Bibliographies /News Bulletins

- a) Decent Indian Books (Quarterly), Federation of Indian Publishers. New Delhi
- b) UBD New Books Bulletin (Monthly), Universal Book Distributors, Pvt. Ltd., New Delhi

6.2 Publishers/Distributors:

6.2.1 Books published in English language:

- a) National Book Trust (NBT), A-5 Green Park, New Delhi - 110016

- b) Children's Book Trust (CBT), Nehru house, 4, Bahadur Shah Zafar Marg, New Delhi
- c) D.K Publishers Distributors (P) ltd, 1, Ansari Road, Darya Ganj, New Delhi -2
- d) S. Chand & Co. ltd. 7361, Ram Nagar, New Delhi –110 055
- e) Allied Publishers Pvt Ltd, 1/13-14, Asaf Ali Road, New Delhi –100 002
- f) Ocean Book Private Ltd, 4/19. Asaf Ali Road New Delhi
- g) Navkarnataka Publications Pvt Ltd., Embassy Centre, Crescent Road, Bangalore-1
- h) Scholastic India Pvt. Ltd, Golf view corporate tower-A, Gurgaon – 122 002

6.2.2 *Books published in Hindi language*

- a. Pustak Mahal, Khari Baoli, Delhi – 110 006
- b. Ocean Book Pvt Ltd. 4/19, Asaf Ali Road, New Delhi

6.2.3 Books published in Kannada

- a. Ankitha pustaka prakashana, Basavanagudi, Bangalore-4
- b. Sapana Book House, Gandhinagar, Bangalore -9
- c. Kannada Sahitya Parishat, Chamaraja pet, Bangalore-4
- d. India Book House, Gandhinagar, Bangalore -9
- e. Karnataka rajya vignana parishat, Kasturba road, Banagalore -1
- f. Samaja pustakalaya, Shivaji Beedi, Dharwad -1

Apart from this, the recent catalogues and newsletter issued by publishers and booksellers, book reviews appearing in newspapers and journals should be looked into for selection purpose. Attending book exhibitions and book fairs is also worthwhile. Such visits may be with groups of students and interested teachers. The librarian plays an effective coordinating role in selecting books by seeking assistance and suggestions from subject specialists. Selection committee members can assist the librarian by advising in selecting on appropriate standard and quality books and non-book materials.

7. Book acquisition procedure:

Once the book selection committee selects the books, it can be ordered directly to the publisher or local vendor/book seller. It is advisable to have an agreement drawn up between the book supplier(s) and the library regarding the supply of books, payment etc.

The actual purchase can be open purchase, on approval, or direct ordering. 'On approval' is the recommended method for the school library. As mentioned earlier books may be selected for purchase during visits to book exhibitions, book fairs, and to booksellers.

The process of purchasing should be spread out throughout the year. New books come into market every day and the sanctioned budget should not therefore be spent at one time. It is generally recommended that books / documents be procured from reliable, efficient local bookseller(s) who make every effort to get all the ordered items and supply them promptly and well in time.

The acquisition program involves following activities.

- a) Contacting the publishers, book distributors, book supplier to obtain the catalogue/ list of new publications.
- b) Circulate the catalogues/book list to concerned departments/subject teachers for their recommendations on the selection of books.
- c) Check the library catalogue to ensure that the new selections do not duplicate the books already in the library.
- d) Some of the books may be obtained from the bookseller / distributor / publishers on approval basis.
- e) The books received 'on approval' may be browsed by the respective persons and recommended them.
- f) Ensure that sufficient funds are available for acquiring the books recommended.
- g) Place order with the concerned vendor/publisher/book supplier to supply the book
- h) Check the conditions of the books and bibliographical details like edition, author, year of publication, price etc,

- i) Check and verify the bills regarding discount and terms and condition
- j) Enter the book details in the accession register, catalogue and place the library stamp
- k) Forward the bills to the accounts section for payment

7.1 Terms And Conditions

S.R. Ranganathan recommended the following general terms and conditions included in the agreement with the supplier, for regular and prompt supply of books to the library:

- The order is liable to be cancelled, if supply is not made within three months of order.
- Any defective copy should be replaced by sound copy on the vendors own cost.
- The latest edition of the book is to be supplied.
- Should supply the same title and number of copies as mentioned in the purchase order.
- If the book is offprint from publications, supplier should inform the library.
- The supplier should inform to library if any difference in the name of the title author or price etc., if noticed
- In case of charged price vary from the catalogued price, supplier should submit price proof for verification
- The supplier(s) should indicate/inform the possible time of supply, in case ordered book are not available in their ready stock
- Minimum of 10% discount should be given on all the titles, except government publications

8. Accessioning

A book after being thus checked and tallied with bills has to be accessioned. An accession register is maintained in the library in which every book purchased / received in exchange or as gift is entered. Each book is given a consecutive serial number - Accession number. Separate registers may be maintained for accessioning different categories of sources:

- Documents: By purchase, as gift, of in exchange, and bound volumes of journals
- CDs
- Microfilms
- Audio-Visual materials

9. Summary:

Selection of books and other reading materials is considered as one of the most important functions of libraries. In an environment of rapid multidimensional growth of knowledge and consequent abundant production of publications and their ever increasing cost, and inadequate library budget, the selection of books and other reading materials has become very challenging to the librarian. The proper policy and guidelines will enable the librarian to do his duty effectively and efficiently.

10. Suggested journals for subscription

10.1 General

- **Champak, Delhi** Press building, E-3, Rani Jansi Marg, New Delhi -110 055
- **Chandamama**, chandamama India Ltd, No.82 Defence Officers colony, Chennai – 600 032
- **Chutuka,(Kannada)**Charumati Prakashana, Ashokanagar, Bangalore-50
- **Competition Success Review**,B-1/E-11, , NTPC, Badarpur, New Delhi-44
- **Competition Refresher**, New Delhi
- **Current contents**, MTG Learning Media (P) ltd, 406, Taj Apt, Ring Road, New Delhi-29
- **Diksuchi, (Kannada)**,No-732,9th main,3rd stage, Basaveswara Nagar, Bangalore – 560 079
- **Education world**, 703-704, 7th floor, Bangalore -560025
- **Employment News**, Publication Division, Govt. of India, New Delhi-66
- **Gokulam**, Bharathan Publications, 47-NP, Jawaharlal Nehru Road, Ekkaduthangal, Chennai-32
- **Readers Digest**, 45, Vaju Kotak Road, Mumbai -400 001
- **Science Reporter**, MTG Learning Media (P) ltd, 406, Taj Apt, Ring Road, New Delhi-29
- **Tinkle**, India Book House Pvt Ltd, Mahalaxmi chambers 5th Floor,Bhulabai Desai Road, Mumbai-26
- **Wisdom**, Wisdom publications, 17, Desika Road, Mylapore, Chennai – 600 004

- **Frontline**, Kasturi & Sons Ltd, Kasturi Building, 859 & 860, Anna Salai, Chennai -600 002
- **India Today**, Living Media India Ltd, F-14/15, Connaught Place, New Delhi -1
- **Outlook**, AB-10, S.J Enclave, New Delhi -10 029
- **Sports Star**, M/S Kasturi & sons, Chengleput, Kancheepuram, 603 209
- **The Week**, Malayalam Manorama Press, Kottayam, Kochi, 682 032

10.2 Subject

- Physics for You
- Mathematics Today
- Chemistry Today
- Biology Today

Publisher: MTG Learning media (P) Ltd.,
406, Taj Apartment, Ring Road,
New Delhi -29

- **HFI Education Today For Class IX-XII**

Publisher: HFI Education Today, MB-161, Street No. 4, Shakarpur, Delhi -29

10.3 Newspapers

- The Hindu
- Indian Express
- Times of India
- Economic Times
- Hindustan Times

Along with these, newspapers and magazines in regional language and in Hindi may also be subscribed.

10.4 Some Story Books and Classics for Children

1. Amar Chitra Katha series
2. Pinocchio by Carlo Collodi

3. Alice in Wonderland by Lewis Carroll
4. Laura Ingalls Wilder series
5. Black beauty by Anna Sewell
6. Fairy tales
7. Arabian Nights
8. The Hobbit by J.R.R Tolkien
9. Swami and his Friends by R.K Narayan
10. Mahabharatha and Ramayana by R.K Narayan
11. The Iliad and the Odyssey by Homer
12. Science fiction books by Isaac Asimov, Ray Bradbury, Arthur C Clarke etc
13. Stories by Jim Corbett
14. Tom Sawyer by Mark Twain
15. Great expectations by Charles Dickens
16. Three men in a boat by Jerome K Jerome
17. Father Brown stories by G.K Chesterton
18. Translations of stories by Premchand, Masti Venkatesh Iyengar, Kalki and Rabindranath Tagore
19. Surely you are joking by Feynmann
20. Little women by Louisa M. Alcott
21. Stories by Enid Blyton
22. Harry potter series by J.K Rowling
23. Dinakkondu kathegalu by Anupama Niranjana
24. Akbar & Birbal stories
25. Tenaliraman witty stories
26. Panchatantra stories

10.5 Reference Books

Almanacs

- Encyclopedia Britannica Almanac 2005

Atlases

- Atlas of Indian States, edited by P. Poovendran. Madras: T.T Maps and Publications.
- Atlas of World Geography, edited by Emrys Jones, London: Peerage Books.
- National Geographic Atlas of the World, Washington, D.C.:
- Oxford School Atlas, Delhi: OUP.

Biographical Dictionaries

- Chamber's Biographical Dictionary. Edinburgh: W&P Chambers.
- Dictionary of National Biography.
- India Who's Who, Bombay: INFA Publications

Dictionaries

- Children's Illustrated Dictionary
- Dictionary of Modern English Usage, edited H. W. Fowler. London: ELBS.
- Longman Dictionary of Common Errors, by J.B. Heaton and N.D. Tartan. London: Longman.
- Oxford Advanced Learner's Dictionary of Current English Delhi: OUP.
- Thesaurus of English Words and Phrases, by Peter Mark Roget, New York: Avenel Books.

Encyclopedias

- Compton's Encyclopedia
- Encyclopaedia Britannica
- Encyclopaedia of Sports, by R.G. Goel, New Delhi: Vikas.
- Lands and People: The World in Colours. London: Grolier.
- World book Encyclopedia

Books of Facts

- 100 General Quiz, by G. Basu, Calcutta: Rupa & Co.
- 1000 Great Events Through the Ages, by Brenda Ralf Lewis et al. London
- 1000 North-Eastern Region Quiz, by Pramila Pandit Barooah, Calcutta:Rupa.
- 1500 Fascinating Facts, London: Octopus Books.
- 5000 Gems of Wit and Wisdom, compiled by Laurel'Jce J Peter, London: Treasure Press.
- ABC of Human Body, London: Reader's Digest Association.

Gazetteers

- Columbia Lippincott Gazetteer of the World, New York: Columbia University Press.

Books of Quotations

- 100 Quotations and Answers, Hong Kong, Lynex Press.
- Concise Oxford Dictionary of Quotations, London: OUP.
- Dictionary of Famous Quotations, by Robin Hyman. London: Pan Books.
- Dictionary of Indian Quotations, by Jagat Singh and Harish Chandra Jagat, New Delhi.
- Quotations from Great Masters, by Choo Dev. Delhi: Hind Book House.
- Penguin Dictionary of Twentieth- Century Quotations, by Cohen, J.M. and Cohen, M.J., London: Penguin Books.
- Dictionary of good thoughts

Travel Guides

- Fodor's Guide to India, Tokyo: Hodder and Stoughton.
- INFO India: The Complete Traveler's Guide. Delhi Tourism Books.

Books of Records

- Guinness Book of Records, edited by Peter Matthews. Guinness Publishing Ltd.
- Limca Book of Records, distributed by UBS, Ansari Road, New Delhi.

Year Books

- Competition Success Review Year Book. New Delhi.
- India: A Reference Annual, New Delhi, Publication Division, Govt. of India.
- Manorama Year Book, Kottayam: Malayala Manorama.

11. APPENDIX:

I. Accession Register:

Date	Accession No	Author/s	Title	Edition	Vol	Place and publisher	Pages	Name of the supplier	Price	Voucher No & Date	Call No	Remarks

II. Specimen forms, Letters, etc.

Book suggestion form (requisition from subject specialists):

Sl.No	Author	Title	Edition	Publishers	Price

III. Allocation of fund :

Subject/Department----- Amount allocated-----year-----

Sl.No	Date	Bill number/date	Amount	Total	Progressive total	Amount balance	Remarks

IV. Book ordering-enquiry

Name of the Library

File no-----

Date:-----

To

M/s.

.....

.....

Dear Sir,

Sub: Purchase of books

Kindly let us know if you can supply the following books /attached list of books. If so, how much time you need to supply the book. Clearly indicate the price and edition, and maximum discount offered. And also the exchange rate for foreign publications along with the price proof from the publisher should be enclosed for reference.

Thanking you.

Yours faithfully,

Librarian

V. Book order letter

Name of the Library

F.No-.....

Date:.....

To

M/s -----

Sub: Purchase of books – reg

Ref: your approval memo no-----dtd.-----

The following/attached list books received from you on approval basis are approved for purchase. Kindly send your pre-receipted bill in triplicate in the name of the “-----” with maximum library discount for arranging payment.

The following books have not been approved for purchase. Hence you are requested to collect back the same.

Thanking you,

Yours sincerely

Librarian

VI. Reminder letter:

Name of the library

File No.----- Date:-----

To

M/s -----

Sub: Purchase of books – reg

Ref: Our order no-----dated-----

With reference to above, the following book(s) ordered has/have not been received so far. Kindly look into the matter and expedite the supply.

Thanking you,

Yours sincerely

Librarian

VII. Discrepancies in supply

Name of the Library

F.No-.....

Date:.....

To

M/s -----

Sub: Purchase of books – reg

Ref: your bill no-----dtd.----- & our order no-----

With reference to the above, please note that the following discrepancies have been noticed in the book(s) supplied. Kindly replace the deficient copy/revised bill so as to enable us to settle your bill .

Thanking you,

Yours sincerely

Librarian

12. References suggested readings:

1. Allen, Joan: The Organization of small libraries, London: Oxford University Press, 1961
2. Gimshaw, Ernest: The teacher librarian: London: E.J Arnold & Sons ltd. (s.l)
3. Krishan Kumar: Library administration and management, New Delhi: Vikas Publishing House, 1988
4. Krishan Kumār: Library manual, New Delhi: Vikas Publishing House, 1986
5. Mittal, R.L: Library administration, 5th ed.; New Delhi: Metropolitan Book Co. Pvt Ltd, 1984
6. Ranganathan S.R: Library Organization, 2nd ed. Bombay: Asia Publishing House, 1960
7. Lock, Reginald Northwood. Library Administration: London: Crosby Lockwood & Son Ltd , 1973.

Module-4

PROCESSING AND ORGANISATION

Structure

1. Objectives
2. Classification
 - 2.1. Introduction
 - 2.2. Definitions of classification
 - 2.3. Need for library classification
 - 2.4 Importance of library classification
 - 2.5 Library classification scheme
 - 2.5.1 Dewey Decimal Classification (DDC)
 - 2.5.2 Features of DDC
 - 2.5.3. Dewey Decimal Classification-22nd Edition
 - 2.5.4 Arrangement of DDC-22nd Edition
 - 2.5.5. Changes from DDC-21st edition
 - 2.5.6. Structure and Use of 22nd Edition
 - 2.6. Number building- Solved Examples
 - 2.7 Number building using the table
3. Cataloguing
 - 3.1 Introduction
 - 3.2 Objectives of library catalog
 - 3.3 Forms of catalogs
 - 3.4 Anglo-American Cataloguing Rules (AACR)
 - 3.4.1 Structure of AACR-2R98
 - 3.5 Cataloguing practice
 - 3.5.1 Level of descriptions
 - 3.5.2 Indentions of card catalogue
 - 3.5.3 Examples
 - 3.6 Non-Book Materials
 - 3.7 Exercises

4. Other Processing Works

4.1 Labeling library materials

4.1.1 Stamping

4.1.2 Labeling

4.1.3 Tagging

4.1.4 Data slip

4.1.5 Book pocket

4.1.6 Book card

5. Open access systems in libraries

6. Different types of arrangement of books on shelves

7. References and further reading

1. Objectives

After going through this module you will be able to

- understand the need and importance of library classification
- acquire the basic skill to classify the books using DDC 22nd ed
- realise the importance and objectives of cataloguing
- develop the basic skill to cataloguing of document
- knowledge about the other processing works of the library

2.0 CLASSIFICATION

2.1. Introduction

Classification is a basic human activity. As Vanda Brughton says 'we classify birds and animals, languages and ethnic groups, stars, volcanoes, minerals and clouds, wine and blood, and colours and roses'. In general sense, classification involves grouping and differentiating things according to their likeness and/or unlikeness. In other words, classification is grouping of things based on some common attributes or qualities. Grouping students based on their age and height etc is an example of classification.

Library classification, on the other hand, is grouping of books and other information resources on their subject (thought content) and/or other useful characteristics. Libraries classification facilitates arrangement of books in the helpful sequence to suit the user approach.

2.2 Definitions:

W.C. Berwick Sayers defines library classifications as “the arrangement of books on shelves, or descriptions of them, in the manner which is most useful to those who read”.

According to Melvil Dewey library classification is “putting together like entities and separating unlike entities”.

S.R. Ranganathan has defined classification as “ the translation of the name of the subject of a book into the preferred artificial language of ordinal numbers and the individualization of several books dealing with the same specific subject by means of a further set of ordinal numbers which represents some features of the book other than their thought content”.

Classification in libraries can thus thought of as an activity, which helps in arranging books according to the nature of the information or the subject domain in which it falls. Library classification is fundamental work in all types of libraries. In school libraries also we have to classify the books using any one of the existing library classification systems. This helps us to organize our collection more usefully. In practical terms, library classification involves assigning “unique number” to a given document. It is called ‘Call number’. Call number consists of ‘class number’, ‘book number’ and ‘collection number’. Class number is derived from a scheme of classification such s Dewey Decimal Classification (DDC) or Colon Classification (CC). On the other hand, a book number is usually derived from first three letters

of the surname of the first/main author. If the book is an edited book, first three letters from the first word (excluding articles like 'a', 'an', 'the' or numbers or other symbols that might occur) of the main title taken as 'book number'. This system of book numbering is popular among libraries; though there are different book numbering systems. Book number is an individualizing element in a call number. Collection number denotes the collection to which the item belongs (like 'Reference', 'Text book' etc). A typical call number looks as follows:

R 025 MIT

where 'R' is a collection number which indicates that the book belongs to Reference collection in that library, 025 is the class number which denotes the subject of the book, and MIT is the book number, which individualizes itself from other books on the same subject.

2.3 Need for Library Classification

As the number of information resources increases in the library, one needs to organize them in a proper order so as to facilitate their easy retrieval later. The need of the classification exists because of the following reasons:

- ◆ To manage large collection
- ◆ To facilitate easy retrieval
- ◆ To mechanize shelving
- ◆ To achieve orderly arrangement of information resources

2.4 Importance of Library Classification

The major goal of library classification is to make each document easily available for the reader. Library classification facilitates us in arranging documents in a specific order from general to specific. Its importance lies with the following factors.

- Classification helps in arrangement of books
- Classification ensures easy location of documents on a given subject
- Bringing together all the documents available in a given subject
- Classification saves the time of the user and the library staff
- Provide vivid picture of the available documents in the subject
- Helps in compilation of ad hoc bibliographies and union catalogues

In a nutshell library classification helps us to achieve the objectives of “Five Laws of Library Science”.

2.5 Library Classification Schemes

Various library classification systems are in use. Some of them include Library of Congress Classification, Universal Decimal Classification (UDC), Colon Classification Scheme (CC), Dewey decimal classification (DDC) and others.

2.5.1 Dewey Decimal Classification System (DDC)

With 200,000 libraries in 135 countries Dewey Decimal Classification System, hereafter referred as DDC, happens to be the most used classification system in the world. In India also DDC is popular among libraries. To suit the requirement of small libraries DDC-22 edition is also available in abridged version.

2.5.2 Features of Dewey Decimal Classification (DDC)

Dewey decimal classification is an almost enumerative classification. However DDC does use some features of faceted approach. Some of the general features of DDC mentioned in the literature are given below:

- Universal scheme
- Relative Location
- Decimal Notation
- Minute Division
- Mnemonics

- Integrity of Numbers
- Auxiliary Tables

2.5.3 Dewey Decimal Classification -22nd Edition

22nd edition of the DDC is published in 2003 with four volumes along with changes to providing hospitality for the emerging domain of knowledge. One of the important features of 22nd edition is that, for the first time fully web version of DDC has been released. The DDC - 22nd web edition has enabled to keep up-to-date with constant change and provide same to the users.

2.5.4. Arrangement of the DDC-22nd Edition

The print version of the latest full edition of the DDC, Edition 22, is composed of the following major parts in four volumes:

Volume 1

- (A) New Features in Edition 22: A brief explanation of the special features and changes in DDC 22
- (B) Introduction: A description of the DDC and how to use it
- (C) Glossary: Short definitions of terms used in the DDC
- (D) Index to the Introduction and Glossary

- (E) Manual: A guide to the use of the DDC that is made up primarily of extended discussions of problem areas in the application of the DDC. Information in the Manual is arranged by the numbers in the tables and schedules
- (F) Tables: Six numbered tables of notation that can be added to class numbers to provide greater specificity
- (G) Lists that compare Editions 21 and 22: Relocations and Discontinuations; Reused Numbers

Volume 2

(H) DDC Summaries: The top three levels of the DDC

(I) Schedules: The organization of knowledge from 000–599

Volume 3

(J) Schedules: The organization of knowledge from 600 – 999

Volume 4

(K) Relative Index: An alphabetical list of subjects with the disciplines in which they are treated sub arranged alphabetically under each entry

2.5.5. Structure and Use of 22nd Edition

DDC is arranged into 10 main classes, 100 divisions and 1,000 sections. A list of 1000 sections is given as appendix to this chapter.

First Summary: The Ten Main Classes

At the broadest level, the DDC is divided into ten main classes. The following list gives the ten main classes of DDC:

- 000 Computer science, information & general works
- 100 Philosophy & psychology
- 200 Religion
- 300 Social sciences
- 400 Language
- 500 Science
- 600 Technology
- 700 Arts & recreation
- 800 Literature
- 900 History & geography

Each main class is divided into 10 divisions (complete *Second Summary -Hundred Divisions* can be found in the appendix-1)

- 300 Social sciences, sociology & anthropology
- 310 Statistics
- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration & military science
- 360 Social problems & social services
- 370 Education
- 380 Commerce, communications & transportation
- 390 Customs, etiquette & folklore

Each division is subdivided into 10 sections (complete *Third Summary –The Thousand Sections* can be found in appendix-1)

- 370 Education
- 371 Schools & their activities; special education

- 372 Elementary education
- 373 Secondary education
- 374 Adult education
- 375 Curricula
- 376 [Unassigned]
- 377 [Unassigned]
- 378 Higher education
- 379 Public policy issues in education

2.6. Examples from the main class

Title of the book	Class Numbers
1. The book of Knowledge	001
2. Computer Science	004
3. Computer Programming	005
4. Bibliography	010
5. Foundations of Library and Information Science	020
6. Modern Journalism	070
7. Understanding Philosophy	100
8. Metaphysics	110
9. Developmental Psychology	155
10. A modern introductions to Logic	160
11. Textbook of Ethics	170
12. Introduction to Sociology	301
13. International Relations	327
14. Elementary Economics	330
15. A preface to education	370
16. Elementary education	372
17. Trends and issues in secondary education	373
18. The School Curriculum	375
19. The book of English grammar	425
20. Elementary Algebra	512
21. Foundations of Geometry	513
22. An introduction to Astronomy	520
23. A textbook of Heat	536
24. Essentaials of Physical chemistry	541
25. Textbook of ecology	577
26. Invertebrate Zoology	592

3.0 Cataloguing

3.1 Introduction

A catalogue is organized set of bibliographic records that represents the holdings of a particular collection of given library defines Arelene G. Taylor (2000). A collection may consist of any of several types of materials- e.g.- books, periodicals, maps, coins sound recordings, paintings, musical scores, etc. Catalogue is an important bibliographic control mechanism. Bibliographic control is the old age practice of libraries. Catalogue is one form of bibliographic control tool. Catalogue facilitate in identifying a particular documents in large set of collections in given library. Library without a catalogue is like town, which has been developed without a plan. Hence library catalogue is considered as the mirror of the library. Traditionally library catalogue confined to a single library, as the libraries evolved over the years, the concept of consortium has emerged and paved the way for union catalogues, which represents the collection of more than one library. Though school libraries are relatively small, catalogue may not be necessary, the infinite nature of knowledge and given that the “Five Laws of Library Science”- library is a growing organism; this denotes that catalogue is most for school library also.

3.2 Objectives of library catalogue

Charles Ammi Cutter – the pioneer of library catalogue system has given precise objectives of library catalogue in his magnum-opus “Rules for a Dictionary Catalogue” in 1904. This still hold true even in modern era.

Objectives

1. To enable a person to find a book of which either
 - A. the author
 - B. the title
 - C. the subject } is known

2. To show what the library has

- D. by a given author
- E. on a given subject
- F. in a given kind of literature

- 3. To assist in the choice of a book
 - G. as to the edition (bibliographically)
 - H. as to its character (literary or topical)
 - I.

However in 1998 the Functional Requirements for Bibliographic Records (FRBR) comes up with new set of objectives of a library catalogue. That is *find, identify, select, and obtain*.

3.3 Forms of catalogs

Library catalogue is existed in various physical forms. According to Taylor physical formats of catalogos are: book catalogue, card catalogue, microform, or online computer catalogue.

Book Catalogue: The printed book catalogue is the oldest form of library catalogue. Book catalogue is a list in book form of the holdings of a particular library collection or a group of collections, with the cataloguing records displayed in a page format.

Card Catalogue: Card catalogue is form of catalogue in which entries are made in any designed order, on a card of uniform size (3'' X 5'' size card) and kept in trays or drawer. Card catalogue was the most predominant form catalogue till 20th century. The advent of computer diminishes the popularity of the card catalogue.

Microform catalogue: with the advent in computer out put microform and other image processing technique, microform card became very popular. It contains cataloguing records in a micro image or microfiche. Microform requires the use of microform reader to view it.

Online catalogue: Online catalogue or online public access catalogue (OPAC) has become a de-facto standard of the libraries. The developments in web application have changed the way libraries used to organize information. Online catalogue is the most flexible form, because user can access from anywhere (some time restricted to LAN) with computer connected to internet. The availability of more access points than manual form of catalogue and allowing user to send comments of feedback during the retrieval process made it as a first choice among libraries.

3.3.1 Arrangement of entries in a catalogue

Arrangement of entries in a catalogue determines how a catalogue record can be retrieved. There are two primary ways in which individual bibliographic entries or record are organized or arranged.

1. Systematic (classified) catalogue
 2. Alphabetical (dictionary) catalogue
-
1. Systematic or Classified Arrangement: Classified catalogue is nothing but in which entries are arranged according a scheme of classification. The advantage of the classified catalogue is it uses symbols, letters and numbers. It is also useful for in-depth study of a subject and closely related subjects are brought together in a sequence.
 2. Alphabetical (dictionary) catalogue: In an alphabetical or dictionary catalogue, entries are arranged according in alphabetical sequence, with author, title, and subject headings interfiled. One of the disadvantages of the dictionary catalogue is as the library grows it will be difficult to maintain.

In online catalogue the search mechanism is always based on the design of the internal stored records depends on how a given system is designed. All most all the online catalogue system provides keyword searching and Boolean logic. The advancement in technology has now offered various kinds of search strategies such truncation, proximity and field search. Thus online search system is the most flexible and provides various access points including searching documents through the classification scheme.

3.4 Anglo-American Cataloguing Rules

Anglo-American Cataloguing Rules, which was first published in 1967 under the editorship of Seymour Lubetzkey, Anglo-American Cataloguing Rules has time and again revised its editions bring International bibliographic standardization. The present edition Anglo-American Cataloguing Rules-2R98 is the result of a progression of ideas about how to approach the cataloguing process to prepare catalogs that provide the best possible access to library collections

3.4.1 Structure of AACR-2R98

AACR-2R98 consists of two parts. Part-1: General Rules for descriptions-this rules contains instructions on the formulation of description of library materials. In part-1 rules for the description applicable to all types of library material (e.g., print, sound recordings, etc) in all conditions (e.g., microform) and patterns (e.g., serial) of publication are found. Chapter 2-12 in part-1 contains the rules for specific types of material (e.g., cartographic materials, computer files, serials, etc). Chapter-13 rather given rules for any types of material, this deal with the process of preparing the bibliographic record that describes a part of parts on an item for which a comprehensive entry might be made. There are no chapters from 14-20 in AACR-2R98. Part-11 of the AACR-2R98 deals with the access points for main and added entries (chapter-21), with the form of name headings and uniform titles (chapter-22-25) and with references (chapter-26). The rules in these two parts proceed with general to specific.

The above rules are mainly based on the principles, namely “International Standard Bibliographic Description” (ISBD) developed by IFLA. ISBD contain eight areas of descriptions.

They are:

1. Title and statement of responsibility area
2. Edition area
3. Material (or type of publication) specific details area
4. Publication, distribution, etc., area
5. Physical description area
6. Series area
7. Note area
8. Standard number and terms of availability area

3.5 Cataloguing practice- examples and exercises based on AACR-2

3.5.1 Level of description

There are three levels of descriptions, they are: first level of description, second level of descriptions and third level of descriptions. The libraries can choose any one level of descriptions for all the materials. First level of descriptions provides for the minimum information, which is necessary to identify a given document.

First Level of Description

Fig-1: Schematic representation of first level of description of card catalog

028.9 WEB	Webster, Owen	
17378	Hutchinson, 1965. xi, 281p. ; 22 cm.	Read well and remember: a guide to efficient reading .- London: 1. Reading comprehension, I. Title

Second Level of Description

025.4 RAN	Ranganathan, S. R.	
19085	M.A. Gopinath .-	Prolegomena to library classification/ S. R. Ranganathan ; assisted by London: Asia Publishing House, 1967. 325 p., ; 24 cm. 1. Classification I. Gopinath, M.A. II. Title

Fig-2: Schematic representation of second level of description of card catalog

Third level of description includes all elements set out in the rules and third level of descriptions is necessary in rare cases.

3.5.2 Indentions in Card Catalogue:

Indention is a designated space or margins at which parts of a catalogue record begins. The catalogue card is divided into the following three indentions.

1. **First indentions:** 9 spaces from the left margin of the catalogue card. This segment of nine spaces is called the first indention from where the main entry begins.
2. **Second indentions:** 13 spaces from the left margin. Title proper, physical description, notes and tracing start from this indention.
3. **Third indention:** 15 spaces from the left margin. The use of this indention occurs in two instances, A: when the author entry is too long to be recorded in one line, the overflow is carried from the third indention. B: If a multi volume set in progress, then in physical description, the letter v will start from the third indention. Schematic representation of the card cataloguing showing indention will clarify the doubt.

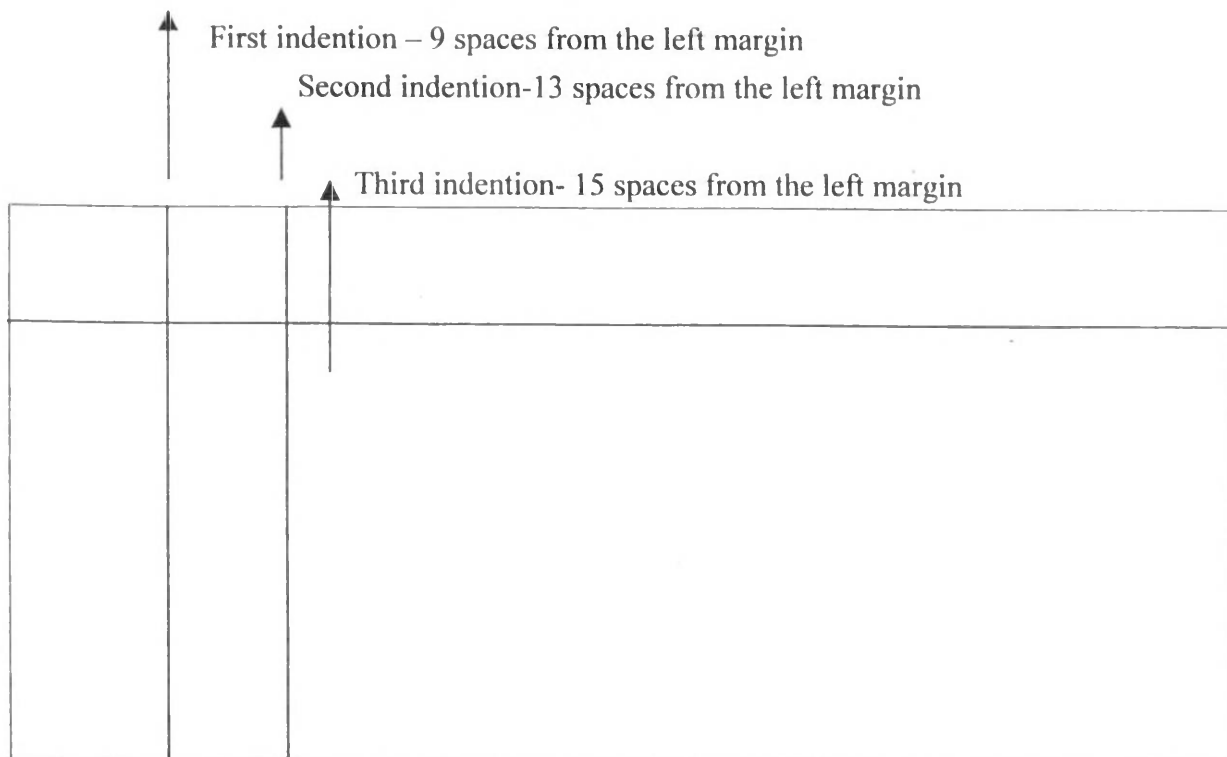


Fig-3 Structure of the card catalogue showing three indentions

3.5.3 Examples

Examples – 1: Single Author

The Practice of Social Research

By

Earl Babbie

Wordsworth

USA

Other Information

Call No.	300.72 BAB
Accession No.	4690
Pages	xxv, 492
Edition	10 th edition
Year of Publication	2004
Size of the Book	22 cm.
ISBN	81-315-0045-4

Chief source of information for the above title:

The title page of the book forms the major source information for bibliographic data. If there is no title page, then the part of the item that gives the most complete information is used as a substitute.

Main entry

300.72		
BAB	Babbie, Earl.	
4690		The practice of social research/ Earl Babbie. - 10 th ed .- USA: Wordsworth, 2004. xxv, 492 p.; 22 cm. ISBN- 81-315-0045-4 1. Social sciences-Research, I. Title

Added entry – Subject

300.72		SOCIAL SCIENCES-RESEARCH
BAB	Babbie Earl.	
4690	Wordsworth, 2004.	<p>The practice of social research / Earl Babbie. - 10 ed .- USA :</p> <p>xxv, 492 p.; 22 cm. Wordsworth, 2004.</p> <p>ISBN- 81-315-0045-4</p> <p>1. Social sciences-Research, I. Title</p>

Added entry- Title

300.72		The Practice of Social Science Research
BAB	Babbie Earl.	
4690	Wordsworth, 2004.	<p>The practice of social research / Earl Babbie. - 10 ed .- USA :</p> <p>xxv, 492 p.; 22 cm. Wordsworth, 2004.</p> <p>ISBN- 81-315-0045-4</p> <p>1. Social sciences-Research, I. Title</p>

Example-2: Edited Book

Primary School Curriculum

Edited by

B.V. Verghese

Anmol Publications

New Delhi

Other Information

Call No. 372.19
Accession No. 418538
Pages 231
Edition -
Year of Publication 2004
Size of the Book 22 cm
ISBN 81-261-1047-3

Main Entry

372.19		
PRI	Primary	school curriculum/ edited by B.G. Verghese .- New Delhi : Anmol Publications, 231 p. ; 26 cm. ISBN 81-261-1047-3 1. Education-Curricula I. Verghese, B.G.
418538		

Added entry-Subject

372.19		EDUCATION-CURRICULA
PRI	Primary school curriculum/	edited by B.G. Verghese .- New Delhi : Anmol Publications, 231 p. ; 26 cm.
418538		ISBN 81-261-1047-3 1. Education-Curricula I. Verghese, B.G.

Added entry –Editor

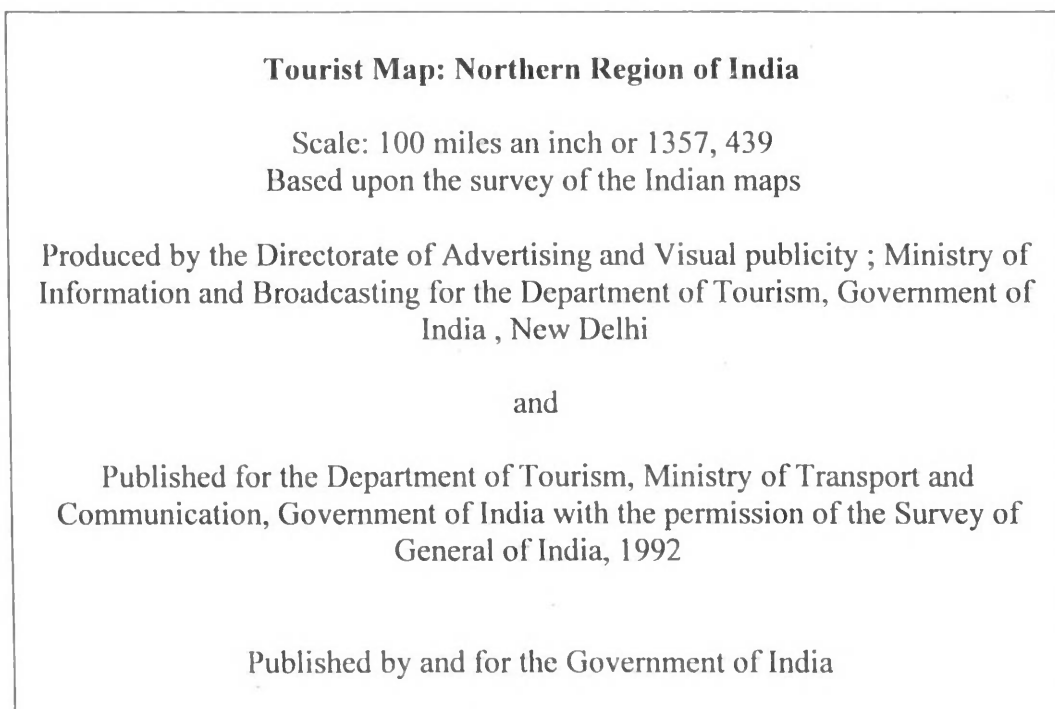
372.19		Verhgese, B.G. <u>ed.</u>
PRI	Primary school curriculum/	edited by B.G. Verghese .- New Delhi : Anmol Publications, 231 p. ; 26 cm.
418538		ISBN 81-261-1047-3 1. Education-Curricula I. Verghese, B.G.

3.6 Non-Book Materials

AACR-2R98 provides specific rules for cataloguing non-book materials. Chapter 2-12 in AACR-2R98 deals with specific types of materials including cartographic materials, manuscripts, music, sound recordings, motion pictures and video recordings, graphic materials, computer files, three-dimensional artifacts and realia, microforms and serials. Unlike monographs non-book materials do not have a title page to provide information for cataloguers. Cataloguer has to obtain the relevant source of information. AACR-2R98 chapter 2-12 gives you a clear idea of how to select chief source of information for non-book materials.

3.6.1 Examples for Non-Book materials

Example-1: Cartographic materials



Other Information

Call No.	912 IND
Accession No.	6565
Size	65 X 30 cm
Note	Reference are given and the map is colored

Main Entry

912		
IND	India.	Directorate of Advertising and Visual Publicity
6565		<p style="text-align: center;">Tourist map: Northern Region of India (map) Produced by the Directorate of Advertising and Visual Publicity, Ministry of Information and Broadcasting, for the Department of Tourism, Government of India, New Delhi .- Scale 100 miles to an inch New Delhi : Government of India, 1922.</p> <p style="text-align: center;">1 map : col.; 65 x 30 cm. Based upon: Survey of India maps. Reference are given 1. India-Description and travel –Map, 1. Survey of India, II. Title</p>

Added Entry –Subject

912		INDIA-DESCRIPTION AND TRAVEL-MAP
IND	India.	Directorate of Advertising and Visual Publicity
6565		<p style="text-align: center;">Tourist map: Northern Region of India (map) Produced by the Directorate of Advertising and Visual Publicity, Ministry of Information and Broadcasting, for the Department of Tourism, Government of India, New Delhi .- Scale 100 miles to an inch New Delhi : Government of India, 1922.</p> <p style="text-align: center;">1 map : col.; 65 x 30 cm. Based upon: Survey of India maps. Reference are given 1. India-Description and travel –Map, 1. Survey of India, II. Title</p>

Added Entry- Author

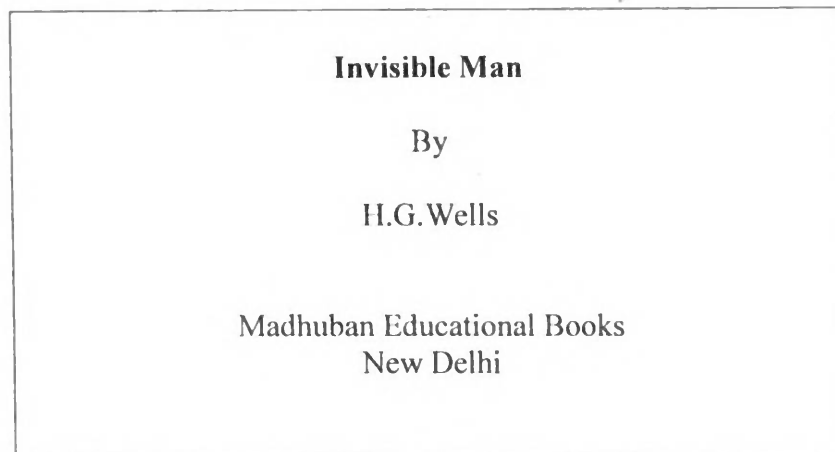
912		Survey of India
IND	India.	Directorate of Advertising and Visual Publicity
6565		<p>Tourist map: Northern Region of India (map) Produced by the Directorate of Advertising and Visual Publicity, Ministry of Information and Broadcasting, for the Department of Tourism, Government of India, New Delhi .- Scale 100 miles to an inch New Delhi : Government of India, 1922.</p> <p>1 map : col.; 65 x 30 cm. Based upon: Survey of India maps. Reference are given 1. India-Description and travel –Map, 1. Survey of India, II. Title</p>

Added Entry- Title

912		Tourist map: northern region of India
IND	India.	Directorate of Advertising and Visual Publicity
6565		<p>Tourist map: Northern Region of India (map) Produced by the Directorate of Advertising and Visual Publicity, Ministry of Information and Broadcasting, for the Department of Tourism, Government of India , New Delhi .- Scale 100 miles to an inch New Delhi : Government of India, 1922.</p> <p>1 map : col.; 65 x 30 cm. Based upon: Survey of India maps. Reference are given 1. India-Description and travel –Map, 1. Survey of India, II. Title</p>

3.6.1 Exercises

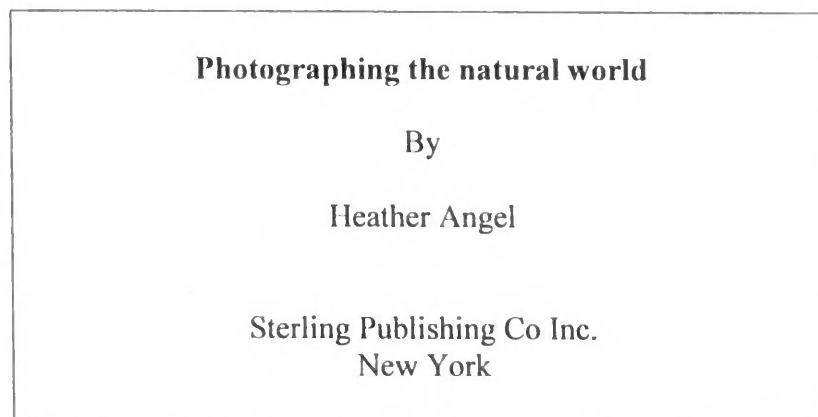
Exercise-1



Other Information

Call No.	823 WEL
Accession No.	31342
Date of Publication	1993
Pages	114 p.
Size	22 cm
ISBN	0-8039-1497-0

Exercise-2



Other Information

Call No.	770.233 ANG
Accession No.	31568
Date of Publication	1994
Pages	160 p.
Size	22 cm
ISBN	0-8069-0715-0

Exercise-3

Industrial Safety Management

Edited by

Ronn Morrison
Carl Symcox
And
Peter Hogard

Sage Publications

London

Other Information

Call No.	620.86 IND
Accession No.	6386
Date of Publication	1977
Pages	Vi, 388
Size	21 cm
ISBN	-

Exercise-4

Minneapolis of Robert Street Map

Scale 1-720

Published by Van Nostrand Chicago
The map include

Downtown Minneapolis
Downtown Robert

Minneapolis – Robert and Maltha

Other Information

Call No.	U8.73f L8
Accession No.	7389
Size	81 x 35 cm; colored

4. Other Processing Work

4.1 Labelling library materials

Processing work involves not only classification and cataloguing includes other activities like stamping, tagging, labeling and pocketing, which are important to make document to available to the users. The following labels are generally pasted in the books.

4.1.1 Stamping

Once materials for the library collection are catalogued, they must be labeled well for use by the patrons. This involves making sure that the library name is stamped in several places on the item and any packaging it may have. Usually librarians or technical processing professionals put library stamp on a lower half of the half-title page, lower half of back of the title page, bottom of the last page of the text or volume. The stamp should be put properly and carefully without falling on the printed matter.

A specimen of the library ownership stamp has been given below.

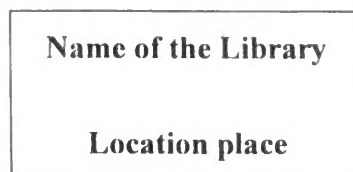


Fig-4: Ownership Stamp

4.1.2 Labeling

In order to facilitate users to identify the documents on the shelves and helping librarian himself while at the time of replacing the books to same place on the shelves, labeling of the class number on the document is very important. The call number is placed in at least one obvious place, usually the base of the spine. This label is pasted one inch above the bottom of the book. This is done so that the class number of the document may be properly visible.

A specimen of the spine label has been given below.

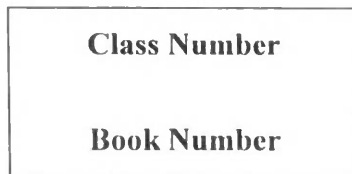


Fig-5: Ownership Stamp

How to prepare spine label using Microsoft Office Suite

1. Go to **Tool** menu —————> Select **Letters and Mailings**
2. Go to **Envelopes and Labeling**
3. Choose print option as laser and ink jet and label product as **Other/ Custom**
4. Choose new label button
5. Click **Ok** and again click the label option **Ok**
6. At the **Envelopes and Labels** dialog box, choose **New Document**.
7. You will have blank label sheet

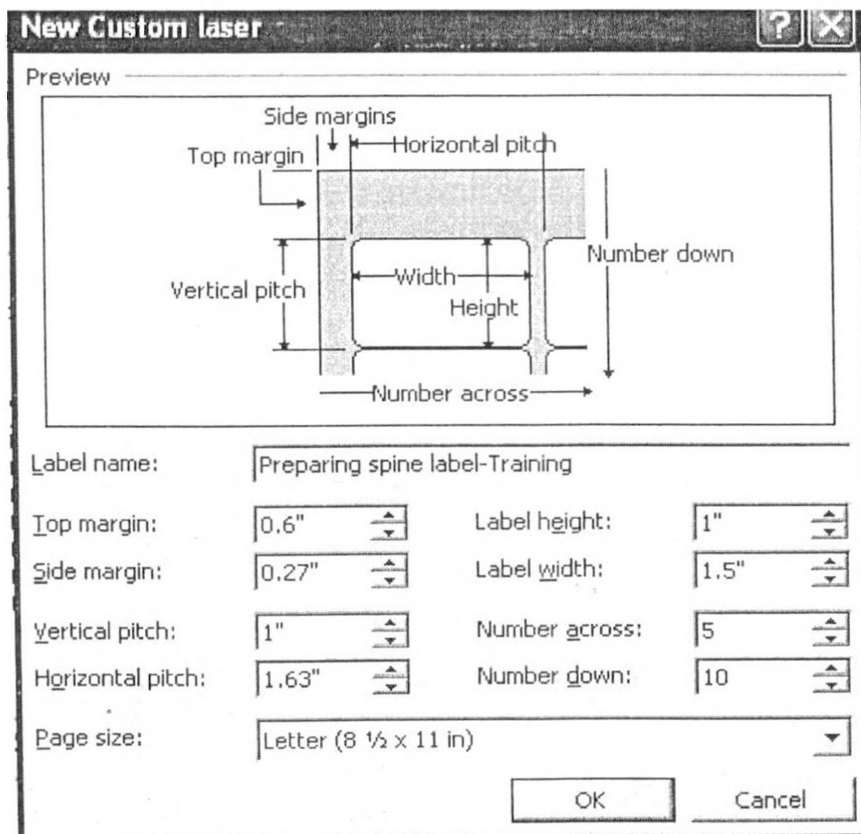


Fig-6: Preparing spine label using MS Office suite

Call Number

Call Number

Book Number

Book Number

Fig-7: Labels that can be prepared for using as spine label

4.1.3 Tagging

Spine label has to be placed on the back of the book i.e., on the spine. If the book is not thick enough to tag the label then apply it on the front cover close to the back. For instance see the below picture how spine label has been placed on the spine of the book.

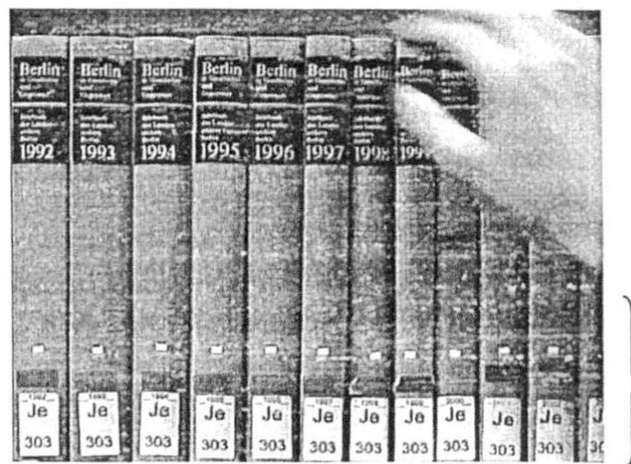


Fig-8: Spine label fixing one inch above the bottom of the book

4.1.4 Date Slip

One date slip is pasted on the top most portion of the front or back fly-leaf of each book. The size of the date slip may be 5 X 3 inches. The specimen of the date slip is given below.

Call No	Name of the Library	ACC. Number	
This book should be returned on the last date mentioned below or else the borrower will have to pay an over due charge of Rs. per day.			

Fig-9: Date slip

4.1.5 Book Pocket

On the bottom of the inner right side or the front or back card-board cover, a book pocket of 5'' x 3'' size is pasted. The specimen of the book pocket is given below.

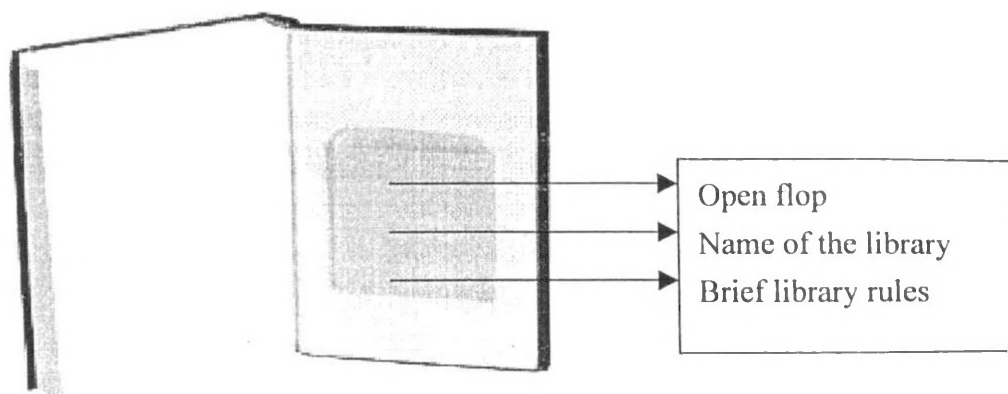


Fig-9: Book Pocket

4.1.6 Book Card

One printed book card of 5 x 3 inch size is put in the book pocket of each book. But in case of references and non-issuable books, this card is not slipped in the book pocket. The specimen of the book card is given below.

Call No.	c . No
<u>Name of the library</u>	
<u>Author:</u>	
<u>Title:</u>	
<u>This book was issued/is due on the date last stamped or marked</u>	

Fig-10: Book card

Call No. _____
Author _____
Title _____

Acc. No. _____
<u>Name of the library</u>
<u>Location name</u>

Fig-11: Book Card

5. Open Access Systems in Libraries

Open access provides for free access to the world of books. Open access systems allow users to browse the books available in the library without any constraints. Especially in school libraries, open access system will help students to access whatever book they wanted to read and this eventually would help them in inculcating reading habits an early age.

Advantages of open access system

1. Freedom for the readers to select, whatever he wants to read
2. User can take away any book to the reading room for study or to circulation counter to get it issued for study at home.
3. Books in much demand can be placed in special bookshelves near the entrance of the stacks. Thus open access system helps users to choose the books whatever they want and ask them to visit library frequently.

6. Different types of arrangement of books of Shelves

Arrangement of the books on the shelves depends on the nature of the library and availability of the space in the library. The books and growing numbers of different genres of size of documents in the library, made to think librarians to arrange books in a convenient methods. Following are the most commonly used methods of arranging books on the shelves. It is suggest consulting Library Administration authored by S.R. Ranganthan and R.L. Mittal on the same title.

1. Double rows on fixed shelves
2. Hinged stacks
3. Bracket stacks
4. Multi-tier stacks
5. Tower stacks
6. Rolling stacks
7. Compact storage

As mentioned elsewhere, processing of books is the basic to other functions of the library. To make the document available to users- processing and organization is must. Any library is measured on the basis of the how good processing work has been carried out, because cataloguing and other processing activities are the mirror of the library.

7. References and Further Readings

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Appendix-1

Second Summary*

The Hundred Divisions

000 Computer science, knowledge & systems	330 Economics
010 Bibliographies	340 Law
020 Library & information sciences	350 Public administration & military science
030 Encyclopedias & books of facts	360 Social problems & social services
040 [Unassigned]	370 Education
050 Magazines, journals & serials	380 Commerce, communications & transportation
060 Associations, organizations & museums	390 Customs, etiquette & folklore
070 News media, journalism & publishing	400 Language
080 Quotations	410 Linguistics
090 Manuscripts & rare books	420 English & Old English languages
100 Philosophy	430 German & related languages
110 Metaphysics	440 French & related languages
120 Epistemology	450 Italian, Romanian & related languages
130 Parapsychology & occultism	460 Spanish & Portuguese languages
140 Philosophical schools of thought	470 Latin & Italic languages
150 Psychology	480 Classical & modern Greek languages
160 Logic	490 Other languages
170 Ethics	500 Science
180 Ancient, medieval & eastern philosophy	510 Mathematics
190 Modern western philosophy	520 Astronomy
200 Religion	530 Physics
210 Philosophy & theory of religion	540 Chemistry
220 The Bible	550 Earth sciences & geology
230 Christianity & Christian theology	560 Fossils & prehistoric life
240 Christian practice & observance	570 Life sciences; biology
250 Christian pastoral practice & religious orders	580 Plants (Botany)
260 Christian organization, social work & worship	590 Animals (Zoology)
270 History of Christianity	600 Technology
	610 Medicine & health
280 Christian denominations	620 Engineering
290 Other religions	630 Agriculture
300 Social sciences, sociology & anthropology	640 Home & family management
310 Statistics	650 Management & public relations
320 Political science	660 Chemical engineering

- 670 Manufacturing
- 680 Manufacture for specific uses
- 690 Building & construction
- 700 Arts
- 710 Landscaping & area planning
- 720 Architecture
- 730 Sculpture, ceramics & metalwork
- 740 Drawing & decorative arts
- 750 Painting
- 760 Graphic arts
- 770 Photography & computer art
- 780 Music
- 790 Sports, games & entertainment
- 800 Literature, rhetoric & criticism
- 810 American literature in English
- 820 English & Old English literatures
- 830 German & related literatures
- 840 French & related literatures
- 850 Italian, Romanian & related literatures
- 860 Spanish & Portuguese literatures
- 870 Latin & Italic literatures
- 880 Classical & modern Greek literatures
- 890 Other literatures
- 900 History
- 910 Geography & travel
- 920 Biography & genealogy
- 930 History of ancient world (to ca. 499)
- 940 History of Europe
- 950 History of Asia
- 960 History of Africa
- 970 History of North America
- 980 History of South America
- 990 History of other areas

Third Summary
The Thousand Sections

000 Computer science, information & general works	033 In other Germanic languages
001 Knowledge	034 Encyclopedias in French, Occitan & Catalan
002 The book	035 In Italian, Romanian & related languages
003 Systems	036 Encyclopedias in Spanish & Portuguese
004 Data processing & computer science	037 Encyclopedias in Slavic languages
005 Computer programming, programs & data	038 Encyclopedias in Scandinavian languages
006 Special computer methods	039 Encyclopedias in other languages
007 [Unassigned]	040 [Unassigned]
008 [Unassigned]	041 [Unassigned]
009 [Unassigned]	042 [Unassigned]
	043 [Unassigned]
010 Bibliography	044 [Unassigned]
011 Bibliographies	045 [Unassigned]
012 Bibliographies of individuals	046 [Unassigned]
013 [Unassigned]	047 [Unassigned]
014 Of anonymous & pseudonymous works	048 [Unassigned]
015 Bibliographies of works from specific places	049 [Unassigned]
016 Bibliographies of works on specific subjects	
017 General subject catalogs	050 General serial publications
018 Catalogs arranged by author, date, etc.	051 Serials in American English
019 Dictionary catalogs	052 Serials in English
	053 Serials in other Germanic languages
020 Library & information sciences	054 Serials in French, Occitan & Catalan
021 Library relationships	055 In Italian, Romanian & related languages
022 Administration of physical plant	056 Serials in Spanish & Portuguese
023 Personnel management	057 Serials in Slavic languages
024 [Unassigned]	058 Serials in Scandinavian languages
025 Library operations	059 Serials in other languages
026 Libraries for specific subjects	
027 General libraries	060 General organizations & museum science
028 Reading & use of other information media	061 Organizations in North America
029 [Unassigned]	062 Organizations in British Isles; in England
	063 Organizations in central Europe; in Germany
030 General encyclopedic works	064 Organizations in France & Monaco
031 Encyclopedias in American English	065 Organizations in Italy & adjacent islands
032 Encyclopedias in English	066 In Iberian Peninsula & adjacent islands

- 067 Organizations in eastern Europe; in Russia
- 068 Organizations in other geographic areas
- 069 Museum science
- 070 News media, journalism & publishing
- 071 Newspapers in North America
- 072 Newspapers in British Isles; in England
- 073 Newspapers in central Europe; in Germany
- 074 Newspapers in France & Monaco
- 075 Newspapers in Italy & adjacent islands
- 076 In Iberian Peninsula & adjacent islands
- 077 Newspapers in eastern Europe; in Russia
- 078 Newspapers in Scandinavia
- 079 Newspapers in other geographic areas

- 080 General collections
- 081 Collections in American English
- 082 Collections in English
- 083 Collections in other Germanic languages

- 084 Collections in French, Occitan & Catalan
- 085 In Italian, Romanian & related languages
- 086 Collections in Spanish & Portuguese
- 087 Collections in Slavic languages
- 088 Collections in Scandinavian languages
- 089 Collections in other languages

- 090 Manuscripts & rare books
- 091 Manuscripts
- 092 Block books
- 093 Incunabula
- 094 Printed books
- 095 Books notable for bindings
- 096 Books notable for illustrations
- 097 Books notable for ownership or origin
- 098 Prohibited works, forgeries & hoaxes
- 099 Books notable for format

- 100 Philosophy & psychology
 101 Theory of philosophy
 102 Miscellany
 103 Dictionaries & encyclopedias
 104 [Unassigned]
 105 Serial publications
 106 Organizations & management
 107 Education, research & related topics
 108 Kinds of persons treatment
 109 Historical & collected persons treatment
- 110 Metaphysics
 111 Ontology
 112 [Unassigned]
 113 Cosmology
 114 Space
 115 Time
 116 Change
 117 Structure
 118 Force & energy
 119 Number & quantity
- 120 Epistemology, causation & humankind
 121 Epistemology
 122 Causation
 123 Determinism & indeterminism
 124 Teleology
 125 [Unassigned]
 126 The self
 127 The unconscious & the subconscious
 128 Humankind
 129 Origin & destiny of individual souls
- 130 Parapsychology & occultism
 131 Parapsychological & occult methods
 132 [Unassigned]
 133 Specific topics in parapsychology & occultism
 134 [Unassigned]
- 135 Dreams & mysteries
 136 [Unassigned]
 137 Divinatory graphology
 138 Physiognomy
 139 Phrenology
- 140 Specific philosophical schools
 141 Idealism & related systems
 142 Critical philosophy
 143 Bergsonism & intuitionism
 144 Humanism & related systems
 145 Sensationalism
 146 Naturalism & related systems
 147 Pantheism & related systems
 148 Eclecticism, liberalism & traditionalism
 149 Other philosophical systems
- 150 Psychology
 151 [Unassigned]
 152 Perception, movement, emotions & drives
 153 Mental processes & intelligence
 154 Subconscious & altered states
 155 Differential & developmental psychology
 156 Comparative psychology
 157 [Unassigned]
 158 Applied psychology
 159 [Unassigned]
- 160 Logic
 161 Induction
 162 Deduction
 163 [Unassigned]
 164 [Unassigned]
 165 Fallacies & sources of error
 166 Syllogisms
 167 Hypotheses
 168 Argument & persuasion
 169 Analogy

- 170 Ethics
- 171 Ethical systems
- 172 Political ethics
- 173 Ethics of family relationships
- 174 Occupational ethics
- 175 Ethics of recreation & leisure
- 176 Ethics of sex & reproduction
- 177 Ethics of social relations
- 178 Ethics of consumption
- 179 Other ethical norms

- 180 Ancient, medieval & eastern philosophy
- 181 Eastern philosophy
- 182 Pre-Socratic Greek philosophies
- 183 Socratic & related philosophies

- 184 Platonic philosophy
- 185 Aristotelian philosophy
- 186 Skeptic & Neoplatonic philosophies
- 187 Epicurean philosophy
- 188 Stoic philosophy
- 189 Medieval western philosophy

- 190 Modern western philosophy
- 191 Philosophy of United States & Canada
- 192 Philosophy of British Isles
- 193 Philosophy of Germany & Austria
- 194 Philosophy of France
- 195 Philosophy of Italy
- 196 Philosophy of Spain & Portugal
- 197 Philosophy of former Soviet Union
- 198 Philosophy of Scandinavia
- 199 Philosophy in other geographic areas

- 200 Religion
- 201 Religious mythology & social theology
- 202 Doctrines
- 203 Public worship & other practices
- 204 Religious experience, life & practice
- 205 Religious ethics
- 206 Leaders & organization
- 207 Missions & religious education
- 208 Sources
- 209 Sects & reform movements
- 210 Philosophy & theory of religion
- 211 Concepts of God
- 212 Existence, knowability & attributes of God
- 213 Creation
- 214 Theodicy
- 215 Science & religion
- 216 [Unassigned]
- 217 [Unassigned]
- 218 Humankind
- 219 [Unassigned]
- 220 Bible
- 221 Old Testament (Tanakh)
- 222 Historical books of Old Testament
- 223 Poetic books of Old Testament
- 224 Prophetic books of Old Testament
- 225 New Testament
- 226 Gospels & Acts
- 227 Epistles
- 228 Revelation (Apocalypse)
- 229 Apocrypha & pseudepigrapha
- 230 Christianity & Christian theology
- 231 God
- 232 Jesus Christ & his family
- 233 Humankind
- 234 Salvation & grace
- 235 Spiritual beings
- 236 Eschatology
- 237 [Unassigned]
- 238 Creeds & catechisms
- 239 Apologetics & polemics
- 240 Christian moral & devotional theology
- 241 Christian ethics
- 242 Devotional literature
- 243 Evangelistic writings for individuals
- 244 [Unassigned]
- 245 [Unassigned]
- 246 Use of art in Christianity
- 247 Church furnishings & articles
- 248 Christian experience, practice & life
- 249 Christian observances in family life
- 250 Christian orders & local church
- 251 Preaching
- 252 Texts of sermons
- 253 Pastoral office & work
- 254 Parish administration
- 255 Religious congregations & orders
- 256 [Unassigned]
- 257 [Unassigned]
- 258 [Unassigned]
- 259 Pastoral care of families & kinds of persons
- 260 Social & ecclesiastical theology
- 261 Social theology
- 262 Ecclesiology
- 263 Days, times & places of observance
- 264 Public worship
- 265 Sacraments, other rites & acts
- 266 Missions
- 267 Associations for religious work

- 268 Religious education
- 269 Spiritual renewal

- 270 History of Christianity & Christian church
- 271 Religious orders in church history
- 272 Persecutions in church history
- 273 Doctrinal controversies & heresies
- 274 History of Christianity in Europe
- 275 History of Christianity in Asia
- 276 History of Christianity in Africa
- 277 History of Christianity in North America
- 278 History of Christianity in South America
- 279 History of Christianity in other areas

- 280 Christian denominations & sects
- 281 Early church & Eastern churches
- 282 Roman Catholic Church
- 283 Anglican churches

- 284 Protestants of Continental origin
- 285 Presbyterian, Reformed & Congregational
- 286 Baptist, Disciples of Christ & Adventist
- 287 Methodist & related churches
- 288 [Unassigned]
- 289 Other denominations & sects

- 290 Other religions
- 291 [Unassigned]
- 292 Greek & Roman religion
- 293 Germanic religion
- 294 Religions of Indic origin
- 295 Zoroastrianism
- 296 Judaism
- 297 Islam, Babism & Bahai Faith
- 298 (Optional number)
- 299 Religions not provided for elsewhere

- 300 Social sciences
- 301 Sociology & anthropology
- 302 Social interaction
- 303 Social processes
- 304 Factors affecting social behavior
- 305 Social groups
- 306 Culture & institutions
- 307 Communities
- 308 [Unassigned]
- 309 [Unassigned]

- 310 Collections of general statistics
- 311 [Unassigned]
- 312 [Unassigned]
- 313 [Unassigned]
- 314 General statistics of Europe
- 315 General statistics of Asia
- 316 General statistics of Africa
- 317 General statistics of North America
- 318 General statistics of South America
- 319 General statistics of other areas

- 320 Political science
- 321 Systems of governments & states
- 322 Relation of state to organized groups
- 323 Civil & political rights
- 324 The political process
- 325 International migration & colonization
- 326 Slavery & emancipation
- 327 International relations
- 328 The legislative process
- 329 [Unassigned]

- 330 Economics
- 331 Labor economics
- 332 Financial economics
- 333 Economics of land & energy

- 334 Cooperatives
- 335 Socialism & related systems
- 336 Public finance
- 337 International economics
- 338 Production
- 339 Macroeconomics & related topics

- 340 Law
- 341 Law of nations
- 342 Constitutional & administrative law
- 343 Military, tax, trade & industrial law
- 344 Labor, social, education & cultural law
- 345 Criminal law
- 346 Private law
- 347 Civil procedure & courts
- 348 Laws, regulations & cases
- 349 Law of specific jurisdictions & areas

- 350 Public administration & military science
- 351 Public administration
- 352 General considerations of public administration
- 353 Specific fields of public administration
- 354 Administration of economy & environment
- 355 Military science
- 356 Infantry forces & warfare
- 357 Mounted forces & warfare
- 358 Air & other specialized forces
- 359 Sea forces & warfare

- 360 Social problems & services; associations
- 361 Social problems & social welfare in general
- 362 Social welfare problems & services
- 363 Other social problems & services
- 364 Criminology
- 365 Penal & related institutions
- 366 Associations
- 367 General clubs

- 368 Insurance
- 369 Miscellaneous kinds of associations
- 370 Education
- 371 Schools & their activities; special education
- 372 Elementary education
- 373 Secondary education
- 374 Adult education
- 375 Curricula
- 376 [Unassigned]
- 377 [Unassigned]
- 378 Higher education
- 379 Public policy issues in education

- 380 Commerce, communications & transportation
- 381 Commerce
- 382 International commerce
- 383 Postal communication

- 384 Communications; telecommunication
- 385 Railroad transportation
- 386 Inland waterway & ferry transportation
- 387 Water, air & space transportation
- 388 Transportation; ground transportation
- 389 Metrology & standardization
- 390 Customs, etiquette & folklore

- 391 Costume & personal appearance
- 392 Customs of life cycle & domestic life
- 393 Death customs
- 394 General customs
- 395 Etiquette (Manners)
- 396 [Unassigned]
- 397 [Unassigned]
- 398 Folklore
- 399 Customs of war & diplomacy

- 400 Language
- 401 Philosophy & theory
- 402 Miscellany
- 403 Dictionaries & encyclopedias
- 404 Special topics
- 405 Serial publications
- 406 Organizations & management
- 407 Education, research & related topics
- 408 Kinds of persons treatment
- 409 Geographic & persons treatment
- 410 Linguistics
- 411 Writing systems
- 412 Etymology
- 413 Dictionaries
- 414 Phonology & phonetics
- 415 Grammar
- 416 [Unassigned]
- 417 Dialectology & historical linguistics
- 418 Standard usage & applied linguistics
- 419 Sign languages
- 420 English & Old English
- 421 English writing system & phonology
- 422 English etymology
- 423 English dictionaries
- 424 [Unassigned]
- 425 English grammar
- 426 [Unassigned]
- 427 English language variations
- 428 Standard English usage
- 429 Old English (Anglo-Saxon)
- 430 Germanic languages; German
- 431 German writing systems & phonology
- 432 German etymology
- 433 German dictionaries
- 434 [Unassigned]
- 435 German grammar
- 436 [Unassigned]
- 437 German language variations
- 438 Standard German usage
- 439 Other Germanic languages
- 440 Romance languages; French
- 441 French writing systems & phonology
- 442 French etymology
- 443 French dictionaries
- 444 [Unassigned]
- 445 French grammar
- 446 [Unassigned]
- 447 French language variations
- 448 Standard French usage
- 449 Occitan & Catalan
- 450 Italian, Romanian & related languages
- 451 Italian writing systems & phonology
- 452 Italian etymology
- 453 Italian dictionaries
- 454 [Unassigned]
- 455 Italian grammar
- 456 [Unassigned]
- 457 Italian language variations
- 458 Standard Italian usage
- 459 Romanian & related languages
- 460 Spanish & Portuguese languages
- 461 Spanish writing systems & phonology
- 462 Spanish etymology
- 463 Spanish dictionaries
- 464 [Unassigned]
- 465 Spanish grammar
- 466 [Unassigned]
- 467 Spanish language variations

- 468 Standard Spanish usage
469 Portuguese
- 470 Italic languages; Latin
471 Classical Latin writing & phonology
472 Classical Latin etymology
473 Classical Latin dictionaries
474 [Unassigned]
475 Classical Latin grammar
476 [Unassigned]
477 Old, postclassical & Vulgar Latin
478 Classical Latin usage
479 Other Italic languages
- 480 Hellenic languages; classical Greek
481 Classical Greek writing & phonology
482 Classical Greek etymology
483 Classical Greek dictionaries
- 484 [Unassigned]
485 Classical Greek grammar
486 [Unassigned]
487 Preclassical & postclassical Greek
488 Classical Greek usage
489 Other Hellenic languages
- 490 Other languages
491 East Indo-European & Celtic languages
492 Afro-Asiatic languages; Semitic languages
493 Non-Semitic Afro-Asiatic languages
494 Altaic, Uralic, Hyperborean & Dravidian
495 Languages of East & Southeast Asia
496 African languages
497 North American native languages
498 South American native languages
499 Austronesian & other languages

- 500 Natural sciences & mathematics
- 501 Philosophy & theory
- 502 Miscellany
- 503 Dictionaries & encyclopedias
- 504 [Unassigned]
- 505 Serial publications
- 506 Organizations & management
- 507 Education, research & related topics
- 508 Natural history
- 509 Historical, geographic & persons treatment
- 510 Mathematics
- 511 General principles of mathematics
- 512 Algebra
- 513 Arithmetic
- 514 Topology
- 515 Analysis
- 516 Geometry
- 517 [Unassigned]
- 518 Numerical analysis
- 519 Probabilities & applied mathematics
- 520 Astronomy & allied sciences
- 521 Celestial mechanics
- 522 Techniques, equipment & materials
- 523 Specific celestial bodies & phenomena
- 524 [Unassigned]
- 525 Earth (Astronomical geography)
- 526 Mathematical geography
- 527 Celestial navigation
- 528 Ephemerides
- 529 Chronology
- 530 Physics
- 531 Classical mechanics; solid mechanics
- 532 Fluid mechanics; liquid mechanics
- 533 Gas mechanics
- 534 Sound & related vibrations
- 535 Light & infrared & ultraviolet phenomena
- 536 Heat
- 537 Electricity & electronics
- 538 Magnetism
- 539 Modern physics
- 540 Chemistry & allied sciences
- 541 Physical chemistry
- 542 Techniques, equipment & materials
- 543 Analytical chemistry
- 544 [Unassigned]
- 545 [Unassigned]
- 546 Inorganic chemistry
- 547 Organic chemistry
- 548 Crystallography
- 549 Mineralogy
- 550 Earth sciences
- 551 Geology, hydrology & meteorology
- 552 Petrology
- 553 Economic geology
- 554 Earth sciences of Europe
- 555 Earth sciences of Asia
- 556 Earth sciences of Africa
- 557 Earth sciences of North America
- 558 Earth sciences of South America
- 559 Earth sciences of other areas
- 560 Paleontology; paleozoology
- 561 Paleobotany; fossil microorganisms
- 562 Fossil invertebrates
- 563 Fossil marine & seashore invertebrates
- 564 Fossil mollusks & molluscoids
- 565 Fossil arthropods
- 566 Fossil chordates
- 567 Fossil cold-blooded vertebrates; fossil fishes
- 568 Fossil birds

- 569 Fossil mammals
- 570 Life sciences; biology
- 571 Physiology & related subjects
- 572 Biochemistry
- 573 Specific physiological systems in animals
- 574 [Unassigned]
- 575 Specific parts of & systems in plants
- 576 Genetics & evolution
- 577 Ecology
- 578 Natural history of organisms
- 579 Microorganisms, fungi & algae

- 580 Plants (Botany)
- 581 Specific topics in natural history
- 582 Plants noted for characteristics & flowers
- 583 Dicotyledons
- 584 Monocotyledons

- 585 Gymnosperms; conifers
- 586 Seedless plants
- 587 Vascular seedless plants
- 588 Bryophytes
- 589 [Unassigned]

- 590 Animals (Zoology)
- 591 Specific topics in natural history
- 592 Invertebrates
- 593 Marine & seashore invertebrates
- 594 Mollusks & molluscoids
- 595 Arthropods
- 596 Chordates
- 597 Cold-blooded vertebrates; fishes
- 598 Birds
- 599 Mammals

- 600 Technology
- 601 Philosophy & theory
- 602 Miscellany
- 603 Dictionaries & encyclopedias
- 604 Special topics
- 605 Serial publications
- 606 Organizations
- 607 Education, research & related topics
- 608 Inventions & patents
- 609 Historical, geographic & persons treatment

- 610 Medicine & health
- 611 Human anatomy, cytology & histology
- 612 Human physiology
- 613 Personal health & safety
- 614 Incidence & prevention of disease
- 615 Pharmacology & therapeutics
- 616 Diseases
- 617 Surgery & related medical specialties
- 618 Gynecology, obstetrics, pediatrics & geriatrics
- 619 [Unassigned]

- 620 Engineering & allied operations
- 621 Applied physics
- 622 Mining & related operations
- 623 Military & nautical engineering
- 624 Civil engineering
- 625 Engineering of railroads & roads
- 626 [Unassigned]
- 627 Hydraulic engineering
- 628 Sanitary & municipal engineering
- 629 Other branches of engineering

- 630 Agriculture & related technologies
- 631 Techniques, equipment & materials
- 632 Plant injuries, diseases & pests
- 633 Field & plantation crops
- 634 Orchards, fruits & forestry
- 635 Garden crops (Horticulture)
- 636 Animal husbandry
- 637 Processing dairy & related products
- 638 Insect culture
- 639 Hunting, fishing & conservation

- 640 Home & family management
- 641 Food & drink
- 642 Meals & table service
- 643 Housing & household equipment
- 644 Household utilities
- 645 Household furnishings
- 646 Sewing, clothing & personal living
- 647 Management of public households
- 648 Housekeeping
- 649 Child rearing & home care of persons

- 650 Management & auxiliary services
- 651 Office services
- 652 Processes of written communication
- 653 Shorthand
- 654 [Unassigned]
- 655 [Unassigned]
- 656 [Unassigned]
- 657 Accounting
- 658 General management
- 659 Advertising & public relations

- 660 Chemical engineering
- 661 Industrial chemicals
- 662 Explosives, fuels & related products
- 663 Beverage technology
- 664 Food technology
- 665 Industrial oils, fats, waxes & gases
- 666 Ceramic & allied technologies
- 667 Cleaning, color & coating technologies

668 Technology of other organic products	684 Furnishings & home workshops
669 Metallurgy	685 Leather, fur goods & related products
670 Manufacturing	686 Printing & related activities
671 Metalworking & primary metal products	687 Clothing & accessories
672 Iron, steel & other iron alloys	688 Other final products & packaging
673 Nonferrous metals	689 [Unassigned]
674 Lumber processing, wood products & cork	
675 Leather & fur processing	690 Buildings
676 Pulp & paper technology	691 Building materials
677 Textiles	692 Auxiliary construction practices
678 Elastomers & elastomer products	693 Specific materials & purposes
679 Other products of specific materials	694 Wood construction & carpentry
	695 Roof covering
680 Manufacture for specific uses	696 Utilities
681 Precision instruments & other devices	697 Heating, ventilating & air-conditioning
682 Small forge work (Blacksmithing)	698 Detail finishing
683 Hardware & household appliances	699 [Unassigned]

- 700 The arts; fine & decorative arts
701 Philosophy of fine & decorative arts
702 Miscellany of fine & decorative arts
703 Dictionaries of fine & decorative arts
704 Special topics in fine & decorative arts
705 Serial publications of fine & decorative arts
706 Organizations & management
707 Education, research & related topics
708 Galleries, museums & private collections
709 Historical, geographic & persons treatment
- 710 Civic & landscape art
711 Area planning
712 Landscape architecture
713 Landscape architecture of trafficways
714 Water features
715 Woody plants
716 Herbaceous plants
717 Structures in landscape architecture
718 Landscape design of cemeteries
719 Natural landscapes
- 720 Architecture
721 Architectural structure
722 Architecture to ca. 300
723 Architecture from ca. 300 to 1399
724 Architecture from 1400
725 Public structures
726 Buildings for religious purposes
727 Buildings for education & research
728 Residential & related buildings
729 Design & decoration
- 730 Plastic arts; sculpture
731 Processes, forms & subjects of sculpture
732 Sculpture to ca. 500
733 Greek, Etruscan & Roman sculpture
734 Sculpture from ca. 500 to 1399
735 Sculpture from 1400
736 Carving & carvings
737 Numismatics & sigillography
738 Ceramic arts
739 Art metalwork
- 740 Drawing & decorative arts
741 Drawing & drawings
742 Perspective
743 Drawing & drawings by subject
744 [Unassigned]
745 Decorative arts
746 Textile arts
747 Interior decoration
748 Glass
749 Furniture & accessories
- 750 Painting & paintings
751 Techniques, equipment, materials & forms
752 Color
753 Symbolism, allegory, mythology & legend
754 Genre paintings
755 Religion
756 [Unassigned]
757 Human figures
758 Other subjects
759 Historical, geographic & persons treatment
- 760 Graphic arts; printmaking & prints
761 Relief processes (Block printing)
762 [Unassigned]
763 Lithographic processes
764 Chromolithography & serigraphy
765 Metal engraving

766 Mezzotinting, aquatinting & related processes

767 Etching & drypoint

768 [Unassigned]

769 Prints

770 Photography, photographs & computer art

771 Techniques, equipment & materials

772 Metallic salt processes

773 Pigment processes of printing

774 Holography

775 Digital photography

776 Computer art (Digital art)

777 [Unassigned]

778 Fields & kinds of photography

779 Photographs

780 Music

781 General principles & musical forms

782 Vocal music

783 Music for single voices; the voice

784 Instruments & instrumental ensembles

785 Ensembles with one instrument per part

786 Keyboard & other instruments

787 Stringed instruments

788 Wind instruments

789 (Optional number)

790 Recreational & performing arts

791 Public performances

792 Stage presentations

793 Indoor games & amusements

794 Indoor games of skill

795 Games of chance

796 Athletic & outdoor sports & games

797 Aquatic & air sports

798 Equestrian sports & animal racing

799 Fishing, hunting & shooting

- 800 Literature & rhetoric
801 Philosophy & theory
802 Miscellany
803 Dictionaries & encyclopedias
804 [Unassigned]
805 Serial publications
806 Organizations & management
807 Education, research & related topics
808 Rhetoric & collections of literature
809 History, description & criticism
- 810 American literature in English
811 American poetry in English
812 American drama in English
813 American fiction in English
814 American essays in English
815 American speeches in English
816 American letters in English
817 American humor & satire in English
818 American miscellaneous writings
819 (Optional number)
- 820 English & Old English literatures
821 English poetry
822 English drama
823 English fiction
824 English essays
825 English speeches
826 English letters
827 English humor & satire
828 English miscellaneous writings
829 Old English (Anglo-Saxon)
- 830 Literatures of Germanic languages
831 German poetry
832 German drama
833 German fiction
834 German essays
835 German speeches
836 German letters
837 German humor & satire
838 German miscellaneous writings
839 Other Germanic literatures
- 840 Literatures of Romance languages
841 French poetry
842 French drama
843 French fiction
844 French essays
845 French speeches
846 French letters
847 French humor & satire
848 French miscellaneous writings
849 Occitan & Catalan literatures
- 850 Italian, Romanian & related literatures
851 Italian poetry
852 Italian drama
853 Italian fiction
854 Italian essays
855 Italian speeches
856 Italian letters
857 Italian humor & satire
858 Italian miscellaneous writings
859 Romanian & related literatures
- 860 Spanish & Portuguese literatures
861 Spanish poetry
862 Spanish drama
863 Spanish fiction
864 Spanish essays
865 Spanish speeches
866 Spanish letters
867 Spanish humor & satire

- 868 Spanish miscellaneous writings
- 869 Portuguese literature
- 870 Italic literatures; Latin literature
- 871 Latin poetry
- 872 Latin dramatic poetry & drama
- 873 Latin epic poetry & fiction
- 874 Latin lyric poetry
- 875 Latin speeches
- 876 Latin letters
- 877 Latin humor & satire
- 878 Latin miscellaneous writings
- 879 Literatures of other Italic languages

- 880 Hellenic literatures; classical Greek
- 881 Classical Greek poetry
- 882 Classical Greek dramatic poetry & drama
- 883 Classical Greek epic poetry & fiction

- 884 Classical Greek lyric poetry
- 885 Classical Greek speeches
- 886 Classical Greek letters
- 887 Classical Greek humor & satire
- 888 Classical Greek miscellaneous writings
- 889 Modern Greek literature

- 890 Literatures of other languages
- 891 East Indo-European & Celtic literatures
- 892 Afro-Asiatic literatures; Semitic literatures
- 893 Non-Semitic Afro-Asiatic literatures
- 894 Altaic, Uralic, Hyperborean & Dravidian
- 895 Literatures of East & Southeast Asia
- 896 African literatures
- 897 North American native literatures
- 898 South American native literatures
- 899 Austronesian & other literature

- 900 History & geography
- 901 Philosophy & theory
- 902 Miscellany
- 903 Dictionaries & encyclopedias
- 904 Collected accounts of events
- 905 Serial publications
- 906 Organizations & management
- 907 Education, research & related topics
- 908 Kinds of persons treatment
- 909 World history

- 910 Geography & travel
- 911 Historical geography
- 912 Atlases, maps, charts & plans
- 913 Geography of & travel in ancient world
- 914 Geography of & travel in Europe
- 915 Geography of & travel in Asia
- 916 Geography of & travel in Africa
- 917 Geography of & travel in North America
- 918 Geography of & travel in South America
- 919 Geography of & travel in other areas

- 920 Biography, genealogy & insignia
- 921 (Optional number)
- 922 (Optional number)
- 923 (Optional number)
- 924 (Optional number)
- 925 (Optional number)
- 926 (Optional number)
- 927 (Optional number)
- 928 (Optional number)
- 929 Genealogy, names & insignia

- 930 History of ancient world to ca. 499
- 931 China to 420
- 932 Egypt to 640
- 933 Palestine to 70
- 934 India to 647

- 935 Mesopotamia & Iranian Plateau to 637
- 936 Europe north & west of Italy to ca. 499
- 937 Italy & adjacent territories to 476
- 938 Greece to 323
- 939 Other parts of ancient world to ca. 640

- 940 History of Europe
- 941 British Isles
- 942 England & Wales
- 943 Central Europe; Germany
- 944 France & Monaco
- 945 Italian Peninsula & adjacent islands
- 946 Iberian Peninsula & adjacent islands
- 947 Eastern Europe; Russia
- 948 Scandinavia
- 949 Other parts of Europe

- 950 History of Asia; Far East
- 951 China & adjacent areas
- 952 Japan
- 953 Arabian Peninsula & adjacent areas
- 954 South Asia; India
- 955 Iran
- 956 Middle East (Near East)
- 957 Siberia (Asiatic Russia)
- 958 Central Asia
- 959 Southeast Asia

- 960 History of Africa
- 961 Tunisia & Libya
- 962 Egypt & Sudan
- 963 Ethiopia & Eritrea
- 964 Northwest African coast & offshore islands
- 965 Algeria
- 966 West Africa & offshore islands
- 967 Central Africa & offshore islands
- 968 Southern Africa; Republic of South Africa
- 969 South Indian Ocean islands
- 970 History of North America
- 971 Canada
- 972 Middle America; Mexico
- 973 United States
- 974 Northeastern United States
- 975 Southeastern United States
- 976 South central United States
- 977 North central United States
- 978 Western United States
- 979 Great Basin & Pacific Slope region

- 980 History of South America
- 981 Brazil
- 982 Argentina
- 983 Chile
- 984 Bolivia
- 985 Peru
- 986 Colombia & Ecuador
- 987 Venezuela
- 988 Guiana
- 989 Paraguay & Uruguay

- 990 History of other areas
- 991 [Unassigned]
- 992 [Unassigned]
- 993 New Zealand
- 994 Australia
- 995 Melanesia; New Guinea
- 996 Other parts of Pacific; Polynesia
- 997 Atlantic Ocean islands
- 998 Arctic islands & Antarctica
- 999 Extraterrestrial world

Module- 5

Resource Management and Maintenance

Structure

- 1.Objective
- 2.Layout of the library rooms, shelving and guiding
3. Parts of the library
 - 3.1 Stack area and its furniture
 - 3.1.1 Layout of Book Shelve
 - 3.1.2 Shelving for Display
 - 3.2 Reading Area: Seats and Tables
 - 3.3 Control Point
- 4.Circulation area
5. Shelf arrangement
 - 5.1 Need for shelf arrangement
 - 5.2 Guidelines for shelf arrangement
 - 5.3. Library Guiding
 - 5.3.1 Aim
 - 5.3.2 Basic Principles of Guiding
 - 5.3.3 Categories of Guiding
 - 5.4 Instructional Notices
 - 5.5. Precautions
6. Maintenance of stock
 - 6.1 Introduction
 - 6.2 Stock Revision
 - 6.3** Stocktaking
 - 6.3.1 Introduction
 - 6.4 Procedures for Stock Taking
- 7 Care and Repair of books
8. References

1. Objectives

After going through this chapter you will be to:

- Understand the importance of arrangement of book shelves, reading tables, and other furniture in the library
- Develop the knowledge required for the self arrangement and maintenance
- Acquire the skills for the maintenance of stock and preparation of Guides
- Understand the need and importance of Stock taking
- Proper understanding of the care and repair of books.

2. Introductions

An objective of the library is to bring books and readers (here students and teachers) together. The arrangement of the room, shelving and providing seats and tables help the librarian to achieve the above-mentioned purposes. Shelving, seats and tables have to be arranged in such a way that the readers can use the various facilities without being inconvenienced either by the layout of the furniture or by the movements of other readers and the staff.

The arrangements should also enable the librarian to have an effective supervision over the room. It should also be possible for the librarian or his staff to return books to the shelves without much discomfort.

3. Parts of the library

- Book holding area or stack area.
- Reading area - the seats and tables.
- Control Point, that is,. Circulation counter or Issue desk.
- Work area and office space, that is, area for book processing, library staff, etc.
- Circulation Area i.e. Space for movement between the three other areas.

A model general layout and arrangement in a single-room school library is shown in Fig. 1

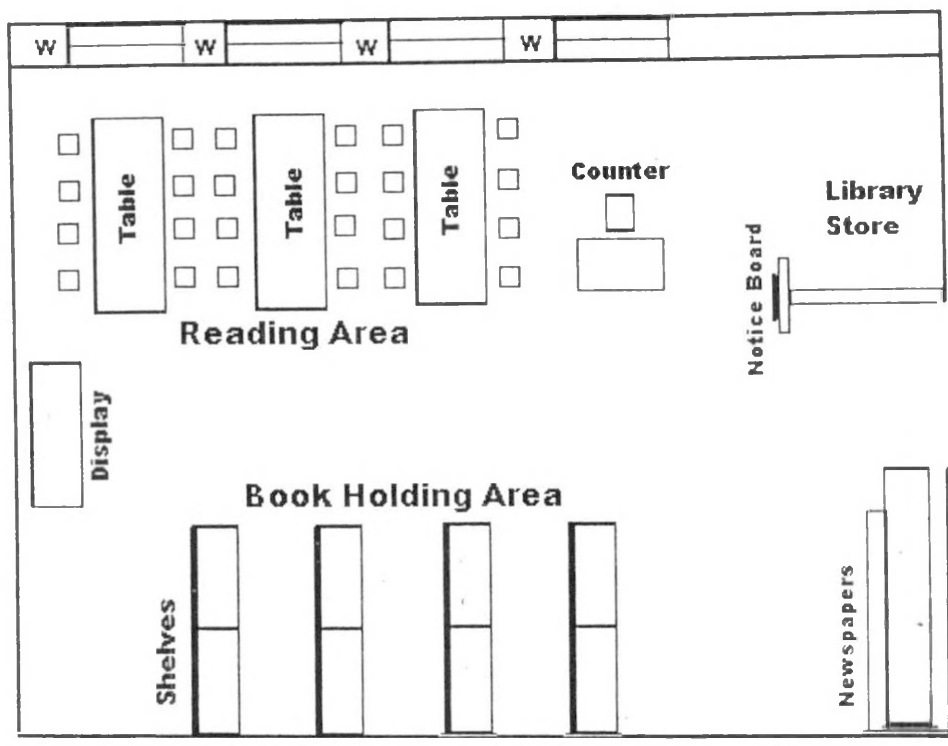


Fig. 1: A model layout and arrangement

Note that the stack area is separated from the reading area. The study tables should receive good natural light (but not direct sunlight) through the windows. The book shelves, as far as practicable, should not obstruct the light in any part of the library. Display rack (for new books received) can be seen from most parts of the library. The Notice Board is placed at the entrance. Newspapers are displayed in a separate area. The room should not appear crowded and there should be free movement between different areas.

3.1 STACK AREA AND ITS FURNITURE

The books are kept in shelves in the stack area. The shelves should be of such height that pupils can reach the top shelf easily. The bottom shelf should not be very low. The depth of shelves and space between the shelves need attention vis a vis the users' movement as well as maintenance – re-shelving of books, dusting, etc., need attention. Here are some guidelines:

For schools the overall height of the shelves should be:

- For younger children (Primary and middle school) = 1200 mm or 4 feet
- For older children (High school) = 1950 mm or 6 feet 6 inches
- The length of shelves for all children = 900 mm or 3 feet
- The depth of shelf / rack = 200 mm or 8 inches

For shelves to hold larger books – depth = 250 mm or 10 inches

Note: Book shelves should preferably be made of good (teak) wood (to withstand the heat and cold in tropical climates). Steel shelf, unless made of high quality steel, may change shape or bend, and rusts at the sites where the paint wears off.

3.1.1 Layout of Book Shelves

There are three methods of arranging book shelves

- (a) Along a wall [Wall Shelving]
- (b) On the sides of a square [Alcove Shelving]
- (c) Standing free with space all around [Island Shelving]

(a) Wall Shelving

In wall shelving the shelf stands with its back to the wall to which it should be screwed or fixed. This type of shelving is widely used because

- (a) It makes the best use of space
- (b) It leaves room for users to move about

If it forms a continuous run, the books can be arranged in classified sequence from left to right. It helps the reader to find out his/her book quickly and easily. It helps the librarian to display his stock in a very effective way. The run of shelving should not be more than four bays. Otherwise it would give a monotonous appearance. But this may be avoided by providing display panels between bays.

(c) Alcove Shelving

The shelves are arranged with some bays placed back to a wall and others running out into the room at right angles forming three sides of a square.

Alcove shelving is a useful and attractive arrangement.

(d) Island Shelving

Island shelving stands free in the room so that library users can walk around it. Alternatively the shelves may be placed at right angles to the walls so as to form islands of shelving. But any shelving used in this way should be at the lower height [1200 mm

recommended] to ensure that the entire library can be seen from the place where the librarian works.

The main disadvantage of the island shelving is that it occupies larger amount of space than wall shelving and is unstable if not properly fixed.

Adjustable Shelving: Many libraries have book cases with adjustable shelves. These enable the shelves to be arranged in an economical way. Normally, adjustable shelves are used for oversized and small books.

3.1.2 Shelving for Display

The library requires special types of shelves for display. For example:

- a periodicals rack for displaying journals
- sloping shelves (face forward) for display of picture books and periodicals
- display board
- kinder boxes

3.2 Reading Area: Seats and Tables

Provision has to be made for readers to sit and read in the library, that is, tables and chairs. The number of tables and chairs to be provided will depend upon the average number of readers using the library.

3.3 Control Point

The library should provide for a counter for the staff to sit and issue books, help the users and have a watch over the entire library. The catalogue cabinet should be near the counter to make it easy for the librarian to help the children in using the catalogue.

4. Circulation area [This section has to be rewritten]

The circulation area is what is left over when the shelving, chairs, tables and counter points have been positioned. The main thing is to see:

- that there is enough space for shelving area,
- that the library is not congested with furniture; and
- both readers and staff can move without much inconvenience.

5. Shelf arrangement

Need for shelf arrangement.

Guidelines for shelf arrangement

Library Guiding

5.1 Need for shelf arrangement

The purpose of the school library is to bring the children and the books together. To achieve that aim the books (including audio-visual materials) should be properly arranged on the shelf, so that each book is easily found and the whole contents of the library is displayed in well understood order. A classification scheme is necessary and the scheme to be simple and easy to locate the book on the shelf quickly. The Dewey Decimal Classification (DDC) scheme is widely used in schools in a number of countries. There is a simplified version for school libraries.

To facilitate the reader to get to the books he desires, books are arranged on the shelves in the DDC number sequence i.e. 000-999. Using the Subject Entries, the Author Entries, and Title Entries in the library catalogue, the user will be able to locate the desired book easily.

5.2 Guidelines for shelf arrangement

The following guidelines will help the librarian in the shelf arrangement.

- (a) The needs of the user [here children] should take precedence over the convenience of the library staff.
- (b) Special collections such as fun books, quick reads, picture books for older children, parent's collections etc will have to be arranged in separate shelves
- (c) There should be displays of a special nature (e.g. Books on independence struggle, books on Environment, books on health care) to exploit the stock.
- (d) Books for younger children should be placed at a suitable height on suitable shelves.
- (e) The needs of younger and older teenagers should receive special attention.?

A small proportion of books may be of a larger size than that of majority of normal-sized books. The outsized-books are normally shelved and arranged in a separate sequence. Similarly with very small-sized books. These separate sequences are called parallel arrangements or broken order.

In the DDC 800 section all fiction may be arranged in one alphabetical sequence by the surname of the author and then by title of the book under each author.

Biography may be arranged by placing all individual biographies alphabetically by name of biographee under 920.

The other method suggested is to place biographies with the subject they represent.e.g.

Biography of J.Watt at Steam Engineering

Biography of C.V.Raman at Physics
Biography of Bradman at Cricket
And to use 920-928 for general works only.

Reference books that are not for issue and are shelved separately by class number.

5.3. Library Guiding

- Aim
- Basic Principles for Guiding
- Guiding – Bay, Shelf and Tier

5.3.1 Aim:

To facilitate speedy access to any required book or books on a subject, it is necessary to provide guides to the arrangement of shelves and to direct the reader to the desired books. The main purposes of guiding are to answer three questions:

- (1) What can the library offer to the user (children)?
- (2) How can the user find it?
- (3) How do the users use it?

5.3.2 Basic Principles of Guiding

- (a) It should be clear; it should be legible and attractive.
- (b) It should be flexible (because the contents of a library move and change)
- (c) It should be comprehensive (to allow for all levels of use – i.e. from the general ‘Where is the Reference Section?’ to the particular ‘Where are the books on Cricket?’)
- (d) It should be economical

5.3.3 Categories of Guiding

The three main categories of guiding are:

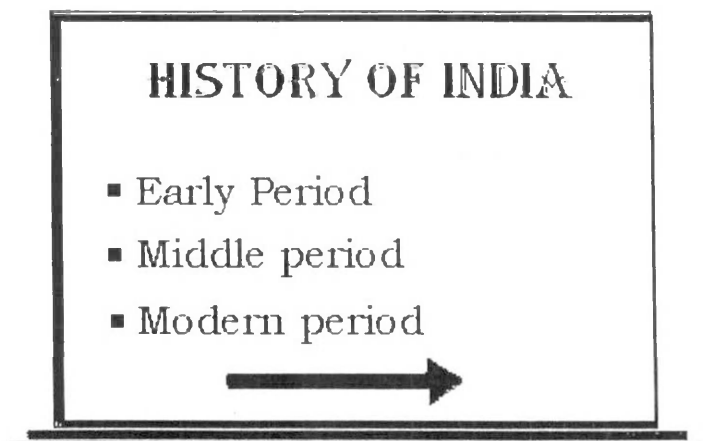
- (a) General content information
- (b) Bay and shelf guiding
- (c) Shelf guiding and tier guiding
- (c) Instructional notices
- (e) Precautions

a. General Content Information

A simple plan of the overall arrangement within the library is helpful. It has to be drawn up and displayed in a prominent position, preferably near the entrance, showing the position of the nonfiction, fiction, out size books etc in the library.

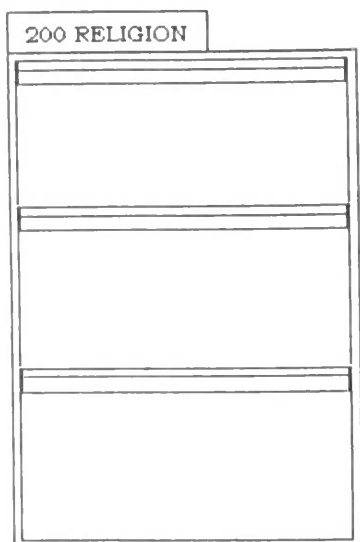
b. Bay Guiding

Bay denotes area. Shelves are arranged in different areas. Proper indicative signs are required to help the user to easily locate the area and the shelf where the book(s) he/she is looking for is/are placed. The contents of the bays are to be displayed in such a way that each sign may be easily read from both sides; the letters should be large enough for the purpose. The sign boards can be hung from the wall / roof or they may also be fixed on top of shelves.

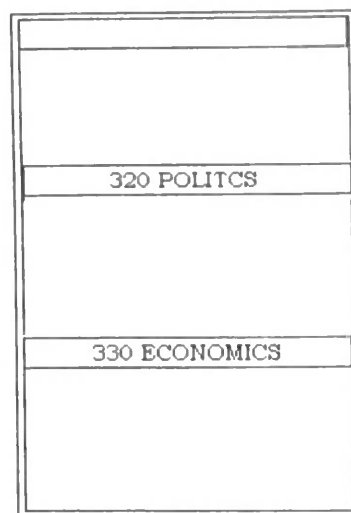


c. Shelf Guiding and Tier Guiding

On the end of book presses or in the centre of same, class guides may be fixed to show the subjects in the respective main classes. Other guides may be fixed on the top of each tier showing the range of books shelved therein. Shelf guides may be used for individual shelves. See diagrams below.



SHELF GUIDING



TIER GUIDING

5.4 Instructional Notices

It is helpful to provide information pamphlets about the library including the DDC and the cataloguing system used. The users will then be able to locate the desired books and other resources available in the library without difficulty.

5.5 Precautions

Over-guiding should be avoided. It can become unsightly and confusing. In actual practice it is better to rely on individual contact between the library staff and the users; and on printed pamphlets given to the users.

6. MAINTENANCE OF STOCK

6.1 Introduction

An important component of the school library is its stock of information materials (books, journals, audio-visual materials, etc.). A good proportion of the stock will consist of books. The stock is usually subject to heavy wear and tear, and books also become shabby and dirty. Some books become out of date. Some books listed in the catalogue may not be found on the shelves (borrowed by users, lost, taken out for binding and repair, misplaced, etc.). Even if the book selection system for the library is good, certain books get over-looked. Sometimes there may not be enough number of books in certain subject areas.

To keep the stock in a good condition, fully representative and up-to-date to meet the needs of the school curricula the library should adopt a permanent policy of weeding out worn and obsolete volumes and continuously acquiring new reading and reference materials. Stock taking will enable the library to find out book losses, misplaced volumes, books needing binding and repair, etc.. Stock revision, stocktaking and proper care of books will help the library to maintain a well-balanced stock.

6.2.2 Stock Revision

Stock revision is also known as Stock editing. It involves checking the books and the AV materials (cassettes, film strips etc) regularly and remove the items that are no longer worth keeping. The following guidelines can help:

- (1) Are there books in the library's stock that are out of date and could be replaced by more up-to-date editions or books by other authors? Developments in a subject, and changes in the curriculum may make some books, which were once considered very useful, no more worthwhile maintaining and need replacement.. This is particularly so in science and technology books. Such books have to be withdrawn from the stock of the library and new books and/or new editions in those areas have to be added.
- (2) Are there books in the stock that have not been used at all for a long time or used only very sparingly? Action should be taken to bring these books to the notice of users – exhibit the books, list in appropriate bibliographies, etc. If after a month or so, all of the books or some of them have not attracted readers, as such books simply use-up shelf space, it is better to withdraw them from the stock.
- (3) Are there books not in good physical condition? Books suffer from wear and tear. They become dirty. Pages may be missing in some books. Action should be taken to repair the books which are still in use, or, if necessary, replace with new books or with books in good condition.
- (4) Are some books on certain subjects heavily used? The book issue labels will give the librarian the information about heavily used books. Providing additional copies of these should be considered Subject areas in which there is high / heavy demand / use of books, adding new books in those subject areas may be worthwhile
- (5) Is the library stock well balanced in almost all the subject areas?.
- (6) The librarian should try to give all subjects adequate representation; ensure that books which fall outside the specific subjects taught in the school are not neglected. Books

that are mainly read for enjoyment (e.g. modern junior fiction) should find a place in the stock.

- (7) Maintaining book issue statistics will help to find out the strength and deficiencies of the stock and thus to maintain a balanced collection in a systematic way.

6.3 Stocktaking

6.3.1 Introduction

In an open access library where the users have general access to the collection and books are circulated for home reading, stock taking is highly desirable. Library stock-taking carried out periodically, say once in 2 or 3 years (as may be required by the audit department) has advantages.

5.3.2 Advantages :Periodical stock verification

- (1) Helps in identifying missing books and books needing repair / binding. After listing them, the librarian can decide as to (a) the books that are to be repaired / rebound, and (b) the books that are to be replaced.
- 2) Helps in updating the catalogue records up-to-date to correspond with the stock.
- 3) May reveal clerical errors such as wrong accession numbers, wrong letterings on the bound books and wrong class notation. These can be corrected.
- 4) May reveal out of date materials. These may be considered for withdrawal from circulation
- 5) Can detect large scale losses of library materials due to systematic stealing; the library needs to implement measures to minimize such losses.
- 8)Also helps to meet the requirements of auditing.

6.4 Procedures for Stock Taking

(1) Checking with Accession Register

The permanent record of the library's book stock is the Accession Register. Details about each book acquired by the library is recorded in the Accession register in the sequence in which they are added. The Accession Number (AN) is a running number which identifies each copy of every book. The AN given to a book is written on the verso of the title page of the book. Books that are missing can be found out by checking the accession register with the books on the

shelves. The books not on the shelves should be checked against the book issue cards, books out for repair and / or in the bindery. On the whole it is a bit tedious and time-consuming procedure

(2) Duplicate Book Card Procedure

Libraries which follow the Browne System for recording loans make two book cards of different colours for each book. In each book the duplicate card is inserted in it and the other taken out. The remaining cards in the duplicate pack should also be checked against the cards for books issued, list of books taken out for repair and or sent to the bindery. The cards ultimately remaining for which corresponding books have not been found represent the 'missing books'.

(3) Shelf Register Procedure

Some libraries maintain a Shelf Register / Shelf List This record in catalogue card form is usually kept by libraries which use dictionary catalogue so as to provide a record of non-fiction stock in classified sequence. The shelf list holds only one entry per book. Being arranged in classified sequence, it corresponds with the sequence of the books on the shelves. As each book is found, the appropriate card in the shelf register is turned up or transferred to another tray. As mentioned above book issue cards, lists of books taken out for repair and / or sent to the bindery should be checked. The remaining cards in the shelf list represent the 'missing books.'

After stocktaking is completed a list of missing books should be compiled with the cost involved. It maybe sent to the school management for necessary action. If the losses are too many the librarian and the school management should find ways and means of minimizing it.

The librarian should also send for management approval, the list of books that may be discarded.

8. Care and Repair of Books

Attention should be given to the physical appearance of books on the shelves. The book should have a presentable and attractive appearance.

This can be effected by:

- 1) Discarding books before they get too dirty and to replace them by new ones, if necessary
- 2) Using plastic book jacket and lamination to preserve the original jacket of the book.. Lamination is a form of covering on new books. By this means a plastic coating is

pressed on to the original covers of a book or on to the book jackets, thus protecting it from dirt and preserving the original appearance. This method may involve some additional expense but it is worth spending as it lengthens the life of books and it makes the books more attractive.

- 3) To bind the books: In spite of the above mentioned methods to make the library books attractive, there will still be books that require binding. The three factors which help the librarian to decide whether a book needs binding are:
- a) The physical condition of the book – books in bad shape, soiled covers and loose pages
 - b) The permanent value of the content of the book – e.g. biographies, back volumes of periodicals, etc..
 - c) Whether it would be cheaper to buy a new copy than to bind at a higher cost.

Generally libraries engage / contract out to, commercial firms, which specialise in library binding.

Books needing binding have to be withdrawn from circulation by periodical inspection of the shelves. Then they have to be examined to decide on the books to be sent for binding. The librarian will prepare the necessary lists for the binder with instructions as to style, material lettering and classification number to be put on the spine. At the beginning of each school year, the librarian should send a proposal to the school management the approximate funding that is required to be spent on binding.

Simple Repairs

The library staff can undertake simple repairs to books that are disposable after some time. Senior students can also be taught to assist the library staff in simple repairs of books.

- a) Loose leaves: To reattach loose leaves, wheat flour paste can easily be prepared by mixing flour with water to the consistency of cream and gently boiling. As this paste loses effectiveness within a day or two, too much of it should not be prepared at a time.
- b) Torn Leaves: If the paper has been torn slant wise through its thickness, tears can often be repaired by reuniting the fibres. Examine the tear and put the torn edges together in their original position after applying the minimum possible paste. Cover the repair with scraps of tissue paper.

- c) Splitting Joints: Minor splits can be mended by applying a plastic or latex adhesive to the torn parts. Ready-made gums and fevicol can be used for minor repairs of books.
- d) If the covering of the spine is missing or likely to split off, it is possible to cover or
- e) replace it with a strip of suitable paper, cloth or other fabric using self adhesive fabrics.

Dirt, Grease marks and Stain

There is not much that can be done about the normal soiling. Soiling is usually due bad handling of books. The ideal remedy is to send them for binding. Grease spots may be treated in the same way that one removes such them from clothing, and with the same solvents (e.g. Carbon tetrachloride).

Stains made by tea, wine, nicotine, or books are difficult to remove.

Protection against Damage

The life of books can be prolonged by proper handling and protection against damage. Books should be kept away from damp and heat. Following are additional precautions that need to be taken.

- a) They should not be dropped on their corners or pulled from shelves by the top of the spine.
- b) They should not be used as a receptacle for pencils, combs etc.
- c) They should not be banged together to remove dust.
- d) Page marking: An open book should not be laid face downwards. A slip of paper or book mark should be used to mark a page. Metal paper clips create permanent rust stains and plastic paper clips bend and tear the paper. The practice of piling books with the cover of one inserted into the cover of the next should be avoided as it strains the book at its weakest point. Folding the page or cover to mark a page has to be avoided.

Precautions against Insect pests

Books and library furniture are to be protected from book worms and wood worms. These worms are quite active in tropical climates as in India and special precautions by using appropriate chemicals are to be taken to protect library books and furniture.

Dust and dirt are great enemies of book. Dusting and cleaning the library are tasks that should be done regularly, even daily.

Care of the Shelves:

Book shelves have a two – fold purpose:

- a) To store the books and
- b) To display them.

In the interests of efficacy and ease of locating books and for the sake of appearance the books on the shelves should always be kept tidy in the class number sequence. A book misplaced is a book lost. Every day at regular intervals library staff should go over the shelves and shelve misplaced books in their proper places.

To clean the shelves one has to draw all books forward and put them back so that they level up with front edge of the shelves. The shelves should be neither too full not too empty. There should be an empty gap of space that can hold three or four books at the right hand of each shelf. This will help the replacement of returned books at the right place.

Periodical polishing of wooden furniture (shelves, tables, Chairs etc) or spray painting the steal furniture help to protect the shelves. At the same time they will give the library a pleasant appearance.

8. References and further reading

- 1) Corbett, Edmund.V – Fundamentals of Library Organisations, London: The Library Association, 1978, 291p
- 2) Corbett, Edmund.V- An Introduction to Librarianship, 2nd edition, Cambridge: James Clarke & Company 1969, 442p

Module- 6

LIBRARY AND INFORMATION SERVICES

Structure

- 1.Objectives
- 2.Introduction
- 3.Lending Service Different systems of Circulation:
 - 3.1. Ledger system
 - 3.2 Newark system
 - 3.3. Browne system
 - 3.4. Automated System:
4. Reference Service
5. Inculcation & enhancement of reading habits
6. Library hour
7. Library orientation
8. Inter library loan
9. Bibliographic service
 - 9.1. Preparation of subject guides
 - 9.2 Preparation of indexes and abstracts
 - 9.3. Preparation of compilation of book reviews
 - 9.4 Contents of journals:
 - 9.5 Compilation of bibliography:
- 10.Reprographic service
 - 10.1 Photo copying
 - 10.3 CD- burning services
 - 10.4 Printing service
 10. 5 Desktop publishing
11. Current Awareness Service:
 - 11.1. Creation of Databases
 - 11.2. Selective Dissemination of Information
 - 11.3 Information Digest:
 - 11.4. Online Information Services
 - 11.5 Literature search:
12. Newspaper clipping service:
13. Archiving :
14. Library Extension Services
15. Organization of exhibitions.
16. Wall Magazine
17. Readers advisory service
- 18 References

1. Objectives

After going through this module, you will be able to

- understand importance of library services in a school library
- develop the knowledge of different library services
- acquire the necessary skills to provide different services

2. Introduction

Library services are considered as a key element in throwing the library resources and information products to all the stakeholders of the library system. In the context of school libraries it is further required to improve and deliver the services to enable the students and teachers to make use the library effectively. UNESCO Manifesto on school library warrants that the school library provides informational ideas, these are fundamental to functioning successfully in today's knowledge based society. The school library offers learning services that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. The school library services give opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment. The school librarian must see that his/her services enable promoting the reading habits to the whole school community. School librarian must be competent in planning and teaching different information handling skills to both teachers and students. To render effective service, librarian needs cooperation between teachers, parents, senior administrators, other librarians and community groups. The library services also should keep in mind meeting the information requirements of different group viz., pre primary, primary, high school, higher secondary, students and teachers.

The manual for training of school library services dealt with various possible information services under the following major library services in school library environment.

3. Lending Service (circulation of books):

For many readers, the stack room and the circulation desk is the library. And they judge the efficiency of a library from the way things are arranged and the done in these two sections. The person incharge of the section should have the complete knowledge of the functions of the library, knowledge of books and tastes of readers, adequate knowledge of book stock and some knowledge of reference books. A mere counter clerk cannot perform these duties at the

circulation desk competently. It is obligatory to register all the students as a member of the library. Staff members also have to register their names while they are appointed.

3.1. Ledger system

Keeping issue records on a ledger is one of the oldest charging systems. The material required in this method is a ledger, a dater and a date slip on every book. Each reader is assigned a page or several pages in the ledger.

3.2 Newark system

Newark charging system is one of the most popular systems in use in this country. The essential equipment required in the system is book pocket, book card, borrower's card, date slip, dater and date guides. The book pocket is pasted on the inside of the cover of the book,. Its size is big enough to hold the book card. To make it lasting it is better to use thick manila paper . The call number of the book is usually written on it to facilitate checking with the book card before issuing. Book card carries the call number, author, title and accession number of the book.

3.3. Browne system

The user presents the reader's ticket and the book to be issued. The circulation assistant takes out the book card from the book pocket and inserts it in reader's ticket, stamps the due date on the date slip and the book is charged. The 'charge' (the book card and the reader's ticket combined) is filed as in Newark System according to the date due and within the date the cards to be arranged by the call number. A date guide is put for each due date.

Due Date Slip

.....School Library			
Call No.		
Author		
Title		
Reg. No	Due date	Reg. No.	Due date

Back of the Due date slip

Reg. No.	Due date	Reg. No	Due date

Barrower's Card

Registration No..... Expires on					
Name		Class			
Address					
.....					
.....					
Accn.No.	Due Date	Return Date	Accn.No	Due Date	Return Date

Book Card

Call No.
Accession No.
Author
Title

3.4. Automated System:

With the advent of computers and introduction of computer application software for Circulation, Serial Control, Acquisition Control and Library Management is possible today and it makes the work easier for librarians. Online Public Access System (OPAC) is guiding the user to know the availability of books in the stock by its author, subject and title etc.

4. Reference Service

The primary object of reference service is to train the students in the use of library material. The librarian should always help a student to look up a topic from a reference work and the students may learn a good deal observing his method of search. Whenever the students need information on some facts, the school librarian besides providing information on those information sources from where that information is located. Reader's advisory service will be an important feature of school library reference service. The school librarian should have patience and sympathy to move with the student to provide him the information and guide him in the use of the material. In a school library the nature of inquiry usually center around the subjects prescribed for the students, generally knowledge questions or on current events, e.g. dates of certain battles of historical importance, date of birth of an eminent personality, flora or fauna of a place, Nobel prize winners, geographical questions, etc.

5. Inculcation & enhancement of reading habits:

- **Organization of story hour:** Students of a particular class can be brought to the library and the stories known to them can be delivered by each and everyone. The related stories available in the library can be identified and given to the students by the librarian.
- **Book talks:** Discussions about the various books published to related to a particular topic can be arranged.
- **Book debates:** The debating society or club can be organized to discuss about the books published.

- **Essay competition:** To inculcate the reading habits, students can be asked to make use of library books to prepare the essay on a given topic. This create the knowledge of understanding the list of books available in the library regarding the particular topic.
- **Quiz:** Subjects quiz, general quiz and sports quiz can be arranged in the library for the interested students.
- **Dictionary game:** Students can be given a dictionary to find out the meaning for a word, and the time taken for finding out the meaning can be marked and those who took minimum seconds can be awarded prize.
- **Best user award :** The students can be encouraged by means of providing “**best user award**” to those who are utilizing the library in a particular period of time in maximum numbers.
- **Testing reading speed:** The same passages can be given to all the students in a class and they can be tested the time taken for reading the passage has to be calculated and those who took minimum seconds can be awarded prize.

6. LIBRARY HOUR

Rangnathan believed that the library hour perhaps the most suitable hour for individual attention in schools, where mass method of teaching still prevails. During that one hour, the student relieved is allowed to feel at ease and take his own pace; his personality may look about the specific ideas capable of stimulating his/her nuclear element of self learning and thus realizing the creative capacity in his personality.

During the library hour students have to be advised to open every book case and pull out all kinds of books. They brighten up and read to their satisfaction and after the library hour they stay to replace the books in proper sequence. This will enable the student having familiarity with the holdings. The librarian and teacher should enable the students by guiding for their clarifications but not control the students.

6. LIBRARY ORIENTATION

It is a basic and must service in all school libraries for the new users at the beginning of academic year. Librarian has to deliver orientation with the help of respective class teachers to groups. The students on groups have to be taken for library tour.

The following activities may be carried out under this service.

- ⇒ A general introduction to the library of its collection, services, facilities, timings of reference and circulation and about the library staff.

- ⇒ A note on Library Rules has to be distributed with detailed explanation of issue, return, dues and general decorum (Do's and Don'ts in the library)
- ⇒ Instruction in the use of different sources of information (Text , Reference and Non Book materials), which includes instruction on Handling of books, parts of a books and their purposes, arrangement in reference books and Periodicals.
- ⇒ Use of Catalogues and OPAC (Online Public Access Catalogue if available) and Classification system.

7. INTER LIBRARY LOAN

Membership to major Libraries like British Council Library, American Information Resource Centre, NCERT Regional Libraries, nearby major Public Libraries, College of education and other institute Libraries. Having MOU with all major school libraries in the localities may be in the city or town.

It is the responsibility of the librarian to collect the information of various institutional memberships of the above-mentioned libraries and to interact with the librarians for viable environment to have proper inter library loan arrangements. A formal approval from the school management can be made for effective implementation. It is also the responsibility of the librarian to communicate to all the students and teachers about the various library facilities in the member library. The request from the users for ILL has to be compiled and the transactions are to be properly documented. The librarian should be act as intermediary and play a lead role in the inter library loan.

8. BOOK DISPLAY

- New additions to the collections to be displayed in the display rack that has to be centered in the centre place of attraction.
- The selection or display of books among the latest additions can be made with the consultations of experts and by considering the popular title, as to satisfy the different group of users. Book displays are continuous process.
- Book jackets can also be displayed physically and through OPAC (Online Public Access Catalogue).

9. BIBLIOGRAPHIC SERVICE

Bibliographic service in simple term refers that compilation of bibliographic records on a given subject or topic by the Librarian both in demand and in anticipation. This service has to be offered round the year at regular intervals according to the requirements of the school environment. Bibliographic service may comprise the preparation of following information products and circulating them for the reference of user community.

9.1. Preparation of subject guides

Subject guides listing books and other resources recommended by the syllabus for different programmes has to be prepared for every academic year with required modifications, deletion and updating of entries. The subject guides also include related sources recommended by the respective teacher, experts and other librarians in addition to the recommended text and reference by the prescribed syllabus. Internet and web resources may also on be listed in the subject guides. The format may include standard bibliographic details viz., author, title, subtitle, publisher, year of publication, place of publication, price, source of availability, and physical description with small annotation about the scope of the document.

9.2 Preparation of indexes and abstracts

This services mainly aim to teachers and in specific cases may be used for senior secondary students. Index to a book or journal may be prepared and circulated, as it take lot of time in having standard indexing techniques and implying in preparation of indexes, it is better to subscribe indexing journals and educate the users in referring the indexing sources.

Some of the examples are:

- Guide to Indian Periodical Literature
- Current contents

In addition, the librarian may give more subject headings while preparing catalogue for books and serials.

Abstracting and preparation of abstracts on new books and total journal articles can be done and circulated to the users particularly to the teachers on specific request as this process taken time and right perception of the Librarian in preparing the abstracts. It is good for library to subscribe abstracting journals depends on the size and requirement of the school environment.

A few examples of abstracting Journals are:

- Indian Science Abstracts
- Indian Social Science Abstracts
- Law Digest
- Biological Abstracts
- Physics Abstracts

9.3. Preparation of compilation of book reviews:

Book review on selected books in required subject may be prepared with the help of teachers/subject experts and can be displayed or circulated so as to enhance the use of books. Reviews published in books, magazines, journals and websites can be compiled and kept at the library for reference.

9.4 Contents of journals:

Content of the subscribed journals may be prepared and sent to the departments periodically to enhance the use of the journals. Content list may be prepared subject wise mentioning the name of the journal, publisher, volume and issue number, date, the ISSN and website and e-mail. Most of the journals are having websites that can be browsed and the content of recent issues can be downloaded and circulated for reference, if the Internet access facility is available at the library.

9.5 Compilation of bibliography:

Bibliography is a list of books arranged in a systematic order pertinent to particular year, region, colour, language, period, subject or by a individual or an institution. Published bibliographies can be procured and kept in the library.

Bibliographies on major subjects dealt by the school at different levels (Primary, Secondary, Higher Secondary) may be prepared annually and circulated. Automated Libraries

were appropriate systems and software is maintained may compile bibliographies on different themes like publisher, author, institutions and concept wise. A standard format for bibliographic record contain author, co-author collaboration (editor, illustrator, translator, compiler etc), Title, parallel title, subtitle, imprint (name of the publisher), year of publication, place of publisher) price, ISSN, Subject, annotation and physical description (pages, size)

10.Reprographic service:

Reprographic service means reproduction or duplicating of information source, that can be processed mainly by two ways; one is photographic copying (ie. photocopy) other is micro-recording (i.e micrography). In school library environment depend on the requirements any of these method or both of the methods can be used to reproduce a book or journal article, picture, sound recording, video clipping or any of the digital format.

10.1 Photo copying

This is a common mode of service and must be provided in school libraries, cost of Xerox per paper may be fixed no loss no profit basis. Permission to photocopy and reproduction has to be confirming with the IPR and Copyright rules.

10.2 Microforms:

Microfilms are most popular method of microforms. Microfilms are available in the range of 8 mm, 16 mm, 35mm, 70mm and 105mm sizes. Among them, 16mm and 35mm are most common used sizes in the libraries.

Micro fiche size range from 3x5 inches to 6x8 inches, it is piece of flat and transparent film that can be record 100 pages or more depend on the reduction ratio adapted. Microfilm and microfiche are right method of storing large number of documents with easy retrieval that can also occupy less storage space and maintenance free. Even NASA and other international agencies rely on above methods for storage and security than the digital archiving.

10.3 CD- burning services:

The computers at present having the facilities of CD/DVD writers to copy the files from the system and to reproduce the CD/DVD using free software applications. The school libraries having CDs /DVDs writer facilities can extend the service at nominal cost.

10.4 Printing service:

In large school libraries printing of computer files, text and images can be provided to the teachers and students by charging nominal rates.

10.5 Desktop publishing:

In large school libraries, with deployment of optimum number of personnel, project reporting, typing of Assignments, typing of term papers, preparation of class notes and question papers can be provided on collecting appropriate fees. The libraries having enough number of systems can be provided for user access. Librarian has to maintain a service register for proper accessing and usage details.

11. Current Awareness Service:

Current awareness service is a system for reviewing the new publications immediately upon receipt, selecting the item of relevance to the programme of the organization and notifying the items to the workers to whom they are related

There are different types of current awareness services:

1. Title announcement service
2. Notification of forthcoming Conferences
3. Selective dissemination of information

But in the general sense, every service amounts to title announcements service, it involves selection of relevant information from periodicals, books, reports, patents, pamphlets, etc. and notifying the users.

CAS can be provided manually as well as mechanization. The CAS bulletins are generally issued once a week or fortnight or sometimes once a month, most of the CAS bulletin cover periodical articles, report literature, contributions to conferences, symposia, patents etc.

The number of posting in each issue generally depends on the subscriptions and purchase of the library.

11.1. Creation of Databases

The data coded and used for generating current awareness service bulletins are merged together continuously to form a local database, which in turn is used for providing retrospective search services.

11.2. Selective Dissemination of Information:

It is a personalized information service that can be provided to the teachers and senior administrators on demand.

An SDI system involves the following jobs:

1. Constructions of users profile
2. Construction of document profile
3. Matching
4. Issues of Notification
5. Feedback from users
6. Modification of the users profile if needed

11.3 Information Digest:

This is also a form of current awareness service that can be provided to the student and teachers on selected themes and news. Librarian has to prepare the background of given subject or news with specific data digested from various sources on a particular item under single heading for example

- a. Digest on knowledge based services
- b. An overview on NDA examinations

11.4. Online Information Services:

This is also a form of current awareness service that includes subscription and access to databases. For example: ERIC database, online journals, e-book databases, provision of e-mail based information services (Group mail service, Subscription to mail forum etc., information dissemination through home pages and library websites).

Online Information may be about recent arrivals in the library information notification on current events, training and placement, weather data, school events, recent happenings on different heads, article abstract services and so on.

11.5 Literature search:

This is a kind of library service pertinent to teachers and senior students to be delivered on demand. This can be made either manually or using computers. The librarian has to collect the key words on a given topic and match the available documents and e-resources and databases on any having the through search and the matched items are to be compiled and intimated. Literature search normally made for preparation of review of literature and methodology with a specific period.

Librarian has to browse, scan all the documents as soon as it reaches even before processing and compiling relevant information that can be intimated to the users

All journals, magazines, newsletters, cataloguing, reporting, thesis, dissertations, communications and correspondences from other institutions. Regular browsing of school websites, government websites, professional websites, web blogs and other web resources are the sources to provide current awareness services to the user community.

12. Newspaper clipping service:

Scanning of all the newspapers subscribed in the libraries or in the school to be made by the librarian in the morning and related news items on academic, scientific, technical and social aspects and news related to the schools are to be compiled and circulated to the users. A few of

important clipping can also be displayed regularly. The clipping should contain the date of the news items, the name of the newspaper and page number with remarks.

The paper clippings prepared from various newspapers are to be compiled on weekly basis monthly basis can also kept in the library for future reference.

13. Archiving :

School librarian also can do the archiving work in Collecting the Previous Year Question papers of Mock Tests, Entrance Tests, Screening Tests of the various organizations related to Professional courses, the Public Examination question papers etc. He/She can also do the archival work on the institutional repositories such as “School Annual Magazines”, “School Annual Reports” “ Books/Articles and special works of the teachers and students in the school. “Newspaper clippings” related to the School activities and other common interest can also be archived for future use.

14. Library Extension Services

Library extension work means the library stepping into the fringe outside its traditional activities and service in order to attract the pupils to the use of the library. The librarian must devise various methods of attracting the pupils to the library and provide intellectual food. He or she will have to do a good deal both to attract readers and to retain them.

1. Organizations of story hours, in which the librarian himself may tell stories or bring in other able story-tellers to take the place.
2. Organizations of library talks by ‘star speakers’, so as to speak, who are known to attract audience quite easily.
3. Organization of discussion groups.
4. Organization of children’s drama, music and dance. Such activities have a great attraction to children. Some may be able to participate in the activities; while the rest would witness the performance. This innate desire in pupil should be fully exploited by the librarian.

15. Organization of exhibitions.

Librarian should scan the shelves, pick out the unfortunate books not very much patronized by the pupils are even touched by their hands and exhibit them in an effective way. Use of sign board of the exhibit terms like “Neglected books”, “Books which are pining for you”, “Do not read these books” also can use for attracting the library users.

The display should be arranged in a showcase at varying levels with labels containing a brief descriptive note on each item requiring explanation to carry the reading message to children not familiar with the library resources as to their potential usefulness. Book jackets play an important part in displays. Displays of book jackets of new book should be made ‘dummy’ books in the showcase or face-up on table. Bulletin board should be used for display of posters, pictures, maps, and newspaper clippings relating to other featured subject. Display of new books or books on a particular topic or subject may be arranged on one of the library tables.

These fringe activities of a school librarian should be linked up with core activities by a careful preparation of the reading list to be distributed to the pupils at the time of book exhibition. A collect project on any subject can be launched by students in the library with the proper guidance of the teacher and the librarian. Library extension work can also take the form of celebration of some special days of the year such as Independence Day, Gandhi jayanti, Republic Day, Library Day, UNO Day, Children’s Day, Parent’s Day and Teacher’s Day. The school library should also utilize occurrences of local, state, national, international and scientific events in the course of a year to prepare reading lists on them, to arrange exhibition of books on them and to bring in all others forms of library extension work pertinent to them.

15.1.School Magazine—Young Writer’s Club

“School magazine” is another project which can be starting in a school possessing a good library, with a view to vitalize education and encourage young writers to write for the journal what they have seen and produce original articles and poems. A “young writers’ club” can be formed in the

library for this purpose in which training should be important on the art of self-expression and of writing poems, stories, pen-pictures, etc.

15.2. Audio-Visual Materials

Good educational films are now produced in India for children and can be had on loan by contract with the Central Film Library attached to the National Institute, Audio-Visual Education, and New Delhi.

15.3. Scrap-Book

A scrap is a very inexpensive and easily prepared visual aid made out of cuttings from illustrated journals. Used exercise books may be utilized from pasting clippings from illustrated journals. A scrapbook gives great scope for creative work on a subject, which interests the young pupil. Scrapbooks should have a plan and contain a fairly large proportion of written work describing and enlarging on the information given in the pictorial matter. The art and craft teacher should help in the preparation of the scrapbook. To begin with, children in classes may illustrate nursery rhymes; a children poem or children and gradually they should be led to handle subjects related to the geography and history of the city or state.

15.4. Use of Library in Dynamic Methods of Teaching

Teaching of "World Geography" through Library

The following device will demonstrate how "world geography" a subject of social studies, can be well adapted to library exploration, with a view to overcome students' lack of ability to read, study or just learn anything:

The librarian tells the social studies teacher that there is enough material in the library, which can be assembled at once, and that a schedule of class-visits to the library can be set when the material is ready for immediate use. To explore this subject, the teacher then prepares an outline, copies of which are distributed to each students of the world geography. This sheet of instructions contains simple directions for preparing on oral and written report. Each students is required to select a list of suggested topics on the Far East, a subject for individual investigation.

Each class is then scheduled for a library period devoted to an intense preparation for locating material on a phase of Far Eastern affairs. The demonstration material includes regional geography, history, travel books, encyclopedia, yearbooks, current journals, clippings and pamphlets.

The school library can be an ideal workshop for securing background material on a social and current problems or study of controversial issues.

15.5. Project Works

Small groups can be formed for project work on core subjects, e.g. History, Geography, or Civics. The teacher must guide the choice of studies so that useful fields are covered in a truly educational manner and the children are able to develop that historical sense, that conception of the interdependence of the world today and that feeling of civic responsibility which are one of the main aims of teaching History, Geography, and Civics. For Project work there is the need for an ample provision of textbooks, maps, reference books, pamphlets, tables of statistics, etc.

16. Wall Magazine

A wall magazine containing news-about authors, books magazines and newspaper, information concerning library service may be brought out. It can serve a useful purpose.

The above activities should be carried out especially during assembly time. Librarian can organize these with the assistance of teachers or vice versa.

17. Readers advisory service:

It is concerned with, providing reading to individuals. That is what they might read. The aim is to find a right book to a right reader to fulfil his educational and recreational requirements.

17.1.Reservation of materials:

In case somebody asks for a certain item, which has been issued out, then the item should be reserved for him. As soon as the item returns, it should be passed on to concerned person.

17.2 .Students follow – up work:

The teacher should know where to stop and leave the students to follow up his work in the library.

18. References :

1. Kumar,P.S.G'A: Student Manual of Library and Information Science,2v.New Delhi: B.R. Publisher Corporation, 2002.
2. Shama, H.P. and sigh B.N: 'Manual for College libraries' Varanasi: India Bibliographic Centre, 1990.

Module - 7

SCHOOL LIBRARY PERSONNEL

Structure:

1. Learning objectives
2. Introduction
3. Importance and status of librarian
4. Duties, functions, and responsibilities of the school librarian.
 - 4.1 Administrative functions- core / essential competencies
 - 4.2 Supplementary functions / primitive competencies
5. Staff composition
6. Qualification
 - 6.1 General
 - 6.2 Professional qualification.
 - 6.3 Pedagogical qualification.
7. Guide lines to library professionals -
8. Conclusion
9. References and further readings

1. Learning objectives:

After reading this module you will be able to:

- know the importance of school library personnel
- understand the role, functions, duties and responsibilities of school librarian
- acquire the knowledge about the qualifications and competency required for School librarian.

2. Introduction:

In a well **conceived** and **planned library** practices, the teachers and students use the library materials in the teaching and learning process. The library will become '**hub of activities**', '**Library Centred** ', '**Knowledge Centred**', '**Information Centred**' enterprise. The quality of such a school's educational programme becomes to a great extent accelerating, progressive, and top-ranking. The role of library professionals will be significant and contributory, not only to the institution but also to students who acquire skills capabilities, competencies for individual progress and beneficial to the community at large. [WB]

From time immemorial libraries have played a dominant role in the society by enhancing capabilities of human beings in various fields. They have been variously described by different Committees, Commissions and Experts as “Heart of the Institution”, “Workshop of intellectuals”, “Temple of learning”, an “Abode of enlightenment” and “Sharpening of ones own skills” etc.

In the words of S.R.Ranganathan, father of the Library movement in India:

“In a school that educates pupils for changing world, the school library should be a live workshop. It is in such a live workshop that the problem-solving attitude, so necessary for self education, can be fostered in the minds of the students.”

B.S.Keshavan, Former Library Adviser to the Govt. of India, Min. of Edn. affirms,

“A school library is the most strategic point in an institution and it compensates for poor or bad teaching.” [Tre. P:23]-

The importance of a well-organized library as observed by the Secondary Education Commission is:

“The library will be hub and the centre of the intellectual and literary life of the school and play the same part, vis-à-vis all the other subjects as the laboratory plays for science subjects or the workshop for technical subjects”.

The role and importance of libraries is expressed as:

“...the gate-way of knowledge, repository and culture and instrument of advancement”

4. Importance and status of librarian

The role of the librarian, in the ancient past, had been very significant, recognized on par with the elites, scholars, peers in Nalanda, Takshashila and other learning centers, called “Gurukulas”(Tat.95).

The status and role of librarian gradually depleted due to upheaval in the society on account of foreign invasion, economic imbalance, colonial rule, and tremendous growth in population, proliferation of new subjects, and lack of realization of the need of library service with advancement in technology : Internet, Web-sites etc.

With the appearance of Melvil Dewey in the West, and S.R.Ranganathan in the East, there has been considerable progress in the 'Professionalism' in library education, and maintenance.

According to Arnold Bennett:

"The expenditure on books and equipment in a library will not bring any good return without a capable professional librarian, as organizing head of the library. He should have wide information. The librarian should be a diploma-holder in library science. In a place where, students study a number of languages, he should possess adequate knowledge of all those languages. He should be lover of books and children both. He should be cheerful and optimistic. He should be ready to guide each student and treat them sympathetically." [Saf. p: 187]

While recognizing the importance of a professional librarian in the School Sector, Association of Assistant Master in Secondary Schools (IAAMSS) London, states:

"No room, however admirable, no books, however numerous, and no grant, however liberal, can be transmuted into a library except through the hands of a man who is a librarian 'de facto' as well as 'de jure' "
(room = Library Hall; books = Collection; grant = Funds)

This expression is based on the fact that, in many schools, the teacher of some subject in addition to his teaching function, or Physical Instructor in addition to his physical training classes, or some other clerical-person is made in-charge of the library, who has least knowledge nor interest in library administration.

The modern librarian is not merely a

"Store-keeper, or a custodian, but a facilitator, a promoter, a friend, a philosopher, and a guide to the seekers of knowledge."

DJ Fosket Observe:

"...The duty of Librarian is not just fulfilling the user's needs but to anticipate them well in advance and prepare for them"

Status of the Librarian in India

The Secondary Education Commission- has observed as under with regard to Librarian for school library: [Ind. P: 109]

"In most schools, there is no conception of such (library) service. It would require the services of a highly qualified and trained librarian who would be on par with other senior teachers in pay and status and we definitely recommend that there should be in every secondary school a full time librarian of this type.

If this function is merely to maintain a register of books, keep the library open at odd hours and occasionally issue books to a few students there would obviously no need for a full time and highly qualified librarian.

But if the library is to be the hub of academic and intellectual life of the school, it is not only to meet but guide the reading interests of students, if it is to work as a centre of free and supervised study as well as group works on projects undertaken by them, if it is to do all these things, the librarian will surely have his work cut out”

The Commission has observed and recommended that:

“ In most schools, there is no conception of library service.

-It would require the service of a highly qualified and trained librarian who would be on par with the senior teachers in pay and status, and we definitely recommend that there should be in every secondary school a full time librarian of this type. If his function is merely to maintain a register of books, keep the library open at odd hours and occasionally issue books to a few students there would obviously be no need for a full time and highly qualified librarian. But,

-if the library is to be the hub of academic and intellectual life of the school

-if it is not only to meet but guide the reading interests of students as well as group works on projects undertaken by them,

- if it is to do all these things, the librarian will surely have his work cut-out.

Thus, the role of the librarian enumerated by the Commission suggested, the teacher-librarian to take an active part in the learning process in the schools.

- To implement the recommendations of the said Commission, the Government of India, Ministry of Education directed the State Governments to appoint full-time librarians in all Secondary Schools on salary scales at par with teacher and also gave directions to make arrangement for training the teacher-librarian through Refresher Courses and special training programmes.

-However, in spite of the emphasis of the importance placed on the role of the libraries in school education the recommendations were not implemented.

Dr.S.R.Ranganathan, has highlighted provision of a library unit for each school not just as an ‘adjunct’ but as a ‘live centre’, has enunciated in ever memorable work “Five Laws of Library Science’ which has been stated as a Text book for all School of Library Science in the World.

5. Duties, functions, and responsibilities

S.R.Ranganathan considers the school library as a “Training Ground for Nourishing Library Habit” as follows:

“The school library should be conceived as the training ground for nourishing library habit in each student by actual practice. The school librarian should devise various methods for attracting students to the library and making them read books with pleasure and profit.”
[Ran. P116]

In general the functions of the professional librarian maybe categorized under two broad headings:

- A. Administrative/ Professional Functions
- B. Promotive functions

5.1 Administrative / Professional Functions: Core or Essential competencies

Administrative functions consist of professional activities

- a. Classification,
- b. Cataloguing,
- c. Circulation,
- d. Reference
- e. Maintenance of: Funds, (Collection building, Budgetary control) etc..
[Needful details for these concepts are explained in other modules]
- f. Be felicitator, promoter – Guidance, Counseling, (See: Appendix- C
- g. Attend/Participate Meetings: Management/Faculty/ Library Committee etc.
- f. Public relations.

5.1.2. Promotive function / Supplementary competencies / :

- i. Unesco Motto: (Document) “Learning the Treasure within”
‘Four Pillars of Education’ (pp:85-97) (See Appendix – G)
 - 1st: Learning to know,
 - 2nd: Learning to do,
 - 3rd: Learning to live together,
 - 4th: Learning to be
- ii. Services to : Teachers Students and Others
 - Orientation / Guidance / Counseling / Consultancy

- Attitude to serve beyond library duties and responsibilities.
- Three tenets: C.S.C. (Care for others, Share with others, and Concern for Institution / Organisation)
- Holistic Development –
 - a) Philosophical (Mind+ Body+ Soul)
 - b) Library: 3H - Head, Heart, Hands.

5.1.3 . Promotion of Work experience

Conduct of : a. Exhibitions, Displays, b. Seminars, Workshop Assist: c. Preparation for Participation in: (Physical / Intellectual etc) Sports / Games / Essay / Elocution / Quiz etc.

The librarian should have love for books, be a voracious reader, and have potentialities to inculcate the habit of lifelong reading in students. He should be hard working, possess charming and pleasing personality, must be congenial, friendly and warm; must be calm, patient and relaxed with an understanding nature, encouraging the students, helping them to find out the books or information they require and ensuring that an atmosphere of peace and serenity pervade in the library and process of self-learning, discovering continues unimpeded, be fair to the students, expect them to respect their library and its rules.

6. Staff composition

While recognizing the ‘Changing Role of School Librarians’, the Unesco Manifesto on School Libraries (IFLA-1 p:4) suggests,

“..to achieve the objectives of the school libraries one of the basic requirements are:
Staff with Professional qualification in education and librarianship, assisted by sufficient support staff”

Similarly, the Unesco document “The Guidelines for School Libraries” suggests four types of personnel in school libraries i.e.

- a. Professional, b. Technical, c. Clerical and d. Volunteer.

CBSE in its publication: 'Organising School Libraries – Guidelines' recommends under 'Staff Formula' as follows:

The following library staff is recommended for different levels of schools having a strength of 2000 or less:

a. For Secondary School:

- | | |
|---|-----|
| i. Librarian (TGT Grade)..... | One |
| ii. Assistant Librarian (Ast.Teacher's Gr.) | One |
| iii. Library Attendant..... | One |

b. Senior Secondary School:

- | | |
|--------------------------------------|------|
| i. Senior Librarian (PGT Grade)..... | One |
| ii. Librarian (TGT Grade)..... | One |
| iii. Assistant Librarian (ATG)..... | One |
| iv. Library Attendant..... | One. |

In case the number of students in a school crosses 2000, there should be a provision to appoint an additional Library Attendant for every 500 students or part there of.

7. Qualification for a School Librarian.

Information resources, library personnel, and the users are the principal components of a library. Library personnel function as the interface between the information resources and users to achieve the goal / mission of the school library. (See also Section 3 below) Therefore, library personnel must have appropriate and adequate general and professional qualifications, competencies, and qualities.

Pertaining to qualification for a school librarian, S.R.Ranganathan, justifies three attributes [Ran. P: 151]

1. General Education, 2. Professional qualification, 3. Pedagogical qualification.

7.1 General Education – a University Graduate.

The School librarian need to have General Education, where-in he is competent enough to read, understand the contents of a book and identify, evaluate them exactly in relation to the **Standard, Style and Usefulness**. Without able to grasp the content, subject matter - requirement - relevancy to his users; i.e. students and teachers, he cannot establish contact between the ‘Right Book’ to ‘Right Reader’.

- The School librarian must have capability, learning, posses commonsense, and wisdom to a farther extent; insight or gesture of requirements and management of a vast collection of resources to make it reach to the clientele: “Right Book, to a Right Reader, at a Right Time.”

- Another important consideration need to be that the General education qualification of a school librarian cannot be lower than that prescribed for a teacher, since Librarian is to be considered “On Par” with the Teacher. .

- As such the minimum general qualification needs to be a ‘University Degree’ (a graduate in Arts, or Science or Commerce etc.)

7.2. Professional Qualification.

To discharge the professional work such as: appropriate collection building, Classification, Cataloguing, maintaining filiatory sequence or hierarchical-structural arrangement of the ‘Collection’ according to a particular scheme of classification, following rigidly the Cataloguing rules for indexing, technical-processing work, and such other work, in a library needs a skilled and adequately trained professional. It will not be possible to carryout the highly specialized / professional work by a non-professional staff.

Moreover the school library to day is expected to work at such a high level of competency and response to the tasks and pressing needs of the users that the librarian need to posses a high-capability of professional training with as much multi-dimensional skills to manoeuvre the situation and extend effective satisfactory service.

As such the librarian must have a basic Graduate Degree plus a professional degree such as B.Lib.Sc or higher ones.

7.3. Pedagogical Qualification.

Every professional librarianship in its different types, such as Academic, Public, Special librarianship, has its own depths, widths and parameters; which ultimately means the School librarian need to have some basics of “Educational methodology, techniques, insights, rudiments” etc. pertaining to the “Teaching” and “Learning” environment in which he is working.

- The school librarian must be capable of assessing for his own benefit, the pedagogical i.e. teaching techniques in several subjects’ teachers teach – “Something of Everything” of each subject, so that he can disseminate needed information to his clientele with utmost accuracy.
- The Library Services are deemed to have a “**Supportive Role**” in the academic achievements of the entire school. As such he must have capability and competency to assess what is being imparted by each teacher to the students and on the other hand he has to reach-out to render an effective service by providing, “Right book, to the Right Reader at a Right time.”
- As such the role of a School librarian, practically, one of high caliber, a multi-faceted, multi-dimensional, a Friend, a Philosopher, a Guide to the Student community at large.

8. Guidelines to library professionals -

PANCHASILA OF A SUCCESSFUL LIBRARIAN: by Prof. K S DESHPANDE

KNOW YOUR WARES:

Books, Authors, Publishers, Book-sellers, Books and Non-book
Materials - their makers, their manufacturers, Vendors

KNOW YOUR USERS:

Teachers, Taught (Students), Professionals, Commoners, Children, Handicapped, The less disadvantaged - Their myriad needs, Levels of Sophistication - Cultural, Social, Economic etc

KNOW YOUR REGULATIONS, RESPONSIBILITIES; Objectives, of your parent institution - Status, Standing etc.

KNOW YOUR ROLE REQUIRES :-

Faith, Flair, Fancy, Commitment, Hard & Dedicated work.

KNOW YOU ARE FOREVER A TEACHER - A VOTARY OF KNOWLEDGE:

Be a Learner, a Seeker, an Effective Writer, a Fluent Speaker, a Torch-bearer, Holder of the keys to the doors of Knowledge

BY PROF. H A KHAN

ESTABLISH a close rapport with actual and potential users.

It in turn means -

UNDERSTAND different life-patterns or environments in which the user lives / works.

This means -

STUDY very closely, the Intellectual, Social, Economic, Occupational, Recreational, and Cultural Patterns of Users.

DERIVE from such close studies, its implications, for information needs of Users, vis-à-vis your library.

OBSERVE Closely the information seeking behaviour of the Users.

INTERACT with the Users to know their difficulties / needs etc.

APPRAISE the concerned staff; Acquisition, Circulation, and Reference - to overcome lacuna in Collection development, and in rendering information services.

HANDLE The Problem cases - among Users, and the Staff - tactfully, by which attract more Users to the library, and that they return with a sense of Satisfaction.

9. CONCLUSION:

In the West, today's school libraries serve as a Centre for a wide variety of educational media, which include books, magazines, newspapers, and pamphlets, recordings, maps, films, photographs and paintings. In addition, school libraries have computer terminals with access to audio and visual materials from a main information storage centre. Some libraries provide such equipment as cameras, projectors, and tape recorders. Many libraries allow students to use these equipment in making their own films, slides, and tape recordings for classroom assignments. To

reflect, the expanded role of the school library in education, many schools call their libraries “*Instructional Material Centre*”, “*Learning Resources Centre*”, or *Media Centre*”.

In a well **conceived** and **planned library** practices, the teachers and students use the library materials in the teaching and learning process. The library will become ‘**hub of activities**’, ‘**Library Centred**’, ‘**Knowledge Centred**’, ‘**Information Centred**’ enterprise. The quality of such a school’s educational programme becomes to a great extent accelerating, progressive, and top-ranking. The role of library professionals will be significant and contributory, not only to the institution but also to students who acquire skills capabilities, competencies for their individual life-long progress and ultimately leading to beneficial to the community at large.

Exponential growth of printed and non-print material, organizational complexities, impact of new technologies, constant demand of users for quick delivery of documents, and to extend other services such as CAS, SDI, CCS, OPAC, surfing Internet, and browsing Web sites etc have been responsible for systematic planning and efficient management of library activities. In order to cope up with the challenges of the changing information scenario library professionals need to possess qualification, both academic and professional, acquire management skills, capabilities, competencies and expectations of user’s needs, as well as adhere to aims and objectives of the Management or parent Organisation. There is an urgent need for consideration of qualified professional librarian in the school staff-formula or structure, or enhance his capabilities through “Quality Improvement Programme”

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Module: 8. Information and Communication Technologies (ICTs)

STRUCTURE:

- 2. Introduction ICTs**
 - 1.1 Basic Concept of Computer**
 - 1.2 Basic organization of Computer System**
 - 1.2.2 Input Devices**
 - 1.2.3 Output Devices**
 - 1.3 Storage Devices**
 - 1.3.1 Primary Memory:**
 - 1.3.2 Secondary or "Auxiliary" Storage devices**

2. Data Communications

- 2.1. Introduction**
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3. Library Automation

- 3.1 Introduction**
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- 3.3 What is library Automation?**
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4. Digital Library

- 4.1 Introduction**
- 4.2 Advantages of Digital Library**
- 4.3 Open source digital library software**

5. References

1. Introduction

Since the invention of abacus in 600 B.C., human history has seen many path breaking inventions. The simple addition and subtraction tool to today's multitasking computer systems have emerge out of human urge to make things simpler. Computer is one such a tool, which has revolutionized the way we communicate and share information. Computers have penetrated to all fields of human knowledge and libraries are no exception for this trend. This is hearting to note that libraries were the first to explore many possibilities of computer devices and led for the inventions many contemporary technologies. This module will briefly illustrate the concept of various components of computer viz., input, output devices, storage devices and various internet technologies to acquire, organize and disseminate information.

1.1 Basic Concept of Computer

The word computer has been derived from the Latin word "compute" which means to calculate. So computer is normally considered to be a calculating device that can perform arithmetic operations at enormous speed. However, in technical parlance, the term has come to refer specifically an electronic computer. The following are the generally understood features of an electronic computer.

- It is an electronic device: Virtually all computers are "digital" because they are composed of digital (electronic) circuits built with microscopic transistors. Therefore they can only process digital data (discrete electronic signals).
- Processing of data is performed electronically: A computer's circuitry is built from electronic "chips". The chips consist of integrated circuits (ICs). Which are in turn made up of millions of "transistors". Transistors are, from a simplified viewpoint, electronically controlled on/off switches; therefore they can only store binary data (two states); human call this basic data storage a bit (either a one or a zero). Data can have various forms including numeric, text and multimedia (audio, visual, etc), but all are "binary", i.e., collections of bits.

- It has an internal storage: Computers have a mechanism to store data as well as programs. The stored program concept introduced by Von Neumann during the 1940's states that programs and data are both stored in memory, i.e., that the program instructions and the data on which they operate "coexist" in the computer's primary memory.

Based on the above features, we can define a computer as essentially an electronic device that can receive and store data and set of instructions called programs. The computers act upon these programs in a pre-determined and predictable fashion to process the data in a desired manner. Following are the words that are so basic to computers that are virtually impossible to talk about computers without using them.

Computer: An electronic machine that (a) process computer data (digital) into human information (numeric, text, or physics) or (b) control electrical devices.

Microcomputer: Computer based on a microprocessor

Computer System: Hardware, software, data people and procedures for using the system.

Hardware: Physical equipment of a computer system

Software: Programs that are "run" on the computer

Firmware: Software that is permanently stored in a computer's read only memory.

1.2 Basic organization of Computer System

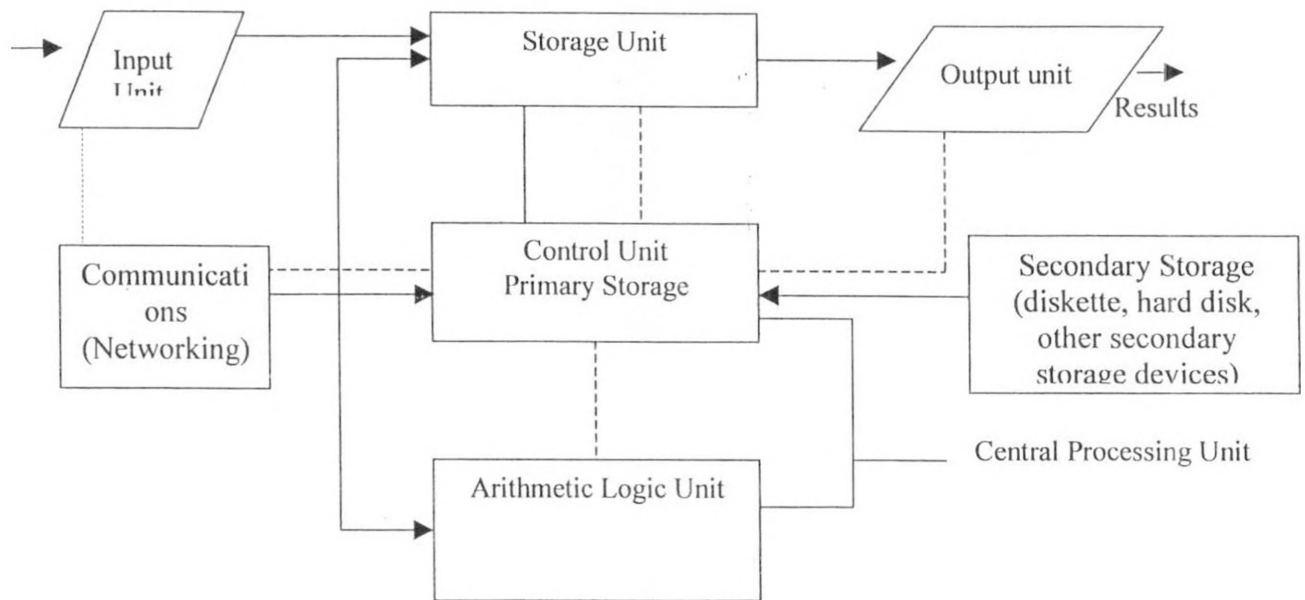
According to Sinha (1990) all the computer systems perform the following five basic operations.

They are:

1. **Inputting:** The process of entering data and instructions into the computer system.
2. **Storing:** saving data and instructions so that they are available for initial or for additional processing as and when required.
3. **Processing:** Performing arithmetic operations or logical operations (comparisons like equal to, less than, greater than, etc.) on data in order to convert them into useful information.
4. **Outputting:** The process of producing useful information or results for the user, such as a printed report or visual display.

5. **Controlling:** Directing the manner and sequence in which all of the above operations are performed

A schematic diagram of basic organization of computer systems (Sinha, 1990)



Each of the components shown in the above diagram has unique contribution to make. These can be summarized as follows

Input device: Input devices accept data, convert data into machine-readable form and transmit data to the processing unit.

Central Processing Unit (CPU): The Central Processing Unit, often called processor or just CPU, comprises a Central Unit, the Arithmetic and Logic Unit (ALU), and the Primary Memory.

The central Unit: The CU is a conceptual representation of the microchip circuits that governs the operations of the CPU. It decodes and executes program instructions, and controls and coordinates data movements within the processor, and between the processor and other components of the computer systems.

The Arithmetic and Logic Unit: The ALU is a conceptual representation of the microchip circuits that (1) perform all the arithmetic calculations (such as +, -, % etc) and (2) makes the computer equivalent of logic decisions (>, <, = etc).

The Primary Memory: This unit stores programs during their execution, stores data that are being used by the current program, and stores the operating system which controls the operations of the computer system. Primary memory consists of Random Access Memory (RAM), where the users programs (and their data) must be stored in order to be run, and Read Only Memory (ROM), where permanent programs and data are built in by the manufacturer.

Secondary or backing Memory: It maintains a permanent record of data and programs, maintains a store for the program and data being processed if the main memory cannot accommodate the data and program, and acts as input/output device.

Output Devices: Accept data from the processor, and convert data into the required output format.

1.2.2 Input Devices

People work with letters, numbers and words. Data is stored in a computer as binary digits (Bits), in other words data are represented inside the computer as a complex combinations of 0s and 1s (Zeroes and Ones). Input devices perform two basic functions, they act as a means to enter the data and program into a computer. Secondly, they are generally responsible for converting data into machine-compatible format. Input and output devices are collectively called I/O devices. Input devices (and also output devices) are the hardware interfaces between the human user and computer system, but (as always) hardware is “driven” by software, so when we talk about an I/O devices, remember there is an associated “device driver”. Obviously the easier it is to get data into and out of a computer, the more useful the computer is. Both input and output devices can be sub-classified as either direct (to/from I/O devices) or indirect (to/from secondary storage, generally).

Human input devices	
Keyboard	QWERTY Keyboard
	Concept keyboard
Pointing Devices	Touch Screen
	Light Pen
	Mouse
	Tracker ball
	Joystick

Video Input Devices	Digital cameras
	Digital Video cameras
	Analog image converters
Sound Input Devices	Voice recognizer
Automated Input Devices (Indirect Input Devices)	
Graphic capture	Image scanners
Code Numbers	Bar code reader
	Magnetic ink character recognition
	Magnetic Stripe codes
	Smart cards
Optical Input Methods	Optical character readers
	Optical mark readers

Let us learn more about these devices in the following sections

Keyboard: Keyboard is the most common data entry device. Almost all general purpose computers are supplied with a keyboard. A keyboard has over 100 keys on it. When you press a key a number (code) is sent to the computer to tell it which key you have pressed. Keyboards are often used in conjunction with a screen on which the data entered are displayed.

The keys on a keyboard are usually arranged in the same order as those on a typewriter. This is layout of keys is called QWERTY because Q-W-E-R-T-Y is the order in which the letters occur on the top row of the keyboard. The keys on the keyboard can be grouped into six groups. They are:

- **Function keys:** 12 function keys labeled from F1 to F12
- **QWERTY Keys:** These are the alphanumeric keys, which are arranged in a same order that you find in a typewriter
- **Special Purpose Keys:** Tab (tabulation), CTRL (Control), ALT (Alter), ESC (Escape), Enter/Carriage return, Backspace, Scroll Lock, Break, etc.
- **Numeric Pad Keys:** These keys are used to enter numbers into the computers.
- **Cursor Control Keys:** These Keys are used to navigate the cursors on the screen.

Pointing Devices:

These are also called Cursor Control Devices. Cursor Control Devices are used to place the cursor (a highlighted screen location indicating where the next action will occur). Select menu items, and control the computer by “clicking buttons” on the screen. If these are built into the computer they are called integrated pointing devices. For example

- **Mouse**
- **Trackballs**

- joystick
- trackpoint or Pointing sticks
- Trackpads

Pen Input Devices

These are based on screens that sense the location of a special pen that is connected to the terminal. Following are some of the devices:

- **Light Pens:** detect the monitor's light or emit light that can be picked up by a specially designed monitor.
- **Styluses:** Styluses are pens with electronic point heads which activate pixels on the monitor, usually a LCD display.
- **Digitizing tablets:** These are similar to light pens or styluses except one draws on a tablet rather than the screen.
- **Touch Screen:** This allows selection of menu items displayed on a monitor by touching them.

Video Input Devices:

- **Digital cameras:** Digital cameras have optics like regular photographic cameras; however they record the single images electronically (rather than on photographic film) in digital form.
- **Digital Video cameras:** These are digital cameras which can store sequences of digital images on magnetic tape and play them back as "movies". They are similar to camcorders, but camcorders store their images as analogue data. Digital video cameras are essential features of videoconferencing where remote computers can actually control a remote camera and remote users can share applications and collaborate on whiteboards.
- **Analogue image converters:** Photographs taken with regular cameras and videos recorded with camcorders store their images as analogue data. This analogue data can be easily converted to digital data.

Audio Input Devices:

1. Digitized Audio Signals:

- a. Audio signals can be converted to digital signals by analogue to digital converters, processed by a computer and converted back with digital to analogue converters.
- b. Synthetic audio signals can be created by the computer.
- c. Musical Instrument Digital Interface (MIDI) devices allow the input and output to any musical instrument capable of electrical I/O.

2. Voice Input and Speech Recognition:

- a. Microphones convert spoken words (analog signals) to digital signals that can be processed by a computer
- b. Digital words are compared to “voice templates” stored in memory.

Graphic Capture:

Image scanners are popular examples of graphic capture devices. This is one of the extensively used input devices in libraries where digital library projects exist. When a page of text already exists, like the page that you are reading now, it can be directly input into a computer using a scanner. Scanners can be used to input not only text, but other forms of documents can also be easily digitized.

Code Numbers

- **Barcode readers:** Barcodes are widely used in retail outlets and libraries. Each barcode represents a number. You can see the barcodes of ISBN on books. Barcode can be printed in different sizes and colors. Barcodes are helpful in the libraries for acquisitions, circulations, serials control and stock-verification works.
- **Magnetic Ink Character Recognition (MICR):** This input device is widely used by banks to process the tremendous volume of checks being received by them. You can observe at the bottom of a cheque leaf some code numbers which are written using a special ink that contains magnetisable particles of iron oxide.
- **Magnetic Stripe Code:** It is a short length of magnetic tape which may be stuck on the surface of a tag, card or document. On plastic cards such as credit cards, the stripe is usually sealed in. Stripes stored in the form of magnetic spots which represent the 0s and 1s of the ASCII code.
- **Smart cards:** These have a memory store in the form of a very thin integrated circuit sealed into them. These can be used to store data about a customer which can be updated as transactions are made using the card.

Optical Inputs Methods

- **Optical Character Readers (OCR):** This device is similar in concept to MICR. Characters in a special font are printed on a document, and the reader scans the document for reflected light patterns, then translates those patterns into a pattern of electronic signals which are passed to the computer store. OCR-A (American standard) and OCR-B (European standard) are examples of standard fonts. Characters that cannot be recognized are rejected.
- **Optical mark Readers (OMR):** These are similar to OCR except that the reader recognizes marks in appropriately positioned boxes rather than characters. These can be found applications in areas where responses are one out of a small number of alternatives and the volume of data to be processed is large.

1.2.3 Output Devices

Output devices are that receive output from the computer. Examples of output devices would be traditional monitor, floppy drive, hard drive, CD ROM drive, zip drive, speakers, printers, A to D (analog to digital) devices/sensors, touch screen monitor, photo maker, transparency maker, etc. The convenience of use of these devices and the quality of their results has a significant impact on the effectiveness of the computer systems. Output devices accept data from the processor and convert them into the required output format.

Output can be classified as either direct (to/from I/O devices) or indirect (to/from secondary storage). Output can also divided into another toe kinds: hard copy out puts (paper, microfilm, etc) provides a permanent record while soft copy output (visual, audio, or action) is transient.

Visual Output Devices (soft copy)

Cathode Ray Tube Displays (CRTs): These are the most commonly seen output device. The computer screen that you see in a computer is made of CRTs. They are also called monitors or

visual display terminals (VDTs). Visual Display terminals display images and text which are made up of small blocks of colored light called pixels. The resolution of the screen improves as the number of pixels is increased. Most monitors have a 4:3 width to height ratio.

Flat Panel Display: First introduced in watches and clocks in 1970s, this technology is now applied to display terminals. They eliminate flicker and radiation and minimize size problems of CRTs. Plasma monitors are the example for flat panel displays.

LCDs: Liquid Crystal Displays (LCDs). It refers to a flat panel technology which uses liquid crystals sandwiched between two glass plates for example in laptop computers, other small portable displays and also in televisions. This display terminal is extensively used in presentations.

Audio Output Devices (Soft Copy)

The audio output devices convert the digital signals and give the output in an audible format. Speech synthesizers transform digital computer signals into voice output. One of the applications that all of you might have experienced is the recorded voice response in a telephony system or railway/airline reservation systems.

Hardcopy (print and film) Devices:

Printers and Plotters: They are used to print the output data on paper. Such output is referred to as printout or hard copy. Printers can be classified based on various characteristics. They are

Image Formation (measured in dpi (dots per inch))

Dot Matrix Printer: In Dot Matrix Printer characters are formed from a matrix of dots. The speed is usually 30 - 550 characters per second (cps).

Raster Scan images: Laser printers are the best examples for the raster scan image printers.

Image Transfer

Impact Printers: Impact Printers use a print head containing a number of metal pins which strike an inked ribbon placed between the print head and the paper. Some print heads have only 9 pins to make the dots to build up a character; some have 24 pins which produce a better resolution.

Non-impact printers: Non-impact printers are much quieter than impact printers as their printing heads do not strike the paper. Most non-impact printers produce dot-matrix patterns. They are:

- **Thermal Printer**
- **Laser Printer**
- **Ink Jet Printer**

1.3 Storage Devices

Storage devices are any apparatus for recording computer data in permanent or semi-permanent form. A disk drive, along with the disks it records on, is a storage device. There are two types of storage devices. They are: primary (or main) and secondary (or auxiliary) storage devices. When this distinction is made, the primary storage device is the computer's random access memory (RAM)—impermanant, but a storage device nevertheless, however temporary its contents. The secondary storage includes the computer's more permanent storage devices, such as disk and tape drives.

1.3.1 Primary Memory:

Primary memory is called main memory or internal memory, provides temporary storage of programs in execution and the data being processed. It is known as immediate access storage (IAS) as this is the portion of CPU which can be accessible directly from.

Primary memory can be further classified into Random Access Memory (RAM) and Read Only Memory (ROM).

- **RAM: Random Access Memory**
 - "Ordinary" memory used in all modern computers
 - Easy to read and write
 - Random Access: all parts equally close
 - Takes no longer to read one part than another part
- **ROM: Read Only Memory**
 - Information stored at the factory; it can't be changed
 - Used for:
 - Startup instructions on almost all computers
 - Built-in programs on laptops, palmtops, and dedicated word processors
 - Game cartridges for Nintendo, Sega, etc.
 - Disadvantage: when you want to change it, you have to throw away the old chips or cartridges
 - Can also be accessed "at random"

1.3.2 Secondary or "Auxiliary" Storage devices

Secondary, or "Auxiliary" Storage devices any non-volatile storage medium that is not directly accessible to the processor. Memory directly accessible to the processor includes main memory, cache and the CPU registers. Secondary storage includes hard drives, magnetic tape, CD-ROM, DVD drives, floppy disks, punch cards and paper ape. Secondary storage devices are usually accessed via some kind of controller.

Common types of Secondary storage devices

Diskettes: can be removed from the computer-floppy disk 3.5 inches

Hard disk or Hard drive: Available in several sizes (1 Gb, 2 Gb, 4 Gb etc.)
Permanently enclosed in their drive mechanism

CD-ROM: CD that allows the information to be stored and retrieved. As the technology evolved different types huge data storage Compact Disk are available on the market such as DVDs, CD-R etc

Pen Drives: The Pen Drive has the flash memory that is used in it. The Pen Drive is usually connected to the USB port that is available in the computer motherboards. Pen drives have become well known simple because of its longevity compared to floppy disk and ease of use.

2. Data Communications

2.1. Introduction

In technological terms "Communications" is a general word for the transmission of signals between two or more points. When these signals constitute computer data, we refer to "data communications". "Telecommunications" pertains to transmissions over a distance in one of two forms: (1) electronic transmission (via electrons) occurs through physical media such as wires and (2) electromagnetic wave transmission (via laser, radio, TV, microwave, etc.) requires no media (thus information can be sent through space); however, an exception to this wireless transmission is fiber optics in which light carries data through cables. Networking is the linking of computers (not necessarily over large distances) so they can communicate, sharing hardware and software, thus uniting processing power. The goal of distributed computing is the optimum spread of computing resources among users; obviously, telecommunications and networking are critical features of such systems. The combination of large databases, communications, and distributed computing is having a dramatic impact on all areas of human interaction; it will have a profound effect on education and learning. Communication networking technologies as depicted above have many layers. Networking architecture and its components helps us understand the functions of networking technologies.

LAN Technologies: Communications network connecting computers by wire, cable, or fiber optics link. Usually serves parts of an organization located close to one another, generally in the same building or within 2 miles of one another. Allows users to share software, hardware and data.

WAN Technologies: WANs are networks that span the distance between buildings, cities and even countries. WANs are LANs connected together using wide area network services from telecommunications carriers and typically use technologies such as standard phone lines (called POTS (Plain Old Telephone Service) or PSTN (Public Switched Telephone Network)), ISDN (Integrated Services Digital Network), Frame Relay, ATM (Asynchronous Transfer Mode) or other high speed services.

2.2. Network Architecture:

Network Architecture is a collection of linked "nodes" that form channels, clients, servers and supporting hardware/software. They provide the infrastructure for a distributed computing environment with its client/server processing model. Network components include the following components.

- A **terminal** is any end point of the network.
- A **server** is a computer that provides network services.
- A **host computer** coordinates terminals connected to it.
- A **hub** connects several network nodes together, sharing the total bandwidth.
- A **switch** allows a **non-shared connection** between two network devices.
- A **repeater** facilitates data transfer between distant devices by regenerating an attenuated or distorted signal.
- A **bridge** is an interface linking two similar networks.
- A **router** is a computer manages the efficient routing of a transmission by selecting the "fastest" link to the destination.
- A **gateway** is a network computer that links two different types of networks.
- A **firewall** is a computer that controls access to a private network in order to maintain security.

2.3. Internet Technologies

The Internet is a **network of networks** within which **all devices communicate via the TCP/IP protocol suite**. It is a "meganetwork" linking hundreds of thousands of networks, at billions of hosts and countless people in every country of the world. The Internet links government agencies, educational institutions, businesses, libraries, science foundations, non-profit organizations, etc. The aspects that made Internet as an indispensable source of information in human life is

- A. No one runs the Internet; it is like a cooperative, i.e. a federation of independent networks. The Internet Society, a non-profit group in Reston, Va., promotes the use of the Internet

- B. It has an open architecture, meaning anyone can connect up and use it.
- C. It is a chaotic source of undisciplined information, an often bewildering maze to navigate.

2.4. Internet Services

Various services that Internet offers to exchange communications across systems and that can be divided into the following categories

1. Information Retrieval Services :

- THE WORLD WIDE WEB
- GOPHER
- WAIS

2. Resource Access

- FILE TRANSFER
- REMOTE LOGON

3. Communication

- E-MAIL
- MAILING LISTS
- NEWSGROUPS
- CHAT
- TELECONFERENCING

Good numbers of article and web resources are available on this topic on the web and its ephemeral, Internet is constantly evolving.

3. Library Automation

3.1. Introduction

Libraries are in the midst of radical changes. These changes are, perhaps, unavoidable and compelling. In the present day context libraries are moving beyond their traditional role as custodians of recorded knowledge and integrating new methods and integrating new methods of information storage, retrieval and transmission into their existing services and patterns. Information Communications Technologies (ICTs) have changed the way information is created

and distributed. In particular, information technologies (ITs) provide hitherto unavailable power for the organization and manipulation of information, communication technologies gives immense scope for the speedy and accurate dissemination of information. They have also changed the way libraries select, acquire, organize and deliver information. Librarians must adapt to this change and acquire skill in using automated library systems. This chapter will introduce the information professional to library automation.

3.2 What is automation?

The word 'automation' has been derived from a Greek word 'Automose' which means something which has the power of spontaneous motion or self movement (Webster's Third New International Dictionary of English Language, 1966). The term 'automation' was first introduced by D.S. Harder in 1936, who was then with the General Motor Company in United States. He used the term automation to mean automation to mean automatic handling of parts between progressive production processes. However, the modern usage of the word 'automation' is not in vogue strictly in the same sense. McGraw-Hill Encyclopedia of Science and Technology (1982) defines automation as "a coined word having no precise, generally accepted, technical meaning but widely used to imply the concept 'development' or use of highly automatic machinery or control system". From the above definition one can infer that 'automation' is the application of 'machines' to perform a task automatically. "In business world, the words 'automation' and 'computer' are often used synonymously..." (Encyclopedia of Computer Science and Technology). Thus we can conclude that 'automation' implies predominant use of 'computers' and other modern technologies for any application/system. In this chapter also the term 'automation' is being used in the same sense.

3.3 What is library automation?

The word 'library automation' is being used in the literature for the past six decades. Not many authors have tried to define the term explicitly. Salmon, R (1975) has tried to give a more exhaustive definition, which reads as follows:

“Library automation is the use of automatic and semi-automatic data processing machines to perform such traditional library activities as acquisition, cataloguing, circulation. Although these activities are not necessarily performed in traditional ways, the activities themselves are those traditionally associated with libraries; library automation may thus be distinguished from related fields such as information retrieval, automatic indexing and abstracting, and automatic textual analyses”

In simple terms, library automation can be defined simply as the use of computer and networking technologies in the library. In other words, library automation is the application of ICT in library operations and services. The functions that may be automated are any or all of the following: acquisitions, cataloging, circulation, and serials management. In a manual system, cards have to be typed several times to provide different access points (author, subject, title, etc) to an item. In an automated system, there is no duplication of effort to create and maintain multiple copies of bibliographic records. The software used to automate the services of a library is called an automated library system (ALS). The ALS may focus on one function only such as cataloguing or may handle several functions such as cataloguing, circulation and serials management. An ALS may be used on a single computer or on a LAN, depending on the needs of the library.

3.4 Areas of Library Automation:

- Automation of library functions
- Use of electronic resources within the library (e.g. CD-ROMs)
- Accessing remote electronic resources (e.g. the Internet)
- Office automation (e.g. word-processing, spreadsheets, databases, etc.)
- Patron services (e.g. computer laboratory, multimedia center)

3.5 Objectives of Library Automation

Libraries are the first among many institutions to embrace the appropriate technologies as and when they are available. Starting from typewriters to telephone to punched cards to computers, libraries have not lagged behind adoption of technology. The general objectives of application of technology (particularly in the context of present technologies) are:

- to improve the level of service and quality of output
- to fulfill needs that cannot be achieved by manual system:
 - Sharing of resources
 - Handling of information that appears only in electronic format (e.g. CD-ROM, Internet resources, databases, etc.)

3.6 Library automation software

Automating a library presumes the procurement of a suitable software. The following approaches are available for procurement:

- Pursuing in-house software development.
- Acquiring commercially available software for the library.
- Downloading a open source software.

The open source model is attracting the attentions of the libraries in recent years for the obvious reason that they are available free of cost. The open source model is a collaborative programming infrastructure that co-opts copyright law by freely releasing source code to the general public for any use, modification, and redistribution without licensing restrictions... (Open Source Initiative 2003). There are many open source library automation software such as NewGenLib, Koha, OpenBiblio, MyPHP Library, , WebLIS, , etc.

The below table gives a bird's eye-view on system requirements and features of few open source software and proprietary software.

SL. No.	Integrated Library Management Systems	System Requirements	Availability of the S/W	Features
1.	Koha	Apache Mysql Active Pearl KOHA	Open Source (Free)	<ul style="list-style-type: none"> • Runs on Linux, Unix, Windows and MacOS platform • Copy cataloguing and Z39.50 complaint • RSS feed of new acquisitions

				<ul style="list-style-type: none"> • E-mail and/or txt patron's overdue and other notices • Web based OPAC system • Simple, clear search interface for all users
2.	LibSys		Proprietary	<ul style="list-style-type: none"> • Client-Server model • Unicode Complaint • Web enabled option using JSP • Z39.50 compliance • Web OPAC • Conformance to international standards (MARC 21, UKMARC, UNIMARC, CCF) • Incorporates state-of-the-art technologies (Barcode, Smart Card, RFID) • Support for Electronic Resources • Extensive training program
3.	NewGenLib	<p>J2SE Software Development Kit (SDK)</p> <p>Postgres SQL for Windows</p> <p>J Boss Application Server</p> <p>Newgenlib.ear</p> <p>Newgenlibfiles.zip</p> <p>Backupinplain.sql</p> <p>Java Runtime Environment</p>	Open Source (Free)	<ul style="list-style-type: none"> • NewGenLib leverages World Wide Web to build library networks • J2EE Application server for efficient transaction processing and database management • Supports MARC-21 format. • Unicode 3.0 compliant with virtual keyboards for multilingual input • Built by Open Source S/W such as FireBird, PostGreSQL, MySQL and JBoss, Application Server

4.	OpebBiblio		Open Source (Free)	
5.	WEBLIS		Open Source (Free)	

1.7 Evaluation and Selection of library Automation Software

Hardware and software are two important components that are responsible for the success of automation. Selection of software is a complicated issue and it partly depends on the number of functions to be automated. Before selecting appropriate library automation software, it is recommended to examine the available features thoroughly by the library staff, if possible with software experts. Examining the software in real life situation is must before going for any automation package. As the number of software is available as open source, it may not be possible to evaluate the library software as in the case of commercial packages. But based on the user base and help from other open source software users through different computer mediated communication channels cab be taken as and when the problem may encounter. Some of the criteria suggested by Manjunath (4) on selection of library automation packages provides a guidelines to select right software for automation of all the housekeeping activities of a library.

1. Who are the developers, whether an institution, or reputed company or few individuals. The preference is for institution and second preference is for the reputed company. One has to be skeptical about the software developed by individuals as there will be no continuity
2. How many times the software has been revised since the time of its first launch.
3. How many parameters are available for each module. More the parameters better will be the flexibility and needs no or minimum customization.
4. Whether the software has facility to import bibliographic data available in ISO2709 format and similarly export of data in this format
5. Training and guidance after installation
6. Whether available on major operating systems.

7. Whether it is web interfaceble
8. Whether it can be interfaced with the e-mail system of the campus network.
9. How many installations it has got in the country, since when and major clients.
10. Whether it can offer OPAC and different rights to different logins

3.8 Conclusion

The selection of the software suitable for the requirement of the library is a complex process. The evaluation process should be done with the help of some checklist depending on the need of the libraries. The system features, functions, performance, hardware requirement, cost etc., have to be considered. The Indian library automation software should have the facility to enter data in Indian languages. There should be a standard for the library automation software in order to ensure performance of certain functions with minimum H/W and S/W specification and facilities.

4. Digital Libraries

4.1. Introduction

A **digital library** is a library in which collections are stored in digital formats (as opposed to print, microform, or other media) and accessible by computers . The digital content may be stored locally, or accessed remotely via computer networks. A digital library is a type of information retrieval system. The developmets in interent technologes and rapid reduction in technological costs have made even school libraries to develop their own digital libraries. Some of the advantages of developing digital Libraries are as follows.

4.2. Advantages of Digital Libraries

1. **No physical boundary:** The user of a digital library need not to go to the library physically; people from all over the world can gain access to the same information, as long as an Internet connection is available.

2. **Round the clock availability:** A major advantage of digital libraries is that people can gain access to the information at any time, night or day.
3. **Multiple accesses:** The same resources can be used at the same time by a number of users.
4. **Structured approach:** Digital libraries provide access to much richer content in a more structured manner, i.e. we can easily move from the catalog to the particular book then to a particular chapter and so on.
5. **Information retrieval:** The user is able to use any search term (word, phrase, title, name, subject) to search the entire collection. Digital libraries can provide very user-friendly interfaces, giving clickable access to its resources.
6. **Preservation and conservation:** An exact copy of the original can be made any number of times without any degradation in quality. **Space.** Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information, simply because digital information requires very little physical space to contain them. When a library has no space for extension digitization is the only solution.
7. **Networking:** A particular digital library can provide a link to any other resources of other digital libraries very easily; thus a seamlessly integrated resource sharing can be achieved.
8. **Cost:** In theory, the cost of maintaining a digital library is lower than that of a traditional library. A traditional library must spend large sums of money paying for staff, book maintenance, rent, and additional books. Although digital libraries do away with these fees, it has since been found that digital libraries can be no less expensive in their own way to operate. Digital libraries can and do incur large costs for the conversion of print materials into digital format, for the technical skills of staff to maintain them, and for the costs of maintaining online access (i.e. servers, bandwidth costs, etc.). Also, the information in a digital library must often be "migrated" every few years to the latest digital media.

4.3. Open Source Digital Library Software

Open Source Software movement has provided an ample opportunity for librarians to develop their own digital library with very little cost. There are good number of open source digital library

softwares are available and any one can use it, distribute and modify for the existing software. Some of the well known open source digital library softwares are listed below.

- **Eprints Archive Software (EAS)**

EPrints is generic archive software under development by the University of Southampton. It is intended to create a highly configurable web-based archive. EPrints primary goal is to be set up as an open archive for research papers, but it could be easily used for other things such as images, research data, audio archives - anything that can be stored digitally by making changes in configuration. It works on Linux O/s and it needs MySQL, Perl modules and Apache webserver.

- **Greenstone**

Greenstone is a suite of software for building and distributing digital library collections. It provides a new way of organizing information and publishing it on the Internet or on CD-ROM. Greenstone is produced by the New Zealand Digital Library project at the University of Waikato, and distributed in cooperation with UNESCO and the Humanity Libraries Project. It is open-source software, available under the terms of the GNU General Public License.

- **DSpace Durable Digital Depository**

DSpace is a digital repository created to capture, distribute and preserve the intellectual output of MIT. As a joint project of MIT Libraries and the Hewlett-Packard Company, DSpace provides stable long-term storage needed to house the digital products of MIT faculty and researchers. **For the user:** DSpace enables easy remote access and the ability to read and search DSpace items from one location: the World Wide Web. **For the contributor:** DSpace offers the advantages of digital distribution and long-term preservation for a variety of formats including text, audio, video, images, datasets and more. Authors can store their digital works in collections that are maintained by MIT communities. **For the institution:** DSpace offers the opportunity to provide access to all the research of the institution through one interface. The repository is organized to accommodate the varying policy and workflow issues inherent in a multi-disciplinary

environment. Submission workflow and access policies can be customized to adhere closely to each community's needs.

5. Reference and further readings:

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INCULCATING AND ENHANCING THE READING HABIT

“Reading is not a duty and has consequently no business to be made disagreeable.”
Augustine Birrell (Essayist)

1. Objectives

2. Introduction

3. The importance of reading

3.1 Importance of reading for teachers, management, librarian and parents.

4.0 Benefits of and need for activities

5. Activities, assignments and projects

5.1 Games, Activities and Programmes to Enhance Reading.

5.1.1 Basic or Primary

5.1.2 Secondary or Interactive

6. Summary

7. References

1. Objectives

After going through this module you will be to :

- realise the Importance of reading
- develop the skills to inculcate reading habit among school childrens
- understand the diffent activities for inculcation reading habbit

2. Introduction

The library is a responsive organism. With the best of collections, infrastructure and even services, it can spring to life only at the magic touch of its users. At the same time there is much that the librarian can do to ensure that every book has its reader and every reader his/her book. The first thing that the management and librarian must do is to have open access, both in terms of keeping the library open throughout school hours including break times (e.g. lunch break) and even a little (say, an hour) after school hours. Children’s attention span is short and if there are other activities on campus while the library remains closed, they will lose the habit of coming to the library as one of their major options. So, firstly, the library needs to match and excel over other attractions to ensure its use. Secondly, there must be at least one weekly ‘library period’ for every class. This is a time when the librarian can conduct planned activities and interactions.

This period must not be used for doing home work but may be used for finding and using relevant information materials in the library

In this chapter we will look at the urgent need to encourage reading and the multiple ways in which this can be done.

At a young age, children learn from their immediate environment through their senses. After they reach the stage when they can read, their learning takes a quantum leap with access to books and other reading material from diverse sources. Suddenly their world expands to match their growing curiosity. This is when the window opens in a child's life to enable adults to start them off on a life-long relationship with books. In the present context, children are becoming more and more enamoured and even addicted to the media, the internet, and software consisting of games and animation, to meet their needs for information and entertainment. With the dazzling advances in technology and the alluring diversity of the media, is it any wonder that a child's / young person's fancy turns more readily to such attractions than to books? Teachers and librarians can help to redress this imbalance. The first thing is to recognize and acknowledge the benefits of each of the different modes of learning. From there a special case can be made for making reading as a unique learning tool. Reading includes the act of reading the words, comprehending them and what is vital, becoming discriminating about what is being read. There is reading for reference and information, for awareness of global issues, and for personal development. Reading also leads to contribution to society, to sensitization of the mind and to empowerment through knowledge. Therefore, reading must become a daily activity, a regular part of every person's life.

3. Importance of reading

While discussing reading, we must remember that it covers a broad spectrum, all the way from reading road signs, instructions and newspapers to books of deeper content, and now, reading online as well. In the school library, children can be exposed to reading of posters, signs, a map of the library, notices and announcements on the display board etc, all of which lay the ground for wider reading to come.

At the most basic level, reading improves comprehension and stretches the vocabulary. It widens the knowledge base and instills confidence. Symbolic writing informs and conveys, while

rhetorical writing inspires and stimulates. Written language has an enduring quality that cannot easily be replaced. It is like being in conversation with the finest minds over centuries. This personal and direct contact is invaluable and incalculable. Reading raises questions, sparks off ideas and starts a chain of imaginative thought. It is an education in itself and it is vital that we as librarians recognize this and support the school curriculum in diverse ways to inculcate and enhance the reading habit. Reading as a skill is taught by the teacher. Helping children to build on this skill and discover the art of reading is the librarian's privilege and responsibility.

When children read, there is a relationship which begins between them and books. It is a life-long bond, in which the reader has the freedom and the leisure to explore the written word at his/her own pace, with breaks, at any place and in any position! As children grow in discernment, they begin to appreciate the beauty of language and expression. They are able to pick up and enjoy subtleties in style and the nuances of the writing. Children who are good readers and read widely, can express themselves more clearly in writing. As they grow older, they learn and absorb a good deal more, faster and with more lasting effect. By the simple act of reading, young people are expanding and enhancing their sensibilities. They are exposed to strong themes of war, violence, racism, bias, prejudice, injustice and discrimination. They realize that such issues are not so distant from their own lives or of those around them. They are sensitized to issues of gender, poverty, disabilities, natural disasters and selflessness through simple stories without heavy moralizing. The wonders of nature are revealed to them through books and tales. which will make them more aware of the natural life around them. Myths and legends, which were passed down by oral tradition are now available to them as stories. History comes alive in well told narrations. Biographies of great people are inspiring and bring these figures to a human level. Thus through the creative art of a few, many others benefit and learn by sharing that experience through reading.

From a young age, encouraging children to read both fiction and non-fiction helps them to grapple with concepts, ideas and processes. Over a period of time, they are able to discern between fact and opinion. These abilities will benefit them as they grow into adults to make sense of the world and respond rightly. Children who read widely and critically are unlikely to become pawns of divisive forces. They are articulate and clear about issues of daily life. In this way, they grow into thoughtful citizens and contribute to a better informed society. So there is

the growth of a confident, thinking individual who can contribute intelligently to the society and the nation. Children who read regularly from a young age face examinations with more assurance. Their performance too is better. As they grow into adults, this strong reading foundation stands them in good stead.

Recently when I was talking to a group of 9 and 10 year olds in the library, I asked them, "What is your reason for reading? Their answers came quickly. "To improve spelling," "To know more," "To learn new words.." Suddenly one child blurted out, "For fun!" The whole group echoed him, "yes, me too, me too!" So we need to be aware of that aspect of enjoyment in reading and provide for that too.

Like any physical activity, regular reading builds the stamina to read faster, assimilate more easily, and to read for longer periods. Children who are good readers can pick up connections, allusions and quotations which come up in conversations or in other writing. This increases their self-esteem and makes them confident of taking on any assignment independently or as a team member. However convenient we may find it to treat students as a composite group, the fact remains that they learn as individuals. Their pace of learning is different, their patterns and styles of learning are different. Therefore the informal learning and growth of confidence in doing self-study cannot be over-emphasized. It is clear that self- study and self-learning are other skills which go along with good reading habits. For all this to happen, reading remains the key factor.

The skill of searching for and finding relevant information is best developed in the library. with the help of the librarian. Simulation exercises and step- by- step searching techniques must be taught from a young age.

Young people who read regularly feel connected with the world at large. They learn about other lands, people and cultures, and are no longer inhibited or bound by their immediate environment...Books can also take the place of companions in times of trouble and there are well-known instances of people who read extensively while they were in prison. Jawaharlal Nehru and Nelson Mandela are just two such examples.

Books can bring about a sea-change in people. At a young age many who read biographies or philosophical and spiritual literature make a lifetime commitment to a cause. However, this can also be dangerous when indoctrination takes place through reading inciting material. Therefore, the adult who is in contact with the young person must always be alert and aware of reading patterns and pre-empt such tendencies quickly. By exposing the child to what is in itself excellent, one can be sure that he/she will develop standards of excellence of his/her own.

In a talk recently delivered by a senior librarian, I heard an amusing reason for reading. He said, "The book is portable. Carry it around and your reputation is set!"

3.1. The importance of reading for teachers, management, librarian and parents.

In a school library the users should primarily be the teachers, either directly or indirectly, because through them, the students are initiated into becoming lifetime users.

First, teachers must read to understand their subject in depth and breadth. The teacher who is limited to the text book will soon get overtaken, even by the student. Remember the story of Albert Einstein at school? His teachers punished him for asking questions that they were unable to answer! Also, teachers must read to understand how their subject fits into the overall curriculum. If, as teachers, they are part of curriculum meetings, they need to be clear what the issues are.

Next, they must read to enhance their teaching and communication methods – books on classroom management, current approaches and innovative techniques.

Lastly, they must read and be up- to -date to recognize and understand a particular child's learning difficulties – physical or psychological.

So when a teacher comes to the library / librarian for help in sourcing ideas and material for a project, integrating a lesson with library use, or for material on learning disabilities, it is a clear indication that the library is making the right impact on the user community.

An enlightened management aware of the unique place of the library in the school structure can work wonders to facilitate the blossoming of the library and the librarian in the service of the school! The management must provide opportunities for the librarian to attend library-related workshops, talks and meetings. This will increase the librarian's knowledge base and self-confidence. He/she can keep abreast of the current state of the art in libraries, books and technology and enable him/her to enhance the scope of library's services to the students, teachers and the management. A keen eye and a sharp memory for books, even if he/she has not read them all is an invaluable asset for the librarian. The growth of the librarian is linked with the support that the management provides, the interaction with the users and his/her own potential to learn.

Parents too must be involved in this venture. They are the most influential factors in a child's life and if they set an example of valuing books and assist and guide their children's reading, then the latter are sure to grow into perceptive readers.

4. BENEFITS OF AND NEED FOR ACTIVITIES

Having made out a strong case for reading, how can the library support and promote the activity in practice? Almost all children always relate with enthusiasm and openness to games and interactive situations. Anything that breaks the routine is always welcomed by them. Coming to the library itself is something they look forward to but if there is a dullness about the place and too many restrictions, then the charm fades. The library should be seen as an open-ended place where different kinds of material and information are available and used. It is also to be seen as a place where each child can discover something for himself / herself without someone telling him/her about it. In brief, through activities the students can be enabled to see that the library as a treasure chest of knowledge and the key to it is in their own hands.

Games and activities bring about a relaxed and informal atmosphere. In this environment, much learning takes place. The librarian has the great advantage of working in an open situation with no examinations or syllabus to cover. However the challenge lies in the multi-dimensional aspect of learning in the library. Therefore, interactive and hands-on projects work best to convey all the nuances of library use. During an activity, there is far more opportunity for creativity to flower. Individual strengths can also be discovered and encouraged. With the intelligent use of such activities, the librarian will be able to cover all facets of the library. The students learn to respond spontaneously, think on their feet and come up with their own ideas. Another invaluable advantage of these activities is that it makes the students more participatory in the 'running' of the library and they will feel a growing sense of ownership and responsibility to the place. For the librarian, this team of reliable helpers makes his/her duties less onerous and more enjoyable. Teachers too find new ways to convey information to their students through the library and begin to contribute to the life of the place. Thus the library benefits from such a lively, involved set of users.

5. ACTIVITIES, ASSIGNMENTS AND PROJECTS

We will now go into various activities, assignments and projects that can be initiated by the school library to bring about this very beneficial act of reading. The activities are listed in three categories according to the stages of interaction.

1. Basic and Primary :

Activities and games to get acquainted with the library, the librarian, the resources and the services. (Receiving, taking and benefiting)

2. Secondary and Interactive:

Activities to further the relationship and enhance use for others. (Involvement and Immersion.)

3. Tertiary and Contributive:

Projects and activities which complete the circle of interaction by giving back to the library. (Pay-back time).

It is recommended that the library takes on these three sets of activities term by term - do the basic ones in the first term and so on.

5.1 Games, Activities and Programmes to Enhance Reading.

5.1.1 Basic or Primary

1. Orientation to the Library and the Material. Introduction to Browsing.

For elementary and secondary levels.

Time: 45 minutes (approx.)

Using a senior student to take the children on a tour of the library is excellent because the older student shares his pleasure in reading and discovering the library. They are shown the kinder box, (a box with an assorted collection of books which is changed once a term) the reference room, the notice board, the displays and any other interesting facets. Then send them off to browse after telling them what it means! Explain the aspect of serendipity, which may unexpectedly happen during browsing. After this, ask them to write down any one thing they saw which impressed them the most as well as the most appealing spot for them in the library. Use these to put up on the board for them and others to see.

2. Care of Books and Making of Bookmarks.

For elementary and secondary levels

Time: 45 minutes (approx.)

Talk to the children about the natural enemies of books – fire, water, dirt and rats! Show them how to turn pages and why the spine of the book needs protection. Then divide them into groups of four and have half the children make small posters to show how to care for the book and the other half can make book marks with similar captions and pictures. Put up the posters and keep the book marks on a table in the library for use by all users.

3. Treasure Hunt in the Library

For elementary and secondary levels

Time: 45 minutes (approx.)

When young children enter the library for the first time, it indeed looks like a treasure trove to them. In order to sustain this sense of wonder and help them to get acquainted with the library, this game is suggested. The class can be divided into groups of three or four. Prepare as many clues as there are groups. Give the first team the first clue. This will lead them to a book where the second clue is hidden and so on. The last clue can lead them to the treasure which could be a special story book from which you can read out a story or a set of picture books they can look at.

The clues should be very simple for young ones, gradually getting more challenging as the age level increases. Some examples of clues for young children :

- (a) What is origami and where did it start? Where would you find books on Origami in the library?
- (b) Books from A to Z. To get information you just need to know your alphabet! What comes after O and can be found in Egypt? Find a picture .of it.

Some examples for older students.

- (a). We are going to Jaipur on an excursion. Where can we find information, pictures and stories on Rajasthan?
- (b). Who wrote a very frank diary of her life for teenagers to read?

The next activity that comes about naturally is when students of one section want to set a treasure hunt for the other section and *vice versa*. This will entail considerable familiarity with the library and the ability to give challenging clues.

4. Story Telling and Reading Out

For elementary and secondary levels

Time: 30 minutes (approx.)

From the days of the Arabian Nights and Scheherazade, story telling has enchanted children and adults of all ages. So the librarian needs to have this unique opportunity to convey some of the resources of the library in story form to the eager listeners.

For ages 6 to 10, short stories can be told or read out depending on the comfort level (of story teller and /or audience). For older students, a continuing story or novel can be read out each week. Sometimes, the students and the librarian can share the reading, which is a nice variation. If a film version of the book can be obtained, it is to be shown at the end, followed by a discussion on the film version *vis a vis* the book.

Some stories enjoyed by ages 6 to 10.

1. Pinocchio by Carlo Collodi
2. Alice in Wonderland by Lewis Carroll
3. The Laura Ingalls Wilder series (about the young Laura)
4. Black Beauty
5. Who will be Ningthou? By Indira Ghosh
6. Bishnu the Dhobi Singer by Subhadra Sengupta
7. The Emperor's Nightingale by Hans Christian Andersen
8. The Little Fir Tree by Hans Christian Andersen
9. Ancient Bird legends of India compiled by Shanta Rameshwar Rao
10. Arabian Nights
11. Stories from the Panchatantra
12. The why why girl by Mahashwetha Devi
13. Mahagiri by Shankar
14. The Lorax by Dr. Suess
15. Tenali Raman
16. Tales of Mullah Nasruddin
17. Akbar and Birbal Stories.

Some books and stories enjoyed by ages 11 to 14.

1. Watership Down by Richard Adams
2. The Hobbit by J.R.R. Tolkien
3. Swami and Friends by R.K. Narayan
4. Mahabharata for Children by Shanta Rameshwar Rao
5. The Iliad and the Odyssey by Homer. (A simplified translation will be ideal)
6. How much land does a man require? Short story by Leo Tolstoy
7. The Man who planted trees by Jean Giono
8. Any good science fiction stories by Isaac Asimov, Ray Bradbury, Arthur C, Clarke etc.
9. Stories by Jim Corbett
10. Tom Sawyer by Mark Twain
11. Jahanara. The story of a princess by Subhadra Sengupta
12. Panther's Moon by Ruskin Bond.

13. Hiroshima by Laurence Yep
 14. The life of Gandhi. (NBT)
 15. Letters from a father to a daughter by Jawaharlal Nehru
 16. Tale of Two Cities or Great Expectations by Charles Dickens
 17. To kill a mockingbird
 18. Stories by Premchand, Masti Venkatesh Iyengar, Kalki , Rabindranath Tagore etc
 19. Play reading of plays by Oscar Wilde, Bernard Shaw, Girish Karnad, Arthur Miller etc
 20. Animal farm by George Orwell.
- The last four are suitable for age 13 and above.

5. Follow-up on Previous Activity.

For elementary and secondary levels

Time: Could go over two library periods.

After two or three stories have been read out over a few weeks, the children can be divided into groups of six. Each group takes up one of the stories told, and after deciding on the characters, they can enact a version of the story as a play for the rest of the class. This is good for a language teacher to be involved with if he/she wishes. For example, after listening to the story of King Midas, the children enacted it with their own dialogue.

Older children can write a script for a story and act it out without too much preparation. This activity brings the story and characters alive.

6. Simple Games like Dumb Charades, Memory Games etc.

For elementary levels.

Time: 45 minutes or less.

In Dumb Charades, one group acts out the name of a book for the others to guess.

The Memory Game has the children sitting in a circle. Then each says the name of a favourite or recently read book. The next person repeats that and adds her own. By the end, the children have to remember almost twenty to thirty titles!!

Buzz is usually played with numbers. Here we can have the children say the name of an author or book instead of Buzz. Great fun.

Illustration: Have young children illustrate a story they have heard. Or draw one favourite episode from a story they like.

To make it more challenging, we can say that only books and authors available in the library are allowed.

7. Display Board Activity

For all ages

Time: Ongoing.

Here children contribute cartoons, jokes, pictures, posters related to reading and books, to the display board. The librarian also puts up a question a day/week about anything related to books, authors, and publishers.

For example : Who is the author who lives in a hill station in North India and writes about nature and wildlife? Or:

Who was the boy whose nose got longer every time he told a lie? Or :

Who is the author of - (any book you have in the library)

What did Louis Braille invent?

In other activities the students can generate book reviews, poems, illustrations of stories, writings about their favourite place in the library, interesting statistics about the collection etc. These too can be displayed regularly. The Display board must be changed every week because this too is part of the reading programme.

8. A Session About Books

For all ages.

Time: 30 minutes

Pick out some unique books from the library collection. Then introduce them to the children one by one, giving interesting information about the author, the illustrator, the publisher and the date of publication. These could include medal winning books, a single masterpiece by an author, or very old books where copyright dates do not exist. This unconscious learning is invaluable for the children in their appreciation and evaluation of books throughout their lives. Select an assortment of books from the library which have been gifted, bought secondhand or have been beautifully repaired by other students. You can also show them the very first book acquired by the library, the 100th, the 1000th and so on. Thus the history of the book gets established and they begin to see how each book is individual and precious.

9. Creating Weekly Book Displays

This can be done by the librarian together with students in the following ways. If there are any themes of topical interest, students can search the collection to bring out relevant material. They will also enjoy physically arranging new books displays. Sheer handling of new books sets up an interest in them!

Ideas for projects can be initiated by students by discovering many books on a topic. They may then broach the idea to a receptive teacher.

Another idea is that after a week the new books could be transferred to a separate shelf for a longer period so that new books are not forgotten after the display period. Children have come up with funny labels for this shelf, like “halfway home” and “Just resting” etc

10. Reading Out Poems and Short Stories in Assembly

For teachers and students of all ages.

If the school can set aside one Assembly a week or two weeks for a presentation of poems or stories, the library will be inundated with users looking for good material. This is a very good buzz for the library. The books used are then displayed in the library for a week.

11. Reference Games

For elementary and secondary levels

Time: 45 minutes (approx.)

Learning how to search for, and find relevant information is a very vital part of library use. Before the students actually do reference work for a class project or assignment, we feel there is a need to introduce young children to reference materials through games and activities. At a young age there is a sense of wonder and fulfillment when they discover that when they want to know about something, someone or some place, they can actually find the information on their own by doing “reference work”!

So we begin to introduce young children from the age of 7 and above to different reference tools. The first thing is to make it a very ceremonious entry to the reference area! This is where, they are told, they can find correct information about almost anything. However, the librarian also shares with them that there may be questions for which we human beings do not have answers. We then go through a quick checklist of reference tools and in a discussion, establish what kind of information each source gives. For example, encyclopedias cover almost all subjects, whereas dictionaries provide meanings of words, root meaning and source, pronunciation, along with a sentence to make the meaning clear. Dictionaries also carry information about tables, weights and measures, abbreviations, symbols. Atlases on the other hand give geographical facts, both physical and political, agricultural and meteorological. Now this kind of knowledge must be tried and tested to become clear to the child. So the following games can help them discover and use the tools.

a). *Encyclopedia*

.Each child, or in pairs or fours (depending on the size of the class) is asked to note down one piece of information they really want to know. After they have done this, the librarian shows how to choose the right type of encyclopedia and also how to access the material. At this point a discussion can take place about the way an encyclopedia is arranged, and why. Or they can write down their guesses. After they are all clear on how to find information in an encyclopedia, they are ready to start the game!

Send out groups of four or five with their queries, to search. If it can be ensured that these are looking for different volumes, there will be less confusion. But if there is some confusion, do not worry. Children do learn in all kinds of ways! Once they have found it, tell them to note down the title of encyclopedia, the edition or year of publication, volume and page number. Repeat this process until all have had a turn. This is probably all one can do in one period. Collect the slips of paper.

In the next class the librarian can assign the groups to locate their source. (The others can enjoy browsing through other reference books.) They then write three sentences in their own words about the item they were looking for. After that ask them to do a brief presentation to the whole class about the information they found, and also to tell the others where they found it. The next time, rotate this process. Much unconscious learning is taking place even though a small group may actually be doing the search.

b) *Atlas*

Again the students are formed into pairs or fours, or alone depending on the size of the class. Each unit is given an atlas. Then, ask them to select any place in the world they have heard about and would like to visit! After this they can be taught to go to the index, locate page number and co-ordinates. Then the fun begins when they do the 'finger' test. Left hand for latitude, right hand for longitude. Make the fingers meet and hey presto! Imagine their delight when they find the place. After this they can find out more information about the place itself. Help them to find it on a wall map, and then on a globe. Ask if they find any differences. The fun and discovery is endless.

c) *Dictionary*

Here it would be best if each child has a pocket dictionary. Many children own one, and can be asked to bring it to school for this activity. The librarian calls out a word and the students must find the meaning, pronunciation, and have a sentence ready in their heads to be shared when asked. If the class has different levels of ability, give three different words, one for each level.

I have described the games only for the three basic tools but such games can be tried for other sources too. For older students of 10 and above, we have asked them to write down and bring their queries. One child had the question, “Why do we die”? This was an absorbing quest because it spanned books on biology, on philosophy and psychology as well! At the end, we had to agree that we do not have a final answer acceptable to everyone.

Another point is that one must repeat these exercises and games every one or two years until the students are well into projects. For older students, additional skills of reading and culling out relevant information are necessary. These can be done through simulation exercises of taking an assignment and going through the process of searching both in books and on the net, assessing the information for bias, currency and reliability, taking notes and converting the notes into a strong piece of writing. Of course this is best done by the language teacher but the library and the librarian can support this skill building to great benefit.

5.1.2 *Secondary or Interactive*

1. Book Talks.

Elementary, Secondary and Senior levels.

Time : 45 minutes.

A book talk is a presentation of a book by one student to others in the class. In a period of 45 minutes, two children can talk about a book they had read recently.

This activity can be done over one term in the academic year for each class or for selected classes.

Preparation

1. Introduce this idea and show them how it works by doing a book talk by the librarian or having an older student do one, of a story that they all know well, like “The three little pigs” or Akbar and Birbal.
2. Explain the format to them or have it written on a large sheet and keep it on display.
3. Make the plan for the sequence of ‘talkers’ and enter it on the calendar for convenience.
4. Give them some tips on how to organize and prepare the presentation.
5. Help them with their selection of book if they want.

Presentation

Each student talks about :

1. The title of the book. Is it part of a series? If so what are the other titles?
2. The respective author/s along with any information about them. This is more in-depth as the student gets older
3. The illustrator/s. Recognition of other books illustrated by these illustrator/s
4. Kind of book or story.? (Adventure, mystery, fantasy, romance, wildlife, science fiction, humour, human interest etc)
5. A brief outline of the story, (**not** a narration of the story) making sure the end is not given away.
6. Style of writing. Conversational, descriptive, first person etc.
7. Main characters and which, if any, they identified with and why.
8. Reading out of one or two short excerpts.
9. Their personal response and why.
10. Suggested readership level and interest.
11. What made them borrow the book. Did anyone suggest it?
12. Any other interesting features they noticed .

Discussion

This is a vital part of the book talk. Time is given for questions from the listeners. The librarian must guide this discussion unobtrusively! Each listener must be urged to ask a question. I have found that amazing aspects and subtleties are brought out in this session. It is also possible to touch upon delicate issues of gender bias, discrimination, sexuality, disabilities, prejudice etc in a very natural way when the book has these elements. Therefore, the importance of having well-written books for children and young people in your library.

Variations

- (a) Book talks on books by Indian authors.
- (b).Talks on Travel books or Biographies.
- (c) Talks on non-fiction books

Outcome

Children have the incentive to read, appraise the book in many different ways, plan how to present, organize their talk in point form, speak coherently, read out clearly, listen and comprehend, ask searching questions and finally, to be participative in the discussions. Also, the listeners often get attracted to borrow a book based on the presentation.

2. Journal Review

For senior students. Class 7 and above.

Time: 45 minutes

Each student selects or is helped to select a journal / periodical in the library to read and review. Two students can present at a time, keeping the following points in mind. These points can be given to the class at the time of selection.

Name of journal / periodical

Language

Publisher

Place of publishing

Theme or focus of the journal

Cost

Frequency of publication of issues

Visuals (Photographs ,Illustrations etc)

Advertisements

Style of the writing

Currency of news

Readership (age ,level, interest etc)

Permanence

Number of pages

Critical appraisal

Value for money in the context of the school

Bias of the journal / article

Suggestions for increasing readership in school

3. Writing of Book Reviews.

For secondary and senior levels.

Time: Can be given as home-work

In the library period, a variety of well-written book reviews taken from newspapers and other sources can be photocopied and distributed. The librarian can read out some reviews to

highlight certain aspects of the review. For example, universality of appeal, authenticity, lively style, details of appearance, value, critical appraisal etc. The students can then make their own choice of book to review, i.e. reference book, fiction, non-fiction and so on. They are asked to write a review as library home-work! Good reviews can be posted on the board for others to see.

4. Book Auction

For elementary and secondary levels.

Time: 45 minutes

This activity is meant to generate a level of excitement for books and uses the mode of an auction to do so! There is no money transaction involved nor do the students actually “buy” any books. They bid to borrow them. Here is how it works.

One set of children extols the virtues of books they have read and enjoyed, to a younger group or to a set of their own class. They do this in the style of an auctioneer.

For example, “ This is a fantastic book by Roald Dahl. It is about...etc. If you have not yet read it, you are really missing out. This is a great chance for you to grab it and join the grand club of those who have read it. If you borrow it, all your friends will be envious of you. They too will want it....and so on and on!”

The “bidders” have a set of 20 units of leaves, pebbles, shells, marbles, paper planes, bookmarks etc, which they make or collect, and use that to bid with.. One of the children can oversee the whole activity and be the auctioneer who says, “Going, going,.....gone!”

Do this in the library when no other class is using it or step outside the building and conduct it outdoors. Watch the fun that follows!

5. Taking Students to Book Stores and Book Fairs.

For all levels

Time: One afternoon on a weekend or from school

Why? This is a very vital part of the involvement of library users in the selection process and helps them to feel responsible and accountable for the collection. They learn about

authors, illustrators, publishers and bookshops of different kinds. Do not forget to check out second hand stores or sales. You can save money and get more for your budget.

How is it to be done? In a year, plan to take at least three groups on such expeditions! These could be three individual classes, or volunteers ranging over the three classes. Ideal group size: 20 to 25. If there are teachers present, this number could go up to 30. Time needed at the store or fair: At least 2 to 3 hours.

What are the key elements in this exercise?

Before :

First, the librarian should make a preliminary trip to the place to be visited. The reason is that it helps him/her to become familiar with the layout and collection. The store should be alerted about the visit of the children and reassure the store people that the librarian will be responsible for the good behaviour of the children. All the book stores are very open to this idea.

Second, have a budget and theme or age group in mind for each visit.

Third, arrange for a brief meeting of the librarian (teacher/s) with the group where the following points may be brought up

- “1 You, the students, are vital because you know which books we have and can avoid repeats.
2. You know best what is interesting and enjoyable for your peers and juniors.
3. Please be aware that you are buying for the school library and not just for yourselves. So you must have a wider vision. Anything you select will have to be suitable for another 20 or 30 users.
- 4.Suitability of content, value for price, currency of material, are aspects that you are imbuing constantly in your interaction with the library.
- 5.Browsing first is essential before selecting.
6. Try to think for yourself and not get too influenced by your friends. We need a variety and range of material!”

During the visit

All go together from school or arrange to meet outside the store or fair at an appointed place and time.

Have a quick round up of points made earlier by asking the students to recollect them.

Lets go in!

Allow them to browse for 45 minutes at least and only then start gathering possible books.

Pile all the books in a corner of the store. (Store assistants are quite intrigued by this and are co-operative!)

Meanwhile the librarian and other teachers, if present, can walk around making sure everyone is involved.

Then call everyone to the corner and the real exercise begins!

Show each book, ask the person who has selected it to say why quickly. Then decide TOGETHER whether it goes into the 'Yes,' 'No,' or 'May be' stack. This may take another 45 minutes.

Then ask for a calculator and let a volunteer total the cost. If it is less than the budget, go through the Maybe lot again.

This should result in a collection / selection of books matching the planned expenditure.

Inform the store assistant that you are done and apologise for any bother.

Some students can oversee the billing and the payment.

After this let each student select any book he or she will introduce to the school and take it home for perusal.

If the school can afford it, the children may be treated to an ice cream cone each!

After:

In the next week whenever possible, at the school assembly, have a presentation of the books bought, with individual children showing books they selected and saying why they did so.

Display the books in the library for a week.

While accessioning the books, enter name of student who selected the book. This is archival information and is very interesting and revealing after a few years.

Benefits:

Students are exposed to the rationale behind selection and all the issues involved. They learn how to discern quality. They feel responsible for the collection and its use. Teachers, librarian and even parents also learn how to listen to the users and sense their inclinations. Overall it is an enormous help having so many pairs of eyes to spot good books. Once the books are in the library, the children who made the selections are promoters of the books to other users so the whole dissemination process is distributed!

Note : At Book Fairs, we divide ourselves into three groups for language books, age level or non-fiction and go our own ways. This of course needs one adult or older student to be with each group. Incidentally, since we have done this for so many years, our older students are more than capable of handling a group of younger students.

Variations we have tried :

Selecting a group of students who have read everything in the library and are hungering for more.

Taking students who hardly read!

Visit second hand book shops

Groups looking for children's books with excellent illustrations.

An art and craft group.

Sports interested group.....and any other group!!

6. Repair of Books and Making of Book Jackets.

For secondary level and senior students

Time: 45 minutes as well as ongoing.

Books being used by children are always in need of repair even if they are handled with care. As part of care of books, the students do enjoy repairing books imaginatively. Many times, such repaired books are displayed for others to see and learn.

Book jackets are made for books whose covers are torn or frayed. Two children take on a book each and create a loose dust jacket for the book. They illustrate the cover, write the title and also write the gist of the book on the inside cover. At the back, they give a brief note about the author. They also include quotes from teachers and other students who have read the book. The benefits to all, especially to the book, are evident!

7. Book Acrostics

For secondary and senior levels

Time: 45 minutes.

The children are asked to select a favourite book or author and write the name, letter by letter one below the other. Then for each letter they must write a sentence or a phrase which describes the book and their own response to it. The examples given below may be useful.

Holes by Louis Sachar

Heartless warden. Heartless camp. Is that all in this book?

Oh No! A net of intertwined events and relationships.

Louis Sachar lured me into his books with this one.

Even if you've seen the movie, please read the book.

Something you will never regret reading

-Written by a 13 year old girl-

Leaf Life by Sirish Rao

Learn a lot

Engaging

Amazingly calming

Fascinating facts

Leads you into the world of observing

Impressive illustrations

Fills you with wonder

Enters your head well.

- Written by a 10 year old girl -

Bishnu (the Dhobi singer) by Subhadra Sengupta

Bishnu is a poor boy

It's his dream to be a singer

So a professional singer allows him to be his student

He gets better every day

Now he is one of the best students

Until now his dream was just a dream, now it's reality!

- Written by a 11 year old boy -.

8. Just- a- minute

For secondary and senior levels

Time: 45 minutes

Students are divided into teams of 4 or 5 each. Three students are needed to conduct the game in the following way. One calls out a word, the next is the judge, the third is the time-keeper. The game begins with a word being called out from a dictionary. Each team by turn must speak for at least one minute on the given word, **linking it to books and libraries**. If the speaker fumbles or repeats or is not correct, any other team can object. If the student-judge agrees to the objection, then that person must continue on the same word for the remainder of the minute. Whoever is still speaking at the end of one minute is the winner and the next round begins. This game was adapted by us from the BBC one!

Some examples of words used: Freedom, Present, Time, Ring, Home, Island, Bird, Time.

9. Adopt-a-book

For elementary and secondary levels

Time:30 minutes

In this activity children of one class are encouraged to browse and select a book or author they wish to adopt. They are told what it means to adopt someone. A lot of care and affection, protection and nurturing. So once they have adopted a book, they must look after it if it needs repair. They must see that it is read and enjoyed and they must ensure it does not get lost!! The students enter their choices in a little notebook which is open for all to see.

This idea was taken from the British Library, London where users adopt a book by paying for it but we felt this variation was more appealing.

10. Prediction Charts

For elementary and secondary levels.

Time: 30 minutes or less.

With no pressure or a sense of being measured, ask the children to make a prediction chart for a borrowed book like this :

“I will read _____ pages by this weekend.” Or “I will finish this book in -----days.”

When they return the book, they can compare their prediction with the reality. They can then either adjust the prediction for next time or gear up their reading to match the prediction.

11. Having a Reading Journal / Record

For secondary and senior levels

Time: At home

Each child can make or buy a small note book called “I have read it.” There he/she can enter the name, the author and the illustrator of the book and give it his / her own star-rating. This is a wonderful record for the student to look back on and can be exchanged with other students for further reading. A good record for the school too.

12. Variations on Borrowing.

For elementary and secondary levels

Time: 20 minutes

This is when students are encouraged to borrow a book for a grandparent, a parent or a sibling. This makes them select differently and they will visit other sections of the library. This will also draw the family into the reading circle.

13. Wall Magazine

For all levels

Time: 45 minutes

A group of 10 to 12 children takes on this assignment each week. The wall magazine might have current book reviews, book news, illustrations, school news or happenings in the library.

14. Writing Letters to Authors

For elementary and secondary levels

Time: 45 minutes

Selecting a favourite author is the first step in this activity. Children in pairs then write a letter to the author, Sometimes if the author is accessible, he or she replies which gives a great boost to the reading programme. These letters are displayed on the library board.

Sample condensed version:

“Dear Dr. Suess,

How do you do? I like your stories because they have imaginary places and things. I used to love your books when I was 5 years old. Can you make your books so that a 15 year old can also like them? Bye for now,

Brishti. Age 11.

5.1.3 Tertiary or Contributive:

These can be done as projects over a whole term for as many classes as the librarian can handle.

1. Books Created by the Students.

For elementary and secondary levels.

Based on discussions of greatest interest to themselves and to other users, children have made biographies of people they had come in contact with and called it, "A Day in the life of..." These have been about a bus driver, a hotel worker, a cobbler, a shopkeeper, a jeweller, a car mechanic and many others. The librarian helps the children identify such people in the neighbourhood, assists them in their interviews and guides the design and format of the book. Children take simple photographs of the person also, to add to the realism of the book.. Other topics have been about travel to a place together, myths and legends, interviews with support staff of the school and other themes. These little books are then kept in the library and shelved under "Inhouse Publications!"

2. Creating Bibliographies.

For secondary and senior levels

Students in pairs select a category, under which they then create a bibliography of material available in the library. They are taught how to put down bibliographic data in the right sequence. They put these up on attractive charts which are displayed in the relevant section in the library to help other users in selection. This is one more way in which the work of the librarian is shared by the users.

Examples of themes with the titles given by the students are: True-Life stories, A Peep into Other Lands, Myth and Magic, Indian Context, Mathematical Activities and others.

3. Making a Map of and Guide to the library.

For senior levels

This can be taken up by a group of senior students. Much learning in other subjects happens here and this is where co-operation from teachers, management and even parents comes in. For providing access to the plan of the building or room, guidance in mapping techniques and geometrical calculation! The students measure and make a sketch of the library. They work closely with the librarian to understand the classification and shelving sequences. Then the actual map is made with careful attention to detail. A key has to be provided as well. This is a great help to guests and even regular users of the library

4. Reader Surveys and Reader Profiles

For senior levels

These form an important record for the school and volunteers from the senior school can always be found to take them on imaginatively.

Students create a reader profile which they distribute, make sure they are properly filled out, collect and collate the results. For example, questions asked of younger children are:

Do you find reading easy, fun, hard work, boring? Tick one.

Can you find the sorts of books you like in this library?

If you could have a book written specially for you, what would it be about?

Space is provided for a signature as well as a thumb- print. All in all, a very successful and enjoyable activity.

A questionnaire is created for older students and teachers about use of the library. The students named it an optionnaire! Questions included were:

Do you use the library other than during the library period? If not, what are the factors which come in the way? Some funny alternatives as well as serious ones were given.

After all the responses came in, they took on the huge task of analyzing the data and showing the findings on a graph displayed in the library. Truly a worthwhile project involving the Maths, Statistics and Art teachers.

4. Mini-seminar Presentations

For senior level

This is a rite of passage that every senior takes on before passing out of the school. Each one selects a topic of his or her interest. This could be academic or non-academic. They prepare by doing reference and research in the library, organize and plan a presentation for 30 minutes. Finally the mini-seminar takes place with an audience of all those teachers and other seniors who can attend. After a talk of 30 minutes, questions are asked mainly by the students and also by teachers. Books and material used by the speaker are kept on display. Feedback is given to the student later regarding content, organization and presentation.

A variation of this is a more in-depth book talk by students on a book **outside their subject area**. This is to ensure that they keep other interests open even at an older age. From feedback given by ex-students, these two activities have helped them much later on in their academic career..

Another variation is to invite teachers to present book talks in their subject area and have students ask questions. The next step would be to invite parents also to give book talks. The result would be a wide exposure for the young students and a new look at familiar people.

6. Talks and Lectures by Experts, Authors, Guests

For secondary and senior levels.

Time: 1 hour

Any contacts with interesting and eminent experts should be nurtured, and talks by them held in the library. Authors too can make their books come alive. Time must be given for students to ask questions.

7. A film on the Library

For senior levels.

Nowadays films are easily made with a hand-held video camera. Take advantage of this and have a group make a film about the library in all its aspects. The students must write a script first. They can find out what needs to be done with books in the library. They must then select the activities and services they wish to show. Who will say what? Once these decisions are taken, the film is ready to be shot. They may need help from someone in the school for editing but once it is done, the whole school will enjoy watching it! It is also a documentation of the library.

8. Weeding out of Books

For senior levels and teachers

This is a librarian's nightmare! As new books keep getting added, how does the librarian decide what to keep and what to discard. Obviously informed users can be of assistance here. So teachers teaching different subjects are requested to help in their subject areas. Senior students also assist teachers. For fiction, a set of students can take it on. This last exercise goes through two or more teachers and librarian. Apart from the actual aim, users discover many books that had been forgotten and a fresh surge of reading both by teachers and students is made possible.

9. Reviews on Hand

For secondary and senior levels

Reading a review written by another student is always very appealing to children. So ask students to choose a book they have read, write a colourfully illustrated review of it and paste it into the book. Thus whenever the book is read there is a tailor-made review in it.

10. Preparing Indexes of Useful Articles in Journals.

For senior levels

This is quite a challenging activity and requires careful guidance from the librarian and also subject teachers. Themes which are significant in each subject are compiled. Then the journals which have worthwhile articles are selected. Crucial ideas and decisions emerge as to ways in which to compile and present the index. For example, should contents pages be photocopied and stuck in a register? Should particular topics be highlighted in different colour?. Entering cover stories into the computer so that they can be searched for when needed? All these can be tried out with useful lessons learnt therefrom..

11. Reading About and Interviewing Someone Significant.

For senior levels

Young people are always fascinated by success stories. This activity will enable them to find out all about an unique individual at first hand. This can be done in the form of an interview. The model for this can be taken from well-known interviews shown on television. Students can begin by interviewing the headmaster or a famous parent of the school and printing it out for circulation.

12. Involvement in School Magazine.

For senior levels

Many schools bring out a school newsletter or magazine. The library can be involved by encouraging students to look at books on newspapers and journals for ideas, and also to contribute to the production and editing of the journal. Student volunteers who are regular users of the library are the ones who can take on this assignment.

6. Summary

This module discussed the overwhelming importance of reading as a life skill and how the library can play a key role in bringing this about. Activities and games have the unique quality of bringing about creativity and learning in a relaxed manner. Independent thinking, initiative, self-confidence and articulation are all developed in a non-judgemental, non-competitive environment. The activities have been described in some detail.

The aim has been to provide a window into different ways of encouraging reading and sustaining it in children. All the activities listed are those which have actually been done with children in a school library. However the intention is not to overwhelm or over-burden the librarian. On the contrary, many of these activities lend themselves to added involvement, help and interaction from the users. It is suggested that the librarian initially tries out a few activities which he/she feels comfortable with, and gradually move into more challenging ones. But it is vital that he/she does move on into uncharted waters, otherwise, the level of comfort can settle into stagnation! The other point is that this module is not an exhaustive one. Therefore new ideas can enter the scene at any point generated by the librarian from observation of his/her users' needs, from teachers and even from the students themselves. Thus the atmosphere is a dynamic one which is always responding to perceived need and use.

The activities described here can happen throughout the year. However there are special occasions like the National Library Week, International Book Day and birth anniversaries of notable figures. A sample of these activities can be done for such celebrations. Apart from this the librarian may also choose to designate a day or a week for activities to enhance reading. Again, a judicious choice can be made from the listed activities. The idea of inviting an author, book publisher or a librarian can also be thought of.

Reading is not an isolated activity. It comes from awareness of, and relationship with, a collection of books. Most of all it is nurtured by exposure and experiences. In a school library, reading is also connected with the teachers, the librarian, and the parents who introduce children

to good books. Therefore, reading, caring for books, looking after the library and being responsible users, all comes together at this stage in their lives. The foundations laid at the school for all these desirable qualities will last a lifetime.

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