

LIBRARY AS A RESOURCE CENTRE



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a¹ [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political

LIBERTY to thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY
ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for “Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2 for “unity of the Nation” (w.e.f. 3.1.1977)

Chapter IV A Fundamental Duties

ARTICLE 51A

Fundamental Duties— It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक¹ [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए,
तथा उन सब में

व्यक्ति की गरिमा और² [राष्ट्र की एकता
और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवाँ संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवाँ संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51क. **मूल कर्तव्य** - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह-

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्र गान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका पालन करें;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करें और उसे अक्षुण्ण रखें;
- (घ) देश की रक्षा करें और आह्वान किए जाने पर राष्ट्र की सेवा करें;
- (ङ.) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करें जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करें जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परिरक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा प्राणि मात्र के प्रति दयाभाव रखें;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाईयों को छू लें।

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FOREWORD

LIBRARY AS A RESOURCE CENTRE A LIBRARIAN'S MANUAL

Educational institutions are refurbishing their reading spaces to set up Learning Centres, in step with the rapid growth of networked electronic information and the widespread use of the internet. The library is not a shrine for the worship of books. It is not a temple where literary incense must be burned or where one's devotion to the bound book is over expressed as a ritual.

“Every reader his or her book. Every book its reader.”

– Dr. S. R. Ranganathan, Mathematician and Librarian, India

The Library, in today's context is a modern Learning Resource Centre with a dynamic learning space where students undertake a journey of knowledge acquisition and intellectual enrichment. As a rule, the best libraries result from a strong shared vision and communication between the Librarian and all the school's stakeholders – Management, Head, Teachers, Students and Parents. Planning a new Library is also essential for its primary users or rather it is about creating the space in which users can interact with its resources. Besides, easily accessing information technology and services, the learning space initiates a positive change in the school's literary and research oriented environment, with a service that offers improved responsiveness and greater efficiency. Thus, the Librarians of today need to provide the leadership and direction that are so necessary to manage and facilitate creativity and innovations, but at times, also deal with the management of unpredictable challenges.

The Central Board of Secondary Education is the standard bearer of academic innovations at the National level. With the development and design of the book: 'Library as a Resource Centre', the Board hopes to reach out to all stakeholders across all Educational Boards in the country. The Board's overriding aim here being, the creation of efficient learning spaces, to pro-actively change the culture and attitudes within the institutional organisation and the outside community, about the way Library resources should be utilised.

‘Spaces’ and ‘services’ described as Libraries and Learning Resource Centres are very similar, and hence, the terms are used interchangeably in this book. This is consistent with the pace of change in information technology, widespread availability of e-learning in classrooms and the inevitable progress towards total automation of all library services in the near future. ‘Space’ is a precious and expensive resource that should be planned and managed within a strategic framework for the development of our libraries. A good, well-planned space rather than a large space enables the Learning Resource Centre to fulfil its complementary mission alongside the school’s scholastic and co-scholastic curriculum. This handbook offers insights into what the CBSE envisions as the transformation of the Library facility into a Learning Resource Centre, that encourages greater student participation by giving them new imperatives to visit their school library.

I would like to express my deep gratitude to the committee of experts and authors for the sustained dedication, enthusiasm and imagination that they have brought to the design and development of the contents for the Handbook.

I also place on record my appreciation for Professor (Dr.) Sadhana Parashar, Director [Academics, Research, Training and Innovation], for her insight and direction, that had set the project in motion along with Ms. P. Rajeswary, Education Officer (English), CBSE and Dr. B. N. Singh, Deputy Director / Assistant Librarian, CBSE.

“The library is perhaps the best antidote to the insidious influence of the suburban shopping mall. As responsible citizens, we need to give the young a chance to choose between a video arcade and a reading place, a chance to browse in a marketplace of ideas instead of a marketplace of goods and services.” Sonny Yap, Author, Singapore.

Vineet Joshi
Chairman, CBSE

FOREWORD

Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. To achieve the goal of education for all, our school education system has been under constant pressure. In this growing demand for school education, one has to exert extra effort to achieve higher targets. In this context, the school library as a Resource Centre plays a very important role.

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipments and research materials; to host special events such as author visits and book clubs; and for tutoring and testing. Though the school library plays a vital role in the development of Quality School Education, yet it is neglected in many institutions and given very little or no importance.

For many years, the CBSE has been making effort and educating society about the importance of the Library at the school level. The Board had brought out a publication titled 'Organising School Libraries: Guidelines' in 1995, which soon went out of print, making it necessary to issue its reprint editions. Since then, a number of changes have taken place in the world of information. The age old manual system has been replaced by a computerised system. In this world of knowledge economy, where information is available at will, it becomes even more essential to organise the school libraries as Learning and Resource Centres.

Keeping this in mind, the CBSE had brought out the revised edition titled **Library as Resource Centre**. This manual is to provide guidance in the establishment of libraries at the school level and study of developments in the field of Library Science in India. It is essential that a great deal of energy, enthusiasm and thought be put into making the library a factor of lasting influence in the education of a child. Libraries are growing all over the country and their success will be determined to a large extent by how well they are managed. This manual also has been designed to provide dependable guidance to the library organisers and library workers in the efficient performance of their daily duties.

The library staff will have to be trained and retrained to handle the new equipment and new techniques in Library management. It is only the qualified trained librarian, supported by other school staff, who

makes the school library truly functional. If the number of library staff is inadequate, or if the librarian lacks the qualification which his/her work requires, it is certain that the school library will not function as an educational force.

Besides being a place of comfort, school libraries help students achieve academic success as well as boost their drive to learn. It is, thus, very important for the school management to support school libraries financially.

This manual has been prepared with utmost sincerity and should be helpful to the majority of our school libraries and educational organisations.

Prof. (Dr) Sadhana Parashar

Director (Academic, Research, Training & Innovation), CBSE

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CHAPTER 1

SCHOOL LIBRARY AS A RESOURCE CENTRE

The word 'library' is rich in tradition, meaning, and usage. The definitions of 'school library' given by various library scientists and associations reflect this heritage. Throughout the world, the library of a school is considered as part and parcel of its academic set-up. It is created and maintained to serve and support the educational activities of the school. The recommendations of numerous commissions and committees established by the Government of India and various other states for the improvement of school education can bring in desired results provided the school has the full complement of library resources, personnel, and necessary infrastructure. So far, the school library has not been given its rightful place in the scheme of things. Nevertheless, it can play a very important role and help the schools in achieving their educational objectives. If we recognise the value and importance of informal system of education, then the library method of self-education is sure to secure its due place.

The school library provides information, foster ideas, and develops knowledge that is so essential to function successfully in today's information and knowledge based society. It is fundamental to a school library to equip students with lifelong learning skills, and develop in them creative thinking and imagination, and thereby enabling them to live as ideal and responsible citizens. Hence, the school library must be made the hub of all the activities planned and executed in the school.

The library can be used by students to prepare for their next subject period, home examination, general education, information, competitions, recreation and inspiration. To cater the wide range of demands of students and teachers, the library staff has to judiciously select and procure the prescribed or recommended text-books and other reading material from different sources, technically process them by making use of a standard scheme of classification, catalogue them to provide various access points, organise the collection on scientific lines, circulate the documents and disseminate the information in



the manner most liked by the students and teachers. In addition, the school library has to serve as a **resource centre** as well.

In Europe and quite a few western countries, a great emphasis is laid on the library method of teaching. The school library staff supports the use of books and other information services which range from the fictional to documentary, from print to electronic, within the four walls of the library as well as outside. This is all done to enthuse the young minds of learners to unfold their innate abilities and discover their potential. A lot of assignments are given to learners for which, they have to work in the library itself. This method of teaching renders them skillful and discerning users of library resources and services.

Although the school library has been recognised as an essential component of a good school, yet many schools in our country lack even basic library facilities. From the prevailing picture of the schools in our country, it can be seen that much remains to be done in providing them with well-organised libraries, particularly so in far flung rural areas. Currently, the situation is such that a few books locked up in a classroom, are given the status of a library. Millions of our school children, other than those studying in public schools, are being deprived of the full complement of library resources and services, which they need and are entitled to. Even in schools where library facilities exist, the picture is not very bright. The condition of these libraries is below the required standard when compared with their counterparts in developed countries.

In the education of young learners, the printed and other audio-visual resources are essential and needed in abundance. These resources are the basic tools, which are required for effective teaching and learning. Our educational planners and administrators have rightly stressed the point of view of quality education. It is through the library that the materials needed by teachers and students can be supplied efficiently and economically, with their adequacy and quality assured. Merely stocking reading material in schools is not enough. Care must be taken to get these materials properly organised and make the same easily available to students and teachers. All schools, irrespective of the number of students registered, should be provided with a library organised, on modern lines and supervised by a qualified, trained librarian. The provision of adequate supporting staff is very essential in achieving excellence in library and information services.

The provision of the school library service must be open to the whole school community, regardless of gender, race, economic and social status, religious faith, nationality, language, and physical disabilities. The school librarians should see to it that specific services and materials are provided to those who for some reason, are unable to use the mainstream library services.



All schools have a library period in their time table per classes. Students go to the library during this period to get the books issued or returned. The time available to each group is so less that the librarian hardly gets an opportunity to do anything else other than normal 'issue and return' of books. The school authorities will do well to relieve the librarian from any formal teaching work and encourage him/her to take extra interest in promoting library use for the benefit of students. The Head of the school should ensure regular and timely release of funds for the purchase of reading material. Necessary tools required to technically process the reading material such as the latest edition of classification scheme, cataloguing code, and the list of subject titles should be made available to the Librarian. Full cooperation needs to be extended to the librarian in the timely dissemination of such information.

SCHOOL LIBRARY OBJECTIVES

It is needless to emphasise that the School Library is essential to every long-term strategy for

- ❖ Literacy
- ❖ Formal Education
- ❖ Information Provision
- ❖ Economic, Social and Cultural Development.

Thus it must be supported by the local, state and national governments of the day.

In conceptual planning and development of school library services, the librarian is guided by the stated objectives of the school. These objectives mostly pertain to the provision of reading material, guidance in reading, reference service, instructions in the use of library catalogue and reading materials, personal and social guidance to students etc. With a few modifications, different school libraries decide on the priorities of services to be offered and frame a set of objectives to be achieved. The major objectives of a school library are to

- ❖ Effectively participate in the teaching-learning programme of the school.
- ❖ Provide students with appropriate library materials both printed as well as audio visual and services for the overall growth and development of the personality of the students as individuals.

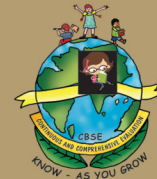


- ❖ Develop reading ability and interest, and inculcate love, enjoyment and pleasure of reading among students.
- ❖ Assist students to become skillful and discriminating users of the library.
- ❖ Offer opportunities for experiences in creating and using data for knowledge, understanding, information and enjoyment.
- ❖ Support all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community.
- ❖ Stimulate and guide each student in the selection and use of books and other reading materials for building of taste at appropriate level of maturity.
- ❖ Work out a programme in consultation with teachers for the effective use of all types of library resources.

These objectives focus upon the most important functions of the school library.

In order to achieve these objectives, the School Librarians need to

- ❖ Provide the students equal access to all library resources.
- ❖ Arrange for high quality customer service to students organised on modern lines.
- ❖ Be familiar and aware of popular books and magazines, the students enjoy most.
- ❖ Arrange for reading sessions of popular books and magazines and talks by the celebrity authors.
- ❖ Make the library inviting and pleasing with comfortable furniture.
- ❖ Involve teachers and students in making the collection up-to-date.
- ❖ Draft student friendly library rules.
- ❖ Sign a MoU (Memorandum of Understanding) with sister / sahodaya cluster libraries for mutual help and cooperation.



CHAPTER 2

IMPROVING STUDENTS' LIBRARY SKILLS

1. PROMOTING THE READING HABIT

As members of modern society, we are all aware of its varied needs. Education is perhaps the most important among them, for it helps to mould a well informed, knowledgeable and responsible citizen who alone will be able to contribute to its progress and advancement. The advantages and opportunities which literacy, reading and communication by written word offer, will only be secured if posterity grows up with an understanding of the importance of books and the habit of using them in the formative period of childhood. To bring students and books together successfully, students have to experience the pleasure of reading. There is a need to promote reading as a skill among them, so that, they are able to bring their past knowledge and experience to the information and text, and create new understanding, solve problems, draw inferences and make connections to other texts and experiences.



Fig. 1. Students reading books in the Library

Unfortunately, the reading habit has lost its importance as both the young and the old are glued to the Television. As far as the educational institutions are concerned, coaching students for the examinations seems to be the be-all and end-all of our education system. However, after the home, the most obvious



place to develop the habit of life-long reading is the school, and specifically, its Library. It is, however, a sad fact that, although today every school affiliated to the Central Board of Secondary Education can take pride in a library, yet invariably, these libraries function largely as repositories for storage of a set number of books required as a condition of affiliation or where the students come once a week or fortnight for issue and return the books, rather than functioning as real a Resource Centre for Learning. It must function as the ‘hub’ of all activities in the school, a place where creative ideas can germinate, where exciting innovative experiences in learning take place, where students come joyfully to spend some of their precious time browsing through books in a peaceful, pleasing and inviting atmosphere.

Apart from the printed material, different kinds of audio-visual aids are also needed to enrich the learning space to expose students to the larger world around them, The Library as a Resource Centre should have a section devoted to films-slides, photographs, maps, posters, charts, as well as hardware in the form of a radio, television set, if possible connected digitally with a set-top box, audio recorder and player, LCD projector, computers, printer and reprographics / photocopy machine, so that, the Library develops into a real Learning Resource Centre, where both students and teachers can explore new paths of learning. Obviously this will be difficult for all the schools in the initial stage, so a process of sharing under the school cluster system may be initiated.

According to the standards for the school libraries developed by the American Association of School Librarians (a division of the American Library Association), the school library in “addition to doing its vital work of individual reading guidance and development of school curriculum, should serve the school as a centre for instructional materials. Instructional materials include books – literature for children, young people and adults-other printed materials, films, recordings and other latest media developed to aid learning. The function of an instructional materials centre is to locate, gather, provide and coordinate the school’s materials for learning and equipment required for the use of these materials”.

It is observed that in some schools, a distinction is made between a ‘Library’ and the ‘Resource Centre’ and both are maintained as separate entities under separate management, while the library remains confined to print materials, while the non-print media is taken care by the Resource Centre. It would be desirable if the library is also made the resource centre, and made responsible for non-print and electronic media as well. Both these units should function under the overall supervision of the School Librarian.



One of the most important tasks of the School Library is to inculcate reading habits among the younger generation. Books are mute entities; their application does not come automatically. It always requires some human agency that can induce the value of books among the students. In the school environment, this human agency is the Librarian or the Teacher. To achieve this, there must be close coordination between classroom teaching and the use of library resources.

It is an important part of the Librarian's or Teacher's role to encourage reading and library use positively. To assure the best results, it would be necessary to provide regular and continuous service by the Librarian in the use of the Library. The student needs to be informed about the variety of books available in the Library, how to select books, how to read them, how to take notes, how to relate information collected from various books, maintenance and handling of books, etc. Of course, it includes, the use of card catalogue, loan procedures, knowledge of books, audio visual materials, computer assisted facilities, use of bibliography, reference books etc. Infact, it would be more desirable to organise a Library Project to acquaint students with the Library.

Students will not learn to use the library, if teachers do not use it regularly and profitably. Teachers should see the possibility of library use as an instructional aid and simulate its use through procedures they employ in their teaching.

The teachers can achieve this by:

- ❖ discussing with learners about books that might be of their interest.
- ❖ permitting learners to go to the library as the need for reference material arises.
- ❖ designing assignments requiring the learners to access library resources.
- ❖ planning projects which will require intensive use of library resources.
- ❖ distributing suggested reading lists through mimeographed materials.

Emphasis is to be given to the study of classics, autobiographies, biographies, travelogues, essays, fiction and poetry. Dictionaries, encyclopedias, year books, children's magazines, illustrations, maps and charts and other reference books should be made available. A diversified choice of books for reading will help the students to build emotional balance and stability and promote intellectual curiosity. Students should also be helped to write **Book Reviews** which could be displayed on the library notice board.



2. CLASS ROOM LIBRARIES

Although the library should be the focal centre of learning in school, it needs to reach out to classroom also. This is where a good interaction between the librarian and teacher needs to be generated. Classroom libraries consisting of select fiction books, non-fiction, and reference material should find a place in every classroom under the direct control and supervision of the Class teacher and a student librarian of the class. These class libraries can be used by students who finish their class work more quickly than others or as loan service for the class to supplement the books they read from the main library, or when a teacher is absent and no other substitution programme can be arranged. The collection of these class libraries can be interchanged section-wise and new ones added each year so that the class gets a wide variety of reading material available to them at any given time. Dictionaries, atlases, globes and maps should form a part of the classroom libraries.

3. LIBRARY PROGRAMMES AND PROJECTS

There are many programmes a librarian can introduce with the help of teachers to motivate students to read. For young ones, 'story hour' is always a welcome treat, especially when it is supplemented with flash cards, charts, slides or a video film. A story told with puppets is another attraction for children. This can be followed by story narration by children themselves, by creative dramatisation of stories finally whetting their appetites to turn to the book itself. Preparation of **Wall Magazines**, **Wall Newspaper** or **Class Magazines** containing student's writings in prose and poetry, their cartoons and illustrations, mathematical puzzles, science quizzes and amusing anecdotes and jokes, all these stimulate interest and help develop creative thought and expression right from the earliest years.



Fig. 2. Pre-primary level students enjoying library projects



4. BOOK SEMINAR

A programme which can be very stimulating for the older students is a **Book Seminar**. The students select and read a chosen book and then have a round table discussion on it, led by a knowledgeable moderator. This often leads to students wanting to read more books by the same author. Preparing projects on different authors and poets is another method of encouraging the reading habit. Students gather as much information as possible on writers, prepare their project report, and then give a presentation to the class inviting questions from classmates. This gives students the opportunity to familiarise themselves with different poets, authors, and dramatists, especially when there is an interchange of project material in the class. **Meet the Author** sessions can also be enjoyable when contemporary writers are invited for discussion with the students about their books. **Science Symposia**, when students choose a current topic of their interest and make presentations before the class or science clubs, is another way of attracting students to pore through the latest books in science and technology to find out about new inventions and discoveries. If participation from the audience is also encouraged, more students will wend their way to the library to search out unexplored questions to tax the minds of their fellow speakers.

5. HOLIDAY PROJECT WORK

During the long summer vacations, many students are at a loss as to how to spend their time fruitfully. They do not relish the usual type of routine home assignments, but if they are asked to prepare some interesting models, charts and projects on subjects of their choice, using material from the books, it is amazing how much creative work is produced - working models made out of scrap material, colourful charts and albums containing exciting new information on the latest technological developments taking place in different countries of the world; as well as in the creative and performing arts; on global issues like pollution, ecological degradation; the population explosion - in fact on any topic under the sun. These can be displayed at a 'holiday assignment exhibition' when the students come back to school and parents can be invited to view them. If incentives are considered necessary, outstanding work may be awarded in the form of prizes, or extra bonus marks can be added to the student's grades in the term report.

6. BOOK FAIRS

Since the material collected by students for their projects is gleaned from books, this can be a good time to arrange a 'book fair' in the school, inviting local publishers and booksellers to put up stalls



for display and sale of their books. These 'book fairs' give parents an opportunity to see what is available in the market without having to travel from place to place, and if they can be arranged on Saturday and Sunday when the parents are usually free from their work, the response would normally be very favourable. The book fairs encourage students to spend their pocket money on buying books for themselves or as gifts for their friends. They also help librarians and teachers to select the books for the library.



Fig. 3. Visitors buying books at a book fair

7. BOOK WEEK

Although the library programmes should go on throughout the year, some schools organise 'Book Week' every year to focus the attention of the whole school - the Head, the faculty, the students and parents - on the value of books and the habit of reading, and to make the school community more library - conscious. During the 'Book Week', a variety of programmes can take place catering to the interests of each age group of students. The programmes may include talks and lectures, discussions, book reviews, book exhibitions, visits to local libraries, screening of films and so on. The 'school book week may coincide with the 'National Book Week' organised by the National Book Trust or the Indian Library Association during 14-20 November each year. Each faculty may also like to organise a faculty day, such as **Social Studies Day**, **Mathematics Day**, **Creative Arts Day**, **Language Day**, **Science Day**' etc. The Arts Department of the school can organise painting contests on the **Joys of Reading**; put up catchy slogans; prepare attractive 'book marks' and 'book covers', and beautify the library.



8. **BOOK DONATION DRIVE**

As a part of **Book Week**, the schools may organise a **Book Donation Drive** and the students may be encouraged to share their book with others and donate some of their good books to the library. Parents and well wishers may also be requested to donate books. This can be very useful in the initial stage when the school is building up its library, and, if it is well-endowed then the 'Book Donation Drive' can be directed towards the collection of books for a mobile library, for the local hospital; or neoliterates or less well-endowed rural schools. When donating books, however, students should be impressed upon that the books must be in good condition, fit to find a place in the library.

9. **(A) BOOK CLUB**

The National Book Trust, India publishes a wide variety of books, keeping in mind the diversities in language, culture, age-groups and tastes of readers. Thus, books range from those that are informative, pertaining to the science, the arts, the environment and many others; fiction from different regions of the country, and beautifully illustrated books for children.

NBT books are available in 32 Indian languages and in English, at affordable prices. It has been a consistent effort on the part of the Trust to make its books available in every district by enrolling Book Club members across the country through a very good network of its authorised booksellers.

In order to ensure the availability of Trust's publications, the Trust has been running a Book Club Scheme since 1994. Any individual or institution in India can become a member of the NBT Book Club with a nominal, lifelong non-refundable membership fee is Rs.100/- for individuals and Rs.500/- for institutions.

(B) NATIONAL CENTRE FOR CHILDREN'S LITERATURE (NCCL)

The National Centre for Children's Literature (NCCL) was set up in 1993 as a coordinating agency to promote children's literature in all the languages of India. Set up by the National Book Trust, India (an autonomous organisation of the Ministry of Human Resource Development, Government of India), this Centre helps in the creation and translation of useful books for children. At the same time, it also works to monitor, coordinate and aid the publication of relevant children's literature in the country.

The primary objective of this centre is to collect and make available interesting and appropriate Indian and foreign language materials and expertise to publishers, authors, illustrators and others interested for



the rapid and balanced development of children's literature available to parents, teachers, educationists and planners. It involves public and private agencies for the purpose on a regular basis.

Library use and reading habits can also be considerably augmented through other activities like talks, stories sessions, display, homework facilities, outside library visits, reading programmes, scripts reading groups, quizzes, library clubs, brain trusts, dramatic shows, (where space permits), book exhibitions and exhibitions of children's art and handicraft in the Library.

Many organisations are also working for the development of the reading habit among the younger generation. One of such organisation is the "International Board on Books for the Young" with its headquarters in Switzerland, having as its goal, to make accessible to children, books from different parts of the world. So, that they grow up understanding each other more. Efforts are also being made to encourage the reading habits in children through a strong library movement. This organisation also suggests the need for a certain attitudinal change on the part of parents who stress overly on academics. What they don't realise is that, the child who reads more fares better academically and develops greater powers of expression, besides developing more general awareness.

In the European countries, a lot of attention is given to the development of the reading habit among children. Writing children's books is taken very seriously and writers and publishers are encouraged to produce quality literature. In India, only a small number of publisher e.g. about 10%, publish books for children, and children's literature. Children's books are seldom published on good quality art and glazed paper with attractive illustrations as in the foreign publications. In India, children's books are largely imported from the well-known foreign publishers, Besides, Penguin, Collin, Hamlyn, Ladybird, Hodder and Stoughton etc., However, in recent times some Indian publishers have tried their hand in this terrain, e.g., India Book House has brought out popular editions of 'Amar Chitra Katha' and 'Pustak Mahal', Delhi has created a Knowledge Bank (in 6 volumes) for children and published several unique and informative titles under its Children Science Library Series. Rajpal and Sons, Diamond Pocket Books, Vivalok Comic Series are also doing well by bringing alive grassroots people's stories and other works. Such work is also being done by the Children's Book Trust and the National Book Trust.

In India, the majority of students belong to villages and study in the vernacular medium. There must be variety of publications in Hindi and other regional languages. What is needed is a close interaction between various Indian languages. The translation of children's books from one language to another could usher in a silent reading revolution. If popular books are translated in many languages it would



produce an excellent crop of popular literature for children, and feel a great need for suitable reading materials.

Children by nature are inquisitive. We must kindle their desire for discovery. Unfortunately, seldom is it realised that readership cannot be produced suddenly. It has to be nurtured from childhood. Neglecting childhood will eventually lead to an adult world which has no relationship with books. So, the child readership has to be provided with its share of food for thought, more fun, subtle sensitivity, creative information, fantasies and tales.

10. SUGGESTED LIBRARY ACTIVITIES

An array of fun activities designed with pre-determined learning outcomes can rejuvenate the school library and also hone the library skills of the students.

- ❖ The librarian, along with subject specialists, could hold story telling sessions. These should be done creatively with voice modulation. Different sounding voices can be used to make the characters come alive.
- ❖ Display of Book Reviews by students can be done. Students should be encouraged to write reviews of books they have read. This would enable them to critically analyse what they read.
- ❖ Children should be encouraged to prepare colourful shelf guides for the library.
- ❖ Producing class magazines for the library is an engaging activity. This is an excellent literary activity which truly polishes the reading as well as the writing skills of the students. Each class could be given a theme. Students should be encouraged to write articles, poems, make cartoons etc. around that theme and develop their own class magazine. In doing these, children explore the relationships between different literary forms. These could be bound together and can form part of the library collection. Due recognition should be given to the students involved.
- ❖ Graphic Novels can be brought out by students. They could re-create or convert stories, plays from their literature text into graphic novels. Same could then be displayed and form part of the school library collection.
- ❖ Acrostic Poems can be composed on books they have read, or favourite characters from a story or any celebrity they like.



- ❖ Summer Reading challenge during the vacation can be conducted. Suggested reading list could be given to students. They could be encouraged to read as many books as they can. Students can then create their reading journals by incorporating details of the books that they have read. This is a wonderful personal reading record which will help students to analyse and do a self-assessment of their reading competency. It will also create an awareness of which book is in great demand and those who have missed on it would also like to read it. If these records are exchanged among students, they could also prove to be motivational for the reluctant readers.
- ❖ A **panel discussion** on a book or any current event about which the students have read in different newspapers and journals in the library can be conducted.
- ❖ **Weave a Tale** is an interesting activity which brings alive the creative faculty of all involved. Students should be made to sit in a circle. The Librarian puts across a story prompt and speak for two minutes. In turn, all students will speak for two minutes building up the story. The final story can be typed, bound and form part of the school library collection. Students who have part of the activity should be acknowledged.
- ❖ **Making Bibliographies:** This could be done as a group activity. Students create their own bibliographies based on the available stock in the school. Various groups can select a category of their choice for which they want to create a Bibliography. Groups could work on Non-fiction, Encyclopaedias, Atlases, Fiction-Ghost stories, Fables, Crime Thrillers etc. The librarian may guide the students on how to incorporate bibliographic data sequentially. This data could be put on attractive charts which can be displayed in the respective sections.
- ❖ **Reading Time:** The school can observe an exclusive reading time every day when all other activities are put on hold and all stakeholders (Right from the Head to the support staff) are involved in pure reading. Reading material could be newspapers, journals, library books (fiction or non-fiction) etc.
- ❖ **Drop Everything and Read [DEAR],** is a programme which can easily be structured in the school timetable. One period in a week, per class, can be structured for this. Children will devote the entire period for pleasure reading. This can be well supported by the library. This will be apart from the entire period and enhance their reading skills which in turn stimulate independent thinking, research and writing skills.



- ❖ **Library Clubs** (Ref. to chapter 13), could meaningfully contribute to organising these events. Such events would stimulate students into inquiring and critiquing their own, each other's and any available work in the library. It is hoped that through such activities, students will carry out independent research. This will truly help in increasing the standard of written work and reflective assessments.



CHAPTER 3

GETTING TO KNOW THE LIBRARY STOCK

Books play a vital role in our life. It is the most adaptable invention for conveying knowledge. They are the tools of learning and they act as the chain of communication from the older generation to the young. Books are considered to be the object of art, which are created through the processes of writing, editing, printing, binding etc. They are the material means through which the literature, ideas, viewpoints, inventions, incidents, experiences, and knowledge etc. are transmitted to the society. Libraries are the agencies for the acquisition, preservation, effective use and dissemination of recorded knowledge and information contained in books and other documents.

In the context of library and information science, books cover all kinds of reading material in published form. However in recent years the term 'book' has been replaced by the term 'document' which has a wider connotation and covers all kind of materials including books in any form i.e. periodicals, government publications, audio-visuals, slides, paintings, globes, charts, maps, micro forms and machine readable forms etc. However, the book still forms the major constituent of a library.

To call a document 'book' in real terms, there are UNESCO standards, which state that a book, must have at least 49 pages or more, 22 to 30-cm height and 1.5 to 4 cm thickness only then a document is called a 'book', failing which, a document is called 'pamphlet' and not a book.

1. CATEGORIES OF BOOKS

Broadly, books can be categorised in the following manner.

- | | |
|----|--|
| I. | General book : The subject matter is discussed in a general manner. The subject may be simple exposition of a specific subject. |
|----|--|



II.	Textbook : It is a book of instructions developed for the students of a particular level or course for a particular branch of study. Accordingly, it provides the basic knowledge about a particular subject in an easy and understandable language, with a colourful presentation and plenty of illustrations.
III.	Reference book : This contains readymade information basically known as compilation and compendium of various disciplines of knowledge. They are not meant for continuous reading, rather, these are consulted for a specific piece of information. The variety of reference books include dictionaries, encyclopaedias, yearbooks, almanacs, biographical dictionaries, handbooks, directories, gazetteers, atlases etc.
IV.	Fiction : Fiction is the form of any narrative or informative work that deals, in part or in whole, with information or events that are not factual, but rather, imaginary and theoretical that is, invented by the author. Although fiction describes a major branch of literary work, it may also refer to theatrical, cinematic or musical work.

These books are also known as story books or novels. Fiction books are not just for study, but also be read for pleasure. For example, Alice in Wonderland by Lewis Carroll.

So far as physical presentation and getup is concerned, a book may be a single volume or multi volume. And, on the basis of its thought contents, it may be termed as a 'Treatise', 'Monograph' or 'Classic' etc.

2. LEARNING ABOUT THE PARTS OF A BOOK

Students should be given a formal lesson describing the various parts of the book and their functions.

Parts of a Book: It is important to understand the anatomy i.e. various parts of printed book in order to recognise a well-designed book in terms of its relative and practical value for reading and study by the students and teachers.

Every printed book has three distinct parts:

a)	Preliminaries, also known as 'prelims' or 'prels';
b)	Body of book i.e. Textual matter or Texts, and
c)	Subsidiaries, also known as End matter.



When a book is printed, the textual matter is printed first. Preliminaries and Subsidiaries are printed separately and latter prefixed or appended to the textual matter.

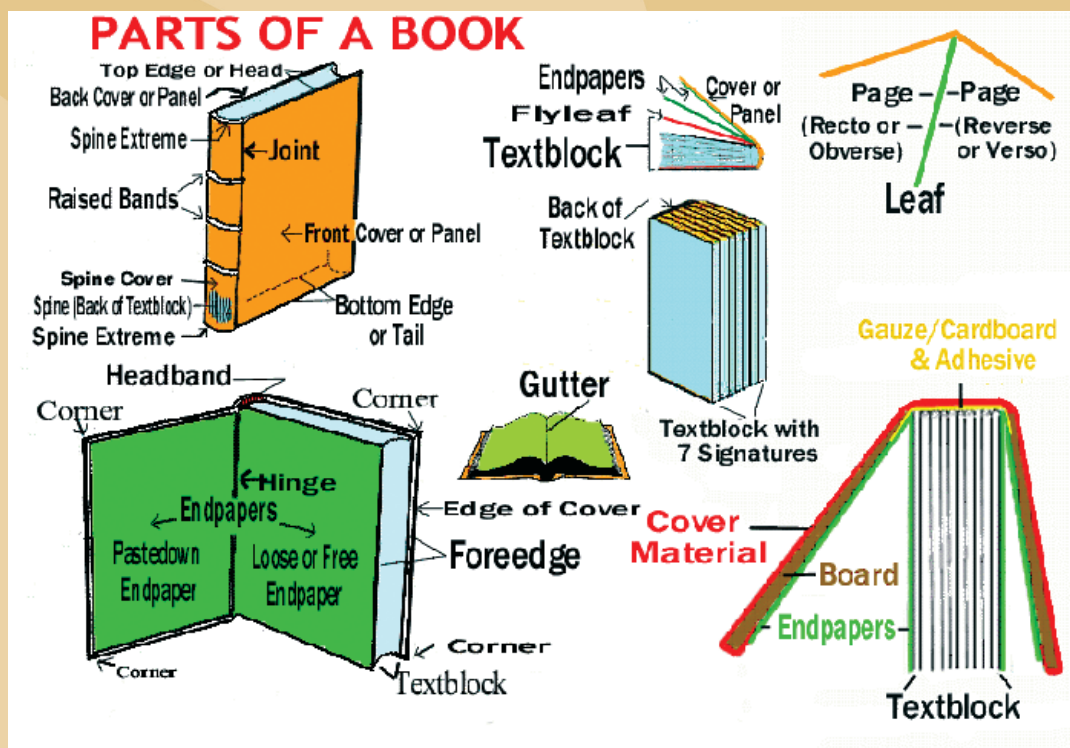


Fig. 4. Showing Parts of a Book

(a) **Preliminaries:** The preliminary pages may include the following:

- ❖ **Announcement:** If the author has more publications to his credit, the list of the same is announced on the back of half title page.
- ❖ **Frontispiece:** It may be a photograph, picture or an illustration relating to the theme of the book.
- ❖ **Title Page:** Provides information like full title of book, alternative or parallel title, if any, and Author's/Collaborator's name, qualifications, designation and Publisher's details etc.
- ❖ **Bibliographical Note:** On the back of title page information pertaining to copyright, edition, license and printer etc. is provided.
- ❖ **Dedication:** The author may express personal affection to the people who inspired him to write the book.



- ❖ **Foreword:** Introduction of the subject of the book by somebody other than the author.
- ❖ **Preface:** Introduction of the subject reflecting its scope and purpose by the author.
- ❖ **Acknowledgement:** The author extends thanks and courtesy to those who have helped him prepare the book.
- ❖ **Table of Contents:** Provides a list of topics discussed in the book and shows their locations (Page Nos.).
- ❖ **List of Illustrations:** Provides a list of illustrations, plates etc. used in the book and reflects their position.
- ❖ **List of Abbreviations:** A list of shortened or abridged forms of words, which the author has used in the book.
- ❖ **Errata or Corrigenda:** A list of errors discovered in textual matter after printing.

(b) **Body of book (i.e.) textual matter/text:** Readers are primarily concerned with the text of the book. Preliminaries and subsidiaries are auxiliaries, created to offer some additional help to readers to read the book.

(c) **Subsidiaries:** These Include the following items in the following order. It is not essential that each book has all the various features, but they are common elements found in books.

- ❖ **Notes:** The beginning of 'end matters' should provide the notes, if required, for the relevant passages discussed in the book.
- ❖ **Appendices:** After notes provided especially for tabular information, if required.
- ❖ **Glossary:** For the highly technical subjects treated in the book, a glossary of technical terms is provided reflecting their meanings.
- ❖ **Bibliography:** A list of books, either author has consulted or recommended for further reading.
- ❖ **Index:** Most importantly, serves as systematic guide to the textual matter with exact reference of page number/s.
- ❖ **Finis:** Found in multivolume books, printed at the end of the last volume.



- ❖ **Fly leaves:** Some blank sheets of paper.
- ❖ **Plates and Maps:** The illustrations that couldn't be printed with the text are provided here.
- ❖ **End Paper:** Opaque paper for concealing the mechanism of binding and for providing some extra strength to covers.
- ❖ **Book Jacket:** To prevent the book from dust etc., a garment is provided.

There is, of course, an unlimited range of items which could be added to the collection of a library.

3. **OTHER LIBRARY DOCUMENTS**

- (a) **Audio-Visuals:** This type of document may either be a recording on which sound vibrations have been registered by mechanical or electronic means so that the sound is reproduced such as disc, rolls, tapes, (open reel to reel, cartridge and cassette), sound recording, slides, gramophone records, and sound recordings on films etc. or it may be a length of film, with and without record sound bearing a sequence of images that create the illusion of movement when projected in rapid succession such as film loops, cartridge, and cassettes, discs, motion pictures, video recordings and other synchronised presentations.
- (b) **Micro-forms:** Micro-form is a generic term for any film or paper containing text or pictorial matter which are too small to be read without magnification. Some reading equipment is therefore, required, to enlarge the micro image so that it becomes readable. Micro forms in the library collection include micro films, micro fiche, micro card and micro print.
- (c) **Games and Models:** Games and educational toys are increasingly being used in a school library. Their educational value is time tested and found tremendously useful for the enhancement of the vision and imagination of a child. Similarly, models are also of immense value when a teacher cannot show the children the real thing, it can best be explained by a working model. A picture can show only one dimension of an object, but a model can demonstrate the shape of a complex object, texture and the inside structure.
- (d) **Maps, Atlas, Globes and Charts:** A map is a flat representation of a part or all of either the earth or the universe. An atlas is a document, which contains several maps, and



the globes are also a great educational help for a child as it is a spherical representation of the earth. A chart is a special purpose map, generally used by navigators, others may include celestial charts (i.e., a 'Star map' etc.). These documents are also extremely popular among the library clientele.

- (e) **Machine Readable Formats:** These are documents in which information is coded by methods that require the use of machine for processing. Some examples include the information stored on magnetic tape, CD's/ DVD's which are the latest information devices in digital form. Now, e-books and e-journals have also found their way into libraries.
- (f) **Pictures:** Pictures in a library collection may include illustrations, drawings, paintings, prints, reproduction, photographs, technical drawings etc.
- (g) **Others:** Other categories of documents include manuscripts, dissertations and theses, government documents, periodicals, pamphlets, patents, trade literature, standards and specifications, research monograph, bibliographies, indexes etc.



CHAPTER 4

LIBRARY SPACE

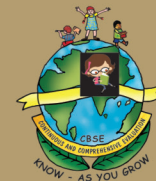
LOCATION

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

- ❖ be in a quiet area, free from excessive noise, disturbances and pollution.
- ❖ be away from canteen, common room, playground and parking area.
- ❖ have good ventilation and ample day light.
- ❖ have sufficient floor area in the reading room to enable the students to use it comfortably either in groups or individually.
- ❖ have sufficient work space for the staff to receive books on approval and undertake accessioning, classification, cataloguing, minor repair, issue and return, and reference service activities.



Fig. 5. An Ideal Library with ample space and light



- ❖ have separate enclosure to be used as committee/conference room by teachers and pupils for participating in joint or group discussions.
- ❖ have sufficient stack area so as to organise the books in open shelves.
- ❖ have a counter/enclosure for keeping personal belongings.

The BIS standards provide that the secondary and senior secondary school library building should have a Stack Room, a Librarian's Room and a Reading Room, with a capacity for seating 40 to 120 students at a time. The stack room should be large enough to accommodate between 10000 to 15000 volumes.

The size and seating capacity of the reading room depends on the optimum number of students that a school usually admits. A provision of 10 sq.ft. floor area per pupil in the reading room is considered adequate. On the basis of these considerations, a library should provide accommodation for at least 50 students of a class at a time, plus 10% extra space for other group activities, projects and reference service beside room for librarian, circulation counter, reference desk, books / periodicals display, committee/ conference room, property counter, catalogue enclosure.



CHAPTER 5

LIBRARY FINANCE

1. SOURCES OF FINANCE

The major sources of Library Finance are:

a)	Library fee paid by students;
b)	Grant-in-aid by government;
c)	Donations;
d)	Late fine/overdue charges realised from the students for late return of books;
e)	Sale proceeds of old newspapers, magazines etc;
f)	Miscellaneous income (cost of lost books etc.)

Each student pays library and reading room fee. This fee should form the nucleus of the library fund. All the grants (recurring and non-recurring), donations, sales proceeds of scrap paper, and the realisation of cost of lost books etc. should be credited to this fund.

2. BUDGET ALLOCATION FORMULA

The cost of books and periodicals/newspapers is so prohibitive these days that it is very difficult for any school library to provide new books in required quantity. To meet the book needs of students and teachers, the government and other funding agencies should allocate adequate funds for meeting library needs.

The entire amount allotted for library books should be made available to the library at the beginning of the session to facilitate collection and development in a planned way. A definite policy regarding the proportion of library grant to be spent on various heads needs to be spelt out. However, to formulate



such a policy based on percentage or some other convenient principles is not easy. It may not get approval of many departmental heads. Apart from problem of deciding the proportion of budget to each of the heads, there is also the danger of growth taking a very narrow line. Yet the amount of grant-in-aid received has to be allocated to facilitate purchases. There is no better alternative to this.

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	50%
Periodicals/newspapers	10%
Librartationery	10%
Miscellaneous (Library equipment and stacks etc)	20%
Binding and repair	10%

The amount allocated for books should further be allocated as follows:

General and recommended books	30%
Reference books	20%
Hobby books	10%
Fiction	30%
Audio-Visual material	10%

As suggested by the Yashpal Committee Report (1993), sufficient contingency amount (not less than 10% of the total salary bill of the school) could be placed at the disposal of Heads of schools for purchase, repair and replacement of pedagogical equipment, which could become part of the library.

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

3. FINANCE

The fund giving agencies should calculate the Library budget as per following formula.



3.1. Primary/Middle Schools:

Rs 30/= per Student

Rs 150/= per Teacher

3.2. Secondary Schools:

Rs 40/= per Student

Rs 150/= per Teacher

3.3. Senior Secondary Schools:

Rs 50/= per Student

Rs 150/= per Teacher



CHAPTER 6

LIBRARY HUMAN RESOURCE

1. SIZE OF LIBRARY STAFF

Competent and effective library staff is the corner stone of a good school library. It is not the extensiveness of the collection, the amount of budget or the spacious building fitted with modern amenities of the library. It is only the qualified and trained librarian, supported by other staff who make the library truly functional. If the number of school library staff is inadequate, or if the librarian lacks the qualification which the work requires, it is certain that the school library will not function as an educational force. In this regard, the norms laid down by CBSE as a part of Affiliation Bye-Laws may also be referred to. The post of a librarian supported by necessary infrastructure, will have to be created and filled to initiate young learners into the use of books and other reading materials, and inculcate in them the habit of life-long reading.

A minimum of two members of staff (Librarian and an attendant) are essential in all school libraries, irrespective of their size and class levels. In close access system of library service, even two staff will not suffice. Moreover, the collection will be best used if the Library follows the **Open Access System**. It encourages better use of the library.

2. STUDENT LIBRARIANS

Some of the schools have included Library Science as one of the subjects under Socially and Useful Productive Work (SUPW). The students of these groups, as part of work education, can be encouraged to assist the library staff in different ways. Even if there is no provision of work education, it would be a good idea, if a few senior students are trained to assist the librarian in performing various tasks such as stamping of new books, pasting labels, dressing the shelves, doing minor repair of books, arranging the exhibition of books, manning the property counter and so on. In fact, it is a good idea to nominate a student librarian from each of the classes for a period of one month



and rotate the process. The students are a good workforce. Their potential must be explored to the fullest possible extent.

3. **STAFF FORMULA**

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

- a) **Secondary School:** The library staff should consist of:

Librarian (TGT grade)	- One
Assistant Librarian (Assistant Teacher Grade)	- One
Library Attendant	- One

- b) **Senior Secondary School:** The Library Staff of a Senior Secondary School should consist of:

Senior Librarian (PGT Grade)	- One
Librarian (TGT Grade)	- One
Assistant Librarian (Assistant Teacher Grade)	- One
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 thereof.

LIBRARIAN

(A) Qualities of a Librarian

The Librarian should have a love for books and should be a voracious reader. He/she should have the potential to inculcate the habit of lifelong reading among students.

The Librarian should be hard working and possess a charming and pleasing personality. Above all, the personality of librarian must be congenial, friendly and warm. A person with forbidding countenance, or an overbearing nature, who enforces discipline through fear or compulsion, can never



be successful in attracting students to the Library. A Librarian, therefore, must be calm, patient and relaxed, accommodating, encouraging students, helping them find books or information, ensuring an atmosphere of peace and serenity pervades the Library and process of self-learning and the process of discovering continues unimpeded. The Librarian should be fair to the students and he/she should encourage them to respect their library and its rules.

(B) Qualifications

i.	Senior Librarian Master's Degree in Arts/Science/Commerce + Degree or equivalent course in Library and Information Science from a recognised university. <p style="text-align: center;">OR</p> A Master's Degree in Library and Information Science from a recognised university.
ii.	Librarian A Degree or Diploma in Library and Information Science from a recognised University
iii.	Assistant Librarian Matriculation or equivalent with a Certificate in Library and Information Science from a recognised University.
iv.	Attendant Matriculation or 10 th Class or equivalent with experience in Library + working knowledge of English.

(C) Status of a School Librarian

The professional and managerial responsibilities of school librarian require the knowledge, experience and skill of professional librarian with several years of experience. Both the post and the post-holder should be treated at par with the head of teaching faculty in the school in terms of status, pay scales and other facilities.

(D) Motivation and Incentives

There should be a regular channel for promotion for Librarian. He/she should be able to move



up the ladder in hierarchy. He/she should be given personal promotions like teachers after the completion of 8 years of satisfactory service. He/she should also be considered for state awards as are admissible to his/her fellow teacher colleagues.

(E) Professional Development and Training

Opportunities for further professional development and training of the Head Librarian and other support staff should be similar to the teaching faculty. Library staff should be encouraged to participate in professional conferences, seminars, workshops, meetings, lectures, in-service training courses, and refresher programmes organised within and outside the country. Such opportunities help librarians widen their professional experience which ultimately help the school library as well as the individual.

(F) Role and function of School Librarian

The school librarian's job is one of the most difficult and challenging in librarianship. A school librarian will have to manage information resources, prepare budget, teach information skills to students and make a plan for the development of Library Resource Centre. The duties require the Librarian are:

- ❖ Collaborate with teachers in the integration of information skills in the curriculum;
- ❖ Provide access to a comprehensive range of learning materials in different formats for borrowing;
- ❖ Promote the effective use of the library learning resources by pupils and teachers;
- ❖ Promote and foster the enjoyment of reading from the earliest age and cultivate in students the habit of lifelong reading;
- ❖ Organise all learning and teaching materials within school to facilitate their accessibility, location and use;
- ❖ Remain aware of new learning resources, maintain contact with publishers and booksellers;
- ❖ Liaison with outside agencies and information networks, and encourage their use by the school community and thereby extend the range of resources available to the school library;



- ❖ Attend professional conferences, seminars, workshops etc and communicate/share the developments in the profession with junior colleagues;
- ❖ Advise staff members in the selection of appropriate reading materials for enhancing their work / research skills.

(G) **Suggested Duties of a Senior Librarian and Librarian**

- ❖ Select, procure and accession the reading material and pass the bills for payment,
- ❖ Classify reading material,
- ❖ Catalogue reading material,
- ❖ Supervise shelving of books/periodicals as per their sequence and call number,
- ❖ Maintain reading room,
- ❖ Conduct stock taking with the help of teachers,
- ❖ Maintain silence, proper atmosphere and decorum in the library,
- ❖ Prepare lists of books requiring discarding, weeding or withdrawal,
- ❖ Realise cost of books reported lost by students/teachers and deposit the amount with school office,
- ❖ Take suitable steps for the improvement of the school library service,
- ❖ Perform such other functions in connection with improvement of School Library services as may be entrusted by the Principal from time to time,
- ❖ Assign duties to Assistant Librarian, and Library Attendant and supervise their work.

The Library Association of Great Britain has come out with a **Check-list of Actions** to be undertaken by the school librarian. The list enumerates the steps to be followed by all Heads of Library and Information Services in U.K. in the context of the National Curriculum and Learning Skills. In the light of the New Education Policy announced in 1986, this Check-list of Actions on the part of the school librarians can go a long way in bringing change in providing library and information services to the students and teachers in schools. It recommends that the librarians:



1. be involved in education and training, both within and outside the school;
2. be involved in the **Family-of-Schools Network** established to enable primary and secondary schools to work together;
3. be involved in the curriculum development by participating in curriculum planning meetings of Head of Department level;
4. arrange meetings with Heads of Department and subject staff regarding
 - ❖ Make contribution to the provision of learning skills programmes including technology use and training.
 - ❖ Contribute as a part of curriculum planning team, to each department. He/she has an overview of the curriculum and knowledge of cross-curricular links within each subject which will ensure effective use of both resources and learning skills programmes.
5. Ensure that his/her role and the library and information services that he/she provides are included in the school's curriculum development plan by compiling a report for the school Head with sections on:
 - ❖ His/her role within the curriculum.
 - ❖ resources requirement for the curriculum subject, including costings based on the particular needs of the school using available statistics (existing levels of relevant stock) and standards (e.g. Library Association guidelines), assessment of staffing implications and needs for both professional and support staff.
6. Compile annual reports covering implications for library support staff and funding, plus, a review of the past year and development plan for the future.
7. Prepare a guide for the Governing Body/Management Committee of the School containing an overview of his/her role as well as the implications for staffing and funding and his/her plans for future development within the curriculum, and to make an offer to present this guide to the Members of the Governing Body as a part of their training programme;



8. Approach his/her school library authority with his/her requirements for the curriculum to see how they can facilitate:
- ❖ Professional development through provision of training for librarians and for teaching staff by deputing them to attend conferences, seminars, workshops, refresher courses etc.
 - ❖ Professional support through provision of both book and information technology resources.



CHAPTER 7

STANDARDS FOR SCHOOL LIBRARY

Libraries, according to their clientele, collection, work and services are classified into Academic, Public and Special Libraries. The Academic Libraries are further classed into School Libraries and University Libraries.

The School Library is at the foundation level and central to the teaching-learning process. The minimum standards that will enable School Libraries play their role more meaningfully and effectively are listed below:

1. SPACE (ACCOMMODATION)

Adequate and suitable space is the first and foremost requirement of a School Library be it a Primary/Middle level or Secondary/Senior Secondary level.

- 1.1. **Primary/Middle:** A minimum of a Standard Classroom for 40 pupils should be marked as 'Library' in all Primary/Middle Schools.
- 1.2. **Secondary/Senior Secondary School:** A minimum of three Standard Classrooms be designated as Library by removing the inner partition wall to organise Library and Reading Room in all the Secondary and Senior Secondary Schools, though the ideal is to have a separate building built for the purpose.

2. STAFF

The following structure of Library Staff is required for different levels of schools having Student Strength of 2000 or less.

2.1. Primary/Middle School: A minimum of two members of library staff is required in a Primary/Middle Schools.

- Librarian (Assistant Teacher Grade) - One



Fig. 6. A Spacious Library

- Library Attendant - One

2.2. Secondary School: The Library Staff of Secondary School should consist of

- Librarian (TGT Grade) - One
- Assistant Librarian (Assistant Teacher Grade) - One
- Library Attendant - One

2.3. Senior Secondary School: The Library Staff of a Senior Secondary School should consist of

- Senior Librarian (PGT Grade) - One
- Librarian (TGT Grade) - One
- Assistant Librarian (Assistant Teacher Grade) - One
- Library Attendant - One

In case the number of students crosses 2000, there should be corresponding increase in the number of Library Attendants for every 500 Students or part thereof.



CHAPTER 8

COLLECTION DEVELOPMENT

1. SELECTION

The selection of books and other information resources in libraries is one of the most important and also one of the most difficult away the librarian's duties. Though the general principle of the collection building - "best reading for the largest number at the least cost" - is applicable to school libraries as well. This is best done by a committee comprising of subject teachers, Chairman/Convener of the library committee and the librarian. Necessary rules may be framed in the beginning of the year for guidance. The policy of book selection thus evolved may help in balanced collection of books that meets the following needs:



Fig. 7. Collection Development



- ❖ Educational
- ❖ Informational
- ❖ Inspirational
- ❖ Recreational

The task of collection development involves the following:

- ❖ Liaison with teachers.
- ❖ Evaluation/review of existing stock of books.
- ❖ Drafting of collection development policies.
- ❖ Cooperation with other libraries of the town.
- ❖ Procuring publishers/booksellers catalogues.
- ❖ Calling a meeting of the Book Selection Committee.
- ❖ Liaison with other units/sections/departments of the library.
- ❖ Arrange for gifts/exchange/deposits of books.
- ❖ Regular weeding out/deselection/cancellation of unwanted, outdated, less used books.
- ❖ Regular repair/ mending/ binding of books.
- ❖ Budget allocation based on number of students and cost of books in subject streams.
- ❖ Design and monitoring routine/ flow chart.
- ❖ Identifying “not to be missed” key series and sets of multivolume books.
- ❖ Establishing an ‘approval plan’ in association with publishers and major importer of books to take advantage of subject profiling and timely notification of new titles.
- ❖ Deciding on the number of copies in accordance with the proportion of students population in each subject department.
- ❖ Receiving books on approval for the consideration of the book selection committee.



- ❖ Coordinating the visit of the book selection committee members to Book Fairs to facilitate on - the - spot selection.

2. OBJECTIVES

The aim of School Library like any other academic library, is to support the teaching - learning programme of the parent body. In conformity with the objectives of the School it has to:

- ❖ identify, select and procure course and related resources in support of teaching - learning process;
- ❖ make available reading material and other resources as per requirements of teaching faculty;
- ❖ arrange for adequate number of copies of all the prescribed texts and recommended books so as to meet the book/information needs of all levels of pupil in the language of their choice;
- ❖ arrange for co-curricular reading material to help students develop their skills and overall personality.

Some Schools now provide audio - visual aids to their students through their library media centres. Use of audio recorders, CDs/DVDs, and video films is a reality in some libraries. In view of these developments, it is all the more important for School Librarians to know these new types of knowledge sources and add them to their collection.

Resource planning involves the process of ascertaining needs and reviewing present resources, and deciding on the most appropriate items to meet those needs. The choice of resources should be balanced to suit both present and future needs. First of all, list the groups of students, teachers and staff that need to be catered for in the library resource centre. For example:

- ❖ curricular needs of students;
- ❖ teachers needs for teaching and professional development;
- ❖ recreational and general information needs of the above.

3. POLICY

The School Library is required to cater to the curricular, co-curricular, hobby, recreational and other general information needs of the students and faculty members. Keeping in view the limited



resources at its disposal, it has to provide the “Best reading for the largest number at the least cost”. Ranganathan’s five laws of library science are namely are to be kept in mind while framing the book selection policy.

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

These maxims are of very significant and need to be kept in the fore front while selecting books. Care should be taken not to procure notes, examination guides or subject keys of any kind. Copies of all the prescribed and recommended books should be available to meet the course needs of students. Standard titles of reference books should be in ample number to answer questions bibliographical, biographical, geographical, historical, factual, statistical and general knowledge references, Bilingual dictionaries, year books, directories, gazetteers, ‘Who is who’ and ‘Who was who’, reference books, almanacs, general and subject encyclopaedias will be of immense help to students.

Besides films, slides, CD’s/DVD’s audio-visual and multimedia materials should also be purchased in adequate number to engage students during the recess and free periods.

To promote the use of library collection extensively, and also to encourage the formation of the reading habit amongst the school students, it is necessary to have a judicious book selection policy. Resources are always far short of the demand in any kind of library. This is more true in case of school library where the book budget very small. Keeping in view the constraints of finance, it is necessary that books which are relevant to the immediate curriculum, information and recreation needs of students and teachers need to be added the library. In the selection of books, the recommendations of the Book Selection Sub-committee should be followed.

(A) Size of the Book Collection

As a standard Library should have at least 5 titles of books (other than textbooks) per student in its stock subject to a minimum of 1500 books at the beginning, it should be continuously strengthened. The school library should subscribe to local and



national newspapers and magazines in adequate numbers. At least, a minimum of 15 magazines and 5 daily newspapers suitable for students and academic recreational needs of teachers should be subscribed to.

(B) Nature of Book Collection

Care should be taken not to purchase any book or subscribe to magazines that espouse or propagates communal disharmony casteism or discrimination based on religion, regions, language, gender etc. The Library must not procure or display any book which has been disapproved or proscribed/banned by the Government Central Board of Secondary Education.

(C) Procedure for Book Selection

While searching for new releases in specific subject or titles, regularly scan the publishers/booksellers catalogues, trade bibliographies, book-reviews etc. The Librarian may mark the items in the respective book selection tools and place his/her recommendations before the Book Selection Sub-Committee. It is always better to get the books and other reading materials personally examined by the Book Selection Sub-Committee members. The Librarian should ask for inspection/approval copies from the suppliers. Items can then be retained or returned depending upon Librarian's and Book Selection Sub-Committee's decision. The suggestions made by the student community should be examined carefully and given due weightage.

(D) Factors for Book Selection

It is useful to identify the known publishers and producers of the reading material. Before selection, the librarian needs to examine existing resources and identify the gaps and the areas to be developed. Each stock section of the Library Resource Centre (such as fiction, non-fiction, reference, journals, audio-visual items etc) have different elements to consider in their selection. The following check-list of criteria can be used in the selection of learning resources:

- ❖ Contents of the book
- ❖ Style of writing



- ❖ Presentation
- ❖ Relevance to subject contents
- ❖ Index
- ❖ Date of publication, edition
- ❖ Quality of illustrations and visual appeal
- ❖ Physical get-up, binding
- ❖ Volume and number of pages
- ❖ Page layout and margin
- ❖ Type size
- ❖ Cost

The Book Selection Sub-Committee should ensure that the special interests of school students with regard to their hobbies, games, sports, scouting, photography, cooking etc. are not overlooked or undermined. A representative and balanced collection of Reference Books should form a part of the Library Collection. A select list of the important and school level Reference Books is given in Appendix C which may be made use of by the Librarian while building a reference collection. Care should be taken to update and replace the reference titles at regular intervals of five years or so.

(E) Sources for Book Selection

The book selection sources like Indian National Bibliography (Monthly), Kolkata and Indian Book Industry (Monthly), New Delhi should be regularly scanned by the Librarian and other members of the Book Selection Sub-committee:

Recent catalogues of publications issued by the National Book Trust (NBT), Children's Book Trust (CBT), National Council of Educational Research and Training (NCERT), and in-house journals/newsletters of other leading publishers and booksellers need to be looked into for selection. Most of these catalogues of publications are available free of cost from the respective publishers and booksellers.



(F) Composition of Book Selection Committee

The Committee should consist of:

1. Librarian (Convener),
2. Principal/Vice Principal (Chairperson),
3. Representatives of the Subject Departments,
4. One student each from science, commerce, humanities and sports streams.



CHAPTER 9

LIBRARY CLASSIFICATION AND CATALOGUING

1. ACCESSIONING OF DOCUMENTS

A proper record of all the books, whether purchased or received as grants, has to be kept by the Library. This is a permanent record and should be meticulously maintained and preserved from the view-point of audit and future reference and use. The Accession Number is to be written on the

(i)	lower-half of the back of the title page,
(ii)	secret page,
(iii)	last page of the book;
(iv)	all the copies of the bill/cash memo. The book needs to be physically checked and piece verified before accessioning work is undertaken.

Specially designed Accession Registers printed in a good quality ledger paper with required 12 columns are readily available with leading library stationary suppliers. It will cost a lot to an individual library to get the same printed with its own name. For the sake of uniformity of records also it is better to make use of such registers which are of standard size/columns and meet all requirements. These registers are available in sets of 2500 and 5000 entries. In a school library, where annual intake is not much, a register of 2500 entries will suffice. The new Accession Register should begin in continuation of the last accession number. Over-writing and cutting of any kind are to be countersigned by the Principal to avoid any audit objection.

While making an entry in the Accession Register it is advisable to use ink of lasting quality so that the colour does not fade away with passing of time. The Accession Register should always be kept in a locked almirah when not in use.

After accessioning, the books should be rubber stamped with the name of the Library. The book



tag, book plate, book card pocket, and due-date-slip are to be pasted at the places decided upon by the Librarian. Having done this, the book is to be classified according to a particular scheme of classification, and catalogued according to a particular code of cataloguing.

Each book is to be assigned a unique call number and necessary catalogue cards prepared so as to allow it to be accessed through the name of its author, title and subject. The accession number and call number of the book are to be written at appropriate places and a book card giving information such as its call number, accession number, author, title is prepared and inserted in the book – card pocket. After verifying all these details the book should be released for use. If the book needs binding, it should be got bounded first. The original jacket of the book should be retained for as long as possible and even cut pasted on the board used in binding.

2. CLASSIFICATION

One of the major management tasks of the school librarian is to organise the reading material within the given framework of the library. This brings us close to the problem of classification of books of various shapes, sizes and formats dealing with many subjects in different languages. Thus the job of classification involves giving a unique number called ‘Call Number’ in library terminology to each of the books in the library to facilitate its location, placement/shelving at appropriate places in the stacks, and circulation among the members of the school community.

The ‘Call Number’ of a book consists of three components, namely:

- ❖ Class Number;
- ❖ Book Number
- ❖ Sequence or Collection Number.

The construction of the ‘Book Number’ and ‘Sequence Number’ does not pose much of a problem. Different methods exist to construct these two numbers. As regards the ‘Book Number’, one may do it simply by using the ‘first three letters’ of the surname of the author. The first letter of the ‘title of the book’ may also be appended with a hyphen, if desired. For ‘Sequence Number’ the symbols such as:

- ❖ ‘RR’ for reference
- ❖ ‘TB’ for text books
- ❖ ‘HB’ for hobby books



❖ ‘BB’ for book bank

❖ ‘B’ for biographies

or any other combination of digits may be used to indicate the location of a particular category of book in the library. These numbers may be superimposed on the book number. In other words a ‘sequence number’ should be written just above the digits representing the ‘book number’.

(A) Choice of the Scheme of Classification

A librarian will do well if he/she considers an established and widely used scheme of classification rather than design and develop his/her own. It would be advisable to use only a standard and popular scheme of classification which the users will find in use later in further education in other educational and public libraries. This gives continuity in experience and may serve as foundation for the future. After all why should users of different libraries be made to learn new ‘Arrangement Order’ all the time they go to a new library.

(B) Dewey Decimal Classification

In general, most of public and other libraries in India use ‘Dewey Decimal Classification (DDC)’. There have been 23 editions of this monumental work. This itself speaks about the popularity of DDC amongst the librarians throughout the world. Its use is, therefore, helpful at school level to serve as a foundation. One of the advantages of using ‘DDC’ is that it can be adopted in any large or small library with modifications. Abridged Editions of ‘DDC’ are also brought out to meet the special requirements of small public and school libraries.

A special schedule developed for school libraries is given in Appendix A. This Schedule alone may not be found adequate to represent all the facets of a subject. Therefore, the use of the ‘Standard Sub-divisions’ (Appendix B) at times may be found necessary to separate a book from the other books having same ultimate class. These Standard Sub-Division are not in themselves class numbers and hence cannot be used in isolation, but may be suffixed/added to any number from the schedule (Appendix A). While using these numbers, the preceding digit dash “___” is to omitted and a dot “.” inserted after the first three digits of the number.

The Schedule given in Appendix A and the ‘Table of Standard Sub-divisions’ given in Appendix B is only illustrative. For a complete or exact number of a book, it is advised to look into the regular edition of DDC22. The School Libraries may also decide to adopt the Abridged Edition of DDC which is brought out for the use of schools and other small libraries.



3. CATALOGUING

The catalogue of the holdings of a library is a vital link between the reader and the book. It serves as a key to ascertain the availability of book in the library and gives its call number. Thus a library catalogue has got to be in order and updated continuously to show the resources held by the library. One may argue that in a small library catalogue is not essential, but its value will be increasingly felt with the expansion of the library.

It is no exaggeration that a library without a proper catalogue is not of any worth to any institution, and schools are no exception.

The catalogue of the school library, if constructed on scientific lines, should unfold the book stock. A borrower should be able to locate a book in the catalogue whose (i) author, (ii) title, or (iii) subject is known. This prescription suggests that a catalogue must provide access to books through all these approaches. The entries for 'author', 'title' and 'subject' approach may be filed under one single sequence following dictionary order i.e. A to Z. While 'author' and 'title' approaches are specific in nature, and resorted to only if the name of the author and the title of the book is definitely known. The subject approach reveals the whole array of books on the subject and is not limited to a particular author or title name. Different colour cards can be used for 'author', 'title' and 'subject' entries.



Fig. 8. Catalogue Card Cabinet

The main entry is the basic record for each book and in its simplest form includes the following information:

- ❖ **Call Number** comprising class number, book number, and sequence number;
- ❖ **Author's name** beginning with surname and followed by forenames;
- ❖ **Title** of the book (Imprint and collation: place of publication and publisher's name; date of publication; size, pages and illustrations, if any, may be provided, if desired).



A more complete catalogue entry for a book may also include information if the book forms part of any 'series'. In the last line of the catalogue, information about the various entries prepared for the book should also be provided so as to correlate different entries for future reference. This section of the catalogue card is called 'Tracing Section' in library terminology. The use of AACR2 catalogue code is suggested. A sample entry prepared using this code is given below to serve as a model on a 5" x 3" card:

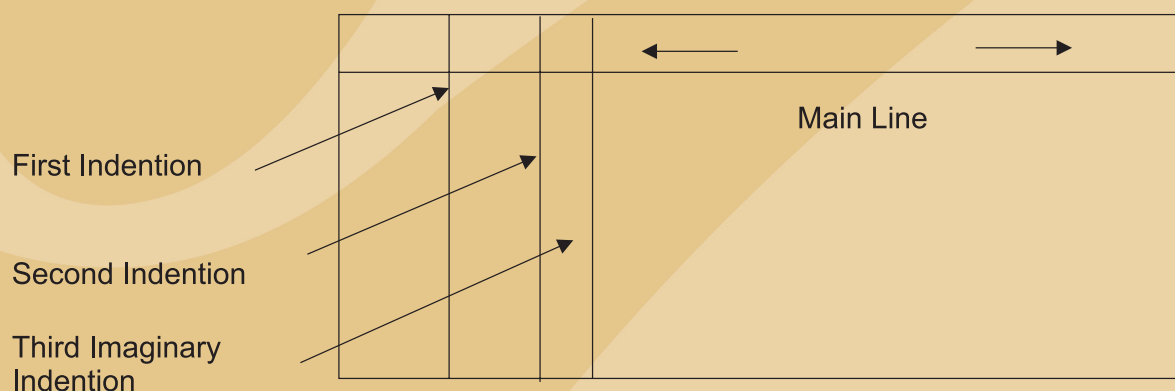


Fig. 9.i. Structure of the Catalogue Card

1" indentation: 9 spaces from left margin		
2nd indentation: 13 spaces from left margin		
3rd indentation: 15 spaces from left margin		
Class No.		Added entry
Book. No.	Main	Second line of added entry (if necessary)
		entry heading
Acc. No.		Title proper [GMD] = Parallel title: other title/statement of responsibility. -Edition/statement of responsibility relating to edition. -Place of Publication: Name of Publisher, Date of Publication.
		Extent of item; other physical detail: dimensions + accompanying material. - (series; numbering).
		Notes.
		ISBN.
		Tracing

Fig. 9.ii. Sample card showing three indentions



Class No.		
Book. No.	Title:	subtitle/first statement of responsibility; each subsequent statement of responsibility.-edition statement.-First place of publication, etc.: First publisher, etc., date of publication.
		Extent of item; other physical details; Dimensions. (Series) Note. Standard Number Tracing
		○

Fig. 10. Skeleton card for title main entry

1. The main entry heading begins on the fourth line from the top of the card.
2. The card is typed with single space with the exception of double spaces before the first note and before the tracing.

The skeleton card (Fig. 11) illustrates the form commonly used for author as main entry.

Class No.		
Book. No.	Author Name	
Acc. No.		Title proper [GMD]; other title information / statement of responsibility.-Edition statement.-Place of publication: publisher, date of publication. Extent of item; Other physical details; dimensions. -(Title proper of series; series numbering) Notes as required Standard Number: Tracing
		○

Fig. 11. Skeleton card for author main entry



Guide Card

The guide cards should be inserted in the catalogue tray at a distance of every inch. Care should be taken that the catalogue tray is not congested. The number of catalogue cards in a catalogue tray should be between 1000–1500.

4. COMPUTERISED CATALOGUE DISPLAYS

For computerized catalogues, the information may be presented in a different style, a slightly different order, or some information may be omitted in the display seen by the patron. Here is an example of how the same information may look on a type of Computer Catalogue display.

AUTHOR	Tripp, Valerie
TITLE	Happy birthday Josefina! : a springtime story / by Valerie Tripp ; illustrations, Jean-Paul Tibbles
EDITION	1 st ed.
PUBLISHER	Middleton, WI : Pleasant Co., 1998.
DESCRIPT	69 p. : col. ill. ; 22 cm.
SERIES	The American girls collection
SUMMARY	Josefina hopes to become a “curandera” or healer like Tia Magdalena, and she is tested just before her tenth birthday when a friend receives a potentially fatal snakebite.
SUBJECTS	1) Healers—Fiction 2) Ranch life—New Mexico—Fiction 3) Mexican Americans—Fiction

Depending on the abilities of the cataloguing program and the choices specified for display in the parameters set up when the program was installed in the library, the style of display may vary considerably from library to library. The basic information that should always be shown is the call number, author, title, publication information, series and/or edition, and ISBN number.



CHAPTER 10

LIBRARY AUTOMATION

The term 'Library Automation' is being used extensively in library parlance to mean the application of Computer systems to perform some of the traditional library activities such as acquisition, cataloguing, circulation, stock verification etc. Information retrieval, automatic indexing and abstracting, and networking are included in its preview. Besides computer, telecommunication technology and reprography technology are also playing a significant role in library automation, making libraries and librarians to redefine their objectives and roles respectively.

Advantages of Computerisation

- ❖ Labour saving.
- ❖ Cost effective.
- ❖ Efficiency in speed and operation.
- ❖ Ease and accuracy of data handling.



Fig. 12. Library Automation



- ❖ Great speed and promptness in operation.
- ❖ Elimination of duplication.
- ❖ Great manipulation possible.

Impact

As a result of application of Computer and Information Communication Technologies and reprographic devices, a great change is taking place in Library and Information Resource Centres. The new technology is tending to alter radically our libraries and information resource centres. As a result our library systems have undergone a major transformation in the area of information processing, storage and retrieval. Application and use of computers is an established norm in bibliographical information handling in advanced countries, but in India the pace of development in libraries is visibly slow. Nevertheless the things are changing for good and more and more libraries are turning for computerisation. The areas, which need immediate computerisation, are:

1. Database activity

- ❖ Creation of local database
- ❖ Online access to remote databases
- ❖ Downloading of information

2. Library operations

- ❖ Cataloguing
- ❖ Indexing
- ❖ Circulation
- ❖ Acquisition
- ❖ Inventories
- ❖ Serials control

3. Data communication and Networking

- ❖ E-mail



- ❖ Message system
- ❖ Teleconferencing

4. Management Information System

- ❖ Computing
- ❖ Statistical manipulation
- ❖ Tabulations
- ❖ Simulations

5. Other Applications

- ❖ E-publishing
- ❖ Document delivery
- ❖ Translation.

LIBRARY SOFTWARE

In order to perform the tasks expected of a library, a number of libraries have written their own softwares. The NIC bibliographic package e-Granthalaya has been very popular which is available free of cost. Libraries wishing to use this package may contact the National Informatics Centre (NIC), CGO Complex, Lodhi Road, New Delhi, for cost free supply of this package. Besides, a large number of Commercial concerns have also come up in the field with their products. A few of these are listed below with their salient features. Keeping in view the requirements, the libraries are advised to select a package, which meets their requirements.

ALICE FOR WINDOWS

Alice for Windows is library automation management software. Its Features include:

- ❖ Electronic documents cataloguing
- ❖ Boolean multiple fields search
- ❖ Reminder notice via e-mail to members



- ❖ Message popping for overdue of Resource
- ❖ Bulletin board failed search records automatic keyword generation
- ❖ See and see also reference library map
- ❖ Multimedia live demonstration member card generation with photograph
- ❖ Barcode labels and spine labels from our software database printing by using laser printer (no need to purchase barcode printer). Random barcode generation is also possible
- ❖ Reservation and booking of resources in intranet/internet environment.

VTLS

VTLS stands for Visionary Technology in Library Solutions. With products such as Virtua (the first unicode-compliant ILS, the first to incorporate FRBR functionality and the first to support RDA implementation one scenario), VITAL (digital repository software built on an open-source framework), and Fastrac (versatile RFID solution), fulfil the library need now and in the future also. The main features of VTLS are following:

- ❖ Fully Integrated flexible library management system
- ❖ Operating Systems – Linux, Unix and Solaris
- ❖ Customized menus, toolbars, screens and reports
- ❖ Powerful back-end RDBMS (ORACLE)
- ❖ Contextual online help available in every menu
- ❖ Makes use of function keys as shortcuts
- ❖ Supports EM/RFID security system
- ❖ Global software support and service

E-GRANTHALAYA

e-Granthalaya is a library automation software from National Informatics Centre, Department of Electronics and Information Technology, Ministry of Communications and Information Technology, Government of India. The software has been designed by a team of experts from software as well as



Library and Information Science discipline. Using this software the libraries can automate in-house activities as well as user services. The software can be implemented either in stand-alone or in client-server mode where database and Web OPAC are installed on the server PC while the data entry program is installed on client PCs. The software provides LAN/Web based data entry solutions for a cluster of libraries where a centralized/Common database can be created with the Union Catalogue output. The software provides Web OPAC interface to publish the library catalogue over Internet/Intranet. The software runs on Windows platform Only, UNICODE Compliant, thus, supports data entry in local language..

Features

- ❖ Runs on Windows platform only (Win XP/vista/7/Server 2003/2008)
- ❖ Provides Local/LAN/WAN based data entry solution
- ❖ UNICODE Compliant, supports data entry in local language
- ❖ Module - wise permission to the software users
- ❖ Work-flow as per Indian libraries
- ❖ Retro-conversion as well as full cataloguing modes of data entry
- ❖ Authority files/ master tables for Authors, Publishers, Subjects, etc.
- ❖ Multi-Vol., multi-copy and child-parent relationship pattern
- ❖ Download catalogue records from internet
- ❖ Z39.50 client search built-in
- ❖ Exhaustive reports for print
- ❖ Export records in CSV/text file/MARC 21/MARC XML/ISO:2709/MS ACCESS/ EXCEL formats
- ❖ Merger databases of eG3 into single database
- ❖ Common/Centralized database for N Number of libraries, minimize data entry
- ❖ Main/Branch libraries acquisition/cataloguing
- ❖ Print accession register



- ❖ Search module built-in with basic/advance/boolean parameters
- ❖ Library statistics reports
- ❖ CAS/SDI services and documentation bulletin
- ❖ Updated regularly with enhanced features
- ❖ Compact/summary/detailed reports option
- ❖ Generate bibliography
- ❖ Data entry statistics built-In
- ❖ News clipping services built-in
- ❖ Digital library integration with uploading / downloading of pdf/html, etc. documents
- ❖ Micro-documents Manager (articles/chapter indexing)
- ❖ SERIALS Control System for Subscription with Auto-Generate Schedule
- ❖ Budget modules with bill register generation, manages multi-budget head
- ❖ Import data from any structured source
- ❖ Well exhaustive web based OPAC interface with separate membership module

Lsease

The web based search facility for bibliographic searches is fast even for large databases.

LSEase Advantages

- ❖ Flexible to run on any operating system
- ❖ Support for multi-media files
- ❖ Interactive, screen-oriented and menu driven user interface
- ❖ User-defined security levels
- ❖ Optional web-based architecture



Modules

- ❖ Acquisition
- ❖ Cataloguing
- ❖ Circulation
- ❖ Serials
- ❖ OPAC
- ❖ Reports

Standards Compliance

- ❖ MARC21
- ❖ Unicode
- ❖ SRU-SRW
- ❖ Z39.50

Features

- ❖ MARC 21 cataloguing
- ❖ Z39.50 based net cataloguing
- ❖ Barcode enabled with option for RFID/EM integration
- ❖ Integration with smart card / biometric readers
- ❖ More interactive and enhanced Web OPAC
- ❖ Full unicode support
- ❖ RDBMS based backend
- ❖ Integration of multi-location libraries



Soul

Software for University Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. The first version of software i.e. SOUL 1.0 was released during CALIBER 2000. The latest version of the software i.e. SOUL 2.0 was released in January 2009. The database for new version of SOUL is designed for latest versions of MS-SQL and MySQL (or any other popular RDBMS). SOUL 2.0 is compliant to international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control.

Major Features and Functionalities

- ❖ UNICODE based multilingual support for Indian and foreign languages;
- ❖ Compliant to International Standards such as MARC21, AACR-2, MARCXML;
- ❖ Compliant to NCIP 2.0 protocol for RFID and other related applications especially for electronic surveillance and self check-out and check-in;
- ❖ Client-server based architecture, user-friendly interface that does not require extensive training;
- ❖ Supports multi-platform for bibliographic database such as My SQL, MS-SQL or any other RDBMS;
- ❖ Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material;
- ❖ Supports requirements of digital library and facilitate link to full-text articles and other digital objects;
- ❖ Support online copy cataloguing from MARC21 supported bibliographic database;
- ❖ Provides default templates for data entry of different type of documents. User can also customize their own data entry templates for different type of documents;
- ❖ Provides freedom to users for generating reports of their choice and format along with template and query parameters;



- ❖ Supports ground-level practical requirements of the libraries such as stock verification, book bank, vigorous maintenance functions, transaction level enhanced security, etc.;
- ❖ Provides facility to send reports through e-mail, allows users to save the reports in various formats such as Word, PDF, Excel, MARCXML, etc.;
- ❖ Highly versatile and user-friendly OPAC with simple and advanced search. OPAC users can export their search results in to PDF, MS Excel, and MARCXML format;
- ❖ Supports authority files of personal name, corporate body, subject headings and series name;
- ❖ Supports data exchange through ISO-2709 standard;
- ❖ Provides simple budgeting system and single window operation for all major circulation functions;
- ❖ Strong region-wise support for maintenance through regional coordinators. Strong online and offline support by e-mail, chat and through dedicated telephone line during office hours.



CHAPTER 11

LIBRARY SERVICES FOR USERS

A school library is a Service Library. A Library even with a small collection can provide good library services provided all its resources are organized using modern techniques. The members should have open access to all documents.

1. Issue and Return: Circulation

Issue and Return of a book is the most important activity of the school library as seen from the angle of students. Therefore, the Circulation System (also called Charging and Discharging) selected or designed and developed for the effective control of the items borrowed from the library should be such that it is the least cumbersome and time consuming. There are various methods of Issue and Return such as Newark, Browne, Register, Passbook, Ranganathan, Slip, Computerise and so on. The Browne system of Issue and Return is most popular amongst the libraries as it is least time consuming.

- | | |
|------------|--|
| (A) | Browne System - In the 'Browne System' the members are given Reader's Ticket(s) having a pouch to enable them to borrow books from the library. While issuing a book one has to simply remove the 'Book Card' from the 'Book Pocket' and insert the same in 'Reader's Ticket' and put the due date stamp on the Due Date Label. This is the simplest of all methods of 'Issue and Return'. The process does not take much time as no noting/writing work is involved. While returning the book the Librarian has to take out the 'Book Card' coupled with the 'Reader's Ticket' arranged behind date guides in the 'Charging Tray'. The book card is separated from the Reader's Ticket and inserted in the 'Book Pocket'. The 'Reader's Ticket' is retained by the library and kept in a separate sequence for future use or handed over to the student member as per the practice of library. At the close of the day, the Issue Record is got arranged and filed behind 'Due Date Guides'. |
|------------|--|



(B) Computerized Issue System Issuing and discharging items of library stock using an automated system is usually quick and straightforward. Sometimes the system will indicate a complexity in the transaction, eg: you can be prevented from issuing an item to a borrower. Although in almost all cases the system will supply you with correct information regarding the status of the borrower and their borrowing activities, the underlying reasons may not be displayed on the screen.



Fig. 13. Issue Return through Library Software

2. Late Fine

Though it may be unfair to impose any fine for the late return of borrowed books, it is essential in a library so as to discipline the student members, but the amount involved in most of the cases is so trivial that it is embarrassment to the borrower as well as librarian. A formal receipt has to be written for the money realized and account submitted to the Principal's office. This practice should be done away with, as it is not worth the labour. But if it is unavoidable, the Account Section of the school should be informed about it for realizing the same along with the monthly school fee.

3. Conscience Box

An alternative method of realizing the fine for late return of books is through the instrument of a Conscience Box, designed and developed by Padmashree Dr. S.R.Ranganathan. According to this method, no formal receipt is to be issued to the borrower. The overdue charges are calculated by



the Librarian and the Borrower drops the computed amount in the Conscience Box. The key of this box remains with the Principal of the School. The Conscience Box is opened at a convenient time in the presence of the officials deputed by the Principal for the purpose and amount deposited with the concerned authority. The distinct advantage of this method is that, it saves time and develops civic sense and responsibility in library members.

4. Recall of Overdue Books

Sometimes, there may be such a heavy demand for a book, which has been borrowed that the librarian may ask the members to return the book. Instead of imposing fine for the late return of books, a 'Recall' system may be introduced to get the books back. This could be achieved simply by sending an overdue note to the concerned student through the Class Teacher. Experience of those who have resorted to this practice shows that the reminders sent by librarian/student-librarian are quite effective, especially with the members of teaching staff who are dilatory in returning the items borrowed.

5. Reservation of Books

Members should be allowed to make reservation for any book they need. There should be a provision to get any book reserved by any member of the library, be he/she a student or a teacher. This work should be taken seriously by the Librarian, and member requesting the reservation should be informed about the availability of the item as soon as possible. In case the reservation has been requested for a book, which is on loan, some sort of indication may be done in the 'Issue Record'. A flag or the 'Reservation Slip' itself may be clipped with the Book Card and Reader's Ticket so as to serve as reminder to the Circulation Librarian. The 'Reservation Slip' should contain the full particulars of the member to facilitate quick contact with him/her. If the reservation has been requested for a misplaced/untraceable book, a thorough search should be conducted for the item and member informed accordingly. In no case the member's request for a particular book should remain unattended to.

6. Loss of Books

If a borrower reports the loss of borrowed book, he/she is advised to replace the book with a new copy. If the book is not available in the market, the borrower may be asked to pay the current price of the book after getting it verified from the Publisher's catalogue or similar Book Trade bibliographies.

The price may also be got ascertained from the Accession Register and a formal receipt issued to the borrower. Necessary posting be done in the Remarks column of the Accession Register indicating "lost and cost realized vide Receipt No..... Dated "and the Principal of the school informed accordingly.



7. Initiation/Orientation Service

The initiation/orientation of students into the use of school library has to be planned very carefully. For most of the students a visit to school library is the first encounter with the world of books. The students have to be made aware of the privileges they are entitled to as also the rules they are supposed to follow to derive full benefit. There are certain “do’s and don’ts” which need to be explained to students at the time of their first formal visit to the library. The whole programme has to be planned in such a way that it is free from boredom and at the same time enjoyable. Distributing a printed copy of the Rules of the Library to the members alone will not suffice.

A formal lecture at the beginning of the academic session supported by the PPT / video presentation of the library followed by a guided tour of various section/units of the Library will be quite useful. Enough attention should also be paid to explain to students about matters such as the

- ❖ art and technique of using the library catalogue (e.g. entry element of author’s name, noting down the Call Number of the Books, rules of alphabetisation followed for filing the catalogue cards).
- ❖ arrangement of books on shelves (e.g. Salient features of the classification scheme, location of different sequences, components of the call number).
- ❖ procedure of ‘Issue and Return’ of books.
- ❖ identification of reference books for getting answers to specific types of questions.
- ❖ consultation of dictionary, telephone directory, yearbook, encyclopaedia, gazetteer, map, globe etc.
- ❖ use, care and safety of library books.
- ❖ familiarization with the parts of a book.
- ❖ technique of using the index given at the end of book.
- ❖ procedure for “Reservation of book’.
- ❖ procedure for ‘Suggestion for new books’.
- ❖ responsibility of the member in case of loss of book or causing damage to book.
- ❖ getting a ‘No Due Certificate’ from Library when leaving the school.



8. Reference Service

Providing 'Reference Service' is the most important aspect of reader's services in a library. It requires the backing of a solid and sound collection of recent editions of reference books.

9. Current Awareness Service (CAS)

CAS is the service meant for the speedy announcement of newly acquired information or documents. The main objective of CAS is to keep the students and other readers abreast of current developments in their respective fields of interests as quickly and efficiently as possible. The members of the Library need to be informed of recent arrivals of periodicals in the library. A list of issues of periodicals received during the month/week should also be brought out and displayed for the information of students and teachers. It is also desirable to devise ways and means to bring to the notice of students and teachers, the contents of the articles published in newspapers and periodicals.

A 'List of Books Added in Library' may also be brought out from time to time and displayed on Library Notice Board. A copy of this may also be put up in teachers/students Common Room.

10. New Books Display

All the books added into the stock must be put on display for a pre-determined period so as to bring them to the notice of students and teachers.

11. Topical Sequence

On special occasions such as 'birth day' of an author or leader, festivals, sport events etc. relevant books may be separated from the general sequence and put on a 'Display' to bring them to the notice of students and teachers. When working with a group of students, the teachers may also request the librarian beforehand to take out a set of books related to the topic and send them down to the class for a particular period of time. A number of such sets can be prepared according to the need and age of readers, and distributed to class as and when required.

12. Press Clipping Service

Newspapers are the most important source of latest information. It would be most appropriate if the relevant cuttings of write-ups, editorials, letters, statements, news items, events etc. are organized in some logical order and stored in a classified manner on a computer for future reference in the library.



13. Graded Reading List

With the help and cooperation of teachers, the librarian can prepare a 'graded reading list' suited to the age and interest of class. This graded reading list can be of great help to the students in choosing a book from the library. Often students tend to keep to the same author and level of reading for a number of years simply because nobody has troubled to wean them away from a favourite author and introduced them to new ones. As a consequence, their vocabulary does not increase; neither do new ideas germinate and grow.

14. Bibliographical Service

The Librarian should provide at least a limited bibliographical service on special occasions such as 'debate/competitions', 'sports day', 'school foundation day', 'national holidays' 'festivals', etc. A select list of books available in the library on the given subject may be prepared and circulated amongst the interested groups of library members.

15. Inter-Library Loan Service

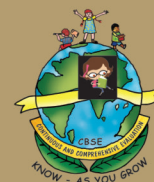
It is essential for a Librarian to have a close liaison with other libraries in the vicinity. In case of an urgent need he/she may draw on the resource of other libraries and procure the books on inter-library loan and make them available for consultation within the premises of the Library. If for any reason it is not possible to get the book(s) on loan from other cooperative libraries, arrangements may be made to get at least a photocopy of the material.

16. Reprographic Services



Fig. 14. Reprographic Service

When a reader requires one or more copies of the same size or in reduced or enlarged form, the same may be provided on a 'no profit no-loss-basis'.



CHAPTER 12

MAINTENANCE AND STOCK VERIFICATION

1. BINDING AND REPAIR

The basic purpose of library is to disseminate knowledge mainly through availability of right documents to the right person at the right time. The books of school library are subjected to heavy wear and tear, as the clientele is not mature enough to care for the borrowed items. There is wisdom in getting the book repaired as it prolongs the life span of the book. If the repair is of minor nature the in-house repair will do. Ordinary gummed tapes should not be used to join the torn or detached pages. This does not do any good and instead proves injurious and at times leaves the book beyond repair. Mostly it is the spine of the book, which requires frequent mending. A brightly coloured mending tape may be fixed to the spine of the book and lettering on the spine of the books with bright colours may be quite beneficial and add to the book's visual appeal when lying on shelves.

A good quality plastic sleeve of reasonable cost gives physical protection and helps in retaining the freshness of the jacket and its original colours. This reinforcement can go a long way in enhancing the life of book.



Fig. 15. Book Binding



2. Weeding And Discarding

Discarding of the book/documents from the library is as important as the selection of documents in library. Decency and change are the vital features of a dynamic library. According to Dr. S.R. Ranganathan the Library of a school follows the principle of ‘adult growth’ and thus its stocks need constant replenishment. While new books have to be added, the old ones, which are no longer of any use, should be gradually withdrawn from the shelves. This can be done with the help and cooperation of the subject teachers. Further, it should be borne in mind that low cost books are not worth binding, instead new copies may be procured and the old one withdrawn from the circulation and necessary entry made in the Accession Register and school Head’s signatures taken in the Remark column.

(A) Criteria for Weeding and Discarding

All out-dated books, worn-out books, books beyond repair, books withdrawn from the course and such other items which are redundant such as editions that have lost their relevance need to be taken out from the shelves and discarded and necessary remarks made in the Accession Register.

(B) Weeding and Discarding Committee

A Weeding and Discarding Sub-Committee comprises of the following may be constituted.

- ❖ Principal/Vice Principal (Ex-officio Chairperson);
- ❖ Heads of subject departments; and
- ❖ Librarian (Ex-officio convener)

(C) Procedure for Weeding and Discarding of Books

The discarding work should be done gradually during the whole session and at every time of book selection and purchase. A regular weeding-out exercise should be conducted at least once a year along with stock verification. It is as important as the selection of books. A school library is a service library and hence it may not afford to retain a title because of sentimental reasons. The school Head and other authorities are to be convinced about the logic and economics of disposal of all unwanted, outdated, out of course, damaged and unused books.

The Weeding and Discarding Sub-Committee should physically examine the books and make specific recommendations to the Management/Governing Body of the school for their withdrawal from the



stock. Once the approval of the competent authority has been obtained, necessary posting may be made in the 'Remark column' of the Accession Register.

3. Methods of Stock Verification

The primary aim of stock taking is to ascertain if all books that have been accessioned in the library can be accounted for. There is need for stock verification in any library and more so in an open access library. This is an audit requirement too. It should be conducted annually; preferably during annual examination days/summer vacation as there is not much workload during this time. As far as possible the Library should not be closed for students.

(A) Shelf List Method

There are different methods for Stock Verification. The 'Shelf-list Method' is one such method. It is easier to verify the book stock with the help of Shelf-list provided it is complete and dependable. Shelf rectification should precede Stock Verification. Since the arrangement of Shelf-list is parallel to the arrangement of books on the shelves, it is a pre-requisite to put the books in order first. Once it is done, the task of stock verification will be simplified. The Shelf-list cards of missing books may be turned upside. These up side cards should be verified with the 'Issue Record'. The related shelf-list cards of books found issued should be turned side down to indicate that they have been verified. The remaining up side Shelf-list cards should be tallied with the books sent for binding and List of books withdrawn from circulation. Thereafter the final list of binding and List of books withdrawn from circulation. Thereafter, the final list of untraceable books be got prepared with their price and follow-up action initiated. The loss of three books for every 1000 books issued or consulted is permissible and may be written off by the Principal and necessary entries made in the Remarks column of the Accession Register.

(B) Accession Number Method

Accession Number Methods is another method of Stock Verification. In this method a 'dummy accession register' is got prepared. The Accession Number of each book whether on shelf or issued out, or sent for binding, or withdrawn from circulation is cut from this 'dummy accession register'. The list of uncut accession numbers with details such as author, title, price etc is got prepared and the action initiated to withdraw such titles from the stock register.

(C) Slip System

Yet another method of Stock Verification is 'Slip System'. In this method slips of 2"x2.1/2" are got



ready and the accession number of the book written down in the slip along with the indication of Almirah number and shelf number if the book is physically available in the library, or else the name of the borrower if issued out, serial number of the list if sent for binding, or serial number of withdrawal list if removed from circulation, or the money receipt number if cost recovered. These slips are later got merged in one single numerical sequence. A final list of gap accession numbers with details of author, title, price etc is got prepared and the action initiated.

(D) Stock Verification through barcode scanner / portable terminal

The usage of portable terminal for scanning the books in the Library during stock verification has cut short this time consuming process by 75%. A portable terminal is used to scan the barcodes of the books kept in the library shelves and the complete list of available books in the library gets stored in the memory of the terminal.



Fig. 16. Portable Terminal

4. Permissible Loss

In a service-giving library, the losses are bound to occur. If the school library is found to be used reasonably well, a small number of losses should be ignored. The school librarian should not be penalized or harassed for any loss of books provided he/she has taken adequate steps to prevent the losses.

As per notification issued by the Ministry of Finance of the Government of India Vide its O.M. No. 23(7) - E-II-(a)-83 and GAG's U.O.No. 1964-TA. 11/21-83 dated 23.12.83 the books are no longer treated as item of store. The notification reads as:



“Government of India’s decision (1): The position of library books, etc, is different from that of other stores. Accordingly, the following procedure shall be observed for purchase, write-off, and disposal of mutilated/damaged books and physical verification of books in the libraries attached to the various Departments/Offices:

(i)	The Librarian (not below the rank of Deputy Secretary to the Government of India) subject to power delegated under Delegation of Financial Power Rules, 1978 may purchase books etc. from the reputed and standard booksellers on prevalent terms and conditions. Tenders need not be called for this purpose.
(ii)	The loss of five volumes per one thousand volumes issued/consulted in a year may be taken as reasonable provided such loss cannot be attributed to dishonesty or negligence on the part of a Librarian. Loss of a book of the value exceeding Rs. 1000 (Rupees One Thousand Only) and the books of special nature and rarity invariably be investigated and written off by a competent authority.
(iii)	The Librarian who is of the rank not below Deputy Secretary to the Government of India or Head of the Department may write-off volumes mentioned in the preceding paragraph provided the total value of all such books, etc. does not exceed the monetary limit prescribed in the Delegation of Financial Power Rules 1978 for Head of the Department in respect of deficiencies and depreciations in the value of stores (other than a motor vehicle or motor cycle) included in the stock and other accounts. In the event of the total value exceeding the monetary limit specified above, the loss of books shall be written off by the competent authority as specified in the Delegation of Financial Power Rules 1978.
(iv)	There may be objections to the Librarian disposing of mutilated/ damage obsolete volumes to the best interest of the Library. However, the disposal of such volumes should be made on the recommendations of three members committee to be appointed by the Administrative Ministry/Department which shall decide whether the books mutilated/ damaged/ obsolete are not fit for further use.
(v)	Complete annual physical verification of books should be done every year in case of Libraries having not more than 20,000 volumes and not fewer than two library qualified staff. In case there is only one qualified staff the verification may be done as per sub-para (vi).



(vi)	Complete physical verification at the intervals of not more than three years should be done in the case of libraries having more than 20,000, but not more than 50,000 volumes.
(vii)	Sample physical verification of intervals of not more than five years may be done in case of libraries having more than 50,000 volumes. If such sample verification reveals unusual or unreasonable shortage complete verification shall be done.
(viii)	The verification should always be subject to surprise test check by some independent officers. The decision regarding the selection of staff to whom this work may be entrusted should be taken by the Administrative Ministries/Departments and Head of Departments.



CHAPTER 13

LIBRARY RULES

Rules and regulation should be kept to the minimum, but certain questions must be decided, such as, the length of the loan to the students/teachers, number of books which may normally be borrowed at one time, hours when the library will be open and like considerations. Regulations concerning these matters should be the joint concern of the Head. Teachers and the Librarian.

Each service institution should have a set of rules to be observed by its members. While framing these rules, one should keep in mind the basic objectives of the rules which safeguard the interest of the members on one hand and avoid embarrassment to employees in the discharge of their duties on the other. The rules should be presented in such a way that they can be easily understood by students and do not daunt them from using the library.

Suggested Set of Model Rules

- ❖ “Welcome to your school Library! We hope you will enjoy using the Library. Here is some information that will help you to use the Library better”.
- ❖ The books in the Library belong to the school. They were bought with tax money / fee that your parents and other people have had to pay. These people all want you to have the very best books. But they all expect you to take care of them. You are responsible for the care of the books you take from the Library. If they are damaged or lost you will have to pay for them.
- ❖ The reading that you do is a very important part of your education. Make the very best use of Your School Library.
- ❖ Most people want a Library to be quiet and orderly because they want to read when they are there. That means that everyone must be thoughtful of the other person and try to keep the Library a pleasant place for reading and study.
- ❖ You will be taught how to find the books and other materials you require in the Library. It is important that you learn to do all you can for yourself so that you may become more independent. Your teacher and the Librarian will always help you with procedures that you have not been taught to do for yourself.



- ❖ You will need to know the rules about taking books home. They are given here to help you. Please read them and follow.

LIBRARY RULES

LIBRARY TIMINGS : 9.00 AM TO 5.00 PM
ISSUING OF BOOKS : 9.00 AM TO 5.00 PM
LUNCH TIMING : 1.30 PM TO 2.00 PM

INSTRUCTIONS

- Students can issue 2 library books on 2 library borrow cards for a week.
- Renewal of the books will depend on availability and requirement of the same by others.
- Students can issue one book for overnight on I-card.
- Loss of I-card / borrow cards should be reported to the librarian immediately.
- Issue of duplicate I-card as well as borrow cards will be made against due charges.
- Students can avail the facility of reference books / journals / periodicals within the library premises only against I-card.
- A fine Rs. 1/- day will be charged on late return of books issued on library borrow cards.
- A fine Rs. 5/- day will be charged on late return of books issued on I-card.
- Writing of scribbling on or tearing of pages of library books, news papers, periodicals etc. is prohibited & will be liable for strict action.
- Students should produce their identity cards as & when demanded by the library staff.
- Use of mobile phones is strictly prohibited inside the library.
- Difficulties if any should be discussed with the librarian.
- On loss of library book, user shall replace the same with a brand new copy or to pay the amount decided by library committee.
- Students should enter their names in the entry register, maintained at reference reading hall.
- Borrower's card & I - Card is not transferable.
- Complete silence should be maintained. Group discussions, lectures are not allowed in the library.

Fig. 17. Example of Library Rules Poster



Who Can Uses The Library

All students, teachers and other members of staff can become members of the Library. The Principal of the School may allow any non-member to consult the books in the Library when it is open. Contact the School Librarian for any assistance you need.

What is Library Timing

The Library will open at the same times as the School. However, the 'Issue and Return' of books will stop 30 minutes before the closing of the School.

How many books can be borrowed at a time

You will be given Reader Tickets for borrowing library books. The books will be issued to you against your Ticket only, not on anyone else's. You may have two books at a time. One of these may be fiction and non-fiction, or you may have two books of non-fiction, if you do not care to have a book of fiction. You may never have two books of fiction at the same time.

For how long can be kept book?

The date on which these books are to be returned will be stamped on the Date Label. You may keep all these, except the reserve books, for two weeks. You may not renew them unless your teacher signs a request slip asking the Librarian to renew.

Conditions of Loan

A book which is in heavy demand may not be issued/reissued. A book needing repair or binding too may not be issued. You may consult it in the Library itself. Multivolume books, reference books, out-of-print books, magazines are not issued out. Books marked as 'FOR CONSULTATION ONLY' are also not lent out.

If you neglect to return borrowed books on time, you will have to pay a fine of Rs.7/- for each week it is overdue. So try to return your books on time. It is much more fair to others and will save you from paying fines. If you are absent from the school when your book is due, you will not need to pay a fine if you return it the very next day you come back to school and show the Librarian your absence slip signed by your class teacher.



Sub-Lending of Borrowed Books

Sub-lending of books borrowed from the Library is not permissible. They may get spoiled, damaged or lost while in somebody else's possession and may result in their late return and thereby making you pay the late fine.

Loss or Damage to Books

In case the book is lost or damaged while in your possession, you will be required to replace the book by a new copy of the same title and latest edition. In case you are unable to procure the same from the market, you may be allowed to pay the current price of the book as ascertained from the Publisher's Catalogue. In case there has not been any edition of the book, the price as recorded in the Accession Register may be charged and a proper Receipt issued for the same.

Reservation of Books

Members are allowed to make reservation for any book they need. A formal Reservation Slip should be filed in and handed over to the Librarian. Members will be informed of the availability of the book when returned by other member.

Recall of Issued Books

Sometimes there may be such a heavy demand for a book which has been borrowed by you that the Librarian may ask you to return the book. Please cooperate with the Librarian and return the same for the use of others.

Renewal of Books Loan

The loan of a book may be further renewed for a period of two weeks on the production of books if there is no request for the same.

SUSPENSION OF PRIVILEGES

If any member is found removing Library property without formal permission, his/her membership privileges may be suspended for some time.

Personal Books/Property

Personal books or books of other library or other personal belongings such as bags, umbrella etc, are not allowed into the Library. These should be deposited at the Property Counter at member's own risk. While going out of the Library the property so deposited must be taken back.



Taking Care of your Library

- ❖ Your School Library belongs to you. Ensure its safety and avoid causing damage to its property fittings, furniture, floor or walls.
- ❖ 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 book of Library. This spoils the beauty of books and renders them unusable by others.
 - 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 stacks and take out the books of their interest, in no case they are to replace the books back on the shelves after use.
- ❖ Finally, when leaving the School please clear all the dues payable to Library, return all the Reader's Tickets, Identity Card, books etc issued to you and obtain a No Due Certificate from the Library.

Arrangement of Books on Shelves

The Library follows 'Dewey Decimal Classification'. The arrangement of books on shelves is as follows:

000	Generalities
100	Philosophy
200	Religion
300	Social Sciences
400	Language, Linguistics, Philology
500	Natural Sciences and Mathematics
600	Technology (Applied Science)
700	The Arts (Fine and Decorative Arts)
800	Literature and Rhetoric
900	Geography, Biography, and History



Library Catalogue

The library maintains a catalogue of all the books procured. All the entries in it are arranged in a single sequence, in alphabetical order. You look for the book either under the surname of the author (if available), title of the book, name of the series if you know, or under the subject name.

Collection Sequences

The special sequence number, if any is superimposed on the Book Number part of the Call Number. The following sequences are being maintained by the School Library:

B	Meaning Biography
BB	Meaning Book Bank
G	Meaning Games and Sports
HB	Meaning Hobby Books
IT	Meaning Information Technology
RR	Reading Room
TB.VI	Meaning textbook of 6th standard
TB.VII	Meaning textbook of 7th standard
TB.VIII	Meaning textbook of 8th standard
TB.IX	Meaning textbook of 9th standard
TB.X	Meaning textbook of 10th standard
TB.XI	Meaning textbook of 11th standard
TB.XII	Meaning textbook of 12th standard



Appendix “A”

DDC SCHEDULES FOR SCHOOL LIBRARIES (ACCORDING TO DDC 21ST EDITION)

000	Generalities
001	Knowledge
001.2	Scholarship and Learning
001.3	Humanities
001.4	Research methods
001.9	Controversial Knowledge
003	Operations Research
003.2	Forecasting
003.5	Cybernetics, bionics
003.54	Information Theory
004	Computer Science, Data Processing
004.5	Storage
004.6	Computer hardware
004.65	Communication Network Architecture
004.67	WAN
004.678	Internet
004.68	LAN

004.692	E-mail
004.7	Computer Peripherals
005	Computer Programming
005.13	Programming Languages
005.3	Software Programmes
005.43	Operating Systems
005.7	Data and Databases
006.3	Artificial Intelligence
006.6	Computer Graphics
006.7	Multimedia Systems
010	Bibliography
016	Subject Bibliographies
020	Library and Information Science
030	General Encyclopaedic Works
050	General Serial Publications
060	General Organisations and Museology
069	Museology
070	Journalism, Publishing



080	General Collections
100	Philosophy and related disciplines
135	Dreams and Mysteries
150	Psychology
156	Comparative Psychology
157	Abnormal Psychology
158	Applied Psychology
160	Logic
170	Ethics (Moral Psychology)
172	Political Ethics
181	Oriental Philosophy
190	Modern Western Philosophy
200	Religion
220	Bible
291	Comparative Religions
294.3	Buddhism
294.4	Jainism
297	Islam
310	Statistics
320	Political Science
327	International Relations
328	Legislation
330	Economics
331	Labour Economics

332	Financial Economics
333	Land Economics
334	Cooperatives
335	Socialism and Other Systems
336	Public Finance
337	International Economics
338	Production Economics
339	Macroeconomics
340	Law
341	International Law
342	Constitutional and Administrative Law
344	Social Laws
345	Criminal Law
346	Private Law
347	Civil Procedures and Courts
348	Statutes, Regulations, Cases
349	Laws of Individual States and Nations
350	Public Administration
355	Military Arts and Science
360	Social Problems and Services
361	Social Problems and Welfare
362.5	Poverty
363.35	Civil Defence



363.45	Drug Trafficking
363.7	Environmental Problems
363.72	Sanitation
363.73	Pollution
363.74	Noise
363.8	Population
364	Criminology
368	Insurance
370	Education
372	Elementary Education
373	Secondary Education
374	Adult Education
375	Curriculum
376	Education of Women
378	Higher Education
380	Commerce (Trade)
381	Internal Commerce
382	International Commerce
389	Metrology and Standardisation
390	Customs, Etiquette, Folklore
391	Costume and Personal Appearance
392	Customs of Life Cycle and Domestic
395	Etiquette (Manners)
398	Folklore

400	Language
403	Dictionaries and Encyclopaedias
410	Linguistics
414	Phonology
415	Grammar
423	English Dictionaries
425	English Grammar
4H0	Hindi Linguistics
4H3	Hindi Dictionaries
4H4	Hindi Phonology
4H5	Hindi Grammar
500	Pure Sciences
503	Scientific Dictionaries
505	Scientific Serials
508	Scientific explorations, Travels and Surveys
509	Historical and Geographical Treatment
510	Mathematics
512	Algebra
513	Arithmetic
514	Topology
515	Analysis
516	Geometry
519	Probabilities and Applied Mathematics



520	Astronomy and Allied Sciences
526	Mathematical Geography
530	Physics
531	Mechanics
532	Mechanics of Fluids
533	Mechanics of Gases
534	Sound and Related Vibrations
535	Light and Paraphotic Phenomena
536	Heat
537	Electricity and Electronics
538	Magnetism
539	Modern Physics
540	Chemistry
541	Physical and Theoretical Chemistry
542	Laboratories, Apparatus, Equipment
543	Analytical Chemistry
544	Qualitative Chemistry
545	Quantitative Chemistry
546	Inorganic Chemistry
547	Organic Chemistry
548	Crystallography
549	Mineralogy
550	Sciences of Earth and Other Worlds

551	Geology, Meteorology, Hydrology
552	Petrology (Rocks)
553	Economic Geology
560	Paleontology
561	Paleobotany
570	Life Sciences
572	Human Races
573	Physical Anthropology
574	Biology
580	Botanical Sciences
581	Botany
590	Zoological Sciences
591	Zoology
600	Technology (Applied Science)
610	Medical Sciences, Medicine
611	Human Anatomy, Cytology, Tissues
612	Human Physiology
613	General and Personal Hygiene
614	Public Health
615	Pharmacology and Therapeutics
616	Diseases
617	Surgery and Related Topics
618.1	Gynecology



618.2	Obstetrics
618.92	Pediatrics
618.97	Geriatrics
620	Engineering and Allied Operations
621	Applied Physics
622	Mining and Related Operations
624	Civil Engineering
625	Railroads, Highways
627	Hydraulic Engineering
628	Sanitary and Municipal Technologies
630	Agriculture and Related Technologies
636	Animal Husbandry
640	Home Economics
648	Housekeeping
651	Office Management
653	Shorthand
657	Accounting
658	General Management
661	Industrial Chemicals
662	Explosives, Fuels, Related Products
663	Beverage Technology
664	Food Technology

665	Industrial Oils, Fats, Waxes, Gases
666	Ceramic and Allied Technologies
667	Cleaning, Colour, Technologies
669	Metallurgy
674	Lumber, Cork, Wood Technologies
675	Leather and Fur Technologies
676	Pulp and Paper Technology
677	Textiles
678	Elastomers and Their Products
681	Precision and Other Instruments
683	Hardware and Household Appliances
685	Leather and Fur Goods
686	Printing and Related Activities
687	Clothing
688	Other Final Products and Packaging
690	Buildings
691	Building Materials
694	Wood Construction Carpentry
700	The Arts
708	Art Galleries, Museums, Art Collections
711	Area Planning (Civil Art)



712	Landscape Design
720	Architecture
724	Modern Architecture
741	Drawing and Drawings
749	Furniture and Accessories
750	Painting and Paintings
769	Prints
770	Photography and Photographs
779	Photographs
780	Music
790	Recreational and Performing Arts
794	Indoor Games of Skills
795	Games of Chance
796	Athletic, Outdoor Sports and Games
799	Fishing, Hunting, Shooting
800	Literature
820	English and Anglo-Saxon Literatures
821	English Poetry
822	English Drama
823	English Fiction
824	English Essays
825	English Speeches
826	English Letters

827	English Satire and Humour
828	English Miscellaneous Writings
8H0	Hindi Literature
8H1	Hindi Poetry
8H2	Hindi Drama
8H3	Hindi Fiction
8H4	Hindi Essay
8H5	Hindi Speeches
8H6	Hindi letters
8H7	Hindi Satire and Humour
8H8	Hindi Miscelleous Writing
904	Collected Account of Events
909	General World History
910	General Geography and Travel
912	Graphic Representation of Earth
913	Geography of Ancient World
914	Geography of Europe
915	Geography of Asia
915.4	Geography of India
916	Geography of Africa
917	Geography of North America
918	Geography of South America
919	Other Areas and World
920	General Biography and Genealogy



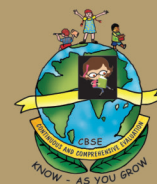
929	Genealogy, Names, Insignia
930	General History of Ancient World
942	History of England and Wales
943	History of Germany
944	History of France
945	History of Italy
946	History of Spain
948	History of Scandinavia
950	General History of Asia
951	History of China
952	History of Japan
954	History of India
955	History of Iran (Persia)
956	History of Middle East (Near East)
957	History of Siberia (Asiatic Russia)
958	History of Central Asia
959	History of Southeast Asia
960	General History of Africa
961	History of North Africa
962	History of Egypt and Sudan
963	History of Ethiopia (Abyssinia)
965	History of Algeria

968	History of Southern Africa
970	General History of North America
971	History of Canada
972	History of Mexico
973	United States
980	General History of South America
981	History of Brazil
982	History of Argentina
983	History of Bolivia
985	History of Peru
986	History of Colombia and Ecuador
987	History of Venezuela
988	History of Guiana
989	History of Paraguay and Uruguay
993	History of New Zealand and Melanesia
994	History of Australia
995	History of New Guinea (Papua)
997	History of Atlantic Ocean Islands
998	History of Arctic Islands and Antarctica
999	Extra-terrestrial worlds



The following alphabetical schedule developed on the basis of 21st Edition for most common subjects with modifications/expansions may be found useful in School Libraries:

Subject	DDC Class No.	Subject	DDC Class No.
Abnormal Psychology	157	Analytical Chemistry	543
Accountancy	657	Anatomy	574.4
Acrobatics	791.34	Ancient Architecture	722
Acting	791.43	Ancient Civilisation	909
Administration see Management		Ancient History	930
Adult Education	374	Ancient History of Greece	938
Adult Psychology	155.6	Ancient History of India	934
Adventures	904	Ancient History of Europe	936/938
Advertising	658	Ancient Travels	913
Aesthetics	701.17	Animal Husbandry	636
Agricultural Crops	631	Animal Pathology	591.2
Agricultural Tools	631.3	Animal Pests	632.6
Agriculture	630	Animal Physiology	591.1
Air Transportation	387	Anthropology	301
Airconditioning	697	Applied Mathematics	519
Alarm and Warning Systems	384.7	Applied Physics	621
Alkaloidal Crops	633.7	Applied Psychology	158
Alcoholic Beverages	663.1	Applied Science	600
Alcoholism	362.292	Archaeology	930.1
Algebra	512	Archery	799.32
Almanacs	528	Architecture	720
Analysis	515	Architecture, Domestic-	728
		Architecture of Edu. Buildings	727



Arithmetic	513	Aves	598
Art Antiques	745.1	Aviation Engineering	629.1
Artificial Intelligence	006.3	Ayurveda	615.53
Arts	700	Badminton	796.345
Assamese Dictionary	4A3	Ball Games	796.3
Assamese. Essays	8A4	Banking	332.1
		Baseball	796.357
Assamese Fiction / Story	8A3	Basketball	396.323
Assamese Grammar	4A5	Beauticulture	646.72
Assamese Language	4AO	Bee Keeping	638
Assamese Literature	8AO	Bengali Dictionary	4B3
Assamese Phonetics	4AO	Bengali Essays	8B4
Assamese Plays	8A2	Bengali Fiction/Story	8B3
Assamese Poetry	8A1	Bengali Grammar	4B5
Assamese Reader	4A8.6	Bengali Language	4BO
Assamese Satire and humour	8A7	Bengali Literature	8BO
Associations	060	Bengali Phonetics	4B1
Astrology	133.5	Bengali Plays	8B2
Astronomy	520	Bengali Poetry	8B1
Astrophysics	523.01	Bengali Satire and Humour	8B7
Atharvaveda	294.59215	Bengali Reader	4B8.6
Athletic Sports	796	Beverage Technology	663
Atlases	912	Bhagvada Gita	294.5924
Atomic Physics	539.7	Bible	220
Atmosphere	551.5	Bibliography	010
Auditing	657.45	Bibliotherapy	615.8516



Biochemistry	574.192	Carvings	736
Biographies in General	920	Cataloguing	025.31
Biology	574	Ceramic Art	738
Biophysics	574.191	Ceramic Technology	666
Bird Hunting	799.24	Chemical Engineering	660.2
Birds	598	Chemical	540
Blacksmithy	682	Chess	794.1
Block Printing	761	Child Care	649
Blood Banks	362.17	Child Psychology	155.4
Boating	797.1	Chordata	596
Book Binding	686.3	Christianity	230-280
Book Keeping	657.2	Chromolithography	264.2
Botany	581	Cinematography	778.53
Bowling	794.6	Circus	791.3
Boxing	796.83	Civic and Landscape Art	710
Bronze Age	930.15	Civics	320
Buddhism	294.3	Civil Engineering	624
Building Material	691	Civil Rights	323.4
Buildings	690	Civil War	303.66
Business Ethics	174.4	Civilisation	909
Business Forecasting	338.544	Classification	025.42
Cable TV	384.5556	Climatology	551.6
Calculus	515	Climatotherapy	615.834
Calendars	529.3	Clinical Psychology	157.9
Carpentry	694	Clothing	646.3
Cartography	526	Clowns	791.33



Coins and seals	737.4	Cosmology	523.1
Colour Wash/Painting	698	Costumes	391
Comets	523.6	Cottage Industry	338.642
Commerce	380	Cricket	796.358
Communications	380	Criminal Law	345
Communism	320.532	Criminology	364
Comparative Governments	320.5	Cryptogamia	586
Comparative Politics	320.5	Crystallography	548
Computer Games	793.1	Cultivation and Harvesting	631.5
Computer Graphics	006.6	Culture	306
Computer Hardware	004.6	Curriculum	375
Computer Peripherals	004.7	Customs	390
Computer Programming	005.1	Cycling	796.6
Computer Programming Languages	005.13	Cybernetics, bionics	574.87322
Computer Science, Data Processing	004	Cytogenetics	574.8762
Communication Network Architecture	004.65	Data and Database	005.7
Constitutional History of Britain	342.41.29	Descriptive Astronomy	523
Constitutional History of India	342.54029	Dictionary	030
Constitutional Law	342	Diplomacy	327.2
Construction	269	Diseases	616
Controversial Knowledge	001.9	Dolls	745.59221
Cookery	641.5	Domestic Customs	392
Cooperative Movement	334	Domestic Science	640
Copper age	930.15	Domestic Trade	381
Cosmetics/cosmetology	646.72	Dramatic Music	782
Cosmetics Manufacturers	668.55	Drawings	741



Dreams	133.135	Electro Dynamics	537.6
Dress Making	646	Electronics	537.5
Driving	796.7	Elementary Education	372
Dry Cleaning	667.12	E-mail	004.692
Dry Farming	631.586	Embroidery	746.44
Dyeing	746.13	Encyclopaedia	030
Dynamics	531.11	Energy	531.6
Earth	525	Engineering	620
Earth Science	550	Engineering Drawings/Graphics	604.2
Ecology	574.5	English Dictionary	423
Ecology of Animals	591.5	English Drama	822
Economic Botany	581.6	English Essays	824
Economic Geography	330.9	English Fiction	823
Economic Geology	553	English Grammar	425
Economic Zoology	591.6	English Language	420
Economics	330	English Literature	820
Edible oils	669.3	English Phonology	421
Education	370	English Plays	822
Educational Administration	371.2	English Poetry	821
Educational Guidance/Counselling	371.4	English Reader	828.6
Educational Psychology	370.15	English Satire and Humour	827
Educational Technology	371.3078	Environmental Problems/Studies	363.7
Elastomers	678	Eolithic age	930.11
Elections	324.6	Epistemology	120
Electrical Engineering	621.3	Ethics	170
Electricity	537	Ethnology	572



Etiquettes	395	Folk Dance	793.31
Experimental Medicine	619	Folk Literature	398.2
Explosive Technology	662.2	Folk Song	784.4
Export Trade	382.6	Folk Lore	398
External Affairs	327	Food Crops	633.1
Fairs	394.6	Food Technology	664
Fairy Tales	398	Footwear	685.3
Festivals	394.26	Forage Crops	633.2
Family Planning	613.9	Forecasting	003.2
Ferrous Metals	672	Foreign Policy	327
Fertilizer Technology	668.62	Foreign Relations	327
Fertilizers	631.81	Foreign Trade	382
Fibre Crops	633.5	Forestry	634.9
Financial Accounting	657.43	Foundry/Casting	671.2
Financial Management	658.15	Fuel Technology	662.6
Financial Economics	332	Fundamental Rights	323.4
Fine Arts	700	Furniture	684.1
Firearms	683.4	Games and Sports (Indoor)	793/794
First Aid	616.0252	Games and Sports (Outdoor)	796
Fisheries	639.5	Games Theory	519.3
Fishes	597	Gandhiana	320.55
Fishing	799.1	Gardening	635
Floor Covering	698.9	Garments	687.1
Flowering Plants	582	Genealogy	929.1
Fluid Mechanics	532	Genetics	575.1
Folk Art	745	Geochemistry	551.9



Geodesy	526.1	Gujrati Satire and Humour	8G7
Geography	910	Gynecology	618.1
Geology	551	Hairdressing	646.7242
Geometry	516	Handicrafts Arts	745.5
Geophysics	551	Harmful Plants	632.5
Geopolitics	320.12	Headgear	687.4
Geomorphology	551.41	Health and Hygiene	613
Geriatrics	618.97	Heat	536
Glaciology	551	Higher Education	378
Glass Technology	666.1	Hindi Dictionary	4H3
Glassware Art	748	Hindi Essay	8H4
Goldsmithing	739.22	Hindi Fiction/Story	8H3
Golf	796.362	Hindi Grammar	4H5
Government Service Rules	351.1	Hindi Language	4H0
Grammar	415	Hindi Literature	8H0
Graphic Arts	760	Hindi Phonology	4H1
Guidance and Counselling	371.4	Hindi Poetry	8H1
Gujarati Dictionary	4G3	Hindi Reader	4H8.6
Gujarati Essays	8G4	Hindi Satire and Humour	8H7
Gujarati Fiction/Story	8G3	Hinduism	294.5
Gujarati Grammar	4G5	Historical Geography	911
Gujarati Language	4G0	Historiography	907.2
Gujarati Literature	8G0	History	900
Gujarati Plays	8G2	History of Afghanistan	958.1
Gujarati Poetry	8G1	History of Africa	960
Gujarati Reader	4G8.6	History of Australia	994



History of Bangladesh	954.92	History of South America	980
History of British India	954.03	History of Spain	946
History of Burma	959.1	History of Sri Lanka	954.93
History of Canada	971	History of Switzerland	949.4
History of China	951	History of United Kingdom	941
History of England and Wales	942	History of USA	973
History of France	94	History of USSR	947
History of Germany	943	History of Uttar Pradesh	954.2
History of Great Britain	941	Hockey	796.355
History of India	954	Home Decoration	645
History of Iran	955	Home Kitchen Gardening	635
History of Iraq	956.7	Home Economics/ Science	640
History of Italy	945	Home Science	640
History of Jammu and Kashmir	954.6	Homeopathy	615.532
History of Japan	952	Horology	529.7
History of Madhya Pradesh	954.3	Horoscope	133.54
History of Mughal India	954.025	Horse Racing	798.4
History of Nepal	954.96	Horse Riding	798.23
History of North America	974	Horticulture	635
History of Pakistan	954.9	Hosiery	687.3
History of Portugal	946.9	Household Appliances	683.8
History of Punjab	954.5	Household Textiles and Laundry	648.1
History of Rajasthan	954.4	Housekeeping	648
History of Rajput India	954.02	Housing	643
History of Russia	947	Human Anatomy	611
History of Science	509	Human Physiology	612



Human Races	572	Industrial Gases	665.7
Hunting	799.2	Industrial Oils	665
Hydraulic Engineering	627	Information theory	003.54
Hydrology	551.48	Inorganic Acids	661.2
Hydromechanics	532	Inorganic Chemistry	546
Hygiene	613	Insect Pests	632.9
Hymns	783.9	Instrumental Music	785
Ice and Snow Sports	796.9	Insurance	368
Iconography	704.9	Interior Decoration	747
Immunisation	614.47	Internal Commerce	381
Immunology	616.079	International Economics	337
Import Trade	382.5	International Law	341
Income Tax	336.24	International Relations	327
Indian Constitution	342.5402	International Trade Agreements	382.9
Indian Foreign Relations	327.54	Internet	004.678
Indian Freedom Struggle	954.03	Inventions	608
Indian Government Service Rules	354.001	Invertebrates	592
Indian Gazetteer	915.4003	Iron Age	930.16
Indian National Congress		Islam	297
Indian Philosophy	181.4	Jainism	294.4
Indian Political Parties	324.254	Journalism	070
Indian Religions	294	Journals	050
Indoor Games	665.7	Judaism	296
Indus Valley Civilisation	934	Judiciary	340
Industrial Biology	660.6	Judo	796.8152
Industrial Commerce	382	Jute Crop	633.54



Kannada Dictionary	4K3	Life Sciences	570
Kannada Essays	8K4	Light	535
Kannada Grammar	4K5	Linguistics	400
Kannada Fiction/Story	8K3	Liquid Mechanics	532
Kannada Language	4KO	Liquor Technology	663.5
Kannada Literature	8KO	Literacy Criticism	809
Kannada Plays	8K2	Literature	800
Kannada Poetry	8K1	Lithographic Process	763
Kannada Reader	4K8.6	Locksmithing	683.3
Kannada Satire and Humour	8K7	Logic	160
Karate	796.8153	Lok Sabha	328.32
Kitchen Appliances	683.82	Lumber Technology	674
Kite Flying	796.15	Macroeconomics	339
Knitting	746.432	Magazines	050
Knowledge	001	Magic Art	793.8
LAN	004.68	Magic and Witch Craft	133.43
Labour Economics	331	Magnetism	538
Land and People	910	Mahabharata	294.5223
Land Reforms	333.31	Malayalam Dictionary	4MA.3
Landscape Design	712	Malayalam Essays	8MAA
Language	400	Malayalam Fiction/Story	8MA.3
Law	340	Malayalam Grammar	4MA.5
Leather Technology	675	Malayalam Language	4MA
Legislations	328	Malayalam Literature	8MA
Library and Information Science	020	Malayalam Plays	8MA.2
Library Architecture	727.8	Malayalam Poetry	8MA. 1



Malayalam Reader	4MA.86	Mechanical Engineering	621
Malayalam Satire and Humour	8MA.7	Mechanics	531
Mammals	599	Mechanics of Fluids	532
Management	650	Mechanics of Gases	533
Management Sciences	658	Mechanotherapy	615.822
Manners	395	Medical Diagnosis	616.075
Manuscriptology	090	Medical Pathology	616.07
Maps	912	Medicine	610
Marathi Dictionary	4M3	Medieval Architecture	723
Marathi Dramas	8M2	Medieval History	940-990
Marathi Essays	8M4	Medieval Sculpture	734
Marathi Fiction/Story	8M3	Mesolithic Age	930.13
Marathi Grammar	4M5	Metal Engraving	765
Marathi Language	4M0	Metal Manufacturing	671
Marathi Literature	8M0	Metal Work Art	739
Marathi Plays	8M2	Metaphysics	110
Marathi Poetry	8M1	Meteorology	551.5
Marathi Reader	4M8.6	Metallurgy	669
Marathi Satire and Humour	8M7	Microeconomics	338.5
Marine Biology	574.92	Military Engineering	623
Marketing Management	658.8	Military Science	355
Marxism-Leninism	320.5322	Mineralogy	549
Masonry	693.1	Mining Engineering	622
Materials Management	658.7	Modern Architecture	724
Mathematical Geography	526	Modern History of Africa	960
Meals Preparation	642	Mathematics	510



Modern History of America (North)	970	Naturopathy	615.535
Modern History of America (South)	980	Needle Work Art	746.4
Modern History of Asia	950	Neolithic (New Stone) Age	930.14
Modern History of Europe	940	Nepali Dictionary	4N3
Modern History of India	954	Nepali Grammar	4N5
Modern Physics	539	Nepali Fiction / Story	8N3
Modern Sculpture	735	Nepali Language	4N0
Mohammadanism	297	Nepali Literature	8N0
Molecular Biology	574.88	Nepali Phonetics	4N1
Molecular Zoology	591.8	Nepali Plays	8N2
Mollusca	594	Nepali Poetry	8N1
Moon	523.3	Nepali Reader	4N8.6
Morphology	574.4	Nepali Satire and Humour	8N7
Motion Pictures	791.4	Noise Pollution	363.74
Multimedia systems	006.7	Nonferrous Metals	673
Mountaineering	796.522	NSS	361
Museum Architecture	727.6	Nuclear Engineering	621.48
Music	780	Nuclear Physics	539.7
Musical Instruments	681.8	Numismatics	737
National Cadet Corps	355.5	Nursery Rhymes	398.8
National Emblem	929.9	Nutrition	612.3
National Flag	929.92	Occultism	133
National Social Service Scheme	361	Oceanography	551.46
Nationalism	320.54	Office Management	651.3
		Opera	782.1
		Operations Research	003



Operating Systems	005.4	Paleontology	560
Optical Instruments Optics	681.4	Paleozoology	560
Orchards	535	Palmistry	133.6
Organic Acids	634	Paper Technology	676.2
Organic Chemistry	661.86	Parapsychology	133
Oriental Architecture	547	Parliament	328.3
Oriental Philosophy	722	Personnel Management	658.3
Oriya Dictionary	403	Pathology	574.2
Oriya Essays	804	Performing Arts	790.2
Oriya Fiction/Story	803	Perfumes	668.54
Oriya Grammar	405	Periodicals	050
Oriya Literature	800	Pesticides	668.65
Oriya Phonetics	401	Petroleum	665.5
Oriya Plays	802	Petrology	552
Oriya Poetry	801	Pharmacology	615
Oriya Reader	408.6	Pharmacy	615.4
Oriya Satire and Humour	807	Philately	769.56
Oriental Philosophy	180	Philology	400
Ornaments	739.2	Philosophy	100
Other Religions	299	Photocopying	668.4
Out door Games	796	Photographs	779
Packaging	688	Photography	778
Paediatrics	618.92	Photomicrography	778.31
Painting and Paintings	750	Physical Anthropology	573
Paleobotany	561	Physical Chemistry	541.3
Paleolithic Age (Stone)	930.12	Physical Education	372.86



Physical Fitness	613.7	Pre-historic Geography	913
Physical Geography	910.02	Precision Instruments	681
Physical Geography of India	915.402	Primary Education	372
Physical Therapy	615.82	Printing	686.2
Physics	530	Printing and Dyeing	667.3
Physiotherapy	615.82	Printing Machines	681.62
Pig Farming	636.4	Probabilities	519.2
Planet	523.4	Production Economics	338.5
Plant Anatomy	581.4	Production Management	658.5
Plant Diseases	632.3	Programming languages	005.13
Plant Ecology	581.5	Protozoa	593
Plant Genetics	581.15	Proverbs	398.8
Plant Pathology	581.2	Psychology	150
Plant Physiology	581.1	Public Administration	350
Plastic Art	730	Public Architecture	725
Plastics	668.4	Public Enterprises	338.74
Plumbing	696.1	Public Finance	336
Political Parties	324.2	Public Health	614
Political Science	320	Public Relations	659.2
Polo	796.353	Pulp Technology	676.1
Polymers	668.9	Punjabi Dictionary	4P3
Pollution Problem	363.73	Punjabi Drama	8P2
Population Education	363.9	Punjabi Essays	8P4
Population Statistics	312	Punjabi Fiction/Story	8P3
Postal Communications	383	Punjabi Grammar	4P5
Poultry Farming	636.5	Punjabi Language	4P0



Punjabi Literature	8P0	Rhetoric and Collection	808
Punjabi Phonetics	4P1	Rhymes	398.8
Punjabi Plays	8P2	Riddles	398.6
Punjabi Poetry	8P1	Rigveda	294.59212
Punjabi Reader	4P8.6	River Transport	386.3
Punjabi Satire and Humour	8P7	Road Transportation	388
Puppet Making	745.59224	Rubber	678.2
Puppetry	791.53	Sacred Music	783
Puranas	294.5925	Samveda	294.59213
Qualitative Chemistry	544	Sanitary Engineering	628
Quantitative Chemistry	545	Sanitation Problem and Services	363.72
Quran	297.122	Sanskrit Dictionary	4S3
Racism	320.56	Sanskrit Drama	8S2
Radio Broadcasting	384.54	Sanskrit Essays	8S4
Radio Engineering	621.384	Sanskrit Fiction/Story	4S3
Railway Engineering	625.1	Sanskrit Grammar	4S5
Railway Transportation	385	Sanskrit Language	4S0
Rajya Sabha	328.31	Sanskrit Literature	8S0
Ramayana	294.5922	Sanskrit Phonetics	4S1
Reading Comprehension	372.4	Sanskrit Play	8S2
Research methods	001.4	Sanskrit Poetry	8S1
Refereeing	796.3524	Sanskrit Reader	4S8.6
Religious Architecture	726	Sanskrit Satire and Humour	8S7
Religious Education	377	Satellites	521.6
Religious Music	783	Scholarship and learning	001.2
Reptiles	297.9	School Administration	371.2



Science	500	Spanish Dictionary	463
Science Dictionary	503	Spanish Fiction/Story	863
Scouts and Guides	369.4092	Spanish Grammar	465
Screen Printing	764.8	Spanish Language	460
Sculpture	730	Spanish Literature	860
Secondary Education	373	Spanish Phonetics	461
Secretarial Practice	651	Spanish Plays	862
Serials	050	Spanish Poetry	861
Sewage Disposal	628.3	Spanish Reader	868.6
Sewing	646	Spanish Satire and Humour	867
Sheep Farming	636.3	Special Education	371.9
Shooting	799.3	Speeches	808.85
Shorthand	653	Spiritualism	133.9
Sikhism	294.6	Sports	796
Small Scale Industry	338.643	Stars	523.8
Snakes	597.96	Statistical Mathematics	519.5
Social Science Dictionary	300.3	Statistical Mechanics	530.13
Social Sciences	300	Statics	531.12
Social Services	360	Statistics	310
Social Welfare	361	Storage	004.5
Socialism	320.531	Stratigraphy	551.7
Sociology	301	Subject Bibliography	016
Software programme	005.3	Sugarcane Crops	633.6
Solar Energy Engineering	621.47	Sugar Technology	664.1
Solar System	523.2	Sun	523.7
Sound (Physics)	534	Surgery	617



Swimming	797.2	Telugu Fiction/Story	8TE3
Systems Analysis and Design	004.2	Telugu Grammar	4TE5
Tailoring	687.044	Telugu Language	4TE0
Tamil Dictionary	4T3	Telugu Literature	8TE0
Tamil Essays	8T4	Telugu Phonetics	4TE1
Tamil Fiction/Story	8T3	Telugu Plays	8TE2
Tamil Grammar	4T5	Telugu Poetry	8TE1
Tamil Language	4T0	Telugu Reader	4TE8.6
Tamil Literature	8T0	Telugu Satire and Humour	8TE7
Tamil Phonetics	411	Tennis	796.342
Tamil Plays	8T2	Textile Art	746
Tamil Poetry	8T1	Textile Designing	677.022
Tamil Reader	4T8.6	Textiles	677
Tamil Satire and Humour	8T7	Theatre	792
Taxation	336.2	Theatre Music	782.8
Teaching Aids	371.3078	The Humanities	001.3
Teaching Methods	371.3	Theoretical Chemistry	541.2
Technology	600	Terrorism	303.62
Telecommunications	384	Topology	514
Telegraphy	384.1	Town Planning	711
Telephony	384.6	Toxicology	615.9
Television Engineering	621.388	Transportation	380.5
Television Broadcasting	384.554	Travels in Africa	916.04
Television Network	384.5455	Travels in Asia	915.04
Telugu Dictionary	4TE3	Travels in Europe	914.04
Telugu Essays	8TE4	Travels in India	915.404



Travels in Nepal	915.49604	Vocal Music	784
Travels in North America	917.04	Vocational Education	371.425
Travels in South America	918.04	Vegetable Crops	635
Travels in U.S.A.	917.304	Wages	331.2
Type Writing	652.3	WAN	004.67
Umpiring	796.3573	Waste Disposal	363.728
Unesco	341.767	Watch Making	681.114
United Nations Organisation	341.23	Water Pollution	628.16
Universe	523.1	Water Supply	628.1
Upanishads	294.59218	Waterway Transportation	386
Urdu Dictionary	4U3	Wax	665.1
Urdu Essays	8U4	Weaving	77.028242
Urdu Fiction/Story	8U3	Western Philosophy	190
Urdu Grammar	4U5	Welding	671.52
Urdu Phonology	4U1	Women's Education	376
Urdu Language	4U0	World War I	940.3
Urdu Literature	8U0	World War II	940.53
Urdu Plays	8U2	Wrestling	796.812
Urdu Poetry	8U1	X-Ray	537.535
Urdu Reader	4U8.6	Yajurveda	294.59214
Urdu Satire and Humour	8U7	Yoga	613.7046
Vedas	294.5921	Zoology	591
Veterinary Sciences/Medicine	636.089		



Appendix “B”

TABLE OF STANDARD SUB-DIVISIONS (ACCORDING TO DDC 21ST EDITION)

- 01	Philosophy and Theory-	076	Review and Exercise
- 015	Scientific Principles	- 032	English Dictionary
- 016	Subject Bibliography	- 03A	Assamese Dictionary
- 019	Psychological Principles	- 03B	Bengali Dictionary
- 02	Miscellany	- 077	Programmed texts
- 022	Handbook etc.	- 079	Competitions and Awards
- 024	Work for specific type of users	- 09	Historical and geographical
- 025	Directory	- 03G	Gujarati Dictionary treatment
- 0272	Patents	- 03H	Hindi Dictionary
- 0285	Data Processing	- 03K	Kannada Dictionary
- 03	Dictionary, encyclopaedias	- 03KA	Kashmiri Dictionary
- 03T	Tamil Dictionary	- 03KO	Konkani Dictionary
- 03TE	Telugu Dictionary	- 03M	Marathi Dictionary
- 03U	Urdu Dictionary	- 03MA	Malayalam Dictionary
- 05	Serials, Periodicals, Magazines	- 03N	Nepali Dictionary
- 06	Organisations, Associations	- 03O	Oriya Dictionary
- 068	Societies Management	- 03P	Punjabi Dictionary
- 07	Study and Teaching	- 03S	Sanskrit Dictionary
- 071	Schools and Courses	- 03SI	Sindhi Dictionary
- 0711	Universities and Colleges	- 0901	Early period
- 0712	Secondary Schools	- 0902	Sixth to 15th century
- 072	Research	- 0903	Modern period



- | | | | |
|-----------|----------------------|-----------|---------------------------|
| - 09031 | Sixteenth century | - 09542 | in Uttar Pradesh |
| - 09032 | Seventeenth century | - 09543 | in Madhya Pradesh |
| - 09033 | Eighteenth century | - 09544 | in Rajasthan |
| - 09034 | Nineteenth century | - 09545 | in Punjab |
| - 0904 | 20th century | - 0954552 | in Himachal Pradesh |
| - 0905 | 21st century | - 0954558 | in Haryana |
| - 092 | Biography | - 095456 | in Delhi |
| - 0926 | Case Histories | - 09546 | in Jammu and Kashmir |
| - 093 | in ancient world | - 09547 | in Western India |
| - 094 | in Europe | - 095475 | in Gujarat |
| - 095 | in Asia | - 0954792 | in Maharashtra |
| - 0951 | in China | - 0954796 | in Dadra and Nagar Haveli |
| - 0952 | in Japan | - 095499 | in Goa, Daman and Diu |
| - 0954 | in India | - 095481 | in Lakshadweep |
| - 095412 | in Bihar | - 095482 | in Tamil Nadu |
| - 095413 | in Orissa | - 095483 | in Kerala |
| - 095414 | in West Bengal | - 095484 | in Andhra Pradesh |
| - 095415 | in Tripura | - 095486 | in Pondicherry |
| - 095416 | in North East | - 095487 | in Karnataka |
| - 0954162 | in Assam | - 095488 | in Andaman and Nicobar |
| - 0954163 | in Arunachal Pradesh | - 095491 | in Pakistan |
| - 0954164 | in Meghalaya | - 095492 | in Bangladesh |
| - 0954165 | in Nagaland | - 095493 | in Sri Lanka |
| - 0954166 | in Mizoram | - 095495 | in Maldives |
| - 0954167 | in Sikkim | - 095496 | in Nepal |
| - 095417 | in Manipur | - 095498 | in Bhutan |



Appendix “C”

A SELECT LIST OF REFERENCE BOOKS

Almanacs

- ❖ Britannica Almanac 2012.
- ❖ Information Please Almanac 2013.
- ❖ World Almanac and Book of Facts. New York: Newspaper Enterprise Association.

Atlases

- ❖ Atlas of Indian States, edited by P. Poovendran. Madras: T.T Maps and Publications.
- ❖ Atlas of Solar System by David A. Hardy. London: Peerage Books.
- ❖ Atlas of World Geography, edited by Emrys Jones. London: Peerage Books. -. National Geographic Atlas of the World, Washington:
- ❖ Oxford School Atlas. Delhi: OUP.
- ❖ Pictorial Atlas for Children, edited by Philip Steele and Keith Lye. London: Optimum Books.

Biographical Dictionaries

- ❖ Chamber’s Biographical Dictionary. Edinburg: Chambers.
- ❖ Dictionary of National Biography. Oxford: OUP.
- ❖ India Who’s Who. Bombay: INFA Publications.

Dictionaries

- ❖ Children’s Illustrated Dictionary.
- ❖ Dictionary of Modern English Usage, edited by H. W. Fowler. London: ELBS.
- ❖ Everyman’s English Pronouncing Dictionary, by Daniel Jones. London: ELBS.



- ❖ Longman Dictionary of Common Errors by J.B. Heaton and N.D. Turton. 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.

Encyclopaedias

- ❖ Compton's Encyclopaedia.
- ❖ Discovering Science. Ohio: Merrill. 5 Volumes.
- ❖ Encyclopaedia of Sports by R.G. Goel. New Delhi: Vikas.
- ❖ Junior Pears Encyclopaedia, edited by Edward Bishen. London: Pelhm Books.
- ❖ Lands and People: The World in Colours. London: Grolier. 7 volumes.
- ❖ Junior Britannica Encyclopaedia. Chicago: Encyclopaeda Britannica.

Books of Facts

- ❖ 1000 Crime Quiz by Anil Aggarwal. Calcutta: Rupa and Co.
- ❖ 100 General Quiz by G. Basu. Calcutta: Rupa and Co.
- ❖ 1000 Great Events Through the Ages by Brenda Ralf Lewis et al. London: Hamlyn.
- ❖ 1000 Movie Quiz by G.S. Praveen et al. Calcutta: Rupa and Co.
- ❖ 1000 North-Eastern Region Quiz by Pramila Pandit Barooah. Calcutta: Rupa and Co.
- ❖ 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.



- ❖ Cadbury's Bournvita Book of Knowledge, edited by Derek O'Brien and Joy Bhattacharyya. Calcutta: Big Ideas. 8 volumes.
- ❖ Top 10 of Everything, by Russell Ash. London: Queen Anne Press.

Gazetteers

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

Books of Quotations

- ❖ 100 Quotations and Answers. Hongkong: 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: Parichaya Overseas.
- ❖ Hamlyn Dictionary of Quotations by Rosalind Ferguson. London: Hamlyn.
- ❖ Penguin Dictionary of Modern Humorous Quotations by Fred Metcalf. London: Pan Books.
- ❖ Quotations from Great Masters by Choo Dev. Delhi: Hind Book House.
- ❖ Penguin Dictionary of Twentieth-Century Quotations by J.M. Cohen and M.J. Cohen. London: Penguin Books.

Travel Guides

- ❖ Fodor's India. United States: Fodor's Travel Publication.
- ❖ INFO India: The Complete Traveller's Guide. Delhi Tourism Books.

Books of Records

- ❖ Guinness World Record 2014.
- ❖ Limca Book of Records 2014.



Year Books

- ❖ Competition Success Review Year Book. 2013. New Delhi: Competition Review.
- ❖ Hindustan Year Book and Who's Who. Calcutta: M.C. Sarkar.
- ❖ India: A Reference Annual. 2013. New Delhi: Publication Division, Govt. of India.
- ❖ India Book of the Year 2013.
- ❖ Manorama Year Book. 2013. Kottayam: Malayala Manorama.



LIST OF WEBSITES USEFUL FOR SCHOOLS AND EDUCATIONAL INSTITUTIONS

- ❖ All India Council for Technical Education - www.aicte-india.org
- ❖ Association of Indian Universities - www.aiuweb.org
- ❖ British Council site with loads of resources and activities - www.learnenglish.org.uk
- ❖ Central Board of Secondary Education - www.cbse.nic.in
- ❖ Council for the Indian School Certificate Examination - www.cisce.org
- ❖ Developing Library Network - www.delnet.nic.in
- ❖ Kendriya Vidyalaya Sangathan - www.kvsangathan.nic.in
- ❖ National Council for Teachers Education - www.ncte-india.org
- ❖ National Council of Educational Research and Training - www.ncert.nic.in
- ❖ National University of Educational Planning and Administration - www.nuepa.org
- ❖ National Institute of Open Schooling - www.nios.ac.in
- ❖ Navodaya Vidyalaya Samiti - www.navodaya.nic.in
- ❖ United Nations Educational Scientific and Cultural Organisation - www.unesco.org
- ❖ United States Educational Foundation of India - www.usief.org.in
- ❖ University Grants Commission - www.ugc.ac.in
- ❖ Website to help teachers - <http://www.britishcouncil.org/languageassistant-weblinks.htm>
- ❖ Wikipedia - www.wikipedia.org