



# Kendriya Vidyalaya Sangathan

## **LIBRARY POLICY 2012**

*Equipping the Learners for 21<sup>st</sup> Century*

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## Chapter 1

# OBJECTIVES

### Introduction

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

–National Knowledge Commission, 2005

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

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

The KVS Library Policy 2012 is aimed at developing a working framework and to guide the librarians and administrators for the effective organization and management of library systems in Kendriya Vidyalayas all over the country. It provides guidelines to establish school libraries with relevant resources, user oriented services and modern technologies. The Policy intends to equip the students and staff members with the information literacy skills required to face the challenges of the emerging knowledge society. These guidelines are formulated based on the previous KVS Library Policy (2008), CBSE: Organizing School Libraries Manuel (1998), IFLA/UNESCO School Library Guidelines (2002), National Curriculum Framework (2005) National Knowledge Commission recommendations on Libraries (2008) and a number of other international school library guidelines.

### 1.1 Objectives of the School Library

- Supporting and enhancing educational goals as outlined in Kendriya Vidyalaya Sangathan's mission and curriculum.
- Be the knowledge hub of the school and disseminate knowledge as widely as possible.
- Provide a curriculum-based, flexibly scheduled, open access learning environment that accommodates all learners.
- Facilitate creation of new knowledge.
- Facilitate optimal use of knowledge by all staff and students.

- Encourage and foster reading habit among staff and students.
- Effectively participate in the teaching-learning programmes of the school.
- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.

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

## Chapter 2 RESOURCES

### 2.1 Budgeting for the Library

In order to ensure unhindered resource development and functioning, proper finance for the library is very important. There shall be an exclusive budget allocation for the library.

#### 2.1.1 Components of the Library budget

The main components of the budget plan should include allocations for,

- i. **New resources** (books, periodicals, newspapers, multimedia, digital documents, etc)
- ii. **Stationery and administrative materials** (registers, files, etc)
- iii. **Library activities and promotional materials** (competitions, events, awards, newsletters, user guides, posters, brochures, etc)

The School Library Committee should decide the percentage of allocation for each budget component.

#### 2.1.2 Budget Formula

The library budget shall be calculated as per the following formula.

The total library budget for a year= Rs 150/- per student OR  
minimum Rs 1, 50000/- for a 2 section school+ Rs 250/- per teacher.

For schools having more than two sections, the same formula will be followed keeping in mind the upper sealing of Rs 2.5 lakhs, i.e., in no case the library budget should increase above the limit.

(Eg: For a two section school having 1000 students and 25 teachers, the annual library budget =  $(1000 \times 150) + (250 \times 25)$  = Rs 1,62,500/-)

KVS shall revise the formula as and when needed.

### 2.1.3 One time Budget

For newly opened Vidyalyas a one-time budget would be provided for setting up the **basic collection and infrastructure**. The investment for **automation** would also be allocated under the provision of this one time budget.

## 2.2 Location and Space

The library should be located strategically and have adequate space to accommodate all its resources, users and activities. When new library buildings are designed and the existing ones are restructured, the following factors should be considered.

- Central location, on the ground floor if possible
- Accessibility and proximity, being close to all teaching areas
- Noise factors, with at least some parts of the library free from external noise
- Appropriate and sufficient light, both through windows and artificial light
- Wall and furniture shall be painted with attractive, non reflective and eye/reading friendly shades
- Aesthetically designed wall fixtures, imageries and potted plants
- Provision for maintaining appropriate room temperature (e.g. air-conditioning, heating) to ensure good working conditions all around the year as well as the preservation of the collections
- Appropriate design to meet the special needs of differently abled library users.
- The Library should have adequate space for keeping the books, periodicals, newspapers, multimedia and other resources arranged as per the prescribed classification system. There shall be a reading room, teacher's corner, individual student study areas (carrels/cubicles), space for group activities, staff work areas and a librarian's room. Spaces for computer workstations, displays (shelves/tables/stands), property counter, and a library circulation counter are also essential.

- The size and seating capacity of the Reading Room will depend on the optimum number of students that a school usually admits. There should be space for at least 50 students from a class at a time and/or 10-30 students and or teachers who come for other group activities, projects, reading, internet browsing, and reference. (i.e., the reading room should have a capacity of seating 50 to 80 persons at a time). A provision of 10 sq.ft floor area per pupil in Reading Room is considered adequate.
- The stack room should be big enough to accommodate between 10000 to 15000 volumes.
- Flexibility shall be maintained to allow multiplicity of activities and future changes in curriculum and technology.
- The interior of the library shall be designed in such a way that will attract the students and make them feel comfortable and active.
- The Library should be avoided, if possible from conducting other non academic activities since that will interrupt the routine functioning.

**Green Library:** The concept of Green libraries or sustainable libraries are based on minimizing the negative impact the library building will have on the local environment and reducing the use of water and energy by designing in a way that maximizes the use of natural and renewable resources. It also aims at Integrating actual greenery and vegetation into the building and site design; preferably, using drought resistant and/or native vegetation. And, maintaining high standards of indoor air quality to help ensure the health of the people who inhabit the building. During the designing of new library buildings, these concepts can also be applied.

For model designs of the school library interiors, see **Appendix-I**

### 2.3 Furniture and Equipments

The library should accommodate furniture that is sturdy, durable, functional and comfortable as well as meeting the specific space, activity and user requirements. The aesthetic appearance contributes to the feeling of welcome as well as the desire for the school community to spend time in the library. The furniture would be designed attractively and according to the height and special requirement of the school population **including the differently abled children**. It should be arranged and managed in such a way so as to provide equitable and timely access to an organised and diverse collection of resources.

The library would have the following essential furniture materials and equipments designed according to the standards. The items shall be procured as per the availability of fund.



### 2.3.1 Furniture

- a) Chairs: wooden and cushioned
- b) Reading tables: round/rectangular wooden tables which can accommodate maximum 4/6 chairs
- c) Librarian's table
- d) Circulation counter : designed as per the requirements
- e) Book shelves: wooden, open shelves
- f) Shelf for keeping library records
- g) Book supports: metal/wooden
- h) Book trolley
- i) Periodical display rack: with pigeon holes to keep back volumes
- j) New arrival display stand (rotating/stand alone models)
- k) Newspaper stand
- l) Bulletin boards
- m) Ready reference shelf
- n) Computer furniture (carrels)
- o) Property counter
- p) CD racks: lockable
- q) Suggestion box

For model designs of the school library furniture, see **Appendix-II**

### 2.3.2 Equipments

- a) Computer systems of latest configuration and with adequate power backup facilities: **At least 5 in Nos.**
  - i) One (1) computer for technical processing under library automation and to process library files/documents.
  - ii) One (1) computer for providing OPAC (Online Public Access Catalogue) facility to the users to search the database and,
  - iii) Three (3) computers for providing internet access to users
- b) Laser Printer (to carry all printing tasks in the library)
- c) Bar-code Printer (for printing bar-code labels)
- d) Bar-code Reader (for reading the bar-code labels during circulation)
- e) Scanner (for preparing digital documents)
- f) CD/DVD/Blue Ray readers and writers attached to the computer systems (for installing/reading multimedia discs)
- g) External hard drive (for keeping daily back-up)
- h) Photocopier (copies of the documents can be provided on payment)
- i) Audio systems: head phones to listen audio books, and multimedia C
- j) Public addressing systems: speakers, amplifier, mikes, etc (to organize skill development sessions and events and activities.
- k) E-Readers (2) (for downloading and reading e-books)

- l) LCD Projector with Interactive board/ LCD Monitor (for demonstrations based on the Information Literacy Curriculum)
- m) CCTV (in big libraries)
- n) Telephone (intercom)
- o) Fire Alarm
- p) Ceasefire systems (in the stack and reading rooms)
- q) Drinking water dispenser/water purifier

## 2.4 Material Resources

### 2.4.1 Collection development policy

- The school library should provide access to a wide range of resources that meet the needs of the users regarding education, information and personal development. It is imperative that collections continue to be developed on an ongoing basis to ensure that the users have constant choice of new materials.
- The nature and scope of core collection of the library should take into account the size of the Vidyalaya and subjects offered besides covering project based activities, career guidance, counselling etc.
- Library collections are dynamic resources. There should be constant review and renewal of materials to ensure that the collections are current and relevant to the users/stakeholders.
- These kinds of materials may be selected in cooperation with the students to ensure that it reflects their interests and culture, without crossing reasonable limits of ethical standards.
- A **Book/Periodical/Multimedia Selection Sub-Committee** would be formed by including the subject teachers as well as student representatives. It is always better to get the books and other reading materials personally examined by Book Selection Sub-Committee members before the purchase.
- The sub-committee members may visit local book shops, book fairs/exhibitions, and or order by post those books which are not locally available, after verifying the publisher's catalogue.
- A minimum library discount of 10 % on the price of the books shall be demanded.
- If needed, books can also be procured from online book stores, provided they follow the general purchase criteria (ordering, billing, discounts) and with the permission of the Committee.
- The suggestions/recommendations for books made by the students and teachers and received through the suggestion box/register should be examined carefully and given due weightage in the book selection process.

### 2.4.2 Size of the collection

Besides the core collection, other general books put together should be at the rate of **5 books per student** subject to a minimum of 1500 books for newly opened schools.

### 2.4.3 Books

- The library must maintain a well-rounded core collection of books including reference materials to satisfy the regular needs of the staff and students.
- Books should be available in **both English and Hindi**.
- The core collection should consist of several copies of textbooks, books related to each subject, essential reference books which would include dictionaries, encyclopedias, maps, atlas, thesaurus, yearbooks, almanacs, reference books on particular topics/subjects, books on competitive examinations and exclusive editions of general books.
- Besides the core collection, other general (fiction and nonfiction) books for regular issue should be available in the library. This collection should be well thought out. Low cost and age relevant editions of classics, children's literature and current fiction should be preferred for the general section of the school library.
- **Multiple copies of popular children's fiction books** would be made available to cater to the needs of the maximum number of users.
- A separate collection of publications by **KVS, NCERT and CBSE** (Curriculums, guidelines, policies, and instructional materials) would also be maintained.
- Copies of the Education and Account codes published by KVS shall be accessed by the library.
- A small and core collection of books of the **regional language** may be developed for reference in the schools where regional language is opted as a subject.
- Book purchase should be a continuous process and some percentage of the total library budget should be earmarked for best seller books (fiction and nonfiction) both for students and teachers. Out of this budget, 50% should compulsorily be earmarked for **elementary classes** (i.e. up to class VIII).
- Moreover, 50% of the amount spent on purchase of books must be spent on purchase of books published in **Hindi language** irrespective of subject matter.
- To encourage more teacher participation in the library, a teacher may be allowed to submit name / list of book(s) intended to be purchased (which are not available in the library) amounting to

Rs. 500/- to the Library Committee. After approval of the Library Committee, the teacher may be allowed to purchase the intended book(s). The cost of the book / books should be reimbursed to the teacher after the books are deposited in the library along with the bill. However, this kind of purchase would be limited to only a certain amount that would be decided by the Library Committee.

#### 2.4.4 Periodicals

- The library should subscribe at least **25 periodicals** (weekly, fortnightly, monthly, quarterly, and biannually). There would be general, subject and children's magazines and journals related to education and research, selected by the library committee.
- The content of the periodicals should be useful and age appropriate to the students and staff members.
- The periodicals should be available in both English and Hindi.
- Two good quality regional language periodicals may also be subscribed.
- **Multiple copies of the children's magazines** should be procured and issued to class libraries and primary section for leisure reading.
- As per the availability, the periodicals may be procured locally or subscribed by post for a period of maximum one year and renewed in every preceding year.

For a suggested list of periodicals, see Appendix- V

#### 2.4.5 Newspapers

- The library should subscribe **at least 5 newspapers** of which **4 should be national and one should be regional** in scope.
- The ideal number of newspapers subscribed according to their language may be, **English-2, Hindi-2 and regional language-1**. For schools situated in the areas where the regional language is Hindi, the number of newspapers subscribed may be four (4) only.
- Schools having Economics/business studies/commerce as a subject would subscribe **a business daily** besides the general newspapers.

#### 2.4.6 Multimedia

The library should develop a representative collection of multimedia in different formats (Data discs, Audio CDs, Video CDs, DVDs).

The collection should consists of,

- a) *Children's multimedia CD/DVDs*: animations, cartoons, moral stories, activities, plays, CD/DVDs for developing communication, numerical, mental, literary and language skills, etc
  - b) *Children's Films (CD/DVDs)*: produced by Children's Film Society of India, Films Division and other government/non-government agencies.
  - c) *General multimedia reference CD/DVDs* : Encyclopedias, dictionaries, CDs on Facts, Quizzes, Maps, art forms (dance, music, stage programmes, paintings) geography, travel, history, biography, Science/maths/social science activities and projects, sports and games, yoga, spoken English, language learning, etc
  - d) *Curriculum based CD/DVDs*: class wise curriculum based CD/DVDs produced by KVS, NCERT, CBSE and other reputed institutions/agencies.
  - e) *Open source software programmes/resources*: useful for teaching and learning.
  - f) *Documentaries*: on education, environment and social issues produced by scientific/research institutions, non government organizations (eg.TERI, CSIR)
  - g) *Feature Films*: Films produced based on child psychology, education, freedom struggle, national leaders and great personalities, and social values (eg: *Tare Zameen Par*, *Gandhi*, *Bhagat Singh*).
- The encyclopaedic and educational CDs should be installed on computer systems in the Library/computer laboratory with proper guides/instructions on its effective usage.

#### 2.4.7 Digital/web resources

The library would provide access to digital/web resources through Internet facilities, digital library and E-readers.

- a) *Digital Library*: The library shall develop a digital collection of resources useful for students and teachers. **Greenstone Digital Library software** developed by UNESCO shall be used for creating the collection. The digital collection shall contain freely available E-Books (text books, classics, children's literature, etc), study materials, question papers, good quality presentations and project reports by teachers and students, educational videos, image collections, web links, etc. The digital library shall be provided with access through the school's **Local Area Network (LAN)**.

- b) *E-Journals*: The library shall provide awareness about and access to free e-journals, educational databases, networks, consortiums, online Encyclopedias, etc
- c) *E-books*: Useful digital text books/e-books would be downloaded from internet and through E-readers.
- d) *E-content*: The library shall procure and provide access to e-content developed by KVS and other accredited agencies.
- e) *Web directories*: The library should prepare lists of useful websites (web directories) by evaluating its content. This may be published on the library blog/website and the printed versions be circulated and filed for reference.
- The skills to use these digital/web resources shall be developed in students and teachers under the Information Literacy curriculum.

#### 2.4.8 Open Educational Resources (OER)

Open educational resources (OER) are digital materials that can be re-used for teaching, learning, research and more, made available free through open licenses, which allow uses of the materials that would not be easily permitted under copyright alone.

OER include different kinds of digital assets. Learning content includes courses, course materials, content modules, learning objects, collections, and journals. Tools include software that supports the creation, delivery, use and improvement of open learning content, searching and organization of content, content and learning management systems, content development tools, and on-line learning communities. Implementation resources include intellectual property licenses that govern open publishing of materials, design-principles, and localization of content. They also include materials on best practices such as stories, publication, techniques, methods, processes, incentives, and distribution.

Some initiatives of OER are, *MIT OpenCourseWare, China Open Resources for Education, OpenCourseWare in Japan, Open Education Resource Foundation, Wikieducator, Curriki and OER Commons, YouTube education channels and Khan Academy.*

The library should provide access to these and other open source learning resources through internet and as standalone installations (eg: Google earth, Moodle, OpenDisc) and make the users aware of its availability and usefulness.

#### 2.4.9 Resources of differently abled users

Differently abled students of the school shall be catered with resources and services as per their special requirements. This includes,

- i. *For the visually challenged:* Resources shall be available in large print, Braille, audio formats, recorded books and talking books. The assistive technology employed includes voice synthesizer, Magic Professional Screen Magnifier for those with low vision, the Braille Embosser, which translates text to Braille and printed material, and the Poet OCR reading machine for reading documents to the visually challenged.
- ii. *For children with autism spectrum and other developmental disorders (ASD):* Books, periodicals, CD/DVDS and online resources indented for the affected students shall be collected by the library. A Library Visual Communication Guide can be used to help them to communicate when navigating the library. It includes pictures to represent parts of the library, directions, questions, and common library interactions. Autism friendly programmes and story time can also be conducted in the library.

#### 2.4.10 Other learning resources

The library may develop small collections of other learning resources such as, maps, coins, pamphlets, manuscripts, mind games, stamps, newspaper clippings, rare books and historical documents depicting the history of the vidyalaya, locality, the state and the country.

#### 2.4.11 Internet

The purpose of Internet access in a school library is to support the teaching and learning process by providing students and teachers with access to unique resources available on internet. The role of librarian is to guide and educate the students and teachers in their information search (finding, evaluating and applying the required information) through developing their information literacy skills.

##### 2.4.11.1 Requirements for Internet connectivity in the Library

- i. The library should have **minimum five (5) computers** of the latest configuration along with power back-up facilities and that connected to the school LAN.
- ii. An **Internet/computer usage register** with relevant entries (Name, Class & Division, Time, Purpose, and Signature) should be maintained by the Librarian for proper monitoring and evaluation.

- iii. The computer systems should be arranged in the library (preferably) inside the carrels in such a way that the activities of the user must be visible to the librarian.

#### 2.4.12.2 Special collections

The school library shall also maintain special collections like,

- i. **Student's project reports/dissertations:** Good quality project reports of senior secondary students recommended by subject teachers.
- ii. **Question papers:** A collection of previous year's CBSE Board examination question papers shall be kept and provided for photocopying. The question papers shall be arranged/filed year-wise.
- iii. **Circulars received from KVS, CBSE, NCERT:** A collection of copies of the important academic circulars/orders received from KVS, CBSE and NCERT for reference.
- iv. **Donated Books:** These are useful and good quality books donated by teachers, parents and students. Before accessing into library stock, the usefulness and relevance of the books and the availability of space required for its storage should be assessed by the library committee.

## Chapter 3 STAFFING

### 3.1 The role of the School Librarian

The librarian's main role is to contribute to the mission and goals of the school including the evaluation procedures and to develop and implement those of the school library. The school librarian's job is one of the most difficult and challenging in librarianship. As a school librarian he/she will have to select and manage information resources, prepare budget, teach information skills to students and make a plan for the development of Library Media Centre.

The librarian should have the knowledge and skills regarding the provision of information and solution of information problems as well as the expertise in the use of all sources, both printed and electronic. His/Her knowledge, skills and expertise meet the demands of the students and staff. In addition, the librarian should lead reading campaigns and the promotion of child literature, media and culture.

The support of the Principal and school administrative department is essential if the library is to carry out interdisciplinary activities. It is



extremely important for the librarian to be accepted as an equal member of the professional staff and be entitled to participate in the teamwork and all meetings as the head of the library department.

The librarian should create an environment for leisure and learning which is attractive, welcoming and accessible for everyone without fear or prejudice. Everyone who works in the school library should have a good rapport with children, young people and adults.

### 3.2 The role of the Library Assistant

The person in this position assists staff and students in the use of Library resources and equipment and performs routine clerical and maintenance duties related to the operation of the library.

The Library Assistant reports to the librarian and supports him/her in their functions. This position requires clerical and technological knowledge and skills. The Assistant should have prior basic library training. Otherwise, the library should provide it. Some of the duties of the job include routine functions, shelving, circulation and processing of library materials.

### 3.3 Duties of the School Librarian

The school librarian is expected to do the following:

- Analyse the resource and information needs of the school community
- Formulate and implement policies for service development
- Develop acquisition policies and systems for library resources
- Catalogue and classify library materials
- Instruct in library use
- Instruct in information knowledge and information skills
- Assist students and teachers in the use of library resources and information technology
- Develop pupils' effective and critical response to texts.
- Encourage creative thinking
- Stimulate writing skills
- Celebrate cultural diversity
- Answer reference and information enquiries using appropriate materials
- Promote reading programmes and cultural events
- Participate in planning activities connected to the implementation of the curriculum
- Participate in the preparation, implementation and evaluation of learning activities

- Promote the evaluation of library services as an integral part of the general school evaluation system
- Build partnership with external organisations
- Prepare and implement budgets
- Design strategic planning
- Manage and train library staff

### 3.4 Duties of the Library Assistant

#### **Circulation related duties:**

- Assist students and teachers in location of print and non-print resources.
- Check books and materials in and out to students and teachers using the computerized circulation system.
- Maintain records of over dues, lost books, and fines.
- Monitor student use of the library.
- Shelve print (books, periodicals, newspapers) and non-print (multimedia) materials.
- Assist Library automation and digitization with inventory procedures.
- Assist in the training of teachers and students in the use of the online catalogue (OPAC) and databases.
- Assist students and teachers in using computers/internet

#### **Clerical duties:**

- Stamping, pasting of barcodes, labels, slips, posters, etc.
- Assist in ordering and processing of new materials and equipment, making items available for teachers and students.
- Process and maintain periodical files and routine registers.
- Perform data entry duties as needed.
- Filing of purchase bills and other documents.
- Assist in maintaining the appearance of the library.
- Mend damaged books and prepare books for bindery.
- Maintain photocopier, telephone, ceasefire systems, etc.

#### **Other duties:**

- Assist in the preparation of bulletin boards and displays.
- Assist in the organization of library events and programmes
- Assist in the preparation of library promotional materials
- Assist in keeping the library clean and orderly
- Establish and maintain friendly, cooperative and effective working relationships with all persons contacted in the course of work.

- Perform other related duties as required and directed by the Librarian and Principal.

### 3.5 Skills of the Library Staff

The fundamental qualities and skills expected from the school library staff can be defined as follows:

- the ability to communicate positively and open-mindedly with children and adults
- the ability to understand the needs of users
- the ability to cooperate with individuals and groups inside and outside the school community
- knowledge and understanding of cultural diversity
- knowledge of learning methodology and educational theory
- knowledge of information skills and of how to use information
- knowledge of the materials which compose the library collection and how to access it
- knowledge of child literature, media and culture
- knowledge and skills in the fields of management and marketing
- Knowledge and skills in the field of information technology

### 3.6 Skill development programmes

One or two day skill development programmes/workshops may be conducted at regional/cluster level for librarians on current trends and technologies (eg: automation, digitization, e-learning, web 2.0) besides regular the in-service training courses.

### 3.7 Cooperation between Teachers and Librarian

For the effective implementation of the Library Policy, the librarian should have a participatory and collaborative role in the routine teaching and learning process. His/Her knowledge and skills on different subject areas and on information management, retrieval and evaluation should be utilised fully when he/she should be treated as a collaborative learning partner and as a guide to information and knowledge. For this, the librarian,

- should be inducted as a member in to the academic subject committees
- should be consulted during projects and assignments (regarding the resources available in the library and on the internet)
- should be accommodated as an expert on information and knowledge.

### 3.8 Role of Librarian in student assessment

The librarian has a vested interest in improving student learning. His/her concern focuses on the learning process the student follows. For example, when students are assigned to research and write reports on a topic, the teacher may evaluate only the final product. The librarian is concerned that the project provides an opportunity for students to utilize or enhance information literacy skills, computer literacy skills, or other skills they already know or to learn and apply new skills needed to accomplish the assignment successfully. Through planning and working with the teacher, the librarian determines what skills lessons he/she needs to teach and helps to design assessments that determine improvement in students' skills. Although it is neither possible nor appropriate to assess every library-related activity, some form of process assessment is desirable to inform the teacher, librarian, and the students about their progress in achieving the desired outcomes. These formative assessments promote growth by monitoring students' progress, keeping students focused on goals, and helping the librarian and/or teacher to improve instruction.

### 3.9 Renaming

- i. **Teacher-librarian:** The designation of librarian in a Kendriya Vidyalay is hereafter renamed as **"Teacher-librarian"** (TL). This is to represent the active and collaborative role the librarians play in the teaching and learning processes as per the curriculum needs of the students and teachers. Now the Librarian is not only the custodian of library resources but also a teacher, instructional partner, information specialist, and program administrator. In the teacher role, the school librarian develops and implements curricula relating to information literacy and inquiry. A Teacher-librarian supports and implements the vision of his/her school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.
- ii. **Library Media Centre:** The Library in a Kendriya Vidyalaya is hereafter renamed as **"Library Media Centre"** (LMC). This will represent the variety of resources and services provided by the library to its users.

Library Media Centre is defined as an organized collection of printed, audiovisual, or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers, and administrators.

## Chapter 4

### LIBRARY MANAGEMENT

#### 4.1 Library opening hours

The library should be kept open during the entire school hours. The library staff should be available in the library all the time to provide uninterrupted service to the users. The Library Assistant would manage the routine functioning of the library during the recess time to provide the librarian enough time to have his/her lunch.

#### 4.2 School Library Committee

##### 4.2.1 Constitution

There shall be a library committee, headed by the Principal and at least 05 teacher members who have a genuine love for books. The teachers should be two from Primary and three from Secondary and Senior Secondary classes (preferably from different subject areas). The committee would also include two student members selected together by the Principal and Librarian from Classes VII to XII. The Librarian would be the Member-Secretary of the Committee.

The School Library Committee should constitute sub-committees for specific functions like '**Book Selection Sub-Committee**', '**Stock Verification Sub-Committee**' and '**Reader's Club Sub-Committee**'.

##### 4.2.2 Terms of reference

The library Committee will function with the following terms of reference:

- To develop the Annual Library Activity Plan.
- To recommend suitable budgetary provision for the library.
- To select books and other resources for the library keeping in view the natural interests and needs of the children, their age group and intelligence.
- To select books for teachers on various subjects apart from academics.
- To review library rules and formulate new rules for the library
- To make recommendations for proper functioning of School Library.
- The Library Committee can invite other teachers/students to the meetings for their advice/suggestion.
- This committee shall meet as often as possible but at least **once in two months**.

### 4.3 Library Automation

Library automation may be defined as the application of computers to perform some of the traditional library housekeeping activities such as acquisition, circulation, cataloguing, stock verification, serials control, etc.

#### 4.3.1 Software

**E-Granthalaya** (Version 3.0 or the latest) developed by National Informatics Centre (NIC) shall be the uniform library software for KV Libraries all over the country.

#### 4.3.2 Requirements for Library automation

##### 4.3.2.1 Physical

- i. *Software package* (e-Granthalaya)
- ii. **Two (2) computer systems** with the latest configuration (Windows 7, 4GB RAM, 500 GB hard disc, DVD writers) with UPS and are networked (LAN). One computer is for technical processing of the documents (books, periodicals, and multimedia) and other for providing OPAC (Online Public Access Catalogue) to the users.
- iii. *Laser Printer*, for printing barcodes, spine labels and related materials (slips, user guides, etc).
- iv. *Barcode reader*, for reading barcodes fixed on the books and member ID cards during the time of circulation and stock verification
- v. *Scanner*, for preparing digital documents.

##### 4.3.3.2 Human

Technical processing (retro conversion) of the existing stock shall be **outsourced**. This one time process would be done through locally available data-entry operators under the supervision of the librarian. Once the present stock is converted, librarian should undertake the technical processing of the new stock as and when it is accessed.

#### 4.3.3 Standardisation

The librarian should ensure that standard procedures are being followed in the overall process of automation. The future aspects of automation, i.e., creation of a union catalogue and networking of all KV libraries would only be possible if uniformity and standardization are maintained.

### 4.4 Open access

The library should follow an **open access system** to provide freedom to choose resources and facilitate its maximum usage. Books should be arranged in open shelves.

#### 4.5 Accessioning of Books

All the books purchased should be checked thoroughly so that books found damaged are not stamped, accessioned. The library ownership stamp (which contains the name of the KV and "Library Media Centre") should be affixed at the following places in the book.

- i. On the back of the title page;
- ii. At the bottom of the confidential (secret) page; and
- iii. At the last page of the book.

All the books accessioned should be entered into the accession register. Each copy or volume of the book is entered on the separate line and is given with different or next accession number. Accession number shall be written on the title page, back of the title page, confidential page (page number 51/101) and at the last page.

#### 4.6 Classification of Books

**Dewey Decimal Classification (DDC) scheme, Edition 22 (or the latest)**, should be followed for the classification of library books. For guidance, librarians can consult DDC Schedules for School Libraries given in "*CBSE: Organizing School Libraries Manual*", *DDC in Indian National Bibliography* brought out by the Central Reference Library, Kolkata and freely available first three summaries of DDC on OCLC website.

Call number consists of Class number as per the DDC scheme and Book number. Book numbers are written beneath the class numbers and shall be devised according to the following system of book numbering. First three letters of the surname of the author followed by the first letter of the first word of the title, separated by a hyphen (-). If the first word of the title begins with 'The', 'An' and 'A', the first letter of the second word is to be written after hyphen. In case of individual biographies, first three letters of the name of the person whose biography is being classified are taken.

The books selected for class libraries shall be given with a single Call No.

#### 4.7 Display of new Books

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

#### 4.8 Colour coding of Books for Class libraries

During technical processing, the books selected for class libraries (class I- V) shall be classified class-wise, with the help of primary book selection committee members, considering its contents and age appropriateness. The classified books should be pasted with coloured slips on the spine for easy identification and shelving.

The colour codes are, White (Class-I), Blue (Class-II), Green (Class-III), Yellow (Class-IV), and Red (Class-V).

#### 4.9 OPAC

An **Online Public Access Catalogue (OPAC)** should be maintained for searching the library catalogue. A web-OPAC shall also be developed to provide remote access to the catalogue through Internet.

#### 4.10 Shelving of books

Books should be arranged in open shelves according to the Dewey Decimal Classification (DDC) system.

000 Computer sciences, Information & General works  
100 Philosophy & Psychology  
200 Religion  
300 Social Sciences  
400 Language  
500 Science  
600 Technology  
700 Arts & Recreation  
800 Literature  
900 History & Geography

There should be proper **labels/guides** in the stack room and on book shelves to direct the users to the required books. An index to the shelves (Call No: Subject: Shelf No) would also be displayed. The students and staff should be trained in using the OPAC and finding the books from the shelves.

The library staff should conduct regular shelf reading in order to provide efficient retrieval of materials. Damaged books should be removed for repair and binding.

#### 4.11 Organizing Periodicals and Newspapers

The accession details of the periodicals and newspapers should be entered in the *Newspaper and Periodical Accession Register*. Non receipt of the items shall be brought in to the notice of the agent/publisher immediately.

##### 4.11.1 Periodicals

Periodicals should be arranged in a logical order (subject/scope-wise) and displayed on periodical racks/display stands attractively. A periodical rack with pigeon holes is a preferable



option. Plastic magazine sleeves/jackets may be used as protective coverings for the new/current magazines that will help to increase its life. The date of receipt and rubber stamp of the library be affixed on the title page of each issue. Back volumes of the periodicals should be kept for at least **six months**. Scientific and educational periodicals shall be **bound yearly** and preserved for future reference.

#### 4.11.2 Newspapers

Newspapers should be properly stamped, tagged (to avoid dislocation) and displayed on newspaper stands. One copy each would be displayed outside the library in the stand and in the primary reader's corner. Old newspapers would be arranged date-wise and preserved for at least **three months**.

The periodicals and newspapers shall be weeded out and disposed of as waste paper after the normal retention period.

#### 4.12 Management of multimedia

After stock entry in to the Multimedia Accession Register and the software, the multimedia CD/DVDs with cases should be kept attractively in lockable CD racks/holders with proper stamp marks and labels.

- Accession number shall be written on each disc with CD marker pen.
- The collection should be arranged according to the **subject content**.
- A **list of the collection** would be displayed in the library bulletin board.
- A portion of the collection shall be kept with **Primary section** under the charge of H.M. as per the requirements under the CMP for Primary Education.
- A **multimedia Accession Register** with relevant entries (Accession Number, Title, Subject, Producer, Language, Format, Duration, Bill Number & Date, Signature of Librarian, Signature of Principal, Remarks) would be maintained.
- A **multimedia issue register** shall be maintained to issue CD/DVDs to teachers.
- Regular **screening of children's films/CDs** should be organized for primary children under the supervision of class teachers.

#### 4.13 Bulletin Boards

The library should maintain enough number of bulletin boards to inform the users about library resources and activities such as information about new arrivals, library programmes, library statistics, book reviews and to display

book jackets, posters, bulletins, etc. There may be separate bulletin boards for Reader's Club and providing career and guidance information.

#### 4.14 Binding

The books of a school library are subject to heavy wear and tear, as the clientele is not mature enough to properly care for the borrowed items. There is wisdom in getting the book repaired as it prolongs the life span of the book. The binding work of the important and damaged books shall be carried out by **outside binders every year**. Tenders may be invited from the binders. Half leather, Full Rexene/calico or ordinary binding with ink printing are advised.

#### 4.15 Library Periods

Each section will have **two library periods per week**. Classes VI to XII will go to the library during this period. However, the arrangement for library period may differ from school to school depending on the number of sections per class.

Library periods should be planned in such a way to conduct routine activities like issue and return of books, reference, reading room services, internet browsing, and to organise skill development sessions as per the prescribed information literacy curriculum.

The librarian shall be **excluded from allotting library/arrangement periods in the first and last periods** to allow him/her to carry out stock rectification (replacing of returned books and mending the shelves), proper arrangement of periodicals, newspapers, furniture, records, taking back-up in the software, recording daily statistics and monitoring cleaning and dusting activities.

#### 4.16 Class Libraries

For Primary classes (**1 to V**), class libraries should be set up. These libraries will be under the charge of **class teachers**. The class teacher will issue books from the main library, which will be in accordance with the standard and interest of the age group of the children of the class concerned.

- A **Class Library Book Issue Register** should be maintained in the library.
- Required number (number of books = Total number of students+ 10 (books for displaying on the class library book shelf) of colour coded books shall be issued from the main library.
- Books should be **attractively displayed** in lockable glassed/transparent shelves and kept in the class.

- The teacher will issue books to the children during class library periods. After these books have been read by the students, another set of books would be issued from the main library.
- The Primary teacher would maintain a **register** to record the details of the issue/return of books to the students so that he/she can track the circulation of books and students' reading behaviour.
- Books may be issued to students of Class IV and V with proper instructions about its care and
- The **selection of books** for the class libraries shall be done by a **committee** comprising of H.M, librarian, two primary teachers and two students who will be nominated by the H.M.
- The class teacher will ensure that every pupil in the class maintains a **note book in which the name of the book read, its author and a brief account of the content is recorded.**
- Out of the two library periods allotted, one period shall be used exclusively for reading children's magazines. For this, multiple copies of magazines shall be procured from the main library.
- The class teacher may conduct activities such as story telling, read aloud, book talks/discussions, competitions (book review writing, reading, story telling, news reading, book jacket/bookmark/poster designing, developing a story, etc), assembly programmes ( book reviews, stage conversations based on book themes, dramatizations, puppets), awards (best reader of the class), exhibitions/displays, preparation of wall magazines, scrap books, etc
- Tour to the main library shall be conducted for primary students to make them aware of library, books and reading.
- The librarian should support the class teachers proactively to set up class libraries and organize related activities/events.

A "**Reading Corner**" shall be set up in the Primary block where a newspaper and multiple copies of children's magazines can be kept for open/anytime reading. This will be under the charge of Head Master/Mistress.

"**Hanging Libraries**" shall be developed for class I-III, where children's magazines and donated books (voluntarily donated by students, teachers and parents) are clipped and hanged on a thread in the class room.

#### 4.17 Junior Library

An attractively designed and child friendly junior library shall be setup in the primary section of the Vidyalaya. This will be an open space for primary children to spend their free time apart from the regular library periods.

## 1) Space, furniture and fixtures:

- i. Single room with proper ventilation, lighting and accessibility.
- ii. Comfortable, casual and age appropriate wooden chairs with foam and/or leather cushions.
- iii. spherical tables with coloured tops around which 2/4 chairs can be placed
- iv. Single cushioned chairs placed strategically at different corners of the library.
- v. Soft carpets on which children can sit casually
- vi. Aesthetically designed wall fixtures and signs
- vii. Natural, potted plants placed at different locations

## 2) Resources:

- i. Colour coded books issued from the main library shall be arranged class-wise in open wooden shelves.
- ii. Multiple copies of children's magazines and newspapers for anytime reading
- iii. Donated children's fiction books for uncontrolled reading
- iv. Soft toys, materials for mental games, drawing and painting
- v. Audio and video equipments to develop language learning skills and screen children's films

## 3) Activities:

- i. Books for class libraries shall be circulated through the Junior library
- ii. Planning and coordination of class library activities
- iii. Providing unhindered access to children's books, magazines and newspapers.

## 4) Staffing:

- i. A qualified Junior Librarian or a primary teacher or a group/committee of primary teachers who works under the guidance of the librarian.

## 4.18 Departmental Libraries

Departmental libraries shall be developed in Senior Secondary level under the charge of the **senior most PGTs** of each subject. **Subject reference books** shall be issued from the main library in the name of these teachers through a Departmental library issue register. The teacher in-charge should

maintain a **stock register** and keep the books in a lockable shelf. These books shall be recalled at the time of annual stock verification and checked.

#### 4.19 Stock verification and weeding out

##### 4.19.1 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. Stock verification should be conducted annually during the month of **March** with the help of teachers deputed for the purpose. **A stock verification subcommittee** will be formed and each member would be allotted a certain number of shelves.

For libraries having more than twenty thousand volumes and upto fifty thousand volumes, stock verification should be done at least once in three years. Sample physical verification should be done every year. In case such verification reveals unusual or unreasonable shortages, complete verification shall be done.

##### 4.19.1.1 Methods

- i. Stock taking using the stock taking register
- ii. Accession number on loose sheets method
- iii. Stock verification with the help of the library software

##### 4.19.2 Weeding out (writing off)

The process of withdrawing documents from the shelves for transferring them to storage or discarding it permanently is defined as weeding. It helps to allow space for new items, ensure easier access to the collection and maintains the currency and quality of the documents.

The criteria for selecting documents for weeding out are,

- i. Physical condition: mutilated, brittle, pest infected
- ii. Duplication: availability of multiple copies of the same documents
- iii. Older outdated editions: text books, study materials based on the old curriculum (one copy may be kept for reference)
- iv. Poor content and use: quality of contents and the documents not in use for a long time.
- v. Suitability of the subject: documents which are not relevant to the objectives of curriculum or KVS

Regular **weeding out** should be conducted at least **once a year** along with Stock Verification. A list of books to be weeded out/written off shall be prepared and submitted to the Condemnation committee. It shall be convinced about the logic and economics of disposal of these books. Once the approval of the competent authority has been obtained, necessary postings may be made in the Accession Register.

The weeded out books shall be affixed with a stamp with the wording "*weeded*" and dated signature of librarian on the title and secret pages. These shall be **auctioned to students at a nominal cost of Rs. 1/2/3 per book.**

#### 4.20 Permissible loss

Loss of **five volumes per one thousand volumes of books issued/consulted in a year** may be taken as reasonable provided such losses are not attributable to dishonesty or negligence. However, loss of a book of a value exceeding Rs. 1,000/- (Rupees One thousand only) and rare books irrespective of value shall invariably be investigated and appropriate action will be taken.

From each class library, 5-10 damaged/not usable/out dated books can be recommended for weeding out (condemnation) every year.

#### 4.21 Internet

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media centre to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.

The librarian can provide the support to show that these resources are just tools in the learning and teaching process; they are means to an end and not an end in itself. What is important here is to select relevant and quality information from the Internet in the shortest time possible. The students themselves should gradually develop the ability to locate, synthesise, and integrate information and new knowledge from all subject areas in the resource collection.

##### 4.21.1 Internet Safety Policy

"Internet Safety Policy" is for the school to monitor the online activities of students (minors) and staff members.

The Policy will regulate,

- i. Access to inappropriate material
- ii. Inappropriate Network usage
- iii. Education, supervision and monitoring (devising standards and age-appropriate training for students who use the school internet facilities)

Internet access in the school is a privilege, not a right. Access entails responsibility. Unacceptable use may lead to consequences depending on the nature and degree of violation.

**1. Acceptable use:**

The internet access will be used only for learning, teaching and administrative purpose consistent with Kendriya Vidyalaya Sangathan's mission and goals.

**2. Unacceptable use:**

The users will not use the systems to access, review, upload, download, store, print, post, receive, transmit or distribute,

- i. Materials harmful to minors (obscene, pornographic and other sexually explicit visual depictions);
- ii. Obscene, abusive, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
- iii. Information, materials or images that cause damage or danger and are inappropriate in the education setting and disruptive to the educational process;
- iv. Materials that use language or images that advocate violence, harassment or discrimination toward other people;
- v. Unauthorized access to information resources or to access or tamper another person's information, materials or files;
- vi. Posting private or personal information about another person;
- vii. Plagiarizing any material and infringing copyrights (downloading programmes, films, games, tracks those are protected under copyright laws) ;
- viii. Engaging in any illegal act violating local, state or central statute or law;
- ix. Using the facility for unauthorised commercial purposes or financial gain.

A **committee** consisting of Principal, Computer Teacher and Librarian will monitor the proper implementation of the Internet Safety Policy.

#### 4.21.2 Cyber Security Awareness Programmes

Cyber security awareness programmes and internet skill development sessions shall be organized in the school with the help of internal/external groups/agencies on the safe and purposeful use of internet. One such example is, the Information Security Education and Awareness (ISEA) Programmes initiated by the Department of Information Technology, Ministry of Communications and Information Technology, Govt of India.

#### 4.22 Care and maintenance of Library materials

Key environmental factors which affect the life of library materials are dust/dirt, heat, relative humidity, pests, pollutants, and exposure to light.

- i. *Integrated Pest Management:* Insects and pests such as Silverfish, booklice, firebrat, beetles, termites, rodents, and vermin infest books due to poor housekeeping.

A **pest management/control programme** (fumigation, cleaning, etc) should be carried out in the Library annually or as and when required.

- ii. *Climate control:* Very high humidity encourages mold growth and insect infestations. Low humidity causes materials to lose their flexibility. Generally, the relative humidity in the library should be between 30-50%. The ideal temperature is **18-20 Celsius**. The Library may be recommended for **air conditioning (AC)**.
- iii. Multimedia CD/DVDs should keep under temperature control and should be cleaned with a nonabrasive tissue.
- iv. *Handling of Library materials and equipments:* The students and staff members should be given with **instructions/guidance on the proper handling** of library materials (books, magazine, multimedia etc) and equipments (computers, e-readers, etc).

#### 4.23 Suggestion Box/Register

A suggestion **box/register** should be kept in the library to record suggestions/recommendations by users for new books, other resources and services. Suggestions shall be placed for the consideration of the Library Committee.

#### 4.24 Maintenance of Library Registers and Files

The library should invariably maintain the following registers and files for the proper up keeping of its resources.

##### 1. Registers

- i. Accession register (hard bound with thick pages )
- ii. Newspaper and Periodical register



- iii. Multimedia accession register
- iv. Library consumable items register
- v. Fine register
- vi. Stock taking register

## **2. Files**

- i. Supply/subscription orders
- ii. Bills and receipts
- iii. Others (letters received, requirements submitted, etc)

### **4.25 Cleaning and Dusting**

Daily cleaning and dusting of the library is essential. The books should be dusted thoroughly with soft cloth duster or a piece of cloth and vacuum cleaner frequently. A cleaning staff should be engaged for the work under the proper monitoring of the Librarian.

### **4.26 Library Rules**

The library should adopt a set of rules for its proper functioning.

1. All students and staff of the school are members of the library.
2. A student can borrow only two books at a time for a period of two weeks.
3. A staff member can borrow maximum five books at a time for a period of one month.
4. Books will be issued to the students, during the library periods. No book will be issued or returned during the teaching hours.
5. Marking, underlining or writing on library books, periodicals, and newspapers is strictly forbidden.
6. Reference books and current periodicals will not be issued to any member. These can be consulted only in the library.
7. If the books are not returned within the specified time it will be viewed seriously and fine will be charged as per rules.
8. The librarian may call for a book at any time, even if the normal period of loan has not expired.
9. In case of book is misused, wrongly handled or lost the person concerned will have to replace the book or pay the current market price of the book.
10. After reading, make sure that the books, periodicals and newspapers are kept back at their respective places.
11. The members should take good care of library furnishings and equipment. Make sure the library looks as good when you leave as it did when you came in.
12. Drink and food are not allowed in the Library.
13. Library computers are for academic purpose only. Do not tamper with the computer settings. Follow the internet safety guidelines.

14. A 'No Dues Certificate' by each student is to be obtained from the librarian while his/her transfer/withdrawal from the school.
15. Strict order and silence shall be maintained in the library and speak softly if needed.

## Chapter 5

### LIBRARY SERVICES AND ACTIVITIES

#### 5.1 Circulation

##### 5.1.1 Books

The circulation of books shall be done through the software and the book issue card/register. This dual process is to protect the data safely and to know the users' reading pattern quickly.

#### i. Students

##### **Requirements**

- 1) Library Book Issue Cards: Different coloured cards shall be printed for easy identification (class VI-VIII, light blue; IX & X, light green; XI & XII, light yellow). (See **Appendix-V** for a sample). These cards shall be arranged inside a marked transparent bag/pouch and kept class-wise in a wooden open rack near the circulation counter.
- 2) School Identity card in which the admission number is bar-coded or the library user identity card generated by the software.

##### **Procedure**

###### **Issue**

- 1) The student who wants to issue a book finds his book issue card from the bag/pouch of his/her class and make necessary entries.
- 2) The card is given to the librarian (for verification of entries) along with the book. He/She does the automated issue procedure with the student identity card and the bar-coded book using the software. Then the card is returned into the bag/pouch by the student.

###### **Return**

- 1) The student who wants to return the book takes his/her book issue card from the bag/pouch and makes necessary

entries. Then the card along with the book is given to the librarian for automated returning and to make necessary entries.

- 2) The book issue card is then returned into the bag/pouch by the student.

The librarian should teach the students about the circulation procedure as a part of the library orientation activities.

## ii. Staff

The issue of books to the staff members is through the staff book issue register, in which every staff member has his/her own page. The circulation is also done automatically with the help of the bar-coded staff identity card.

- iii. **Issue of books for home use** - Each student would be issued **two books at a time for a period of two weeks**. Staff members, including Principal, would be issued maximum **five books at a time** for a maximum period of **one month**.
- iv. Members should be allowed to make **reservation** for any book they need.
- v. Every student/staff who wants to obtain a transfer from the school should acquire a *"No dues"* certificate beforehand from the Librarian. No books shall be issued during the summer/winter vacations.
- vi. A recall system for overdue books should be introduced. This could be achieved by sending an overdue note to the concerned student through the Class Teacher. In case of staff the note can be sent through the school office.
- vii. Reissue of books by a user may be allowed maximum **twice** more after the first issue.
- viii. **Issue of subject reference books** - Only subject reference books from reference section would be issued for home use on those days when the successive day is a holiday. The book will have to be returned on the next working day. Dictionaries, Encyclopedias etc would not be issued.
- ix. One set of **textbooks** may be issued to teachers for the subject being taught by them for the whole session.

## x. Overdue fine

### Students:

Students are exempted from fine. *But as a measure to avoid overdue*, after the allowable two times renewal, if the book is not returned, the **defaulters name shall be displayed** in the library notice board. An **overdue reminder** shall also be send to the student

through the class teacher. If the student fails to return the books at this stage (after one month) a **second overdue reminder** will be sent and he/she shall not be allowed for further borrowing. If the student still fails to return the books, it will be **considered as lost and the cost of the book should be recovered through the class teacher along with the routine school fee collected.**

**Staff:**

After the allowable **two times** renewal, if the book (excluding textbooks) is not returned, two **overdue reminders** (with an interval of one month) should be sent to the staff member through the office. An amount of **Rs. 1/day** should also be collected from the date of the first overdue reminder from the staff member through the office as the overdue fine.

The fine collected shall be deposited to the office and necessary entries shall be made in the Fine Register.

#### 5.1.2 Periodicals

Periodicals may be issued **for a week** only. However, it must be ensured that **at least two previous issues are available** in the library. A Periodical Issue register should be maintained for this purpose.

#### 5.1.3 Multimedia

Multimedia CD/DVDs shall be issued to **teachers only** to use within the school campus to avoid copyright violations and misuse. A separate register should be maintained for this purpose.

#### 5.1.4 Cost of lost books/periodicals/multimedia

- i. In case a book/periodical/multimedia is lost by the borrower he/she should have to **either replace it by a new book/periodical/multimedia of the same or later edition or deposit the market cost of the book/periodical/multimedia at the time of loss.**
- ii. The price of a rare/out of print book will be determined by the competent authority and it shall be paid by the person responsible for the loss of the item.

### 5.2 Reference Services

Reference services in a school library consists of selection of reference resources , current awareness service, library instruction, preparation of bibliographies, graded reading lists, publication of guidelines, newsletters, inter library loan, and reference sources evaluation.

- i. **Ready Reference Resources:** The Library should maintain a ready reference collection which consists of one copy each of dictionaries, encyclopedias, atlases, thesaurus, yearbooks, almanacs, books of quotations, facts, records, first aid manuals, etc

This collection would be kept on a **Ready Reference shelf** near to the reading room and circulation counter to provide easy and ready access.

- ii. **Current Awareness Service (CAS):** Announcement about new acquisitions in the morning assembly, display of new arrival lists on the bulletin boards, **current content service** (contents pages of journals are photocopied and circulated among teachers), newspaper clipping service, etc.
- iii. **Article Alert:** Latest articles are brought to the notice of library users according to their subject of interest.
- iv. **Library instruction:** Library orientation and user education programmes (know your library, how to find your book, internet search strategies, library tour, etc). Separate sessions for students (under the information literacy curriculum) and staff members.
- v. **Bibliographies and Class-wise reading lists:** A select list of books (bibliography) available in the library on the given subject may be prepared and circulated amongst the interested groups of library users.

With the help and support of teachers, the librarian can prepare a '**class-wise reading list**' suited to the age and interest of class.

This reading list can be of great help to the students in choosing a book from the library.

- vi. **Newsletter/Bulletins, user guides, brochures:** Publication of library newsletter/Bulletins, user guides, brochures, posters, etc to disseminate library information.
- vii. **Inter-library loan:** Libraries in a cluster may share their resources through inter-library loan services.
- viii. **Virtual/digital Reference:** Reference service may also be given through telephone, e-mail, chat, SMS, etc

### 5.3 Web 2.0

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

The library should explore the potential and reach of web 2.0 applications like, blogs, wikis, social networking, social bookmarking, RSS, Instant messaging, folksonomies, content curation, etc. The application of web 2.0 in libraries germinated the term “Library 2.0”.

#### 5.3.1 Library Blog

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

The library shall create its own blog through which it can collect, organize and disseminate online resources useful for students and teachers effectively.  
**The library blog will act as a digital interface to the library.**

The school website should have a **page for the library** with all basic library information and **links to library blog**.

### 5.4 Career Guidance and Counselling Corner

As an extension activity, separate career guidance and counselling corner shall be set up in the library. There should be a **collection of related books and periodicals** kept as a separate section. **A display board** for publicizing information related to career opportunities and counselling activities shall be maintained. The library can take initiatives to organize **career guidance and counselling activities** (talks, workshops, etc ) and events in the school.

### 5.5 Reader’s Club

Developing reading habit and information literacy skills among students and teachers is the primary objective of a school library. A well organised and active Reader’s club helps to achieve this objective. Librarian shall be the in-charge of the Reader’s Club supported by a committee of students and teachers.

#### 5.5.1 Constitution

##### 1. **Students:**

- a) President
- b) Secretary
- c) Class Representatives (VI-XII)

2. **Teachers:** 2 (Two) teachers with good reading habit
3. **Librarian:** as the Convener
4. **Members:** (50-75)/ Selected as part of the school's club activity planning

This committee shall meet as often as possible but at least **once in three months**. The Reader's Club President and Secretary shall be given with badges as a promotional measure.

### 5.5.2 Activities

The Reader's Club shall develop an annual activity plan with the following suggested activities.

- i. **Competitions:** *Book review writing, reading competition, storytelling, book jacket/book mark designing, literary quiz, spot poetry writing, slogan writing, poster designing, etc*
- ii. **Assembly programmes:** *weekly book review in the assembly in English and Hindi, enacting the famous characters from a book, etc*
- iii. **Awards:** *Reader of the Month / Best reader awards*
- iv. **Events and campaigns:** *Meet the Author, visit to a local library, drop everything and read campaign, My dear Book (Book talks), reading week etc*
- v. **Reader Studies:** *Annual reader surveys/audits to analyze reading habit and reader behaviours.*

The activities of the Reader's Club should be recorded in a register and discussed in the quarterly committee meetings.

## 5.6 Information Literacy Curriculum

School libraries are places from where a student develops the basic **information literacy skills (IL)** i.e,

- Knowing what type of information he/she needs
- Finding the required information from different sources organized in varied formats within the shortest time period.
- Evaluating the accuracy and authenticity of the information
- Applying or presenting the information according to the academic requirements.

Information literacy guidelines provide all students with a learning process that is transferable across content areas as well as from the academic environment to real life.

These guidelines specify the following:

- the student should construct meaning from information

- the student should create a quality product
- the student should learn independently
- the student should participate effectively as a member of a work group
- the student should use information and information technology responsibly and ethically.

Learning skills which may contribute to make this 'philosophy' alive are included in the following list:

- self-directed learning skills
- cooperating skills
- planning skills
- locating and gathering skills
- selecting and appraising skills
- organising and recording skills
- communicating and realising skills
- evaluating

The Librarians shall teach the students these skills in a systematic way. A basic **information literacy curriculum** prepared for each class based on these essential information literacy skills is given as **Appendix-III**.

### 5.7 Annual Library Activity Plan (ALAP)

The library should have an annual activity plan. In the beginning of the academic session, the library committee will chart out the **activities/programmes with proposed dates and expected outcome**. The activities can be planned based on the local resources/facilities available. The Librarian should prepare and submit a **quarterly report**/monthly diary entry on the implementation of the ALAP to the Principal and present it in the next library committee meeting.

A model Annual Library Activity Plan is given as **Appendix-IV**

### 5.8 Library Activities

The school library should cover a wide range of activities and should be a main role player in achieving the mission and vision of the school. It should aim to serve all potential users within the school community and meet the particular needs of different target groups.

Some suggested library activities are given below.

1. **Exhibitions and Displays:** on important days (Independence Day, Republic Day, Children's Day, Youth Day, Women's Day, Teacher's Day, National Education Day, etc), birth/death anniversaries of important personalities (Gandhi Jayanti, Ambedkar Jayanti, etc) and events (Olympics, Asiad, etc)



2. **Celebrations:** National Library Week, International School Library Month, World Book and Copyright Day, World Children's Book Day, Librarian's Day, Reading week, Hindi Fortnight, etc
  3. **Competitions:** Reading, Story telling, Book review writing, Book jacket designing, Bookmark designing, Book/Literary Quiz, Library lot, Poster designing, Slogan writing, Fastest Book searcher, Smart web searcher, Spot poetry writing, etc
  4. **Book Fairs:** organized in collaboration with Governmental (NBT/CBT) or external agencies.
  5. **Events:** Meet the Author, Local Library visits, Book talks, etc
  6. **Awards:** Best Reader Award, Reader of the Month, Best Book reviewer Award, etc
  7. **Publications:** Library Bulletins, user guides , brochures, posters, etc
- The librarian shall device innovative library activities/programmes and that should be incorporated into the Annual Library Activity Plan.

### 5.9 Library Advocacy

The Librarian may take initiatives to develop a library advocacy network which consists of teachers, parents, alumni, administrators, media persons and students. The network members will act as library advocates in an informal way and spread library's importance and usefulness.

### 5.10 Library Promotion and publicity

The services and facilities provided by the school library must be actively promoted so that the target groups are always aware of its essential role as a partner in learning and as a gateway to all kinds of information resources. The library may publish 1/2 page quarterly news bulletins, user guides, information brochures, leaflets, notices, posters, banners, etc to promote and publicize its resources and activities. Designing and editorial work of these materials can be done with the help of interested students and teachers. The innovative activities conducted in the library may be published in local dailies and spread through school website and blogs.

## Chapter 6

### MONITORING AND EVALUATION

#### 6.1 Librarian's Diary

The librarian should maintain the diary and submit it before the Principal on a monthly basis. Format of the Librarian's diary is given as **Appendix VI**.

#### 6.2 Library Monitoring tools

The effectiveness of the library shall be assessed by evaluating the following documentary tools.

- 1) Student's book issue cards
- 2) Staff book issue register
- 3) Periodicals issue register
- 4) Multimedia issue register
- 5) Class library book issue register
- 6) Internet/Computer usage register
- 7) Library Committee register
- 8) Reader's Club register
- 9) Suggestion book

(For formats of Library Registers, see Appendix-VII)

#### 6.3 Library Statistics

The library should invariably display the following information:

- i. Total number of books
- ii. Number of text books
- iii. Number of Reference books.
- iv. Number of general ( fiction and non fiction) books
- v. Subject wise number of books
- vi. Number of periodicals available along with their names and periodicity
- vii. Number of multimedia available along with their title and subject
- viii. Details of other resources available in the library

Statistics should be maintained on the following so that they can be used for monitoring and evaluation.

- i. Number of users
- ii. Number and percentage of collection issued on any given day
- iii. Number of books issued during a stated period
- iv. Average books issued per user per unit time

- v. Number of recommendations received for purchase of books per year
- vi. List of activities conducted in a year along with number of participants
- vii. Amount of budget allotted
- viii. Number of new books added in the year
- ix. Number of new multimedia added in the year
- x. Number of books weeded out/condemned in the previous year

#### 6.4 User studies

Periodical user studies should be conducted among the students and staff to evaluate the usefulness of the library resources and effectiveness of library services and activities. Different data collection methods (observation, interview, surveys, schedule, polls, etc) may be followed. The data shall be analysed using various statistical methods to reach at new findings. The results shall be analysed and based upon that, corrective measures may be taken. The study shall be published and documented as a report for future reference.

#### 6.5 Revision of the Library Policy

The Library Policy shall be revised at the end of every five year to strengthen it with adequate changes to accommodate new resources and services and to cope with the ever expanding needs and expectations of the users.

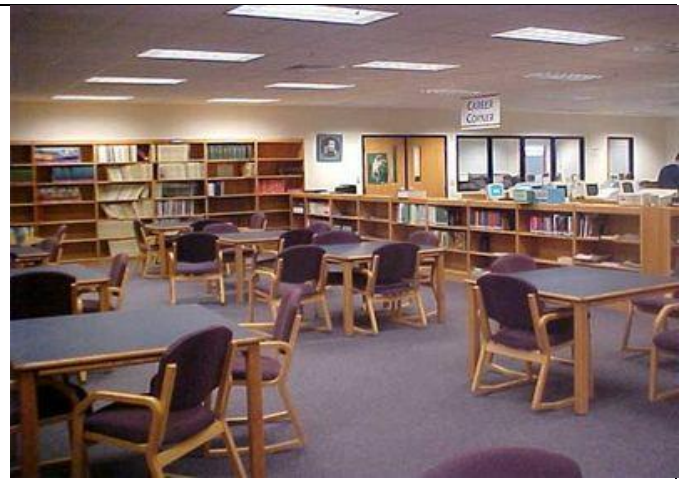
### Conclusion

A strong and up to date Library Policy is the back bone of a successful library media programme. The KVS Library Policy 2012 is intended to develop a structural and conceptual basement for the present and future library systems in Kendriya Vidyalayas. The focus has moved from the library as a confined place to one with fluid boundaries that is layered by diverse needs and influenced by an interactive global community. The Policy tries to equip today's learners with multiple literacy skills and make them ready for the challenges of 21<sup>st</sup> century through the creation of dynamic and active library media centres.

APPENDIX-I  
LIBRARY INTERIOR DESIGNS



Storytelling and casual reading areas



Cushioned wooden chairs, coloured table tops, carpets



Casual sitting, open shelves, colourful interiors



Attractive designs, lighting and open shelves



Wall fixtures, lighting and ceiling



A modern *Junior Library*



## APPENDIX-II LIBRARY FURNITURE DESIGNS



Circulation counter



Circulation counter



Computer work stations



Computer carrel



New Arrival display stand



Chairs, Pamphlet Box, Book Support, Display stand, lockable CD rack



Junior Library Shelf



Reading Table with chairs and open shelves



New arrival display stand and magazine rack



Book trolley



Magazine Stand (revolving)



Newspaper stands



Periodical display rack (pigeon hole type), CD rack (open)



Junior Library Book rack



### APPENDIX-III

## BASIC INFORMATION LITERACY CURRICULUM

This basic Information literacy curriculum is aimed at developing the skills of students to:

- recognize their information needs;
- locate and evaluate the quality of information;
- store and retrieve information;
- make effective and ethical use of information; and
- apply information to create and communicate knowledge

The recommended skill standards are,

**Standard 1. Define an Information Task**

Students will be able to define problems competently and identify information needs.

**Standard 2. Develop Information Seeking Strategies**

Students will be able to develop strategies to find information relevant to their question or personal need.

**Standard 3. Locate and Access Information**

Students will be able to access and gather information efficiently and effectively.

**Standard 4. Use Information**

Students will be able to evaluate resources for their appropriateness, select the best and extract the most relevant information.

**Standard 5. Synthesize Information**

Students will organize new information from multiple sources to construct a product that communicates the results of their research

**Standard 6. Participate in Collaborative Activities**

Students will participate effectively in groups to pursue and generate information.

**Standard 7. Evaluate the Process and the Product**

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

**Standard 8. Appreciate Literature**

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

### KEYS

1. **Introduce (I):** Introduce the concept to the students
2. **Teach (T):** Teach students to develop the concepts
3. **Apply (A):** Guide and support students to learn the concepts through its application

## INFORMATION LITERACY CURRICULUM CHART

| Curriculum concepts  | Classes |   |   |   |   |   |   |   |   |    |    |    |
|--|---------|---|---|---|---|---|---|---|---|----|----|----|
| Key: I=Introduce; T=Teach; A=Apply   | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <b>I. Library Orientation</b>  |         |   |   |   |   |   |   |   |   |    |    |    |
| Students will understand how to use the library and its resources.   |         |   |   |   |   |   |   |   |   |    |    |    |
| A. Rules   | T       | T | T | T | T | T | T | T | T | T  | T  | T  |
| B. Policy  | T       | T | T | T | T | T | T | T | T | T  | T  | T  |
| C. Staff   | T       | T | T | T | T | T | T | T | T | T  | T  | T  |
| D. Hours   | T       | T | T | T | T | T | T | T | T | T  | T  | T  |
| E. Physical Layout and Resource Location   | T       | T | T | T | T | T | T | T | T | T  | T  | T  |
| F. Books/Periodicals/multimedia/other resources/ equipment care  | T       | T | T | T | T | T | T |   |   |    |    |    |
| G. Internet Safety   |         |   |   |   |   |   |   |   |   |    |    |    |
| a) Internet Safety Policy  |         |   | T | T | T | T | T | T | T | T  | T  | T  |
| b) Cybercrimes and security measures   |         |   |   |   |   |   |   |   |   |    |    |    |
| <b>II. Resource Selection &amp; Access</b>   |         |   |   |   |   |   |   |   |   |    |    |    |
| Students will recognize the availability of information from a wide range of sources, understand their various components, be able to make distinctions among them, and retrieve them for use. |         |   |   |   |   |   |   |   |   |    |    |    |
| <b>A. Print Resources</b>  |         |   |   |   |   |   |   |   |   |    |    |    |
| 1. Parts of a Book   |         |   |   |   |   |   |   |   |   |    |    |    |
| a. Author  | T       | T | T | T | T | T | A | A | A | A  | A  | A  |
| b. Illustrator   | T       | T | T | T | T | T | A | A | A | A  | A  | A  |
| c. Publisher   | T       | T | T | T | T | T | A | A | A | A  | A  | A  |
| d. Pages   | T       | T | T | T | T | T | A | A |   |    |    |    |
| e. Spine   | T       | T | T | T | T | T | A | A |   |    |    |    |
| f. Covers  | T       | T | T | T | T | T | A | A |   |    |    |    |
| g. Title page, verso   |         |   |   |   |   |   |   |   |   |    |    |    |
| h. Table of Contents   |         | I | T | T | T | T | A | A | T | A  | A  | A  |
| i. Copyright   |         |   | I | T | T |   | T | A | A | T  | A  | A  |
| j. Index / Glossary/Bibliography   |         | I | T | T | T |   | T | A | A | T  | A  | A  |
| 2. Types of Print Resources  |         |   |   |   |   |   |   |   |   |    |    |    |
| a. Dictionary  |         | I | T | T | T | T | A | A | A | A  | A  | A  |
| b. Thesaurus   |         |   | T | T | T |   | T | A | A | A  | A  | A  |
| c. Atlas   |         | I | T | T | T |   | T | A | A | A  | A  | A  |



|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| d. Year Book  |   | I | T | T | T | T | A | A | A | A | A | A |
| e. Encyclopedia   |   |   | I | T | T |   | T | A | A | A | A | A |
| f. Newspapers   |   |   | I | T | T |   | T | A | A | A | A | A |
| g. Magazines  | I | T | T | T | T |   | T | A | A | A | A | A |
| h. Almanac  |   |   | I | T | T |   | T | T | A | A | A | A |
| i. Primary Source Documents                                 |   |   | I | T | T |   | T | T | T | T | A | A |
| j. Biographical Dictionary                                  |   |   | I | T | T |   | T | T | T | A | A | A |
| 3. Genre  |   |   |   |   |   |   |   |   |   |   |   |   |
| a. Fiction  |   |   | T | T | T |   | T | A | A | A | A | A |
| 1. Mystery  |   |   | T | T | T |   | T | A | A | A | A | A |
| 2. Historical Fiction                                       |   |   | T | T | T |   | T | A | A | A | A | A |
| 3. Science Fiction  |   |   | T | T | T |   | T | A | A | A | A | A |
| 4. Fantasy  | I | I | T | T | T |   | T | A | A | A | A | A |
| 5. Short Stories  |   |   | T | T | T |   | T | A | T | A | A | A |
| 6. Realistic Fiction  |   |   | T | T | T |   | T | A | A | A | A | A |
| b. Folktales, Fairy Tales, Fables                           | T | T | T | T | T |   | T | A |   |   |   |   |
| c. Poetry   | I | T | T | T | A |   | T | T | T | T | T | A |
| d. Plays (Drama)  |   |   |   | I | I |   | I | I | I | T | T | T |
| e. Non-fiction  | T | T | T | T | T |   | T | A | A | A | A | A |
| f. Biography/Autobiography                                  | I | I | T | T | T |   | T | T | T | T | A | A |
| g. Compare/contrast genres                                  | I | T | T | T | T |   | T | A | A |   |   |   |
| 4. Dewey Decimal System                                     |   |   |   |   |   |   |   |   |   |   |   |   |
| a. Classification   |   |   | I | T | T |   | T |   |   |   |   |   |
| b. Alphabetization  | I | T | T | T | T |   |   |   |   |   |   |   |
| c. Numerical Order, Call No.                                | I | T | T | T | T |   |   |   |   |   |   |   |
| d. Shelf-reading  |   | I | T | T | T |   | T | A | A | A | A | A |
| <b>B. Non-print Resources</b>                               |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. Websites / Search Engines                                | I | T | T | T | T |   | T | A | A | A | A | A |
| 2. Internet search  |   |   | I | T | T |   | T | T | T | T | A | A |
| a. Search Terms (keyword, author, title, subject)           |   | I | T | T | T |   | T | T | T | T | A | A |
| b. Simple, Advanced search                                  |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. OPAC, Web OPAC   |   | I | T | T | T |   | T | A | A | T | A | A |
| a) Search Terms (keyword, author, title, subject)           |   | I | T | T | T |   | T | T | T | T | A | A |
| 4. Audio (audio books, language learning)                   | I | I | T | T | T |   | T | A | A | A | A | A |
| 5. CD/DVD-ROM   | I | I | T | T | T |   | T | A | A | A | A | A |
| 6. Digital Library, E-Books, E-Journals, E-content, web 2.0 |   |   | I | T | T |   | T | T | T | T | A | A |
| 7. Library Website/Blog                                     | I | T | T | T | T |   | T | A | A | A | A | A |

|  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
|--|---|---|---|---|--|---|---|---|---|---|---|---|--|---|--|
| 8. School & KVS websites   |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| <b>C. Mass Media</b>   |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| 1. Structural features of mass media forms<br>(Television channels, radio, Newspapers)                                     | I | T | T | T |  | A | A | A | A | A | A | A |  |   |  |
| 2. Analysing media messages  |   | I | T | T |  | T | T | T | A | A | A | A |  |   |  |
| 3. Social Media: awareness and use   |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| 4. Securing your online privacy  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| 5. Mobile technology   |   | I | T | T |  | T | T | T | A | A | A | A |  |   |  |
|  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| <b>III. Research / Resource Utilization</b>  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| Students will use a research process strategy to gather and use information responsibly from the most effective resources. |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| A. Identify research need  | I | T | T | T |  | T | T | T | T | T | T | T |  |   |  |
| B. Formulate questions   | I | T | T | T |  | T | T | T | T | T | T | T |  |   |  |
| C. Select appropriate resources  | I | T | T | T |  | T | T | T | T | T | T | T |  |   |  |
| D. Gather information  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| 1. Skimming  |   | I | T | T |  | T | T | T | A | A | A | A |  |   |  |
| 2. Note-taking   |   | I | T | T |  | T | T | T | T | A | A | A |  |   |  |
| 3. Summarizing (book review)   |   | I | T | T |  | T | T | T | A | A | A | A |  |   |  |
| 4. Paraphrasing  |   | I | T | T |  | T | T | T | A | A | A | A |  |   |  |
| E. Evaluate information for relevancy, authority, content, currency, point of view   |   | I | I | T |  | T | A | A | A | A | A | A |  |   |  |
| F. Gather bibliographical information  |   |   | I | T |  | T | T | A | A | A | A | A |  |   |  |
| G. Ethical use   |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| 1. Copyright   |   |   |   |   |  | T | T | T | T | T | T | T |  |   |  |
| 2. Plagiarism  |   |   | I | T |  | T | T | T | T | T | T | T |  |   |  |
| 3. Permissions   |   |   |   |   |  | T | T | T | T | T | T | T |  |   |  |
| <b>IV. Communication of Information</b>  |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| Students will create presentations in a variety of formats to communicate information.                                     |   |   |   |   |  |   |   |   |   |   |   |   |  |   |  |
| A. Create presentations to inform or persuade (oral, written, artistic, computer, multimedia)                              | I | T | T | T |  | T | T | T | A | A | A | A |  |   |  |
| B. Credit sources in proper format   |   |   |   | I |  | T | T | T | T | A | A | A |  | A |  |

|  |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|
| <b>V. Literature Appreciation &amp; Comprehension</b>  |   |   |   |   |   |   |   |   |   |   |   |
| Students will be exposed to and participate in a variety of literary experiences to increase appreciation and understanding of literature. |   |   |   |   |   |   |   |   |   |   |   |
| A. Reading, writing, listening, and speaking for comprehension   | T | T | T | T | T |   |   |   |   |   |   |
| B. Recognizes literary elements  |   |   |   |   |   |   |   |   |   |   |   |
| 1. Main Idea / Theme   | T | T | T | T | T | A | A | A | A | A | A |
| 2. Plot / Sequence   | T | T | T | T | T | A | A | A | A |   |   |
| 3. Character   | T | T | T | T | T | A | A | A | A | A | A |
| 4. Mood  |   |   | I | T | T | A | A | A | A | A | A |
| 5. Setting   | T | T | T | T | T | A | A | A | A | A | A |
| C. Award Winners   | T | T | T | A | A | A | A | A | A | A | A |

**Teaching Methodologies:** Lecture, Class discussion, demonstration, gaming, note book, class/individual projects, reading aloud, storytelling, filling out forms, construct a drama, role play, library visits, preparing news letters, quiz, quick search, case studies, audio visual, assignments, hands on, competitions, question and answer, CAL/TAL, etc

**Teaching Aids:** Library work book, pintables, posters, bulletin boards, hand outs, CD/DVDs, e-reader, audio systems, questionnaires, toys, charts, flash cards, digital presentations, etc

**Evaluation:** Exam evaluations, one sentence summary, demonstrations, Minute paper, post tests, presentations by students, creating content, publishing/posting, etc

**APPENDIX-IV**  
**SAMPLE ANNUAL LIBRARY ACTIVITY PLAN (ALAP)**

| S.No | Event   | Proposed Date                | Activities  |
|------|---|------------------------------|---|
| 01   | International Children's Book Day               | 02 April, 2012               | Exhibition, Book reviews, Discussions   |
| 02   | World Book and Copyright Day                    | 23 April, 2012               | Exhibitions, Literary competitions, Meet the author programmes                                  |
| 03   | Inauguration of Reader's Club                   | 24 April, 2012               | Beginning of Reader's Club activities for the session   |
| 04   | Reader's Club activities                        | Whole academic year          | Seminars, Exhibitions, displays, competitions, Meet the Author, Book discussions                |
| 05   | Harry Potter Birthday celebration               | 20-24 July 2012              | HP Quiz, Writing Birthday wishes, E-greeting cards, Assembly programmes, Exhibition of HP books |
| 06   | Hiroshima Day                                   | 5-7 Aug.2010                 | Remembering the victims, Against War exhibition   |
| 07   | Independence Day                                | 10-14 Aug 2012               | Exhibition of books on freedom struggle   |
| 08   | Book Fairs                                      | 03 times in a year           | By external agencies  |
| 09   | Teacher's Day                                   | 01-07 Sept.,2012             | Exhibition of books on or by Dr. S.Radhakrishnan  |
| 10   | Hindi Fortnight                                 | 13-27 Sept. 2012             | Exhibition of popular Hindi books in the library & competitions                                 |
| 11   | Gandhi Jayanthi                                 | 29 Sept-04 Oct.2012          | Exhibition of books on or by Mahatma Gandhi and Non violence                                    |
| 12   | U.N.Day   | 22-24 Oct., 2012             | Exhibition of books on United Nations and other International organisations                     |
| 13   | International School Library Day (ISLD) & Month | 26 Oct. 2012<br>October 2012 | Talk by an eminent Librarian and other Activities, " <i>Smart Web Searcher</i> " competition    |
| 14   | Children's Day                                  | 10-16 Nov.2012               | Exhibition of books on or by Jawaharlal Nehru Competitions                                      |

|   |  |  |  |
|---|--|--|--|
| 15  | National Education Day                             | 10-13 Nov. 2012                        | Exhibition of books on or by Dr Abdul Kalam Azaad  |
| 16  | National Library Week                              | 15-20 Nov. 2012                        | Exhibition of rare books in the library<br>Competitions<br><ol style="list-style-type: none"> <li>1. Book review</li> <li>2. Designing book jackets</li> <li>3. Story telling</li> <li>4. Book reading</li> <li>5. Literary quiz</li> <li>6. Designing Bookmarks</li> <li>7. Assembly programmes</li> <li>8. Find the book</li> <li>9. Library cultural programmes, etc</li> </ol> |
| 17  | Indira Gandhi's Birthday                           | 18-23 Nov. 2012                        | Exhibition of books on Indira Gandhi and other Indian Prime Ministers  |
| 18  | Army Flag Day                                      | 07-11 Dec. 2012                        | Exhibition of books on Indian Army and warfare   |
| 2013  |  |  |  |
| 19  | Republic Day                                       | 24-28 Jan. 2013                        | Exhibition of books on India :Society and constitution   |
| 20  | Martyr's Day                                       | 28-31 Jan. 2013                        | Exhibition of books on or by freedom fighters  |
| 21  | Kerala State Reading Week                          | 03-07 Jan 2013                         | Book reading competitions  |
| 22  | National Youth Day                                 | 10-14 Jan 2013                         | Display of Books on or by Swami Vivekananda  |
| 24  | Safer Internet Day                                 | 7-11 Feb. 2013                         | Online safety workshops, talks, exhibitions, etc   |
| 25  | Know your Library Programmes (Library orientation) | Once in a month                        | Tour to the library to understand its resources and activities   |
| 26  | Screening of VCDs                                  | Once in a month                        | Screening of Educational and issue based VCDs for children   |
| 27  | Best Reader Awards                                 | For best library users from each class | Distributed on the Annual Day function   |
| Note: The Library Committee may prepare the ALAP as per the local requirements. |  |  |  |

## APPENDIX-V

## SUGGESTED PERIODICALS FOR THE LIBRARY

| NEWS & INFORMATION (International) |                                    | NCERT JOURNALS        |                                     |
|------------------------------------|------------------------------------|-----------------------|-------------------------------------|
| 1.                                 | Time (W)                           | 41                    | Journal of Indian Education (Q)     |
| 2.                                 | Newsweek (W)                       | 42                    | Bhartiya Adhnik Shiksha (Hindi) (Q) |
| NEWS & INFORMATION (National)      |                                    | 43                    | Primary Shikshak (Hindi)(Q)         |
| 3.                                 | Frontline (F)                      | 44                    | Primary Teachers (Q)                |
| 4.                                 | Outlook (English & Hindi) (W)      | 45                    | School Science (Q)                  |
| 5.                                 | India Today (English & Hindi) (W)  | COMPUTER SCIENCE & IT |                                     |
| 6.                                 | The Week (W)                       | 46                    | Digit (M)                           |
| 7.                                 | Reader's Digest (M)                | 47                    | Computer Active (M)                 |
| 8.                                 | Sambhashan Sandesh (Sanskrit) (M)  | 48                    | Electronics For You (M)             |
| WOMEN'S MAGAZINES                  |                                    | 49                    | PC Quest (M)                        |
| 9.                                 | Women's Era (F)                    | 50                    | Digital Learning (M)                |
| 10.                                | Grihashobha (Hindi) (F)            | CAREER                |                                     |
| 11.                                | Sarita (Hindi)(F)                  | 51                    | Employment News (W)                 |
| EDCATIONAL                         |                                    | 52                    | Career 360 (M)                      |
| 12.                                | Competition Success Review (M)     | SOCIETY, BUSINESS     |                                     |
| 13.                                | Civil Service Chronicle (M)        | 53                    | Yojna (English & Hindi) (M)         |
| 14.                                | Pratyogita Darpan (Hindi) (M)      | 54                    | Business India (M)                  |
| 15.                                | Junior Science Refresher (M)       | CHILDREN'S MAGAZINES  |                                     |
| 16.                                | G.K.Today (M)                      | 55                    | Magic Pot (W)                       |
| 17.                                | G.K.Refreshers (M)                 | 56                    | Tell Me Why (F)                     |
| 18.                                | Competition Refresher (M)          | 57                    | Children's World (M)                |
| 19.                                | Competition Master (M)             | 58                    | Champak (English & Hindi) (F)       |
| 20.                                | HFI Education Today (M)            | 59                    | Chahndamama (M)                     |
| 21.                                | Education Digest (M)               | 60                    | Junior Chandamama (M)               |
| 22.                                | Education Trend (M)                | 61                    | Gokulam (M)                         |
| 23.                                | Labour India Brilliant Student (M) | 62                    | Wisdom (M)                          |
| 24.                                | Mathematics Today (M)              | 63                    | Wit (M)                             |
| 25.                                | Physics Today (M)                  | 64                    | Children's Digest (M)               |
| 26.                                | Chemistry Today (M)                | 65                    | Tinkle, Tinkle Digest (M)           |
| 27.                                | Biology Today (M)                  | 66                    | PCM Children's Magazine (M)         |
| SCIENCE & ENVIRONMENT              |                                    | 67                    | Sandarbh (Hindi)(M)                 |
| 28.                                | National Geographic Magazine (M)   | 68                    | Bal Bharti (Hindi)(M)               |
| 29.                                | Scientific American (M)            | 69                    | Bal Hans(Hindi) (F)                 |
| 30.                                | Resonance (M)                      | 70                    | Nandan (Hindi) (M)                  |
| 31.                                | Current Science (M)                | 71                    | Nanhe Samrat (Hindi)(M)             |
| 32.                                | Science Reporter (M)               | 72                    | Dimdima (Hindi) (M)                 |
| 33.                                | Down To Earth (F)                  | 73                    | Chakmak (Hindi) (M)                 |
| 34.                                | Terra Green (M)                    | ARTS & SPORTS         |                                     |
| 35.                                | Geo (M)                            | 74                    | Art India (M)                       |
| 36.                                | Geo Junior (M)                     | 75                    | Sports Star (W)                     |
| 37.                                | Invention Intelligence (M)         | HEALTH                |                                     |
| 38.                                | India 2047 (M)                     | 76                    | My Doctor (M)                       |
| 39.                                | Knowledge Quest (M)                | SERVICE MATTERS       |                                     |
| 40.                                | Cub/Sanctuary (BM)                 | 77                    | Swamy's News (M)                    |

W=Weekly; F=Fortnightly; M=Monthly; BM=Bi Monthly; Q=Quarterly

**APPENDIX-VI**  
**LIBRARIAN'S DIARY**  
**INDEX**

| S.No | HEADING   |
|------|---|
| 1.   | Code of Conduct for Teachers  |
| 2.   | Resume of the Librarian   |
| 3.   | Academic and Non academic responsibilities                                |
| 4.   | Details of the In-service courses attended                                |
| 5.   | Transfer details  |
| 6.   | Library Time Table  |
| 7.   | Details of the Library Budget   |
| 8.   | Quarterly Library Statistics (as per the Library Policy)                  |
| 9.   | List of Periodicals and Newspapers  |
| 10.  | Class-wise Information Literacy Syllabus                                  |
| 11.  | List of Library Committee Members   |
| 12.  | List of Reader's Club Committee Members                                   |
| 13.  | Record of Library Committee Meetings                                      |
| 14.  | Record of Reader's Club Committee Meetings                                |
| 15.  | Annual Library Activity Plan (ALAP)                                       |
| 16.  | Monthly Class-wise Lesson Plan (as per the Information Literacy syllabus) |
| 17.  | Monthly Library Activities  |
| 18.  | Quarterly Reader's Club Activities  |
| 19.  | Month-wise details of Library Technical/Managerial works done             |
| 20.  | Details of projects/innovations/experiments                               |
| 21.  | Details of collaborative learning activities with teachers and students   |
| 22.  | List of professional reading, done by the Librarian                       |
| 23.  | Details of work done, other than as a Library professional                |
| 24.  | Record of CL/CCL/HPL availed  |

| Details of the Library Budget |   |        |
|-------------------------------|---|--------|
|                               | Budget allotted for the year(        ) : Rs _____ |        |
| Month                         | No. of books/periodicals/multimedia accessed      | Amount |
| April                         |   |        |
| May                           | TOTAL   |        |

| Record of Library/Reader's Club Committee Meetings |                           |
|--|---------------------------|
| Month and Date                                     | Important/Relevant Points |

| Monthly Class-wise Lesson Plan (as per the Information Literacy syllabus) |                                       |                             |                            |
|---|---------------------------------------|-----------------------------|----------------------------|
| CLASS/SECTION:  |                                       | MONTH:                      |                            |
| TOPIC:  |                                       |                             |                            |
| Information Literacy concepts/<br>Teaching points                         | Methodology/<br>Library Activities    | Instructional Aids<br>used  | Evaluation/<br>Assignments |
| <i>Parts of a Book</i>  | <i>Demonstration</i>                  | <i>Book</i>                 | <i>Question-Answer</i>     |
| <i>Library Classification</i>   | <i>Presentation,<br/>Library Tour</i> | <i>CAL, Displays, signs</i> | <i>DDC Quiz</i>            |
| Monthly Library Activities  |                                       |                             |                            |
| MONTH:  |                                       |                             |                            |
| S.No  | Date                                  | Activity                    | Outcomes                   |
|   |                                       |                             |                            |

| Month-wise details of Library Technical/Managerial works done |      |  |
|---|------|--|
| MONTH:  |      |  |
| S.No  | Date | Details of the Technical/Managerial works done |
|   |      |  |

| Details of collaborative learning activities done with teachers and students |             |                                 |  |
|--|-------------|---------------------------------|--|
| MONTH:   |             |                                 |  |
| S.No   | Date/Period | Name of the<br>Teacher/Students | Details of the collaborative learning<br>activity done |
|  |             |                                 |  |

| List of professional reading, done by the Librarian |       |        |         |      |           |
|---|-------|--------|---------|------|-----------|
| S.No  | Title | Author | Imprint | Gist | Relevance |
|   |       |        |         |      |           |

| Details of work done, other than as a Library professional |         |   |
|--|---------|---|
| Months   | Details | Signature of Principal<br>/Vice-Principal |
|  |         |   |

| Quarterly Library Statistics                             |  |
|--|--|
| i. Total number of books                                 | ix. Number of users  |
| ii. Number of text books                                 | x. Number and percentage of collection issued<br>on any given day          |
| iii. Number of Reference books.                          | xi. Number of books issued during a stated<br>period                       |
| iv. Number of general( fiction<br>and non-fiction) books | xii. Average books issued per user per unit time                           |
| v. Subject-wise number of books                          | xiii. Number of recommendations received for<br>purchase of books per year |
| vi. Number of Periodicals                                | xiv. Number of new books added in the quarter                              |
| vii. Number of multimedia                                |  |



## APPENDIX-VII

### FORMATS OF LIBRARY REGISTERS

#### 1. Accession Register

| Date | Accession No | Author | Title | Publisher & Place | Edition & Year | Classification | No of pages | Source of receipt | Bill No & Date | Price Rs. Ps. | Signature of Librarian | Signature of Principal | Remarks |
|------|--------------|--------|-------|-------------------|----------------|----------------|-------------|-------------------|----------------|---------------|------------------------|------------------------|---------|
|------|--------------|--------|-------|-------------------|----------------|----------------|-------------|-------------------|----------------|---------------|------------------------|------------------------|---------|

#### 2. Newspaper & Periodical Accession Register

| Newspaper & Periodical Accession Register for the Month of _____ |                             |                |                |                 |                               |                                    |                      |                      |                      |                      |                                    |                           |                           |                                |   |
|--|-----------------------------|----------------|----------------|-----------------|-------------------------------|------------------------------------|----------------------|----------------------|----------------------|----------------------|------------------------------------|---------------------------|---------------------------|--------------------------------|---|
| Date   | Name of the daily Newspaper |                |                |                 | Name of the weekly Periodical | 1 <sup>st</sup> week               | 2 <sup>nd</sup> week | 3 <sup>rd</sup> week | 4 <sup>th</sup> week | 5 <sup>th</sup> week | Name of the fortnightly Periodical | 1 <sup>st</sup> fortnight | 2 <sup>nd</sup> fortnight | Name of the monthly Periodical | Vol No., Issue No.,<br>Date of receipts |
|  | The Hindu                   | Indian Express | Times of India | Navbharat Times |                               |                                    |                      |                      |                      |                      |                                    |                           |                           |                                |   |
| 1  | ✓                           | ✓              | ✓              | ✓               |                               | Vol. No, Issue No, Date of receipt |                      |                      |                      |                      |                                    |                           |                           |                                |   |
| 2  | ✓                           | ✓              | ✓              | ✓               |                               |                                    |                      |                      |                      |                      |                                    |                           |                           |                                |   |

#### 3. Multimedia Accession Register

| Date | Accession No | Title | Subject | Producer | Language | Duration | Format (CD/ACD/VCD/DVD/Others) | Year & Edition | Source of receipt | Bill No & Date | Price | Signature of the Librarian | Signature of the Principal | Remarks |
|------|--------------|-------|---------|----------|----------|----------|--------------------------------|----------------|-------------------|----------------|-------|----------------------------|----------------------------|---------|
|------|--------------|-------|---------|----------|----------|----------|--------------------------------|----------------|-------------------|----------------|-------|----------------------------|----------------------------|---------|

#### 4. Internet/Computer Usage Register

| Date | Name , Class & Div. | System Number | Time | Purpose | Signature of student | Signature of Librarian | Remarks |
|------|---------------------|---------------|------|---------|----------------------|------------------------|---------|
|------|---------------------|---------------|------|---------|----------------------|------------------------|---------|

### 5. Fine Register

| S. No | Date | Accession No | Name of the borrower (student/staff) | Class & Div./Designation | Amount Rs. Ps | Receipt No & Date | Signature of Librarian | Signature of office clerk | Signature of Principal | Remarks |
|-------|------|--------------|--------------------------------------|--------------------------|---------------|-------------------|------------------------|---------------------------|------------------------|---------|
|-------|------|--------------|--------------------------------------|--------------------------|---------------|-------------------|------------------------|---------------------------|------------------------|---------|

### 6. Students' Library Book Issue Card

|  |              |       |             |                |               |         |
|--|--------------|-------|-------------|----------------|---------------|---------|
| KENDRIYA VIDYALAYA _____<br>LIBRARY<br>Student Book Issue Card<br>Year (20 - 20--)<br>Admission/ID Card No:<br>Name of the student:<br>Class & Division: |              |       |             |                |               |         |
| Date of issue  | Accession No | Title | Student S/d | Date of return | Librarian S/d | Remarks |

### 6. Staff Book Issue Register

|  |              |       |                      |                |                        |         |
|--|--------------|-------|----------------------|----------------|------------------------|---------|
| KENDRIYA VIDYALAYA _____<br>Book Issue Register for Staff<br>Name of the Borrower & Designation: _____ |              |       |                      |                |                        |         |
| Date of issue  | Accession No | Title | Borrower's signature | Date of return | Signature of Librarian | Remarks |

### 7. Class Library Book Issue Register

| Class & Div. | Name of the Class teacher | No of students | No. of books issued | Date of issue | Date of return | Signature of Class Teacher | Signature of the Librarian | Remarks |
|--------------|---------------------------|----------------|---------------------|---------------|----------------|----------------------------|----------------------------|---------|
| II A         |                           | 50             | 60                  | 2/4           | 2/6            |                            |                            |         |

**8. Periodicals Issue Register**

| Date of issue | Name of the periodical | Vol., Issue No/Month & Year | Name of the borrower | Signature of Borrower | Signature of Librarian | Remarks |
|---------------|------------------------|-----------------------------|----------------------|-----------------------|------------------------|---------|
|---------------|------------------------|-----------------------------|----------------------|-----------------------|------------------------|---------|

**9. Stock Taking Register**

| Accession No | Year |      |      |      |      |      |      |      |      |      | Remarks |
|--------------|------|------|------|------|------|------|------|------|------|------|---------|
|              | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |         |
| 00001        | √    | √    | C    | -    |      |      |      |      |      |      |         |
| 00002        | √    | √    | √    | √    |      |      |      |      |      |      |         |
| 00003        | √    | √    | √    | √    |      |      |      |      |      |      |         |

**10. Due Date Slip**

KENDRIYA VIDYALAYA \_\_\_\_\_  
LIBRARY MEDIA CENTRE

Acc. No: \_\_\_\_\_ Call No: \_\_\_\_\_

This book is due on the date last stamped below

|  |  |
|--|--|
|  |  |
|--|--|

**11. Annual Book Binding Order**

Following books are being sent for binding to M/s \_\_\_\_\_  
\_\_\_\_\_ from the  
Library, KV \_\_\_\_\_ on \_\_\_\_\_.

| S.No | Acc. No. | Title | No of pages | Signature of Borrower | Signature of Librarian | Remarks |
|------|----------|-------|-------------|-----------------------|------------------------|---------|
|------|----------|-------|-------------|-----------------------|------------------------|---------|

**12. Overdue Reminder Letter**

Class & Div: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Dear \_\_\_\_\_ (Name of the student)

Following book(s) borrowed by you was / were due for return.

| S.No. | Acc.No | Title | Due date |
|-------|--------|-------|----------|
|-------|--------|-------|----------|

As there is a demand for the above book(s) from other readers, you are requested to return the same immediately.

Thank you  
Librarian