

# **CHAPTER 1**

## **LIBRARY AS LEARNING RESOURCE CENTRE**

### **INTRODUCTION**

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

The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with life long learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens.

Thus, the school library must be made the hub of all the activities planned and executed in school. It can be used by students to prepare for their next class period, home examination, general education, information, competitions, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the prescribed/ recommended text-books and other reading material from different sources, technically process it by making use of a standard scheme of classification, catalogue it to provide various access points, organise the collection on scientific lines, circulate the documents and disseminate the information in the manner most liked by the students and teachers. In addition, the school library has to serve as a resource centre as well.

In Europe and other developed countries of the world a greater emphasis is laid on the library method of teaching. The School Library Staff support the use of books and other information services which range from the fictional to documentary, from print to electronic within the four walls of the library as well as outside. This is all done to enthuse the young minds of pupil to unfold their self and discover their potential. A lot of assignments are given to the pupil for which they have to sit and work in the library itself. This method of teaching makes them skillful and discriminating users of library resources and services.



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

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

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

All schools have a Library period in their Time Table for all classes. Students go to the Library during this period to get the books issued or returned. The time available with the Librarian for each group is so little that he hardly gets any time to do any thing else other than normal 'issue and return' of books. The school authorities will do well to relieve the Librarian from any formal teaching work and encourage him to take extra interest in promoting library use for the larger good of students. The Principal of the school should ensure regular and timely release of funds for the purchase of reading material. Necessary tools required to technically process the reading material such as latest edition of classification scheme; cataloguing code; and list of subject headings should be made available to him. Full cooperation needs to be extended to the Librarian in the timely dissemination of information.

## **SCHOOL LIBRARY OBJECTIVES**

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

### **◆ Literacy**



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

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

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

- ◆ Effectively participate in the teaching-learning programme of the school;
- ◆ Provide the students with appropriate library materials both printed as well as audio visual and services for the overall growth and development of the personality of the students as an individual;
- ◆ Develop reading ability and interest, and inculcate love, enjoyment and pleasure of reading amongst the students;
- ◆ Assist the students to become skillful and discriminating users of library;
- ◆ Offer opportunities for experiences in creating and using information for knowledge, understanding, information and enjoyment;
- ◆ Support all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- ◆ Stimulate and guide each student in the selection and use of books and other reading materials for the building of taste at appropriate level of maturity;
- ◆ Workout a programme in consultation with teachers for the effective use of all types of library materials;

The above-mentioned objectives focus upon the most important functions of the library in a school situation.

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

- ◆ provide the students equal access to all library resources.



- ◆ arrange for high quality customer service to students organized on modern lines.
- ◆ be familiar and aware of popular books and magazines, the students enjoy most.
- ◆ arrange for reading sessions of popular books and magazines and talks by the celebrity authors.
- ◆ make the library inviting and pleasing with comfortable furniture.
- ◆ involve teachers and students in making the collection up-to-date.
- ◆ draft student friendly library rules.
- ◆ sign MOU (memorandum of understanding) with sister libraries for mutual help and cooperation.

### **LIBRARY ADVISORY COMMITTEE**

Of late the committee pattern of administration is gaining momentum. Most of the institutions have a committee to advise. It will be advantageous if the school creates an advisory committee with the following terms of reference:

- ◆ To recommend suitable budgetary provisions for the library and resource centre;
- ◆ To formulate policy in relation to the development of resources for reading, reference and projects;
- ◆ To develop a general programme of library service to suit the interest and requirements of different teaching departments of the school;
- ◆ To frame, review and approve library rules;
- ◆ To make recommendations for proper functioning of School Library Resource Centre;

#### **The Committee may comprise the following:**

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

The Committee may coop invite any other person(s) if found necessary from time to time. It should constitute sub-committees for specific functions like ‘Book Selection Sub-Committee’, ‘Stock Verification Committee’, ‘Weeding/Withdrawal Committee’, etc.



## **CHAPTER 2**

### **PROMOTING READING HABIT**

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

Unfortunately, Reading habit has lost importance as both the young and the old are glued to the T.V. As far as the educational institutions are concerned, coaching students for the examinations seems to be the be-all and end-all of our education system. However, after the home, the most obvious place to develop the habit of life-long reading is the school and specifically its Library. It is, however, a sad fact that, although today every school affiliated to the Central Board of Secondary Education can take pride of a Library, yet invariably these libraries function largely as repositories for storage of a set number of books required as a condition of recognition, or where the students come once a week/fornight to take-out and return books rather than functioning as real Resource Centre for Learning. It must function as the 'hub' of all activities in the school, a place where creative ideas can germinate, where exciting innovative experiences in learning take place, where students come joyfully to spend some of their precious time browsing through books in a peaceful, pleasing and inviting atmosphere.





Apart from printed material, different kinds of audio-visual aids are also needed to enrich classroom learning and to expose the students to the larger world around them, The Library should have a section devoted to films-slides, transparencies, photographs, maps, posters, charts, as well as hardware in the form of Radio & Television set, Tape recorder/player, VCR & VCP, slide & film projector, overhead projectors, computers and Xerox machine so that the Library develops into a real Learning Resource Centre where both students and teachers can explore new paths of learning. Obviously this will be difficult for all the schools in the initial stage, so a process of sharing under school cluster system may be initiated.

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

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

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

It is an important part of Librarian’s/Teacher’s role to encourage reading and Library use positively. To assure the best results it would be necessary to provide regular and continuous service by the Librarian in the use of Library. The student needs to be taught about the variety of books available in the Library. How to select books, how to read them, how to take notes, how to relate information collected from various books, maintenance & handling of books, etc. Of course, it includes, the use of Card Catalogue, Loan Procedures, Knowledge of books, Audio Visual materials, Computer assisted facilities, Use of bibliography, reference books etc. Infact, it would be more desirable to organize a Library project or unit to acquaint the students with the Library.





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

The teachers can achieve this by: -

- Telling pupils of books that might be of their interest.
- Excusing pupils to go to the Library as the need for reference material arises.
- Making assignments requiring the pupils to use Library resources.
- Distributing suggested readings through mimeographed materials.

Emphasis is to be given to the study of classics, autobiographies, biographies, travelogues, essays, fiction and poetry. Dictionaries, Ecylopaedias, yearbooks, children's magazines, illustrations, maps and charts and other reference books should be made available for use. Diversified choice of books for reading will help the students in building up emotional balance and stability and promote intellectual curiosity. Students should also be helped to write 'Book Reviews' which could be displayed on the Library Notice Board.

## **CLASS ROOM LIBRARIES**

Although the Library should be the focal centre of learning in school, it needs to reach out to classroom also. This is where a good interaction between the librarian and teacher needs to be generated. Classroom Libraries consisting of select fiction books, non-fiction, and reference material should find a place in every classroom under the direct control and supervision of the Class Teacher and a student Librarians of the class. These Class Libraries can be used by students who finish their class work more quickly than others or as loan service for the class to supplement the books they read from the main library, or when a teacher is absent and no other substitution programme



can be arranged for. The collection of these class libraries can be interchanged section-wise and new ones added each year so that the class gets a wide variety of reading material available to them at any time. Dictionaries, atlases, globes and maps should form part of the classroom libraries.

## **LIBRARY PROGRAMMES & PROJECTS**

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



### **BOOK SEMINAR**

A programme which can be very stimulating for the older students is a 'book seminar', when the students select and read a chosen book and then have a Round Table Discussion on it, led by a knowledgeable moderator. This often leads to students wanting to read more books by the same author. Preparing projects on different authors and poets is another method of encouraging the reading habit. Students glean as much information as possible on writers, prepare their project report, and then give a presentation to the class inviting questions from classmates. This gives students the opportunity of familiarizing themselves with different poets, authors, and dramatists especially when there is an interchange of project material in the class. 'Meet the Author' sessions can also be enjoyable when contemporary writers are invited for discussion with the students about their books. Science symposia, when students choose current topic interest and make their presentations before the class or science clubs, are another way of attracting students to pore



through the latest books in science and technology to find out about the new inventions and discoveries. If participation from the audience is also encouraged, more students will wend their way to the library to search out unexperienced questions to tax the mind of their fellow speakers.

## **HOLIDAY PROJECT WORK**

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

## **BOOK FAIRS**

Since the material collected by students for their projects is gleaned from books, this can be a good time to arrange a 'Book Fair' in the school inviting local publishers and booksellers to put up stalls for display and sale of their books. These 'Book Fairs' give parents an opportunity to see what is available in the market without having to travel from place to place, and if they can be arranged on Saturdays and Sunday when the parents are usually free from their work, the response would normally be very favorable. The Book Fairs encourage students to spend their pocket money on buying books for themselves or as gifts for their friends. They also help librarians and teachers to select the books for the library.

## **BOOK WEEK**

Although the library programmes should go on throughout the year, some schools organise 'Book Week' every year to focus attention of the whole school - the Principal, the Faculty, the Students and Parents - on the value of books and the habit of reading, and to make the school community more library - conscious. During the 'Book Week' a whole variety of programmes can take place catering to the interests of each age group of students. The programmes may include talks and lectures, discussions, book reviews, book exhibitions, visits to local libraries, screening of films and so on. The 'School Book Week' may coincide with the 'National Book Week' organized by the National Book Trust or the Indian Library Association during 14-20 November each year. Each Faculty may also like to organise a Faculty Day, such as 'Social Studies Day', 'Mathematics



Day', 'Creative Arts Day', 'Language Day', Science Day' etc. The Arts Department of the school can organise painting contests on the 'Joys of Reading'; put up catchy slogans; prepare attractive 'Book Marks' and 'Book Covers', and beautify the library.



## **BOOK DONATION DRIVE**

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

## **YOUNG READERS CLUBS**

Another useful suggestion for promoting an interest in books and reading is to establish a 'Readers Club', an idea put forward by the National Book Trust during the National Book Week in 1986. In spite of declining habit of reading, there are still children in every school and in every class who are voracious readers and who naturally gravitate towards books, and, if there is one, to the Library. These interested readers can form the nucleus of a 'Readers Club'. The Club members can meet regularly to help plan out implement the library programmes in school, discuss books and voice the views and ideas of student body about the running of their library. The detailed note on the working of the 'Readers Club', outlined by the National Book Trust may be made use of.



Library use and reading habits can also be considerably augmented by performing other activities like talks, stories sessions, display, homework facilities, outside library visits, reading programmes, lectures & symposiums, play reading groups, quizzes, Library Clubs, Brain Trusts, Dramatic shows, (where space & staff permit), Book Exhibitions and exhibitions of children art and handicraft in the Library.

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

In the European countries a lot of attention is given to develop the reading habit among children. Writing children’s books is taken very seriously and writers and publishers are encouraged to produce quality literature. In India only a small number of publishers e.g. about 10% publish books for children, and children’s literature. Children’s books are seldom published on good quality art and glazed paper with attractive illustrations as in the foreign publications. In India, children’s books are largely imported from the well known foreign publishers e.g. Penguin, Collin, Hamlyn, Ladybird, Hadder, and Stoughton etc., However, in recent times some Indian publishers have tried their hands in this terrain e.g. ‘India Book House’. It has brought out popular editions of ‘Amar Chitra Katha’ and ‘Pustak Mahal, Delhi’ has created a Knowledge Bank’ (in 06 vols.) for childrens and published several unique and informative titles under its ‘Children Science Library Series’. Rajpal & Sons, Diamond Pocket Books, Delhi and Vivalok Comics Series are also doing well by bringing alive grassroots peoples stories and other works. Good work is also being done by the ‘Children’s Book Trust’ and the ‘National Book Trust’.

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

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



## **CHAPTER 3**

### **INTRODUCING THE BOOK AND OTHER READING MATERIAL**

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

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

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

#### **CATEGORIES OF BOOK**

Broadly the books can be categorized in the following manner.

- I. General book:** - The subject matter is discussed in a general manner. The subject may be simple exposition of a specific subject.
- II. Textbook:** -It is a book of instructions developed for the students of a particular level course for the particular branch of study. Accordingly it provides basic knowledge about a particular subject in an easy and understandable language with colorful presentation and plenty of illustrations.
- III. Reference book:** - Contains readymade information basically known as compilation and compendium of various disciplines of knowledge. They are not meant for continuous reading rather these are consulted for specific piece of information. The variety of reference books include dictionaries, encyclopedias, yearbooks, almanacs, biographical dictionaries, handbooks, directories, gazetteers, and atlases etc.



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

**PARTS OF A BOOK:** It is important to understand the anatomy i.e. various parts of printed book in order to recognize a well designed book in terms of its relative and practical value for reading and study by the students and teachers.

Every printed book has three distinct Parts:

- a. Preliminaries also known as prelims or prels;
- b. Body of book i.e. Textual matter or Text; and
- c. Subsidiaries also known as End matter.

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

## **PRELIMINARIES**

The preliminary pages may include the following:

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



- Acknowledgement: The author extends thanks and courtesy to those who have helped him in preparing the book.
- Table of Contents: Provides list of topics discussed in the book and shows their locations (Page Nos.).
- List of Illustrations: Provides list of illustrations, plates etc. used in the book and reflects their position.
- List of Abbreviations: List of shortened or abridged forms of words, which the author has used in the book.
- Errata or Corrigenda: List of errors discovered in Textual matter after printing.

**Body of book i.e. textual matter or Text**: Readers are primarily concerned with the text of the book. Preliminaries and subsidiaries are auxiliaries, created to offer some additional help to readers in reading the book.

**Subsidiaries**: Include the following items in following order. It is not essential that each book will be having all the various features but they are common elements found in books.

**Notes**: The beginning of 'end matters' should provide the notes, if required, for the relevant passages discussed in the book.

- Appendices: After notes, appendices are provided especially for tabular information, if required.
- Glossary: For the highly technical subjects treated in the book, a glossary of technical terms is provided reflecting their meanings.
- Bibliography: List of books, either author has consulted or recommended for further reading.
- Index: Most important, serves as systematic guide to the textual matter with exact reference of page No.
- Finis: Found in multivolume books, printed at the end of last volume.
- Fly leaves: Some blank sheets of papers.
- Plates and Maps: The illustrations that couldn't be printed with the text can be provided here.
- End Papers: Opaque paper for concealing the mechanism of binding and for providing some extra strength to covers.



- **Book Jacket:** To prevent the book from dust etc., garment is provided. There is, of course, an unlimited range of items which could be added to the collection of a library:

**Audio Visuals:** This type of documents may either be a recording on which sound vibrations have been registered by mechanical or electronic means so that the sound is reproduced such as disc, rolls, tapes, (open reel to reel, cartridge and cassette), sound recording, slides, gramophone records, and sound recordings on films etc. or it may be a length of film, with and without record sound bearing a sequence of images that create the illusion of movement when projected in rapid succession such as film loops, cartridge, and cassettes, discs, motion pictures, video recordings and other synchronized presentations.

**Micro Forms:** Microform is a generic term for any film or paper containing text or pictorial matter too small to be read without magnification. Some reading equipment is therefore, required, to enlarge the micro image so that it becomes readable. Micro forms in the library collection include micro films, micro fiche, micro card and micro print.

**Games and Models:** Games and toys are increasingly being used in a school library. Their educational value is time tested and found tremendously useful for the enhancement of vision and imagination of a child. Similarly, models are also of immense value when a teacher can not show the children the real thing, it can best be explained by a working model. A picture can show only one dimension of an object but a model can demonstrate the shape of a complex object, texture and inside structure where a picture cannot.

**Maps, Atlas, Globes and Charts:** A map is a flat representation of a part or all of either the earth or the universe. An atlas is a document, which contains several maps, and the globes are also a great educational help for a child as it is a spherical representation of the earth. A chart is a special purpose map generally used by navigators others may include celestial charts (i.e., a 'Starmap' etc.). These documents are also extremely popular among the library clientele.

**Machine Readable Formats:** These are documents in which information is coded by methods that require the use of machine for processing. Examples include information stored on magnetic tape, Floppies, CDs. in optical media compact discs (CDs) are latest information devices in digital form. Now e-books and e-journals are also finding their way into libraries.

**Pictures:** Pictures in a library collection may include illustrations, drawings, paintings, prints, reproduction, photographs, and technical drawings etc.

**Others:** Other categories of documents include manuscripts, dissertations & theses, govt. documents, periodicals, pamphlets, patents, trade literature, standards & specifications, research monograph, bibliographies and Indexes etc.



## **CHAPTER 4**

### **PHYSICAL FACILITIES**

#### **LOCATION**

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

- should be in a quite area free from excessive noise, disturbances and pollution.
- should be away from canteen, common room, play ground and parking area
- should have good ventilation and ample day light.
- should have sufficient floor area in the Reading Room to enable the students to use it comfortably either in groups or individually.
- should have sufficient work space for the staff to receive books on approval and undertake accessioning, classification, cataloguing, minor repair, issue and return, and reference service activities.
- should have separate enclosure to be used as Committee/Conference Room by teachers and pupils for participating in joint or group discussions.
- should have sufficient stack area so as to organise the books in open shelves.
- should have a counter/enclosure for keeping personal belongings.

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

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



## **CHAPTER 5**

### **LIBRARY FINANCE**

#### **SOURCES OF FINANCE**

The major sources of Library Finance are:

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

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

#### **BUDGET ALLOCATION FORMULA**

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

The entire amount allotted for Library books should be made available to the Library at the beginning of the session to facilitate collection development in a planned way. A definite policy regarding the proportion of Library grant to be spent on various heads needs to be spelt out. However, to formulate such a policy based on percentage or some other convenient principles is not easy. It may not get approval of many departmental heads. Apart from problem of deciding the proportion of budget to each of the heads, there is also the danger of growth taking a very narrow line. Yet the amount of grant-in-aid received has to be allocated to facilitate purchases. There is no better alternative to this.



The non-recurring grants received during the year may be spent on items for which they are released. But the recurring library grant as and when received must be allocated as far as possible according to the following formula:

|  |     |
|--|-----|
| Books  | 50% |
| Periodicals/newspapers                           | 10% |
| Library Stationery                               | 10% |
| Miscellaneous (Library equipment and stacks etc) | 20% |
| Binding and repair                               | 10% |

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

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

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

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



## **CHAPTER 6**

### **LIBRARY PERSONNEL**

#### **SIZE OF LIBRARY STAFF**

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

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

#### **STUDENT LIBRARIAN**

Some of the schools have included Library Science as one of the subjects under SUPW. The students of these groups as part of work experience can be encouraged to assist the library staff in different ways. Even if there is no provision of work experience, it would be a good idea, if a few senior students are trained to assist the librarian in performing various jobs such as stamping of new books, pasting labels, dressing the shelves, doing minor repair of books, arranging exhibition of books, manning the property counter and so on. In fact it is a good idea to nominate a student librarian from each of the classes for a period of one month and rotate the process. The students are good workforce. Their potential must be exploited to the fullest possible extent.

#### **STAFF FORMULA**

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

- a) For Secondary School, the library staff should consist of:



Librarian (TGT grade) - One

Assistant Librarian (Assistant Teacher Grade) - One

Library Attendant - One

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

Senior Librarian (PGT Grade) - One

Librarian (TGT Grade) - One

Assistant Librarian (Assistant Teacher Grade) - One

Library Attendant - One

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

## **QUALITIES OF THE LIBRARIAN**

The Librarian should have love for books and should be a voracious reader. He should have potentialities to inculcate the habit of lifelong reading in students.

He should be hard working and possess charming and pleasing personality. Above all, the personality of librarian must be congenial, friendly and warm. A person with forbidding countenance, or an overbearing nature, who enforces discipline through fear or compulsion, can never be successful in attracting students to the Library. A Librarian, therefore, must be calm, patient and relaxed with an understanding nature, encouraging the students, helping them to find out the books or information they require and ensuring that an atmosphere of peace and serenity pervades the Library and process of self-learning and discovering continues unimpeded. He/she should be fair to the students. Expect them to respect their library and its rules.

## **QUALIFICATIONS**

### **i. Senior Librarian**

Master's Degree in Arts/Sc./Commerce + Degree Or equivalent course in Library & Information Science.



## **OR**

Master's Degree in Library & Information Science.

### **ii Librarian**

Graduate with Degree or Diploma in Library and Information Science from a recognised Institute.

### **iii. Assistant Librarian**

Matriculation or equivalent with Certificate in Library and Information Science from a recognised Institute.

### **iv. Attendant**

Matric with experience in Library + Working knowledge of English.

## **STATUS OF SCHOOL LIBRARIAN**

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

## **MOTIVATION AND INCENTIVES**

There should be a regular channel for promotion for Librarian. He should be able to move up the ladder in hierarchy. He should be given personal promotions like teachers after the completion of 8 years of satisfactory service. He should also be considered for state awards as are admissible to his fellow teacher colleagues.

## **PROFESSIONAL DEVELOPMENT & TRAINING**

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



## **ROLE OF SCHOOL LIBRARIAN**

The school librarian's job is one of the most difficult and challenging in librarianship. As a school librarian he/she will have to manage information resources, prepare budget, teach information skills to students and make a plan for the development of Library Resource Centre. He/she should

- Collaborate with teachers in the integration of information skills in the curriculum;
- Provide access to a comprehensive range of learning materials in different formats for borrowing;
- Promote the effective use of the library learning resources by pupils and teachers;
- Promote and foster the enjoyment of reading from the earliest age and cultivate in students the habit of lifelong reading;
- Organize all learning and teaching materials within school to facilitate their accessibility, location and use;
- Remain aware of new learning resources, maintain contact with publishers and booksellers;
- Liaise with outside agencies and information networks and encourage their use by the school community and thereby extend the range of resources available in the school library;
- Attend professional conferences, seminars, workshops etc and communicate/share the developments in the profession with junior colleagues in the school library;
- Advise staff members in the selection of appropriate reading materials for enhancing their work skills.

## **SUGGESTED DUTIES OF SENIOR LIBRARIAN AND LIBRARIAN**

- To select, procure and accession the reading material and pass the bills for payment,
- To classify reading material,
- To catalogue reading material,
- supervise shelving of books/periodicals as per their sequence and call number,
- maintain reading room,



- conduct stock taking with the help of teachers,
- maintain silence, proper atmosphere and decorum in the Library,
- prepare lists of books requiring discarding, weeding or withdrawal,
- realise cost of books reported lost by students/teachers and deposit the amount with school office,
- take suitable steps for the improvement of the school library service,
- perform such other functions in connection with improvement of School Library services as may be entrusted by the Principal from time to time,
- assign duties to Assistant Librarian, and Library Attendant and supervise their work.

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

1. To be involved in education and training, both within and outside the school;
2. To be involved in the family-of-schools network established to enable primary and secondary schools to work together;
3. To be involved in the curriculum development by participating in curriculum planning meetings of Head of Department level;
4. To arrange meetings with Heads of Department and subject staff regarding
  - The contributions he can make in the provision of learning skills programmes including technology use and training.
  - The contributions he can offer, as part of the planning team, to each department. He has an overview of the curriculum and knowledge of cross-curricular links within each subject which will ensure effective use of both resources and learning skills programmes.



5. to ensure that his role and the library and information services that he provides are included in the school's curriculum development plan by compiling a report for the Head teacher with sections on
  - his role within the curriculum.
  - resources requirement for the curriculum subject, including costings based on the particular needs of the school using available statistics (existing levels of relevant stock) and standards (e.g. Library Association guidelines), assessment of staffing implications and needs for both professional and support staff.
6. To compile annual reports covering implications for library support staff and funding, plus a review of the past year and development plan for the future.
7. To prepare a guide for the Governing Body/Management Committee of the School containing an overview of his role as well as the implications for staffing and funding and his plans for future development within the curriculum, and to make an offer to present this guide to the Members of the Governing Body as part of their training programme;
8. To approach his school library authority with his requirements for the curriculum to see how they can facilitate:
  - Professional development through provision of training for librarians and for teaching staff by deputing them to attend conferences, seminars, workshops, refresher courses etc.
  - Professional support through provision of both book and information technology resources.



## **CHAPTER 7**

### **SCHOOL LIBRARY STANDARDS**

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

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

#### **1. SPACE [Accommodation]**

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

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





## 2. STAFF

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

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

Librarian (Assistant Teacher Grade) - One

Library Attendant - One

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

Librarian (TGT Grade) - One

Assistant Librarian (Assistant Teacher Grade) - One

Library Attendant - One

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

Senior Librarian (PGT Grade) - One

Librarian (TGT Grade) - One

Assistant Librarian (Assistant Teacher Grade) - One

Library Attendant - One

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

## 3. FINANCE

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

3.1. Primary/Middle Schools:

Rs 30/= per Student

Rs 150/= per Teacher

3.2. Secondary Schools:

Rs 40/= per Student

Rs 150/= per Teacher

3.3. Senior Secondary Schools:

Rs 50/= per Student

Rs 150/= per Teacher



# **CHAPTER 8**

## **COLLECTION DEVELOPMENT**

### **BOOK SELECTION**

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

- Educational needs
- Information needs
- Inspiration needs
- Recreational needs.

The task of collection development involves the following:

- Liaison with teachers.
- Evaluation/review of existing stock of books.
- Drafting of collection development policies.
- Cooperation with other libraries of the town.
- Procuring publishers/booksellers catalogues.
- Calling meeting of the Book Selection Committee.
- Liaison with other units/sections/departments of the library.



- Arrange for gifts/exchange/deposits of books.
- Regular Weeding out/deselection/cancellation of unwanted, outdated, less used books.
- Regular repair/ mending/ binding of books.
- Budget allocation based on number of students and cost of books in subject streams.
- Design and monitoring routine/ flow chart.
- Identifying “not to be missed” key series and sets of multivolume books.
- Establishing an ‘approval plan’ in association with publishers and major importer of books to take advantage of subject profiling and timely notification of new titles.
- Deciding the number of copies in accordance with the proportion of students population in each subject department.
- Receiving books on approval for the consideration of the book selection committee.
- Coordinating the visit of the book selection committee members to Book Fairs to facilitate on - the - spot selection.

## **OBJECTIVES**

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

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

Certain Schools now provide Audio - Visual aids to their students through their Library Media Centres. Use of tape recorders, CDs, and video films is now becoming reality in some of the



advanced countries. In view of these developments it is all the more important for School Librarians to know these new types of knowledge sources and add them to their collection.

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

- Curricular needs of pupils;
- Teachers needs for teaching and professional development;
- Recreational and general information needs of the above.

## **POLICY**

The School Library is required to cater to the curricular, co-curricular, hobby, recreational and other general information needs of the students and faculty members. Keeping in view the limited resources at its disposal, it has to provide “Best reading for the largest number at the least cost”. Ranganathan’s Five laws of Library Science namely:

1. Books are for use,
2. Every Reader his Book,
3. Every Book its Reader,
4. Save the Time of Reader,
5. Library is a growing Organism,

are to be kept in mind while framing the book selection policy.

These maxims are of very significance and need to be kept in fore - front while doing book selection. Care should be taken not to procure notes, examination guides or subject-keys of any kind. Copies of all the prescribed and recommended books should be available to meet the course needs of pupil. Standard titles of reference books should be in ample number to answer questions of bibliographical, biographical, geographical, historical, factual, statistical and general knowledge nature. Bilingual dictionaries, yearbooks, directories, gazetteers, who’s who, who was who, almanacs, general and subject encyclopedias will be of immense help to the student community.



Besides films, slides, CDs audio-visual and multimedia materials should also be purchased in a good number to engage the students during recess and free periods.

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

### **SIZE OF COLLECTION**

As a standard Library should have at least 5 titles of books (other than textbooks) per student in its stock subject to a minimum of 1500 books at the beginning. It should be continuously strengthened. The school library should subscribe to local and national daily newspapers and magazines in adequate number. At least a minimum of 25 magazines and 5 daily newspapers suitable for students and academic recreational needs of teachers should be subscribed to.

### **NATURE OF BOOK COLLECTION**

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

### **PROCEDURE FOR BOOK SELECTION**

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

### **FACTORS OF BOOK SELECTION**

It is useful to identify the known publishers and producers of the reading material. Before selection,



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

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

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

## **SOURCES OF BOOK SELECTION**

The following book selection sources should be regularly scanned by the Librarian and other members of the Book Selection Sub-committee:



*Indian Book Industry (Monthly)*, New Delhi, Sterling Publishers Pvt. Ltd.

*Indian National Bibliography (Monthly)*, Kolkata, Central Reference Library, Alipore.

*Decent Indian Books (Quarterly)*, New Delhi, Federation of Indian Publishers.

*Accession List South Asia (Monthly)*, New Delhi, US Library of Congress, N-11, South Extension.

*UBD New Books Bulletin (Monthly)*, New Delhi, Universal Book Distributors, Pvt. Ltd.

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

#### **COMPOSITION OF BOOK SELECTION COMMITTEE**

The Committee should consist of:

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



## **CHAPTER 9**

### **TECHNICAL PROCESSING**

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

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

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

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

After accessioning, the books should be rubber stamped with the name of the Library. Book tag, book plate, book card pocket, and due-date-slip are to be pasted at the places decided upon by the Library. Having done this, the book is to be classified according to a particular Scheme of classification, and catalogued according to a particular Code of cataloguing.

Each book is to be assigned a unique call number and necessary catalogue cards prepare so as to allow it to be accessed through the name of its author, title and subject. The accession number and call number of the book are to be written at appropriate places and a book card giving information such as its call number, accession number, author, title is prepared and inserted in the book - card



pocket. After verifying all these details the book should be released for use. If the book needs binding, it should be got bounded first. The original jacket of the book should be retained for as long as possible and even cut pasted on the board used in binding.

## **CLASSIFICATION**

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

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

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

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

- 'RR' for reference,
- 'TB' for text books,
- 'HB' for hobby books,
- 'BB' for book bank,
- 'B' for biographies,

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



## CHOICE OF THE SCHEME OF CLASSIFICATION

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

## DEWEY DECIMAL CLASSIFICATION

In general, most of public and other libraries in India use 'Dewey Decimal Classification (DDC)'. There have been 22 editions of this monumental work. This itself speaks about the popularity of DDC amongst the librarians throughout the world. Its use is, therefore, helpful at school level to serve as a foundation. One of the advantages of using 'DDC' is that it can be adopted in any large or small library with modifications. Abridged editions of 'DDC' are also brought out to meet the special requirements of small public and school libraries.

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

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

## CATALOGUING

The catalogue of the holdings of a Library is a vital link between the reader and the book. It serves as a key to ascertain the availability of book in the library and gives its call number. Thus a library catalogue has got to be in order and updated continuously to show the resources held by the library. One may argue that in a small library catalogue is not essential, but its value will be increasingly felt with the expansion of the library. It is no exaggeration saying that a library without a proper catalogue is not of any worth to any institution, and schools are no exception.





The catalogue of the school library, if constructed on scientific lines, should unfold the book stock. A borrower should be able to locate a book in the catalogue whose (i) author, (ii) title, or (iii) subject is known. This prescription suggests that a catalogue must provide access to books through all these approaches. The entries for

‘author’,

‘title’ and

‘subject’

approach may be filed under one single sequence following dictionary order i.e. A to Z. While ‘author’ and ‘title’ approaches are specific in nature and resorted to only if the name of the author and the title of the book is definitely known. The subject approach reveals the whole array of books on the subject and is not limited to a particular author or title name. Different colour cards can be used for ‘author’, ‘title’ and ‘subject’ entries.

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

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

A more complete catalogue entry for a book may also include information if the book forms part of any ‘series’. In the last line of the catalogue, information about the various entries prepared for the



book should also be provided so as to correlate different entries for future reference. This section of the catalogue card is called 'Tracing Section' in library terminology. The use of AACR2 catalogue code is suggested. A sample entry prepared using this code is given below to serve as a model on a 5" x 3" card:

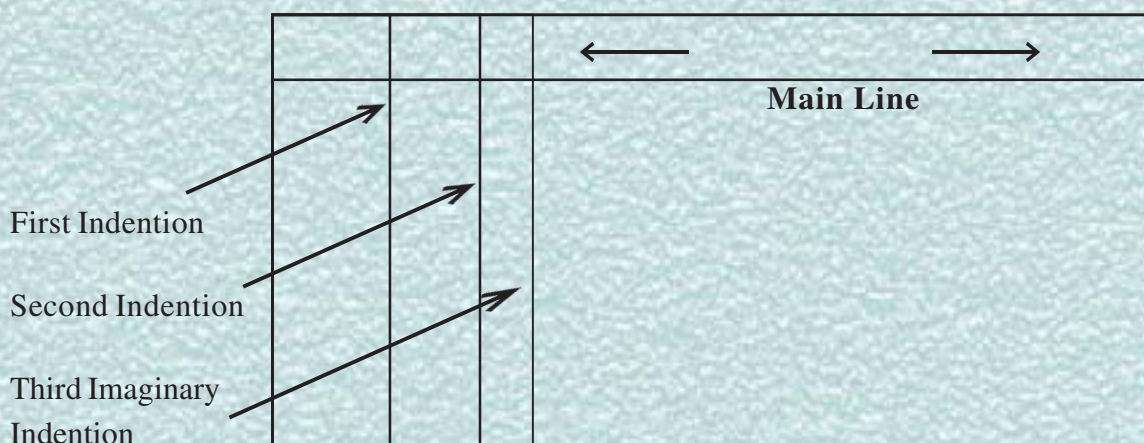


Fig. 1: Structure of the Catalogue Card.

|                    |  |   |
|--------------------|--|---|
|                    |  | Added entry<br>Second line of added entry (if necessary)  |
| Cl. No.<br>Bk. No. |  | Main entry heading<br>Title proper [GMD] = Parallel title: other title/statement of responsibility -<br>Edition/statement of responsibility relating to edition -Place of publication,<br>distribution, etc. Date of publication. |
| Acc. No.           |  | extent of item; other physical detail: dimensions + Accompanying material.<br>- (Series; numbering). Notes.<br>ISBN.<br>Tracing   |

Fig 2: Sample card showing three indentions.



|   |
|---|
| <p>Title: subtitle/first statement of<br/> responsibility; each subsequent statement<br/> of responsibility. - edition statement. -<br/> First place of publication, etc.:<br/> First publisher, etc., date of publication<br/> Extent of item; other physical details;<br/> Dimensions. - (Series)</p> <p>Note.</p> <p>Standard Number</p> <p>Tracing                      ○</p> |
|---|

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

The skeleton card (Fig. 4) illustrates the form commonly used for author as main entry.

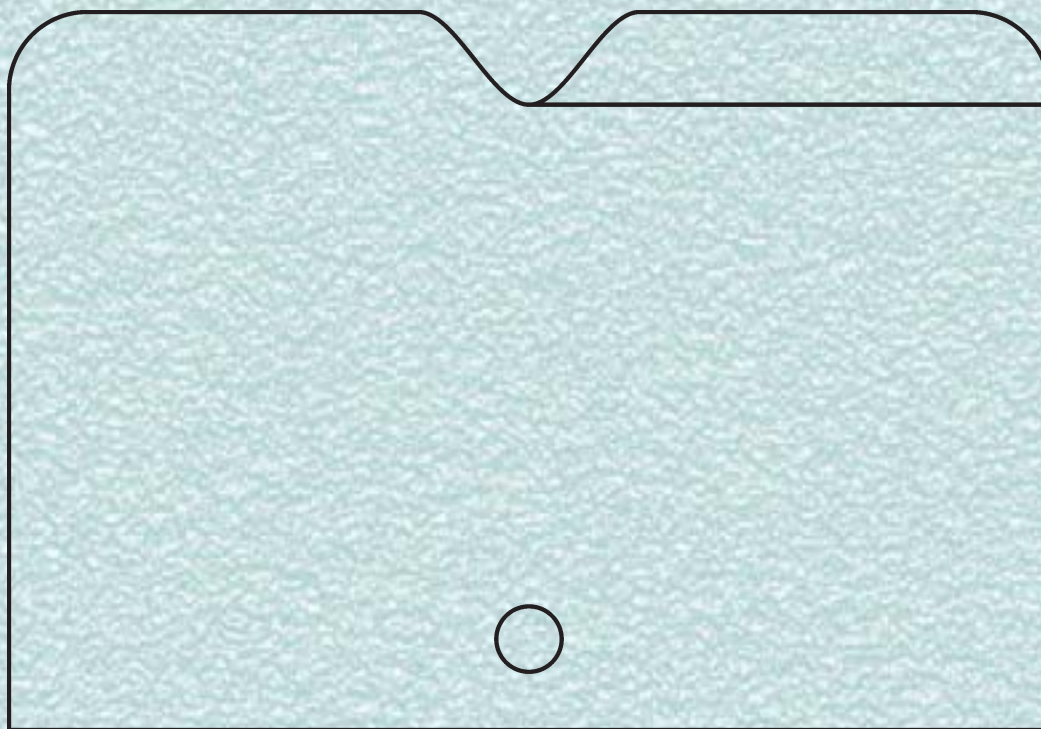
|  |
|--|
| <p>Main entry (Author's name).</p> <p>Title proper [GMD]; other title information/<br/> statement of responsibility. -Edition statement. -<br/> Place of publication;publisher, date of publication.</p> <p>Extent of item: Other physical details;<br/> dimensions. -(Title proper of series; series<br/> numbering)</p> <p>Notes as required</p> <p>Standard number: price</p> <p>Tracing                      ○</p> |
|--|

Fig. 4: Skeleton card for author main entry.



## GUIDE CARD

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





## **CHAPTER 10**

### **LIBRARY AUTOMATION**

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

#### **ADVANTAGES OF COMPUTERIZATION**

- Labour saving.
- Cost effective.
- Efficiency in speed and operation.
- Ease and accuracy in data handling.
- Great speed and promptness in operation.
- Elimination of duplication.
- Great manipulation possible.





## IMPACT

As a result of application of Computer and Information Communication Technologies and reprographic devices, a great change is taking place in Library & Information Resource Centres. The new technology is tending to alter radically our libraries and information resource centres. As a result our library systems will undergo a major transformation in the area of information processing, storage and retrieval. Application and use of Computers is an established norm in bibliographical information handling in advanced countries, but in India the pace of development in libraries is visibly slow. Never the less the things are changing for good and more and more libraries are turning for computerization. The areas, which need immediate computerization, are:

### 1. Database activity

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

### 2. Library operations

- Cataloguing
- Indexing
- Circulation
- Acquisition
- Inventories
- Serials Control

### 3. Data communication & Networking

- E-mail
- Message system
- Teleconferencing



#### 4. Management Information System

- Computing
- Statistical manipulation
- Tabulations
- Simulations

#### 5. Other Applications

- E-publishing
- Document delivery
- Translation.

### **LIBRARY SOFTWARE**

In order to perform the tasks expected of a library quite a few libraries have written their own softwares. The UNESCO bibliographic package CDS/ISIS has been very popular in developing countries which is available free of cost. Libraries wishing to use this package may contact the Department of Scientific and Industrial Research (DSIR), (Government of India), Technology Bhawan, New Delhi - 110016 for free supply of this package. Besides, a large number of Commercial concerns have also come up in the field with their products. A few of these are listed below with their salient features. Keeping in view the requirements, the libraries are advised to select a package, which meets their requirements.

### **ALICE FOR WINDOWS**

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

- complete range of Library functions using discrete modules.
- Compatible with IBM computers
  - o Runs on standalone with Windows 95, Windows 98/Me, Windows NT Workstation/Server.



- o Runs on LAN with
  - Windows NT platform
  - Novell Netware
  - LINUX Server with Windows as Workstation
- o Runs on WAN with
  - Alice WAN Server Version
- Compatible with apple Macintosh Computers
  - o Runs on Alice Mac Version
- Supports
  - o Z39.50 Client /Server Architecture
  - o Graphical User Interface (GUI)
  - o Intranet inquiry & System functioning
  - o Internet inquiry function for all OSs
  - o Exports and Imports data in more formats.

## **CDS/ISIS**

The Computerized Documentation Services/Integrated Set of Information System (CDS/ISIS) is a PC based bibliographic package developed by UNESCO. This software works on a simple PC/XT and is also available on UNIX and NOVELL platform. The Windows Version has also been released.

## **GYANODAYA**

It is Library Management Software developed by National Institute of Financial Management under Ministry of Finance, Government of India.

## **Features**

- Installable on any machine that can host Windows 98 (for simple machine package) or Windows



NT (for Client/Server package).

- Backend database SQL Server7/SQL Server 2000.
- Microsoft data engine (MSDE) SQL Server 2000 is a part of Gyanodaya installation package.
- Package is self-installing.
- Installation may be done on client server platform or on a single machine.
- Carries on all normal and essential library operations such as
  - Cataloguing
  - Issue/return
  - Reservation of book
  - Serials control
  - Budgeting
  - Reporting
  - Rapid entry system for book/article entry
  - Enrolling members
  - Authority tables with indexing
  - OPAC
  - Stock Taking facility
  - Multilingual
  - Occupies a total 112 MB space on CD.

### **LIBSUITE ASP+**

It is a Web based Library automation software with the following modules:



- Cataloguing
- Circulation
- Queries
- Serials Control
- Acquisition
- Set up
- House Keeping

The unique features of Web Centric Architecture are:

- No client needs to be loaded. Any machine with Internet connectivity can be a client.
- Works independent of client O/S. Works on Linux Client.
- Easy disaster recovery and back procedure.

### **LSEase**

It is an offshoot of Libsys. The LSEase has a mixed blend of functionality and technology that adequately meets the automation requirement of any library. It is an integrated Library Management System, which covers various operations of a library in Acquisition, Cataloguing, Circulation, Serials Control and OPAC. Some of the newly added features in LSEase include inbuilt barcode printing, member ID card making, Network downloading, Cooperative Cataloguing and library map etc. Optional Unicode support along with use of GIST/ISM publisher (from C-DAC) allows multilingual data handling in Indian and international scripts/languages. Other add-on features include Web-OPAC, Web client, Mirroring and Sip-2.

### **NETTLIB/VIDYUT**

It includes all the known features that are essential for a modern library i.e.

- Administration
- Acquisition



- Cataloguing
- Circulation
- Issue/return
- Membership
- Article indexing
- Serials Control
- Export/Import of data
- OPAC

Its features are:

- Efficient and user friendly
- Adherence to international standards
- Bar coding, Spine Labeling
- Multilingual
- Web enabling of required services
- Unlimited Capacity

### **New Genlib**

It is a Web-based library automation and information retrieval system, uses single integrated database making for non-redundant data storage, efficient data transaction process and searching. The functional modules included are:

- Acquisition
- Cataloguing



- Circulation
- Serials Control
- OPAC
- E-mail and instant messaging integrated in different modules of the S/W to ensure efficient communication between Library and users, vendors.

## **SOUL**

It has been developed by Information & Library Network Centre of UGC. It is designed using Client Server Architecture, which imparts extra strength to storage capacity, multiple accesses to single database, various levels of security, backup and storage facilities etc. The S/W comprises the following modules:

- Acquisition
- Cataloguing
- Circulation
- OPAC
- Serials Control
- Administration

It has MS-SQL Server 6.5 RDBMS as the backend. The inbuilt network feature of the S/W allows multiple libraries of the same system to function together as well as access distributed databases installed at various locations.

## **TLSS (TOTAL LIBRARY SOFTWARE SYSTEM)**

### **Modules include:**

Library Guidelines, Acquisition, Accession, Circulation, Staff & Members Management, Stock Management, Cataloguing, (Conventional & Non Book Materials) Journal/Periodical Management, Serials Control, Article Indexing, OPAC, Web/Internet, CAS & SDI Services, Bar Coding, E-Mailing, Internet, LAN/WAN Support.



## **Special Features**

Digital Library Creation, CD-Creation and Xeroxing. In-built Browser, E-Mail & Internet Facility, Support for Barcode Reader, Scanner, Multimedia, Loss & Recovery of Resources, Internet Connectivity, CD Module, Serial Control, Auto E-Mail Transfer, Issue/Return, Renewal & Reservation of items or other resources. Automatic Bar Code Reading & Generation, ISBN Information. Tracing on Internet. Selective Information Blocking, ODBC Connectivity, Generates your own Forms & Reports using ODBC, Output to DMP, Laser Bar Code Printer, Hard Disk (Text Format) etc. to store the data.

## **Reports**

- Stock Checking & Verification Report,
- Annual Report in order of Accession Number, Name, Members,
- List of Books in order of Author, Subject, Condition, Publisher, Accession Number, Title etc.,
- List of Reserved Books as on Date,
- List Issueable and Non-issueable Books/Journals etc.,
- Detailed Summary of Accession Register,
- Library Member List,
- Daily Transaction Reports,
- Latest Arrival reports
- List of Journals available, Journal due for Return, Payments Details, Journal Subscription, Journal Renewal Subscription, Journal Exchange, Missing Issues, Delayed Issues, Ceased Issues, Claim Management etc.
- Items Not used, Least frequently used, Moderately used, Most frequently used.
- Department wise Comparison Chart, Monthly Cumulative Collection Reports etc.
- Budget Management: Purchases against Planned, Back Volumes, Book Bank etc.



- Pending Recommendations : Acquisition, Approval, Order, Accession reason or any other reason.

### **Operating System**

Windows 98, 2000 Windows NT, Windows XP, Unix/Linux

### **Database Support**

Oracle, ODBC Support, SQL Server, MS-Access

### **Hardware Software Required**

- Pentium II with 64 MB RAM
  - Free Hard Disk Space 500 MB
  - Laser/DMP/Deskjet Printer
  - Bar Code Generation Software (Optional)
  - Scanner (Optional)
  - Bar Code Printer ( Optional)
  - CD Drive for Installation
- Multi-user Support, LAN/WAN/Internet Web Enabled

### **TROODON**

It is a multi-user library software package in Windows NT/Novell Netware Server. It is CCF (Common Communication Format) based for import/export of data. The Standard package has in all the following 7 modules:

- Acquisition
- Circulation
- OPAC
- Serials Control
- Maintenance
- Backup
- Setup

The software also provides customization as per local needs.



# **CHAPTER 11**

## **READERS SERVICES**

### **INTRODUCTION**

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

### **ISSUE AND RETURN: CIRCULATION**

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

### **BROWNE SYSTEM**

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

### **LATE FINE**

Though it may be unfair to impose any fine for the late return of borrowed books, it is essential in a library so as to discipline the student members, but the amount involved in most of the cases is so trivial that it is embarrassment to the borrower as well as librarian. A formal receipt has to be written for the money realized and account submitted to the Principal's office. This practice should be done



away with, as it is not worth the labour. But if it is unavoidable, the Account Section of the school should be informed about it for realizing the same along with the monthly school fee.



## CONSCIENCE BOX

An alternative method of realizing the fine for late return of books is through the instrument of **Conscience Box** designed and developed by Padmashree Dr. S.R.Ranganathan. According to this method no formal receipt is to be issued to the borrower. The overdue charges are calculated by the Librarian and the Borrower drops the computed amount in the **Conscience Box**. The key of this box remains with the Principal of the School. The **Conscience Box** is opened at a convenient time in the presence of the Officials deputed by the Principal for the purpose and amount deposited with the concerned authority. The distinct advantage of this method is that it saves time and develops civic sense and responsibility in library members.

## RECALL OF OVERDUE BOOKS

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

## RESERVATION OF BOOKS

Members should be allowed to make reservation for any book they need. There should be a provision to get any book reserved by any member of the library, be he a student or a teacher. This work



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

## **LOSS OF BOOKS**

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

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

## **INITIATION/ORIENTATION SERVICE**

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

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

- Art and technique of using the library catalogue (e.g. entry element of author's name, noting down the Call Number of the Books, rules of alphabetization followed for filing the catalogue cards).



- Arrangement of books on shelves (e.g. Salient features of the Classification Scheme, location of different sequences, components of the Call Number).
- Procedure of 'Issue & Return' of books.
- Identification of reference books for getting answers to specific types of questions.
- Consultation of dictionary, telephone directory, yearbook, encyclopaedia, gazetteer, map, globe etc.
- Use, care and safety of library books.
- Familiarization with the parts of book.
- Technique of using the index given at the end of book.
- Procedure for "Reservation of book".
- Procedure for 'Suggestion of new books'.
- Responsibility of the member in case of loss of book or causing damage to book.
- Getting No Due Certificate from Library when leaving the school.

## **REFERENCE SERVICE**

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

## **CURRENT AWARENESS SERVICE (CAS)**

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



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



### **NEW BOOKS DISPLAY**

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

### **TOPICAL SEQUENCE**

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

### **PRESS CLIPPING SERVICE**

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

### **GRADED READING LIST**

With the help and cooperation of teachers, the librarian can prepare a 'graded reading list' suited



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

### **BIBLIOGRAPHICAL SERVICE**

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

### **INTER-LIBRARY LOAN SERVICE**

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

### **REPROGRAPHIC SERVICES**

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



## **CHAPTER 12**

### **MAINTENANCE & STOCK VERIFICATION**

#### **BINDING AND REPAIR**

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

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

#### **WEEDING AND DISCARDING**

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

#### **CRITERIA FOR WEEDING AND DISCARDING**

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

#### **WEEDING AND DISCARDING COMMITTEE**

A Weeding and Discarding Sub-Committee comprising



- Principal/Vice Principal (Ex-officio Chairperson);
- Heads of subject departments; and
- Librarian (Ex-officio convener)
- may be constituted for weeding out and discarding of books.

## **PROCEDURE FOR WEEDING AND DISCARDING OF BOOKS**

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

The Weeding and Discarding Sub-Committee should physically examine the books and make specific recommendations to the Management/Governing Body of the school for their withdrawal from the stock. Once the approval of the competent authority has been obtained, necessary posting may be made in the 'Remark column' of the Accession Register.

## **METHODS OF STOCK VERIFICATION**

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

## **SHELF LIST METHOD**

There are different methods of stock verification. The 'Shelf-list Method' is one such method. It is easier to verify the book stock with the help of Shelf-list provided it is complete and dependable. Shelf rectification should precede Stock Verification. Since the arrangement of Shelf-list is parallel to the arrangement of books on the shelves, it is a pre-requisite to put the books in order first. Once it is done, the task of stock verification will be simplified. The Shelf-list cards of missing books may be turned upside. These up side cards should be verified with the 'Issue Record'. The related shelf-list cards of books found issued should be turned side down to indicate that they have been verified. The remaining up side Shelf-list cards should be tallied with the books sent for



binding and List of books withdrawn from circulation. Thereafter final list of binding and List of books withdrawn from circulation. Thereafter final list of untraceable books be got prepared with their price and follow-up action initiated. Loss of three books for every 1000 books issued or consulted is permissible and may be written off by the Principal and necessary entries made in the Remarks column of the Accession Register.

### **ACCESSION NUMBER METHOD**

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

### **SLIP SYSTEM**

Yet another method of Stock Verification is 'Slip System'. In this method slips of 2"x2.1/2" are got ready and the accession number of the book written down in the slip along with the indication of Almirah number and shelf number if the book is physically available in the library, or else the name of the borrower if issued out, serial number of the list if sent for binding, or serial number of withdrawal list if removed from circulation, or the money receipt number if cost recovered. These slips are later got merged in one single numerical sequence. A final list of gap accession numbers with details of author, title, price etc is got prepared and the action initiated.

### **PERMISSIBLE LOSS**

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

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

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



- (i) Librarian (not below the rank of Deputy Secretary to the Government of India) subject to power delegated under Delegation of Financial Power Rules, 1978 may purchase books etc. from the reputed and standard booksellers on prevalent terms and conditions. Tenders need not be called for this purpose.
- (ii) Loss of three volumes per one thousand volumes issued/consulted in a year may be taken as reasonable provided such loss cannot be attributed to dishonesty or negligence on the part of a Librarian. Loss of a book of the value exceeding Rs. 200 (Rupees Two Hundred) and the books of special nature and rarity invariably be investigated and written off by a competent authority.
- (iii) Librarian who is of the rank not below Deputy Secretary to the Government of India or Head of the Department may write-off volumes mentioned in the preceding paragraph provided the total value of all such books, etc, does not exceed the monetary limit prescribed in the Delegation of Financial Power Rules 1978 for Head of the Department in respect of deficiencies and depreciations in the value of stores (other than a motor vehicle or motor cycle) included in the stock and other accounts. In the event of the total value exceeding the monetary limit specified above, the loss of books shall be written off by the competent authority as specified in the Delegation of Financial Power Rules 1978.
- (iv) There may be objection to the Librarian disposing of mutilated/ damage obsolete volumes to the best interest of the Library. However, the disposal of such volumes should be made on the recommendations of three members committee to be appointed by the Administrative Ministry/Department which shall decide whether the books mutilated/ damaged/ obsolete are not fit for further use.
- (v) Complete annual physical verification of books should be done every year in case of Libraries having not more than 20,000 volumes and not fewer than two library qualified staff. In case there is only one qualified staff the verification may be done as per sub-para (vi).
- (vi) Complete physical verification at the intervals of not more than three years should be done in the case of libraries having more than 20,000 but not more than 50,000 volumes.
- (vii) Sample physical verification of intervals of not more than five years may be done in case of libraries having more than 50,000 volumes. If such a sample verification reveals unusual or unreasonable shortage complete verification shall be done.
- (viii) The verification should always be subject to surprise test check by some independent officers. The decision regarding the selection of staff to whom this work may be entrusted should be taken by the Administrative Ministries/Departments and Head of Departments.



## **CHAPTER 13**

### **LIBRARY RULES**

Rules and regulation should be kept minimum, but certain questions must be decided. Such as the length of the loan to the students/teachers, number of books which may normally be borrowed at one time, hours when the library will be open and like considerations. Regulations concerning this matter should be the joint concern of the administrator, the teachers and the librarian.

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

#### **SUGGESTED SET OF MODEL RULES**

“Welcome to your school Library! We hope you will enjoy using the Library. Here is some information that will help you to use the Library better”.

The books in the Library belong to the school. They were bought with tax money fee that your parents and other people have had to pay. These people all want you to have the very best books. But they all expect you to take care of them. You will be held responsible for the care of the books you take from the Library. If they are damaged or lost you will have to pay for them.

The reading you do is the very important part of your education. Make the very best use of ‘Your School Library’.

Most people want a Library to be quiet and orderly because they want to read when they are there. That means that everyone must be thoughtful of other person and try to keep the Library a pleasant place for reading and study.

You will be taught how to find the books and other things you want in the Library. It is important that you learn to do all you can for yourself so that you may become more independent. Your teacher and the Librarian will always help you with those things you have not been taught to do for yourself.

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



## **WHO CAN USE THE LIBRARY**

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

## **WHEN WILL THE LIBRARY BE OPEN**

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

## **HOW MANY BOOKS CAN YOU BORROW AT A TIME?**

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

## **FOR HOW LONG CAN YOU KEEP A BOOK?**

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

## **CONDITION OF LOAN**

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

If you neglect to return borrowed books on time, you will have to pay a fine of Rs.5/- for each week it is overdue. So try to return your books on time. It is much more fair to others and will save you from paying fines. If you are absent from the school when your book is due, you will not need to pay a fine if you return it the very next day you come back to school and show the Librarian your absence slip signed by your class teacher.

## **SUB-LENDING OF BORROWED BOOKS**

Sub-lending of books borrowed from the Library is not permissible. They may get spoiled, damaged



or lost while in somebody else's possession and may result in their late return and thereby making you pay the late fine.

### **LOSS OR DAMAGE TO BOOKS**

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

### **RESERVATION OF BOOKS**

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

### **RECALL OF ISSUED BOOKS**

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

### **RENEWAL OF LOAN**

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

### **SUSPENSION OF PRIVILEGES**

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

### **PERSONAL BOOKS/PROPERTY**

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



## **TAKING CARE OF YOUR LIBRARY**

- Your School Library belongs to you. Ensure its safety and avoid causing damage to its property fittings, furniture, floor or walls.
- Make sure that
  - o No one removes any page or pages from books, newspaper, or magazines.
  - o No one puts any mark with a pen or pencil on any book of Library. This spoils the beauty of books and renders them unusable by others.
  - o No one deliberately misplaces a book and makes it difficult to locate.
  - o No one removes catalogue cards from the catalogue tray.
- While members are free to browse amongst the stack and take out the books of their interest, in no case they are to replace the books back on the shelves after use.
- Finally, when leaving the School please clear all the dues payable to Library, return all the Reader's Tickets, Identity Card, books etc issued to you and obtain a No Due Certificate from the Library.

## **ARRANGEMENT OF BOOKS ON SHELVES**

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

|     |                                  |
|-----|----------------------------------|
| 000 | Generalities                     |
| 100 | Philosophy                       |
| 200 | Religion                         |
| 300 | Social Sciences                  |
| 400 | Language, Linguistics, Philology |
| 500 | Natural Sciences and Mathematics |
| 600 | Technology (Applied Science)     |



|     |                                     |
|-----|-------------------------------------|
| 700 | The Arts (Fine and Decorative Arts) |
| 800 | Literature and Rhetoric             |
| 900 | Geography, Biography, and History   |

## **LIBRARY CATALOGUE**

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

## **COLLECTION SEQUENCES**

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

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



## **Appendix “A”**

### **DDC SCHEDULES FOR SCHOOL LIBRARIES**

|         |                                    |
|---------|------------------------------------|
| 000     | Generalities                       |
| 001     | Knowledge                          |
| 001.2   | Scholarship & Learning             |
| 001.3   | Humanities                         |
| 001.4   | Research methods                   |
| 001.9   | Controversial Knowledge            |
| 003     | Operations Research                |
| 003.2   | Forecasting                        |
| 003.5   | Cybernetics, bionics               |
| 003.54  | Information Theory                 |
| 004     | Computer Science, Data Processing  |
| 004.5   | Storage                            |
| 004.6   | Computer hardware                  |
| 004.65  | Communication Network Architecture |
| 004.67  | WAN                                |
| 004.678 | Internet                           |
| 004.68  | LAN                                |
| 004.692 | E-mail                             |
| 004.7   | Computer Peripherals               |
| 005     | Computer Programming               |
| 005.13  | Programming Languages              |
| 005.3   | Software Programmes                |
| 005.43  | Operating Systems                  |
| 005.7   | Data & Databases                   |
| 006.3   | Artificial Intelligence            |



|       |                                   |
|-------|-----------------------------------|
| 006.6 | Computer Graphics                 |
| 006.7 | Multimedia Systems                |
| 010   | Bibliography                      |
| 016   | Subject Bibliographies            |
| 020   | Library & Information Science     |
| 030   | General Encyclopaedic Works       |
| 050   | General Serial Publications       |
| 060   | General Organisations & Muscology |
| 069   | Muscology                         |
| 070   | Journalism, Publishing            |
| 080   | General Collections               |
| 100   | Philosophy & related disciplines  |
| 135   | Dreams & Mysteries                |
| 150   | Psychology                        |
| 156   | Comparative Psychology            |
| 157   | Abnormal Psychology               |
| 158   | Applied Psychology                |
| 160   | Logic                             |
| 170   | Ethics (Moral Psychology)         |
| 172   | Political Ethics                  |
| 181   | Oriental Philosophy               |
| 190   | Modern Western Philosophy         |
| 200   | Religion                          |
| 220   | Bible                             |
| 291   | Comparative Religions             |
| 294.3 | Buddhism                          |
| 294.4 | Jainism                           |
| 297   | Islam                             |
| 310   | Statistics                        |



|        |                                     |
|--------|-------------------------------------|
| 320    | Political Science                   |
| 327    | International Relations             |
| 328    | Legislation                         |
| 330    | Economics                           |
| 331    | Labour Economics                    |
| 332    | Financial Economics                 |
| 333    | Land Economics                      |
| 334    | Cooperatives                        |
| 335    | Socialism & Other Systems           |
| 336    | Public Finance                      |
| 337    | International Economics             |
| 338    | Production Economics                |
| 339    | Macroeconomics                      |
| 340    | Law                                 |
| 341    | International Law                   |
| 342    | Constitutional & Administrative Law |
| 344    | Social Laws                         |
| 345    | Criminal Law                        |
| 346    | Private Law                         |
| 347    | Civil Procedures & Courts           |
| 348    | Statutes, Regulations, Cases        |
| 349    | Laws of Individual States & Nations |
| 350    | Public Administration               |
| 355    | Military Arts & Science             |
| 360    | Social Problems & Services          |
| 361    | Social Problems & Welfare           |
| 362.5  | Poverty                             |
| 363.35 | Civil Defence                       |
| 363.45 | Drug Trafficking                    |



|        |                                  |
|--------|----------------------------------|
| 363.7  | Environmental Problems           |
| 363.72 | Sanitation                       |
| 363.73 | Pollution                        |
| 363.74 | Noise                            |
| 363.8  | Population                       |
| 364    | Criminology                      |
| 368    | Insurance                        |
| 370    | Education                        |
| 372    | Elementary Education             |
| 373    | Secondary Education              |
| 374    | Adult Education                  |
| 375    | Curriculum                       |
| 376    | Education of Women               |
| 378    | Higher Education                 |
| 380    | Commerce (Trade)                 |
| 381    | Internal Commerce                |
| 382    | International Commerce           |
| 389    | Metrology & Standardisation      |
| 390    | Customs, Etiquette, Folklore     |
| 391    | Costume & Personal Appearance    |
| 392    | Customs of Life Cycle & Domestic |
| 395    | Etiquette (Manners)              |
| 398    | Folklore                         |
| 400    | Language                         |
| 403    | Dictionaries & Ecyclopaedias     |
| 410    | Linguistics                      |
| 414    | Phonology                        |
| 415    | Grammar                          |
| 423    | English Dictionaries             |



|     |  |
|-----|--|
| 425 | English Grammar                            |
| 4H0 | Hindi Linguistics                          |
| 4H3 | Hindi Dictionaries                         |
| 4H4 | Hindi Phonology                            |
| 4H5 | Hindi Grammar                              |
| 500 | Pure Sciences                              |
| 503 | Scientific Dictionaries                    |
| 505 | Scientific Serials                         |
| 508 | Scientific explorations, Travels & Surveys |
| 509 | Historical & Geographical Treatment        |
| 510 | Mathematics                                |
| 512 | Algebra                                    |
| 513 | Arithmetic                                 |
| 514 | Topology                                   |
| 515 | Analysis                                   |
| 516 | Geometry                                   |
| 519 | Probabilities & Applied Mathematics        |
| 520 | Astronomy & Allied Sciences                |
| 526 | Mathematical Geography                     |
| 530 | Physics                                    |
| 531 | Mechanics                                  |
| 532 | Mechanics of Fluids                        |
| 533 | Mechanics of Gases                         |
| 534 | Sound & Related Vibrations                 |
| 535 | Light & Paraphotic Phenomena               |
| 536 | Heat                                       |
| 537 | Electricity & Electronics                  |
| 538 | Magnetism                                  |
| 539 | Modern Physics                             |



|     |                                    |
|-----|------------------------------------|
| 540 | Chemistry                          |
| 541 | Physical & Theoretical Chemistry   |
| 542 | Laboratories, Apparatus, Equipment |
| 543 | Analytical Chemistry               |
| 544 | Qualitative Chemistry              |
| 545 | Quantitative Chemistry             |
| 546 | Inorganic Chemistry                |
| 547 | Organic Chemistry                  |
| 548 | Crystallography                    |
| 549 | Mineralogy                         |
| 550 | Sciences of Earth & Other Worlds   |
| 551 | Geology, Meteorology, Hydrology    |
| 552 | Petrology (Rocks)                  |
| 553 | Economic Geology                   |
| 560 | Paleontology                       |
| 561 | Paleobotany                        |
| 570 | Life Sciences                      |
| 572 | Human Races                        |
| 573 | Physical Anthropology              |
| 574 | Biology                            |
| 580 | Botanical Sciences                 |
| 581 | Botany                             |
| 590 | Zoological Sciences                |
| 591 | Zoology                            |
| 600 | Technology (Applied Science)       |
| 610 | Medical Sciences, Medicine         |
| 611 | Human Anatomy, Cytology, Tissues   |
| 612 | Human Physiology                   |
| 613 | General & Personal Hygiene         |



|        |                                     |
|--------|-------------------------------------|
| 614    | Public Health                       |
| 615    | Pharmacology & Therapeutics         |
| 616    | Diseases                            |
| 617    | Surgery & Related Topics            |
| 618.1  | Gyneecology                         |
| 618.2  | Obstetrics                          |
| 618.92 | Peadiatrics                         |
| 618.97 | Geriatrics                          |
| 620    | Engineering & Allied Operations     |
| 621    | Applied Physics                     |
| 622    | Mining & Related Operations         |
| 624    | Civil Engineering                   |
| 625    | Railroads, Highways                 |
| 627    | Hydraulic Engineering               |
| 628    | Sanitary & Municipal Technologies   |
| 630    | Agriculture & Related Technologies  |
| 636    | Animal Husbandry                    |
| 640    | Home Economics                      |
| 648    | Housekeeping                        |
| 651    | Office Management                   |
| 653    | Shorthand                           |
| 657    | Accounting                          |
| 658    | General Management                  |
| 661    | Industrial Chemicals                |
| 662    | Explosives, Fuels, Related Products |
| 663    | Beverage Technology                 |
| 664    | Food Technology                     |
| 665    | Industrial Oils, Fats, Waxes, Gases |
| 666    | Cermaic & Allied Technologies       |



|     |   |
|-----|---|
| 667 | Cleaning, Colour, Technologies          |
| 669 | Metallurgy                              |
| 674 | Lumber, Cork, Wood Technologies         |
| 675 | Leather & Fur Technologies              |
| 676 | Pulp & Paper Technology                 |
| 677 | Textiles                                |
| 678 | Elastomers & Their Products             |
| 681 | Precision & Other Instruments           |
| 683 | Hardware & Household Appliances         |
| 685 | Leather & Fur Goods                     |
| 686 | Printing & Related Activities           |
| 687 | Clothing                                |
| 688 | Other Final Products & Packaging        |
| 690 | Buildings                               |
| 691 | Building Materials                      |
| 694 | Wood Construction Carpentry             |
| 700 | The Arts                                |
| 708 | Art Galleries, Museums, Art Collections |
| 711 | Area Planning (Civil Art)               |
| 712 | Landscape Design                        |
| 720 | Architecture                            |
| 724 | Modern Architecture                     |
| 741 | Drawing & Drawings                      |
| 749 | Furniture & Accessories                 |
| 750 | Painting & Paintings                    |
| 769 | Prints                                  |
| 770 | Photography & Photographs               |
| 779 | Photographs                             |
| 780 | Music                                   |



|     |                                   |
|-----|-----------------------------------|
| 790 | Recreational & Performing Arts    |
| 794 | Indoor Games of Skills            |
| 795 | Games of Chance                   |
| 796 | Athletic, Outdoor Sports & Games  |
| 799 | Fishing, Hunting, Shooting        |
| 800 | Literature                        |
| 820 | English & Anglo-Saxon Literatures |
| 821 | English Poetry                    |
| 822 | English Drama                     |
| 823 | English Fiction                   |
| 824 | English Essays                    |
| 825 | English Speeches                  |
| 826 | English Letters                   |
| 827 | English Satire & Humour           |
| 828 | English Miscellaneous Writings    |
| 8H0 | Hindi Literature                  |
| 8H1 | Hindi Poetry                      |
| 8H2 | Hindi Drama                       |
| 8H3 | Hindi Fiction                     |
| 8H4 | Hindi Essay                       |
| 8H5 | Hindi Speeches                    |
| 8H6 | Hindi letters                     |
| 8H7 | Hindi Satire & Humour             |
| 8H8 | Hindi Miscelleous Writing         |
| 904 | Collected Account of Events       |
| 909 | General World History             |
| 910 | General Geography & Travel        |
| 912 | Graphic Representation of Earth   |
| 913 | Geography of Ancient World        |



|       |                                     |
|-------|-------------------------------------|
| 914   | Geography of Europe                 |
| 915   | Geography of Asia                   |
| 915.4 | Geography of India                  |
| 916   | Geography of Africa                 |
| 917   | Geography of North America          |
| 918   | Geography of South America          |
| 919   | Other Areas & World                 |
| 920   | General Biography & Generology      |
| 929   | Geneology, Names, Insignia          |
| 930   | General History of Ancient World    |
| 942   | History of England & Wales          |
| 943   | History of Germany                  |
| 944   | History of France                   |
| 945   | History of Italy                    |
| 946   | History of Spain                    |
| 948   | History of Scandinevia              |
| 950   | General History of Asia             |
| 951   | History of China                    |
| 952   | History of Japan                    |
| 954   | History of India                    |
| 955   | History of Iran (Persia)            |
| 956   | History of Middle East (Near East)  |
| 957   | History of Siberia (Asiatic Russia) |
| 958   | History of Central Asia             |
| 959   | History of Southeast Asia           |
| 960   | General History of Africa           |
| 961   | History of North Africa             |
| 962   | History of Egypt & Sudan            |
| 963   | History of Ethiopia (Abyssinia)     |



|     |  |
|-----|--|
| 965 | History of Algeria                     |
| 968 | History of Southern Africa             |
| 970 | General History of North America       |
| 971 | History of Canada                      |
| 972 | History of Mexico                      |
| 973 | United States                          |
| 980 | General History of South America       |
| 981 | History of Brazil                      |
| 982 | History of Argentina                   |
| 983 | History of Bolivia                     |
| 985 | History of Peru                        |
| 986 | History of Colombia & Ecuador          |
| 987 | History of Venezuela                   |
| 988 | History of Guianas                     |
| 989 | History of Paraguay & Uruguay          |
| 993 | History of New Zealands & Melanesia    |
| 994 | History of Australia                   |
| 995 | History of New Guinea (Papua)          |
| 997 | History of Atlantic Ocean Islands      |
| 998 | History of Arctic Islands & Antarctica |
| 999 | Extraterrestrial world                 |



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

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



|                                |           |                           |          |
|--------------------------------|-----------|---------------------------|----------|
| Architecture, Domestic-        | 728       | Atomic Physics            | 539.7    |
| Architecture of Edu. Buildings | 727       | Atomosphere               | 551.5    |
| Arithmetic                     | 513       | Auditing                  | 657.45   |
| Art Antiques                   | 745.1     | Aves                      | 598      |
| Artificial Intelligence        | 006.3     | Aviation Engineering      | 629.1    |
| Arts                           | 700       | Ayurveda                  | 615.53   |
| Assamese Dictionary            | 4A3       | Badminton                 | 796.345  |
| Assamese. Essays               | 8A4       | Ball Games                | 796.3    |
| Assamese Fiction / Story       | 8A3       | Banking                   | 332.1    |
| Assamese Grammar               | 4A5       | Baseball                  | 796.357  |
| Assamese Language              | 4AO       | Basketball                | 396.323  |
| Assamese Literature            | 8AO       | Beauticulture             | 646.72   |
| Assamese Phonetics             | 4A1       | Bee Keeping               | 638      |
| Assamese Plays                 | 8A2       | Bengali Dictionary        | 4B3      |
| Assamese Poetry                | 8A1       | Bengali Essays            | 8B4      |
| Assamese Reader                | 4A8.6     | Bengali Fiction/Story     | 8B3      |
| Assamese Satire and humour     | 8A7       | Bengali Grammar           | 4B5      |
| Associations                   | 060       | Bengali Language          | 4BO      |
| Astrology                      | 133.5     | Bengali Literature        | 8BO      |
| Astronomy                      | 520       | Bengali Phonetics         | 4B1      |
| Astrophysics                   | 523.01    | Bengali Plays             | 8B2      |
| Atharvaveda                    | 294.59215 | Bengali Poetry            | 8B1      |
| Athletic Sports                | 796       | Bengali Satire and Humour | 8B7      |
| Atlases                        | 912       | Bengali Reader            | 4B8.6    |
|                                |           | Beverage Technology       | 663      |
|                                |           | Bhagvada Gita             | 294.5924 |
|                                |           | Bible                     | 220      |



|                        |          |                         |         |
|------------------------|----------|-------------------------|---------|
| Bibliography           | 010      | Cartography             | 526     |
| Bibliotherapy          | 615.8516 | Carvings                | 736     |
| Biochemistry           | 574.192  | Cataloguing             | 025.31  |
| Biographies in General | 920      | Ceramic Art             | 738     |
| Biology                | 574      | Ceramic Technology      | 666     |
| Biophysics             | 574.191  | Chemical Engineering    | 660.2   |
| Bird Hunting           | 799.24   | Chemical                | 540     |
| Birds                  | 598      | Chess                   | 794.1   |
| Blacksmithy            | 682      | Child Care              | 649     |
| Block Printing         | 761      | Child Psychology        | 155.4   |
| Blood Banks            | 362.17   | Chordata                | 596     |
| Boating                | 797.1    | Christianity            | 230-280 |
| Book Binding           | 686.3    | Chromolithography       | 264.2   |
| Book Keeping           | 657.2    | Cinematography          | 778.53  |
| Botany                 | 581      | Circus                  | 791.3   |
| Bowling                | 794.6    | Civic and Landscape Art | 710     |
| Boxing                 | 796.83   | Civics                  | 320     |
| Bronze Age             | 930.15   | Civil Engineering       | 624     |
| Buddhism               | 294.3    | Civil Rights            | 323.4   |
| Building Material      | 691      | Civil War               | 303.66  |
| Buildings              | 690      | Civilisation            | 909     |
| Business Ethics        | 174.4    | Classification          | 025.42  |
| Business Forecasting   | 338.544  | Climatology             | 551.6   |
| Cable TV               | 384.5556 | Climatotherapy          | 615.834 |
| Calculus               | 515      | Clinical Psychology     | 157.9   |
| Calendars              | 529.3    | Clothing                | 646.3   |
| Carpentry              | 694      | Clowns                  | 791.33  |



|                                    |           |                            |           |
|------------------------------------|-----------|----------------------------|-----------|
| Coins and seals                    | 737.4     | Costumes                   | 391       |
| Colour Wash/Painting               | 698       | Cottage Industry           | 338.642   |
| Comets                             | 523.6     | Cricket                    | 796.358   |
| Commerce                           | 380       | Criminal Law               | 345       |
| Communications                     | 380       | Criminology                | 364       |
| Communism                          | 320.532   | Cryptogamia                | 586       |
| Comparative Governments            | 320.5     | Crystallography            | 548       |
| Comparative Politics               | 320.5     | Cultivation and Harvesting | 631.5     |
| Computer Games                     | 793.1     | Culture                    | 306       |
| Computer Graphics                  | 006.6     | Curriculum                 | 375       |
| Computer Hardware                  | 004.6     | Customs                    | 390       |
| Computer Peripherals               | 004.7     | Cycling                    | 796.6     |
| Computer Programming               | 005.1     | Cybernetics, bionics       | 574.87322 |
| Computer Programming Languages     | 005.13    | Cytogenetics               | 574.8762  |
| Computer Science, Data Processing  | 004       | Dairy Farming              | 637       |
| Communication Network Architecture | 004.65    | Dance                      | 793.3     |
| Constitutional History of Britain  | 342.41029 | Data & Database            | 005.7     |
| Constitutional History of India    | 342.54029 | Descriptive Astronomy      | 523       |
| Constitutional Law                 | 342       | Dictionary                 | 030       |
| Construction                       | 692       | Diplomacy                  | 327.2     |
| Controversial Knowledge            | 001.9     | Diseases                   | 616       |
| Cookery                            | 641.5     | Dolls                      | 745.59221 |
| Cooperative Movement               | 334       | Domestic Customs           | 392       |
| Copper age                         | 930.15    | Domestic Science           | 640       |
| Cosmetics/cosmetology              | 646.72    | Domestic Trade             | 381       |
| Cosmetics Manufacturers            | 668.55    | Dramatic Music             | 782       |
| Cosmology                          | 523.1     | Drawings                   | 741       |
|                                    |           | Dreams                     | 133.135   |



|                                  |          |                                |         |
|----------------------------------|----------|--------------------------------|---------|
| Dress Making                     | 646      | Elementary Education           | 372     |
| Driving                          | 796.7    | E-mail                         | 004.692 |
| Dry Cleaning                     | 667.12   | Embroidery                     | 746.44  |
| Dry Farming                      | 631.586  | Encyclopaedia                  | 030     |
| Dyeing                           | 746.13   | Energy                         | 531.6   |
| Dynamics                         | 531.11   | Engineering                    | 620     |
| Earth                            | 525      | Engineering Drawings/Graphics  | 604.2   |
| Earth Science                    | 550      | English Dictionary             | 423     |
| Ecology                          | 574.5    | English Drama                  | 822     |
| Ecology of Animals               | 591.5    | English Essays                 | 824     |
| Economic Botany                  | 581.6    | English Fiction                | 823     |
| Economic Geography               | 330.9    | English Grammar                | 425     |
| Economic Geology                 | 553      | English Language               | 420     |
| Economic Zoology                 | 591.6    | English Literature             | 820     |
| Economics                        | 330      | English Phonology              | 421     |
| Edible oils                      | 669.3    | English Plays                  | 822     |
| Education                        | 370      | English Poetry                 | 821     |
| Educational Administration       | 371 .2   | English Reader                 | 828.6   |
| Educational Guidance/Counselling | 371.4    | English Satire and Humour      | 827     |
| Educational Psychology           | 370.15   | Environmental Problems/Studies | 363.7   |
| Educational Technology           | 371.3078 | Eolithic age                   | 930.11  |
| Elastomers                       | 678      | Epistemology                   | 120     |
| Elections                        | 324.6    | Ethics                         | 170     |
| Electrical Engineering           | 621.3    | Ethnology                      | 572     |
| Electricity                      | 537      | Etiquettes                     | 395     |
| Electro Dynamics                 | 537.6    | Experimental Medicine          | 619     |
| Electronics                      | 537.5    | Explosive Technology           | 662.2   |



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|-----------------------|----------|----------------------------|---------|
| Export Trade          | 382.6    | Food Crops                 | 633.1   |
| External Affairs      | 327      | Food Technology            | 664     |
| Fairs                 | 394.6    | Footwear                   | 685.3   |
| Fairy Tales           | 398      | Forage Crops               | 633.2   |
| Festivals             | 394.26   | Forecasting                | 003.2   |
| Family Planning       | 613.9    | Foreign Policy             | 327     |
| Ferrous Metals        | 672      | Foreign Relations          | 327     |
| Fertilizer Technology | 668.62   | Foreign Trade              | 382     |
| Fertilizers           | 631.81   | Forestry                   | 634.9   |
| Fibre Crops           | 633.5    | Foundry/Casting            | 671.2   |
| Financial Accounting  | 657.48   | FuelTechnology             | 662.6   |
| Financial Management  | 658.15   | Fundamental Rights         | 323.4   |
| Financial Economics   | 332      | Furniture                  | 684.1   |
| Fine Arts             | 700      | Games and Sports (Indoor)  | 793/794 |
| Firearms              | 683.4    | Games and Sports (Outdoor) | 796     |
| First Aid             | 616.0252 | Games Theory               | 519.3   |
| Fisheries             | 639.5    | Gandhiana                  | 320.55  |
| Fishes                | 597      | Gardening                  | 635     |
| Fishing               | 799.1    | Garments                   | 687.1   |
| Floor Covering        | 698.9    | Genealogy                  | 929.1   |
| Flowering Plants      | 582      | Genetics                   | 575.1   |
| Fluid Mechanics       | 532      | Geochemistry               | 551.9   |
| Folk Art              | 745      | Geodesy                    | 526.1   |
| Folk Dance            | 793.31   | Geography                  | 910     |
| Folk Literature       | 398.2    | Geology                    | 551     |
| Folk Song             | 784.4    | Geometry                   | 516     |
| Folk Lore             | 398      | Geophysics                 | 551     |



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| Geopolitics               | 320.12   | Health & Hygiene             | 613    |
| Geomorphology             | 551.41   | Heat                         | 536    |
| Geriatrics                | 618.97   | Higher Education             | 378    |
| Glaciology                | 551      | Hindi Dictionary             | 4H3    |
| Glass Technology          | 666.1    | Hindi Essay                  | 8H4    |
| Glassware Art             | 748      | Hindi Fiction/Story          | 8H3    |
| Goldsmithy                | 739.22   | Hindi Grammar                | 4H5    |
| Golf                      | 796.362  | Hindi Language               | 4H0    |
| Government Service Rules  | 351.1    | Hindi Literature             | 8H0    |
| Grammar                   | 415      | Hindi Phonology              | 4H1    |
| Graphic Arts              | 760      | Hindi Poetry                 | 8H1    |
| Guidance & Counselling    | 371.4    | Hindi Reader                 | 4H8.6  |
| Gujarati Dictionary       | 4G3      | Hindi Satire and Humour      | 8H7    |
| Gujarati Essays           | 8G4      | Hinduism                     | 294.5  |
| Gujarati Fiction/Story    | 8G3      | Historical Geography         | 911    |
| Gujarati Grammar          | 4G5      | Historiography               | 907.2  |
| Gujarati Language         | 4G0      | History                      | 900    |
| Gujarati Literature       | 8G0      | History of Afghanistan       | 958.1  |
| Gujarati Plays            | 8G2      | History of Africa            | 960    |
| Gujarati Poetry           | 8G1      | History of Australia         | 994    |
| Gujarati Reader           | 4G8.6    | History of Bangladesh        | 954.92 |
| Gujrati Satire and Humour | 8G7      | History of British India     | 954.03 |
| Gynecology                | 618.1    | History of Burma             | 959.1  |
| Hairdressing              | 646.7242 | History of Canada            | 971    |
| Handicrafts Arts          | 745.5    | History of China             | 951    |
| Harmful Plants            | 632.5    | History of England and Wales | 942    |
| Headgear                  | 687.4    | History of France            | 944    |



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|----------------------------|---------|------------------------------|---------|
| History of Germany         | 943     | Hockey                       | 796.355 |
| History of Great Britain   | 941     | Home Decoration              | 645     |
| History of India           | 954     | Home Kitchen Gardening       | 635     |
| History of Iran            | 955     | Home Economics/ Science      | 640     |
| History of Iraq            | 956.7   | Home Science                 | 640     |
| History of Italy           | 945     | Homeopathy                   | 615.532 |
| History of Jammu & Kashmir | 954.6   | Horology                     | 529.7   |
| History of Japan           | 952     | Horoscope                    | 133.54  |
| History of Madhya Pradesh  | 954.3   | Horse Racing                 | 798.4   |
| History of Mughal India    | 954.025 | Horse Riding                 | 798.23  |
| History of Nepal           | 954.96  | Horticulture                 | 635     |
| History of North America   | 974     | Hosiery                      | 687.3   |
| History of Pakistan        | 954.9   | Household Appliances         | 683.8   |
| History of Portugal        | 946.9   | Household Textiles & Laundry | 648.1   |
| History of Punjab          | 954.5   | Housekeeping                 | 648     |
| History of Rajasthan       | 954.4   | Housing                      | 643     |
| History of Rajput India    | 954.02  | Human Anatomy                | 611     |
| History of Russia          | 947     | Human Physiology             | 612     |
| History of Science         | 509     | Human Races                  | 572     |
| History of South America   | 980     | Hunting                      | 799.2   |
| History of Spain           | 946     | Hydraulic Engineering        | 627     |
| History of Sri Lanka       | 954.93  | Hydrology                    | 551.48  |
| History of Switzerland     | 949.4   | Hydromechanics               | 532     |
| History of United Kingdom  | 941     | Hygiene                      | 613     |
| History of USA             | 973     | Hymns                        | 783.9   |
| History of USSR            | 947     | Ice and Snow Sports          | 796.9   |
| History of Uttar Pradesh   | 954.2   | Iconography                  | 704.9   |
|                            |         | Immunisation                 | 614.47  |



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| Immunology                      | 616.079  | International Economics        | 337      |
| Import Trade                    | 382.5    | International Law              | 341      |
| Income Tax                      | 336.24   | International Relations        | 327      |
| Indian Constitution             | 342.5402 | International Trade Agreements | 382.9    |
| Indian Foreign Relations        | 327.54   | Internet                       | 004.678  |
| Indian Freedom Struggle         | 954.03   | Inventions                     | 608      |
| Indian Government Service Rules | 354.001  | Invertebrates                  | 592      |
| Indian Gazetteer                | 915.4003 | Iron Age                       | 930.16   |
| Indian National Congress        |          | Islam                          | 297      |
| Indian Philosophy               | 181.4    | Jainism                        | 294.4    |
| Indian Political Parties        | 324.254  | Journalism                     | 070      |
| Indian Religions                | 294      | Journals                       | 050      |
| Indoor Games                    | 794      | Judaism                        | 296      |
| Indus Valley Civilisation       | 934      | Judiciary                      | 340      |
| Industrial Biology              | 660.6    | Judo                           | 796.8152 |
| Industrial Commerce             | 382      | Jute Crop                      | 633.54   |
| Industrial Gases                | 665.7    | Kannada Dictionary             | 4K3      |
| Industrial Oils                 | 665      | Kannada Essays                 | 8K4      |
| Information theory              | 003.54   | Kannada Grammar                | 4K5      |
| Inorganic Acids                 | 661.2    | Kannada Fiction/Story          | 8K3      |
| Inorganic Chemistry             | 546      | Kannada Language               | 4KO      |
| Insect Pests                    | 632.9    | Kannada Literature             | 8KO      |
| Instrumental Music              | 785      | Kannada Plays                  | 8K2      |
| Insurance                       | 368      | Kannada Poetry                 | 8K1      |
| Interior Decoration             | 747      | Kannada Reader                 | 4K8.6    |
| Internal Commerce               | 381      | Kannada Satire and Humour      | 8K7      |



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| Karate                        | 796.8153 | Lumber Technology           | 674      |
| Kitchen Appliances            | 683.82   | Macroeconomics              | 339      |
| Kite Flying                   | 796.15   | Magazines                   | 050      |
| Knitting                      | 746.432  | Magic Art                   | 793.8    |
| Knowledge                     | 001      | Magic & Witch Craft         | 133.43   |
| LAN                           | 004.68   | Magnetism                   | 538      |
| Labour Economics              | 331      | Mahabharata                 | 294.5223 |
| Land and People               | 910      | Malayalam Dictionary        | 4MA.3    |
| Land Reforms                  | 333.31   | Malayalam Essays            | 8MAA     |
| Landscape Design              | 712      | Malayalam Fiction/Story     | 8MA.3    |
| Language                      | 400      | Malayalam Grammar           | 4MA.5    |
| Law                           | 340      | Malayalam Language          | 4MA      |
| Leather Technology            | 675      | Malayalam Literature        | 8MA      |
| Legislations                  | 328      | Malayalam Plays             | 8MA.2    |
| Library & Information Science | 020      | Malayalam Poetry            | 8MA. 1   |
| Library Architecture          | 727.8    | Malayalam Reader            | 4MA.86   |
| Life Sciences                 | 570      | Malayalam Satire and Humour | 8MA.7    |
| Light                         | 535      | Mammals                     | 599      |
| Linguistics                   | 400      | Management                  | 650      |
| Liquid Mechanics              | 532      | Management Sciences         | 658      |
| Liquor Technology             | 663.5    | Manners                     | 395      |
| Literacy Criticism            | 809      | Manuscriptology             | 090      |
| Literature                    | 800      | Maps                        | 912      |
| Lithographic Process          | 763      | Marathi Dictionary          | 4M3      |
| Locksmithy                    | 683.3    | Marathi Dramas              | 8M2      |
| Logic                         | 160      | Marathi Essays              | 8M4      |
| Lok Sabha                     | 328.32   | Marathi Fiction/Story       | 8M3      |



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| Marathi Grammar           | 4M5      | Metal Engraving                      | 765    |
| Marathi Language          | 4M0      | Metal Manufacturing                  | 671    |
| Marathi Literature        | 8M0      | Metal Work Art                       | 739    |
| Marathi Plays             | 8M2      | Metaphysics                          | 110    |
| Marathi Poetry            | 8M1      | Meteorology                          | 551.5  |
| Marathi Reader            | 4M8.6    | Metallurgy                           | 669    |
| Marathi Satire and Humour | 8M7      | Microeconomics                       | 338.5  |
| Marine Biology            | 574.92   | Military Engineering                 | 623    |
| Marketing Management      | 658.8    | Military Science                     | 355    |
| Marxism-Leninism          | 320.5322 | Mineralogy                           | 549    |
| Masonry                   | 693.1    | Mining Engineering                   | 622    |
| Materials Management      | 658.7    | Modern Architecture                  | 724    |
| Mathematical Geography    | 526      | Modern History of Africa             | 960    |
| Mathematics               | 510      | Modern History of America<br>(North) | 970    |
| Meals Preparation         | 642      | Modern History of America<br>(South) | 980    |
| Mechanical Engineering    | 621      | Modern History of Asia               | 950    |
| Mechanics                 | 531      | Modern History of Europe             | 940    |
| Mechanics of Fluids       | 532      | Modern History of India              | 954    |
| Mechanics of Gases        | 533      | Modern Physics                       | 539    |
| Mechanotherapy            | 615.822  | Modern Sculpture                     | 735    |
| Medical Diagnosis         | 616.075  | Mohammadanism                        | 297    |
| Medical Pathology         | 616.07   | Molecular Biology                    | 574.88 |
| Medicine                  | 610      | Molecular Zoology                    | 591.8  |
| Medieval Architecture     | 723      | Mollusca                             | 594    |
| Medieval History          | 940-990  | Moon                                 | 523.3  |
| Medieval Sculpture        | 734      | Morphology                           | 574.4  |
| Mesolithic Age            | 930.13   |                                      |        |



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| Motion Pictures                | 791.4   | Nuclear Physics            | 539.7  |
| Multimedia systems             | 006.7   | Numismatics                | 737    |
| Mountaineering                 | 796.522 | Nursery Rhymes             | 398.8  |
| Museum Architecture            | 727.6   | Nutrition                  | 612.3  |
| Music                          | 780     | Occultism                  | 133    |
| Musical Instruments            | 681.8   | Oceanography               | 551.46 |
| National Cadet Corps           | 355.5   | Office Management          | 651.3  |
| National Emblem                | 929.9   | Opera                      | 782.1  |
| National Flag                  | 929.92  | Operations Research        | 003    |
| National Social Service Scheme | 361     | Operating Systems          | 005.4  |
| Nationalism                    | 320.54  | Optical Instruments Optics | 681.4  |
| Naturopathy                    | 615.535 | Orchards                   | 535    |
| Needle Work Art                | 746.4   | Organic Acids              | 634    |
| Neolithic (New Stone) Age      | 930.14  | Organic Chemistry          | 661.86 |
| Nepali Dictionary              | 4N3     | Oriental Architecture      | 547    |
| Nepali Grammar                 | 4N5     | Oriental Philosophy        | 722    |
| Nepali Fiction / Story         | 8N3     | Oriya Dictionary           | 4O3    |
| Nepali Language                | 4N0     | Oriya Essays               | 8O4    |
| Nepali Literature              | 8N0     | Oriya Fiction/Story        | 8O3    |
| Nepali Phonetics               | 4N1     | Oriya Grammar              | 4O5    |
| Nepali Plays                   | 8N2     | Oriya Literature           | 8O0    |
| Nepali Poetry                  | 8N1     | Oriya Phonetics            | 4O1    |
| Nepali Reader                  | 4N8.6   | Oriya Plays                | 8O2    |
| Nepali Satire and Humour       | 8N7     | Oriya Poetry               | 8O1    |
| Noise Pollution                | 363.74  | Oriya Reader               | 4O8.6  |
| Nonferrous Metals              | 673     | Oriya Satire and Humour    | 8O7    |
| NSS                            | 361     | Oriental Philosophy        | 180    |
| Nuclear Engineering            | 621.48  |                            |        |



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| Ornaments               | 739.2  | Photocopying                | 668.4   |
| Other Religions         | 299    | Photographs                 | 779     |
| Out door Games          | 796    | Photography                 | 778     |
| Packaging               | 688    | Photomicrography            | 778.31  |
| Paediatrics             | 618.92 | Physical Anthropology       | 573     |
| Painting & Paintings    | 750    | Physical Chemistry          | 541.3   |
| Paleobotany             | 561    | Physical Education          | 372.86  |
| Paleolithic Age (Stone) | 930.12 | Physical Fitness            | 613.7   |
| Paleontology            | 560    | Physical Geography          | 910.02  |
| Paleozoology            | 560    | Physical Geography of India | 915.402 |
| Palmistry               | 133.6  | Physical Therapy            | 615.82  |
| Paper Technology        | 676.2  | Physics                     | 530     |
| Parapsychology          | 133    | Physiotherapy               | 615.82  |
| Parliament              | 328.3  | Pig Farming                 | 636.4   |
| Personnel Management    | 658.3  | Planet                      | 523.4   |
| Pathology               | 574.2  | Plant Anatomy               | 581.4   |
| Performing Arts         | 790.2  | Plant Diseases              | 632.3   |
| Perfumes                | 668.54 | Plant Ecology               | 581.5   |
| Periodicals             | 050    | Plant Genetics              | 581.15  |
| Pesticides              | 668.65 | Plant Pathology             | 581.2   |
| Petroleum               | 665.5  | Plant Physiology            | 581.1   |
| Petrology               | 552    | Plastic Art                 | 730     |
| Pharmacology            | 615    | Plastics                    | 668.4   |
| Pharmacy                | 615.4  | Plumbing                    | 696.1   |
| Philately               | 769.56 | Political Parties           | 324.2   |
| Philology               | 400    | Political Science           | 320     |
| Philosophy              | 100    | Polo                        | 796.353 |



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| Polymers               | 668.9  | Punjabi Drama             | 8P2       |
| Pollution Problem      | 363.73 | Punjabi Essays            | 8P4       |
| Population Education   | 363.9  | Punjabi Fiction/Story     | 8P3       |
| Population Statistics  | 312    | Punjabi Grammar           | 4P5       |
| Postal Communications  | 383    | Punjabi Language          | 4P0       |
| Poultry Farming        | 636.5  | Punjabi Literature        | 8P0       |
| Pre-historic Geography | 913    | Punjabi Phonetics         | 4P1       |
| Precision Instruments  | 681    | Punjabi Plays             | 8P2       |
| Primary Education      | 372    | Punjabi Poetry            | 8P1       |
| Printing               | 686.2  | Punjabi Reader            | 4P8.6     |
| Printing & Dyeing      | 667.3  | Punjabi Satire and Humour | 8P7       |
| Printing Machines      | 681.62 | Puppet Making             | 745.59224 |
| Probabilities          | 519.2  | Puppetry                  | 791.53    |
| Production Economics   | 338.5  | Puranas                   | 294.5925  |
| Production Management  | 658.5  | Qualitative Chemistry     | 544       |
| Programming languages  | 005.13 | Quantitative Chemistry    | 545       |
| Protozoa               | 593    | Quran                     | 297.122   |
| Proverbs               | 398.8  | Racism                    | 320.56    |
| Psychology             | 150    | Radio Broadcasting        | 384.54    |
| Public Administration  | 350    | Radio Engineering         | 621.384   |
| Public Architecture    | 725    | Railway Engineering       | 625.1     |
| Public Enterprises     | 338.74 | Railway Transportation    | 385       |
| Public Finance         | 336    | Rajya Sabha               | 328.31    |
| Public Health          | 614    | Ramayana                  | 294.5922  |
| Public Relations       | 659.2  | Reading Comprehension     | 372.4     |
| Pulp Technology        | 676.1  | Research methods          | 001.4     |
| Punjabi Dictionary     | 4P3    | Refereeing                | 796.3524  |



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| Religious Architecture        | 726       | Satellites                | 521.6    |
| Religious Education           | 377       | Scholarship & learning    | 001.2    |
| Religious Music               | 783       | School Administration     | 371.2    |
| Reptilia                      | 597.9     | Science                   | 500      |
| Rhetorica and Collection      | 808       | Science Dictionary        | 503      |
| Rhymes                        | 398.8     | Scouts and Guides         | 369.4092 |
| Riddles                       | 398.6     | Screen Printing           | 764.8    |
| Rigveda                       | 294.59212 | Sculpture                 | 730      |
| River Transport               | 386.3     | Secondary Education       | 373      |
| Road Transportation           | 388       | Secretarial Practice      | 651      |
| Rubber                        | 678.2     | Serials                   | 050      |
| Sacred Music                  | 783       | Sewage Disposal           | 628.3    |
| Samveda                       | 294.59213 | Sewing                    | 646      |
| Sanitary Engineering          | 628       | Sheep Farming             | 636.3    |
| Sanitation Problem & Services | 363.72    | Shooting                  | 799.3    |
| Sanskrit Dictionary           | 4S3       | Shorthand                 | 653      |
| Sanskrit Drama                | 8S2       | Sikhism                   | 294.6    |
| Sanskrit Essays               | 8S4       | Small Scale Industry      | 338.643  |
| Sanskrit Fiction/Story        | 8S3       | Snakes                    | 597.96   |
| Sanskrit Grammar              | 4S5       | Social Science Dictionary | 300.3    |
| Sanskrit Language             | 4S0       | Social Sciences           | 300      |
| Sanskrit Literature           | 8S0       | Social Services           | 360      |
| Sanskrit Phonetics            | 4S1       | Social Welfare            | 361      |
| Sanskrit Play                 | 8S2       | Socialism                 | 320.531  |
| Sanskrit Poetry               | 8S1       | Sociology                 | 301      |
| Sanskrit Reader               | 4S8.6     | Software programme        | 005.3    |
| Sanskrit Satire and Humour    | 8S7       | Solar Energy Engineering  | 621.47   |



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| Solar System              | 523.2  | Surgery                     | 617      |
| Sound (Physics)           | 534    | Swimming                    | 797.2    |
| Spanish Dictionary        | 463    | Systems Analysis and Design | 004.2    |
| Spanish Fiction/Story     | 863    | Tailoring                   | 687.044  |
| Spanish Grammar           | 465    | Tamil Dictionary            | 4T3      |
| Spanish Language          | 460    | Tamil Essays                | 8T4      |
| Spanish Literature        | 860    | Tamil Fiction/Story         | 8T3      |
| Spanish Phonetics         | 461    | Tamil Grammar               | 4T5      |
| Spanish Plays             | 862    | Tamil Language              | 4T0      |
| Spanish Poetry            | 861    | Tamil Literature            | 8T0      |
| Spanish Reader            | 868.6  | Tamil Phonetics             | 411      |
| Spanish Satire and Humour | 867    | Tamil Plays                 | 8T2      |
| Special Education         | 371.9  | Tamil Poetry                | 8T1      |
| Speeches                  | 808.85 | Tamil Reader                | 4T8.6    |
| Spiritualism              | 133.9  | Tamil Satire and Humour     | 8T7      |
| Sports                    | 796    | Taxation                    | 336.2    |
| Stars                     | 523.8  | Teaching Aids               | 371.3078 |
| Statistical Mathematics   | 519.5  | Teaching Methods            | 371.3    |
| Statistical Mechanics     | 530.13 | Technology                  | 600      |
| Statics                   | 531.12 | Telecommunications          | 384      |
| Statistics                | 310    | Telegraphy                  | 384.1    |
| Storage                   | 004.5  | Telephony                   | 384.6    |
| Stratigraphy              | 551.7  | Television Engineering      | 621.388  |
| Subject Bibliography      | 016    | Television Broadcasting     | 384.554  |
| Sugarcane Crops           | 633.6  | Television Network          | 384.5455 |
| Sugar Technology          | 664.1  | Telugu Dictionary           | 4TE3     |
| Sun                       | 523.7  | T elugu Essays              | 8TE4     |



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|--------------------------|-----------|------------------------------|-----------|
| Telugu Fiction/Story     | 8TE3      | Travels in North America     | 917.04    |
| Telugu Grammar           | 4TE5      | Travels in South America     | 918.04    |
| Telugu Language          | 4TE0      | Travels in U.S.A.            | 917.304   |
| Telugu Literature        | 8TE0      | Type Writing                 | 652.3     |
| Telugu Phonetics         | 4TE1      | Umpiring                     | 796.3573  |
| Telugu Plays             | 8TE2      | Unesco                       | 341.767   |
| Telugu Poetry            | 8TE1      | United Nations Organisation  | 341.23    |
| Telugu Reader            | 4TE8.6    | Universe                     | 523.1     |
| Telugu Satire and Humour | 8TE7      | Upanishads                   | 294.59218 |
| Tennis                   | 796.342   | Urdu Dictionary              | 4U3       |
| Textile Art              | 746       | Urdu Essays                  | 8U4       |
| Textile Designing        | 677.022   | Urdu Fiction/Story           | 8U3       |
| Textiles                 | 677       | Urdu Grammar                 | 4U5       |
| Theatre                  | 792       | Urdu Phonology               | 4U1       |
| Theatre Music            | 782.8     | Urdu Language                | 4U0       |
| The Humanities           | 001.3     | Urdu Literature              | 8U0       |
| Theoretical Chemistry    | 541.2     | Urdu Plays                   | 8U2       |
| Terrorism                | 303.62    | Urdu Poetry                  | 8U1       |
| Topology                 | 514       | Urdu Reader                  | 4U8.6     |
| Town Planning            | 711       | Urdu Satire and Humour       | 8U7       |
| Toxicology               | 615.9     | Vedas                        | 294.5921  |
| Transportation           | 380.5     | Veterinary Sciences/Medicine | 636.089   |
| Travels in Africa        | 916.04    | Vocal Music                  | 784       |
| Travels in Asia          | 915.04    | Vocational Education         | 371.425   |
| Travels in Europe        | 914.04    | Vegetable Crops              | 635       |
| Travels in India         | 915.404   | Wages                        | 331.2     |
| Travels in Nepal         | 915.49604 | WAN                          | 004.67    |



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|-------------------------|-----------|-------------------|-----------|
| Waste Disposal          | 363.728   | Women's Education | 376       |
| Watch Making            | 681.114   | World War I       | 940.3     |
| Water Pollution         | 628.16    | World War II      | 940.53    |
| Water Supply            | 628.1     | Wrestling         | 796.812   |
| Waterway Transportation | 386       | X-Ray             | 537.535   |
| Wax                     | 665.1     | Yajurveda         | 294.59214 |
| Weaving                 | 77.028242 | Yoga              | 613.7046  |
| Western Philosophy      | 190       | Zoology           | 591       |
| Welding                 | 671.52    |                   |           |



## Appendix "B"

### TABLE OF STANDARD SUB-DIVISIONS

|        |   |         |  |
|--------|---|---------|--|
| - 01   | Philosophy & Theory                       | - 03T   | Tamil Dictionary                         |
| - 015  | Scientific Principles                     | - 03TE  | Telugu Dictionary                        |
| - 016  | Subject Bibliography                      | - 03U   | Urdu Dictionary                          |
| - 019  | Psychological Principles                  | - 05    | Serials, Periodicals, Magazines          |
| - 02   | Miscellany                                | - 06    | Organisations, Associations              |
| - 022  | Handbook etc.                             | - 068   | Societies Management                     |
| - 024  | Work for specific type of users           | - 07    | Study and Teaching                       |
| - 025  | Directory                                 | - 071   | Schools and Courses                      |
| - 0272 | Patents                                   | - 0711  | Universities and Colleges                |
| - 0285 | Data Processing                           | - 0712  | Secondary Schools                        |
| - 03   | Dictionary, encyclopaedias<br>concordance | - 072   | Research                                 |
| - 032  | English Dictionary                        | - 076   | Review and Exercise                      |
| - 03A  | Assamese Dictionary                       | - 077   | Programmed texts                         |
| - 03B  | Bengali Dictionary                        | - 079   | Competitions and Awards                  |
| - 03G  | Gujarati Dictionary                       | - 09    | Historical and geographical<br>treatment |
| - 03H  | Hindi Dictionary                          | - 0901  | Early period                             |
| - 03K  | Kannada Dictionary                        | - 0902  | Sixth to 15th century                    |
| - 03KA | Kashmiri Dictionary                       | - 0903  | Modern period                            |
| - 03KO | Konkani Dictionary                        | - 09031 | Sixteenth century                        |
| - 03M  | Marathi Dictionary                        | - 09032 | Seventeenth century                      |
| - 03MA | Malayalm Dictionary                       | - 09033 | Eighteenth century                       |
| - 03N  | Nepali Dictionary                         | - 09034 | Nineteenth century                       |
| - 03O  | Oriya Dictionary                          | - 0904  | 20th century                             |
| - 03P  | Punjabi Dictionary                        | - 0905  | 21st century                             |
| - 03S  | Sanskrit Dictionary                       | - 092   | Biography                                |
| - 03SI | Sindhi Dictionary                         | - 0926  | Case Histories                           |



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



## **Appendix “C”**

### **A SELECT LIST OF REFERENCE BOOKS**

#### **Almanacs**

- Encyclopaedia Britannica Almanac 2005
- Information Please Almanac.
- World Almanac and Book of Facts, New York: Newspaper Enterprise Association.

#### **Atlases**

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

#### **Biographical Dictionaries**

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

#### **Dictionaries**

- Children’s Illustrated Dictionary
- Dictionary of Modern English Usage, edited H. W. Fowler. London: ELBS. - Everyman’s English Pronouncing Dictionary, by Daniel Jones, London: ELBS.
- Longman Dictionary of Common Errors, by J.B. Heaton and N.D. Turton. London: Longman.



- Oxford Advanced Learner's Dictionary of Current English Delhi: OUP. - Rogers Thesaurus of Synonyms and Antonyms, Tophi Books.
- Thesaurus of English Words and Phrases, by Peter Mark Roget, New York: Avenel Books.

### **Encyclopaedias**

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

### **Books of Facts**

- 1000 Crime Quiz, by Anil Aggarwal, Calcutta: Rupa & Co.
- 100 General Quiz, by G. Basu, Calcutta: Rupa & Co.
- 1000 Great Events Through the Ages, by Brenda Ralf Lewis et al. London: Hamlyn.
- 1000 Movie Quiz, by G.S. Praveen et al. Calcutta: Rupa & Co.
- 1000 North-Eastern Region Quiz, by Pramila Pandit Barooah. Calcutta: Rupa & Co.
- 1500 Fascinating Facts, London: Octopus Books.
- 5000 Gems of Wit and Wisdom, compiled by Laurel' Jce J Peter, London: Treasure Press.
- ABC of Human Body, London: Reader's Digest Association.
- Cadbury's Boumvita Book of Knowledge, edited by Derek O'Brien and Joy Bhattacharyya. Calcutta: Big Ideas. 8 volumes.
- Top 10 of Everything, by Russell Ash. London: Queen Anne Press.



- Quizmaster.

### **Gazetteers**

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

### **Books of Quotations**

- 100 Quotations and Answers, Hongkong, Lynex Press.
- Concise Oxford Dictionary of Quotations, London: OUP.
- Dictionary of Famous Quotations, by Robin Hyman. London: Pan Books.
- Dictionary of Indian Quotations, by Jagat Singh and Harish Chandra Jagat, New Delhi: Parichaya Overseas.
- Hamlyn Dictionary of Quotations, by Rosalind Ferguson, London: Hamlyn.
- Penguin Dictionary of Modern Humorous Quotations, by Fred Metcalf. London: Pan Books.
- Quotations from Great Masters, by Choo Dev. Delhi: Hind Book House.
- Penguin Dictionary of Twentieth- Century Quotations, by J.M. Cohen and M.J. Cohen, London: Penguin Books.

### **Travel Guides**

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

### **Books of Records**

- Guinness Record 1995 edited by Peter Matthews. Guinness Publishing Ltd. PP310
- Limca Book of Record 1995 Distributed by UBS, Ansari Road, New Delhi. PP 240

### **Year Books**

- Competition Success Review Year Book. New Delhi:



- Hindustan Year Book and Who's Who, Calcutta M.C. Sarkar.
- India: A Reference Annual, New Delhi, Publication Division, Govt. of India.
- India Book of the Year 2005.
- India - A Reference Annual
- Manorama Year Book. Kottayam: Malayala Manorama
- United Nations Year Book.



## **List of Websites useful for Schools and Educational Institutions**

All India Council for Technical Education - [www.aicte.ernet.in](http://www.aicte.ernet.in)

Association of Indian Universities - [www.aiuweb.org](http://www.aiuweb.org)

British Council site with loads of resources and activities - [www.learnenglish.org.uk](http://www.learnenglish.org.uk)

Central Board of Secondary Education - [www.cbse.nic.in](http://www.cbse.nic.in)

Council for the Indian School Certificate Examination - [www.cisce.org](http://www.cisce.org)

Developing Library Network - [www.delnet.com](http://www.delnet.com)

Kendriya Vidyalaya Sangathan - [www.kvsangathan.nic.in](http://www.kvsangathan.nic.in)

National Council for Teachers Education - [www.nete-in.org](http://www.nete-in.org)

National Council of Educational Research and Training - [www.ncert.nic.in](http://www.ncert.nic.in)

National Institute of Educational Planning and Administration - [www.niepa.org](http://www.niepa.org)

National Institute of Open Schooling - [www.nios.nic.in](http://www.nios.nic.in)

Navodaya Vidyalaya Samiti - [www.navodaya.nic.in](http://www.navodaya.nic.in)

United Nations Educational Scientific & Cultural Organisation - [www.unesco.org](http://www.unesco.org)

United States Educational Foundation of India - [www.fulbright\\_org](http://www.fulbright_org)

University Grants Commission - [www.ugc.ac.in](http://www.ugc.ac.in)

Website to help teachers - <http://www.britishcouncil.org/languageassistant-weblinks.htm>

Wikipedia - [www.wikipedia.org](http://www.wikipedia.org)