



REPORT
OF
THE EXPERT COMMITTEE
ON
SCHOOL LIBRARIES

DIRECTORATE OF PUBLIC INSTRUCTION
APRIL 2002

Preface

Kerala has almost achieved the aim of universal access for primary and secondary education. Higher secondary education has been integrated with school education by delinking Pre-degree courses from colleges. The primary concern for school education at this juncture arises from quality considerations. Where do we stand in relation to the quality of education in schools? Can we remain complacent in this respect, with the self-satisfying thought that we have achieved universalisation of primary education? These are important issues in the context of the fact that education imparted in our schools is of a very poor quality.

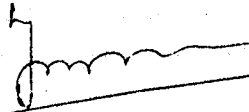
When we analyze the factors leading to the lack of quality standards in school education, the first thing that comes to our mind is the absence of school libraries worth their names, in our schools. During the library survey done for the purpose of this study, the Committee noted with great concern that only slightly more than 20% of the schools in the State have a library room. Due to this, our children do not pick up the precious habit of reading, at the age at which it should be acquired. Lacking the essential equipment needed for lifelong self-learning, they become handicapped in critical thinking and forming rational judgments on the problems that they, or the society in which they live, encounter in life. This is the main source of many of the ills that plague school education today.

I would like to mention here that there are many other factors also, to be improved to achieve quality school education here. Despite the fact that we have achieved some progress in child-centered, activity-oriented pedagogy, there is no multi-sensory learning in our schools even in this Internet Age. Again this is a factor connected with the poor quality of school libraries. Educational technology should be gainfully employed to improve the teaching standards, to alleviate this deficiency. Communication skills, Critical Thinking skills and IT skills among our young learners should improve considerably. Quality of curriculum transaction in subjects like English and Mathematics should also be upgraded by teacher training and motivation.

Quality upgradation is inextricably linked to the setting up and strengthening of school libraries. Library must occupy the central position in a school. Children should familiarize themselves with the acquisition of information from books and other documents, right from school stage onwards. With this objective, the committee has examined the school education system and suggested a number of measures to make school libraries vital and vibrant institutions. The main areas focused by the committee are (a) Setting up of school libraries, provision of infrastructure and forming a good library collection (b) School Librarian's role and personnel policies to be adopted in manning school libraries. (c) Administrative and procedural improvement aspects to be implemented in school libraries and (d) Integration of library with IT resources for multi-sensory learning.

One of the main strengths of our education system is the involvement of Parent Teacher Associations and People's representatives in educational quality improvement and upgradation. Therefore the committee felt that the strengthening of school libraries must be taken up with people's participation and involvement.

For the purposes of this analysis, the committee has drawn resources and ideas from existing studies, documents and materials as well. These contributions are gratefully acknowledged. On behalf of the committee, I sincerely thank Shri N. Sukumaran Nair, Former State Librarian, Kerala & President, Kerala Library Association, who participated in the meetings of the committee as an outside expert and offered valuable suggestions. I would also like to thank Smt K.Snehalatha Devi, Project Officer and Shri.P.Sivaraman, Joint Director, Directorate of Public Instruction and Smt. M.Lalitha, Librarian, SCERT Library, who helped the committee in making this study and finalizing this report.



V.P.JOY, IAS

Director of Public Instruction &
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Thiruvananthapuram,
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1. Library in School Education

1.0 The experience of teachers, educational scientists and all concerned with school education reveals that a scientifically organized and efficient library is indispensable to the healthy life of a school. It will add new breadth and depth to learning. It can improve the quality of teaching. It can provide the students, facility to actively follow up their doubts and select, appraise and criticize the information they get. School library provides opportunities for developing personal reading and discovering the pleasure and enhancement of life that reading can bring. As it is accepted all over the world that these advantages should be available in full measure to all the teachers and students all through their schooling years, our schooling system also should ensure these facilities.

1.1 School education forms the foundation for the mental, intellectual and social development of children. Unless this foundation is built on sound pedagogical practices with adequate quality of space, the education of future citizens of India will be adversely affected. The aim of education is not to put knowledge into the mind of pupils, but to make them think. Education is the kindling of a flame and not the filling of a vessel.

1.2 Child-Centered Education

Education at the school level must be child centered. The children must have opportunities to explore and experience the vast canvas of mental endeavors and activities. They should be able to think originally and creatively. It must be aimed at the enhancement of their freedom. Free exploration of knowledge is possible only in a library-centered education system. If the society has to be knowledge-centered, learning in schools must be library-centered. Then only the budding generation will grow up to be a reading and thinking generation.

1.3 Library: a Vital Component in School

1.3.1 The most important infrastructure requirement of any school is a library adequately equipped with books and scientifically organized. The setup of the library gives an idea about the quality of education that takes place in an institution. If there is no library worth its name in a school, there is no education there in the real sense of the term.

1.3.2 However, it is unfortunate that scant attention is paid to the planning, designing, and setting up of school libraries. Lack of resources affects school libraries first. The problems of school libraries are wide and varied. They range from infrastructure gaps to mental and social apathy and indifference. It is time that there is a concerted action to improve the situation in this vital component of quality education.

1.4 Teaching Method

The classroom instruction method of teaching followed at present in schools has a number of drawbacks. The learning process is largely memorization-oriented. This kind of teaching and learning does not contribute much for the development of original thinking and the capacity for critical analysis. The method does not ensure proper intellectual involvement of the students in the learning process. This is purely an examination-centered approach, which needs to be replaced by the opportunities for more diverse and rich learning experiences.

1.5. Assimilation of New Knowledge

Knowledge in the modern knowledge-centered society is increasing at a phenomenal rate. The problem confronting educators today is how to equip the students to keep up-to-date with this dynamic knowledge environment with the limited time available for formal education. The only way to assimilate the ever-changing knowledge spectrum is to equip the students to learn and think for themselves by locating the learning material or experiences, from the vast knowledge environment. Modern technology can be put to effective use for this for which the students and teachers must be equipped. The ratio of the quantum of learning by the students themselves to their total learning should be at least above fifty percent.

1.6. Value Development

The library in the school is important both in knowledge acquisition and value development by students. The role of the library is marginal in this respect in the early years of school education, but it increases gradually as the students go to the higher classes and develop their reading habit and power of comprehension. But even in the primary and upper primary classes, the students should be introduced to the reading habit and their interest in the library roused. For this purpose the library should stock simple storybooks and pictorial books, which would catch their imagination and interest. At the secondary and higher secondary levels there should be more of self-learning because of the heavier knowledge content of the syllabi. At this stage, the teaching method has to be such as would rouse the curiosity of the students in various subjects and expose them to the different viewpoints on the aspects of each subject. This would ensure a much greater degree of mental and intellectual involvement of the students in the learning process for which heavy dependence on the library is imperative.

1.7 Teacher's Role

1.7.1 The teacher's role in effectively guiding the students for reading books is very important. For a good teacher, extensive reading is a must. Then only the teacher will be able to enlighten the students as to the topics they must select for further reading and the sources where they are available. An innovative teacher will be able to devise hundreds of learning experiences for the students with the help of an effective library.

1.7.2 Side by side with curriculum oriented reading, the students should also be encouraged to read other books like biographies of great men, travelogues, religious books etc. which will expose them to the values and ideas propounded by great leaders

and help to mould their character. They should also read newspapers and magazines and books on various subjects in order to be well informed of contemporary problems and issues.

1.8 Preparing for Further Education

1.8.1 The inculcation of reading habit at the school itself has one more very important purpose, namely, preparing the students for higher education. Higher education and research is much more concerned with library use and unless the student picks up the capability to make effective use of the library, it is very likely that the student finds himself handicapped at the stage of higher education. One of the essential equipments that a student needs before taking up higher education is the ability to make effective use of the library.

1.8.2 At a still larger level, education is looked upon as a process, which leads to lifelong learning. Though formal education is over by and large in the mid-twenties, every individual should be able to advance his/her level of knowledge, skills and understanding through lifelong learning. True education is achieved during this phase of living and learning. Library is the most important resource one can rely on during this phase of learning.

1.9 Participation in Library Activities

1.9.1 The school library should be an institution which ensures the integration of self-learning with the teaching-learning process. It should have a good collection of books with adequate infrastructure facilities. The library services should be rendered efficiently and effectively. The teachers should also be frequent visitors of the school library. There should be large number of activities for the students organized by reading clubs. The school library should be well maintained, replenished and modernized continuously. It should be a very important asset of the school, the fond memories of which will linger in the minds of the students for a very long time even after they leave the school.

1.9.2 An imaginative teacher-librarian partnership can bring about a close integration of the library with the teaching-learning process. This is sure to go a long way in strengthening the base for the improvement of the standards of school education and in ensuring that students who pass out of the schools are not only formally certified but also educated in the true sense of the term.

2. School Library Situation in Kerala

2.1 As per Kerala Education Rules, all secondary schools and upper primary schools in Kerala should have libraries. But large majority of them are not functioning in the best interest of the students and teachers. In lower primary schools from where the children have to inculcate the reading habit, there are no libraries at all.

2.1.1 In the classrooms, no attempt is seen to have been made by the teachers to draw the attention of the students to the useful library books and in the class timetable no period is provided for library work.

2.1.2 As part of this study, a survey was conducted in 5600 schools in the state to identify the present situation of school libraries. The findings of the survey are given in the following paragraphs:

2.2 Schools Covered by the Survey

The number of schools in the State is 12330, consisting of 931 Higher Secondary Schools, 1685 High Schools, 2957 U.P. Schools and 6757 L.P. Schools. Among the above schools, survey was conducted in 5600 schools i.e. 45%, including 584 Higher Secondary Schools (63%), 914 High schools (54%), 1231 U.P.schools (42%) and 2871 L.P. schools (42%). Out of 4510 Govt. schools, 2156 schools were surveyed (48%). 3317 aided schools were surveyed out of 7320 schools (45%). 25% of unaided schools (127) out of 500 were surveyed.

2.3 Availability of Library and Reading Rooms

2.3.1 Out of the 5600 schools surveyed, 1237 schools (22%) have library facilities and 1315 schools have reading room facilities (24%). The split up of the above is as follows:

1237	=	(413 HSS + 582 HS + 143 UP + 99 LP)
1315	=	(322 HSS + 530 HS + 238 UP + 225 LP)

2.3.2 In Government L.P. section, only 3% and 7% have library and reading room facilities respectively. In Government U.P. schools, only 11% and 17% have library and reading room facilities respectively. But in the case of Government Higher Secondary Schools and High Schools, nearly about 61% and 45% Schools have library facilities and 29% and 37% Schools have reading room facilities respectively. In aided schools, 769 schools have library facilities (23%) and 879 schools (27%) have reading room facilities. In unaided schools 71% of schools have library facilities and 75% of schools have reading room facilities.

2.4 Library Stock/Collection

It is surprising to note that from among the surveyed schools, 79 LP Schools and 1 UP School have no library books. At the same time wide variation is noted in total number of books in schools. The list showing the distribution of books is furnished below:

Number of Books			Number of Schools
1	to	250	1438
251	to	500	1030
501	to	1000	1139
1001	to	2000	670
2001	to	4000	527
4001	and above		716
Total			5520

2.5 Qualifications of Librarians

In almost all schools, library books are being issued by the teacher/Head Master. Only in 75 schools, the persons distributing library books possess the library science qualification (22 persons in Government + 39 persons in aided + 14 persons in unaided schools).

2.6 Issue Of Books

During the survey, it is observed that in almost all schools, there is no proper issue system for library books. Books are being distributed not at regular intervals but only for less than an hour during the working hours.

2.7 Technical Organization

It is observed that almost all schools have no system of classification of books and cataloguing system. Only, 125 schools follow D.C system, 117 schools follow CC system and 145 schools follow some other system other than DC or CC system. So also, only 147 schools follow CCC system, 9 schools follow AACR system, 96 schools follow some other systems in cataloguing code.

2.8 Expenditure

The survey observed that 3136 schools (1260 Government + 1868 aided+ 8 unaided) do not properly maintain registers showing the value of books purchased by them for library use. This is because of the fact that in many cases books are being supplied by

other parties or by way of donations. The expenditure incurred for the purpose of purchasing books in 2464 schools is shown below:

Amount		No. Of schools
Rs. 1	1000	999
Rs.1000	3000	1241
Rs. 3000 and above		224
Total		2464

2.9 Damage/Loss Of Books

2.9.1 Rate of damage/loss of books is higher in L.P. sections. Survey found the loss of books as shown below:

Damage/loss	No .of books
Below 5%	3918
Below 10%	4961
Above 10%	639

2.9.2 Damage/loss position in L.P. Schools, U.P.Schools, High Schools and H.S.Schools are shown below:

	H.S.S.	H.S.	U.P.S	L.P.S
Below 5%	427	649	827	2015
Below 10%	528	819	1061	2553
Above 10%	56	95	170	318

2.10 Problems of School Libraries

Based on the survey, the major problems can be summarized as follows:

- ◆ Lack of awareness on the part of all concerned- authorities, teachers and students of the importance of school libraries.
- ◆ Unsatisfactory functioning of the libraries in all the schools with just a few exceptions.
- ◆ Lack of definite library periods or any other administrative arrangements for library use.
- ◆ Library use not integrated/included in the curriculum
- ◆ Lack of motivation among staff /authorities/students
- ◆ No provision for adequate revenue/finance.
- ◆ Improper management of the already available facilities.
- ◆ Lack of incentives/recognition given to the teacher-cum-librarian.
- ◆ Absence of scientific organization of book-stock like classification and cataloguing.
- ◆ Lack of professional staff and professional involvement in library functioning
- ◆ Lack of prescribed standards for school library

3. Library Collection

3.1 Building up a Good School Library

3.1.1 The building up of the school library in its initial stage is very important because the foundation on which the future edifice is to rest is built during these days. The basic collection is developed in the initial stages.

3.1.2 The collection of books and documents in the library is the most important component in determining the quality of libraries. It is of utmost importance for providing effective library service. Not only the librarian but also all the teachers of the school should be involved in collection development. Each and every reference material a teacher or student will require in day-to-day activities in school should be available in the library. All the basic reference materials on subjects taught in the school should be available there. A serious book selection and planned development of the collection is very important. As space and funds are limited acquiring even a single book of non-relevance should be avoided.

3.1.3 Library should have at least one set of General Encyclopedia each in English and Malayalam, one each of English -English Dictionary and English Malayalam Dictionary, as well as one each of subject dictionaries for all subjects taught in the school.

3.1.4 Now the books are not the only documents to be included in the school library collection. There are Encyclopedias, dictionaries, manuals, handbooks, collections of books on a specific course, etc available in CDRoms. Like that Computer- Based-Training(CBT) programmes on all school subjects, Inter active Knowledge Explorations, Quiz programmes, educational video, self-learning programmes etc are all available in Electronic format. These are more cost effective. (For example an Encyclopedia Britannica Set costs Rs. 35000 in printed form. In Electronic form its costs only Rs. 2000.) Electronic information materials are also child friendly, interactive and hence they can be highly utilized in school environment. The quantum of content is more. They require less space. Information Retrieval is speedy. They are interactive and usually graded.

3.1.5 With an intelligent integration of traditional and electronic information materials a capable and devoted school librarian can make magical performance in school and make teaching and learning a great experience.

3.1.6 So collection is the tool with which librarian has to provide service and hence development of up-to-date reliable collection in a scientific way by professional librarian is very important.

3.2 Collection Development: Present Situation

3.2.1 Proper book selection methods are not seen followed in schools in Kerala. At the end of the financial year the Headmaster or a teacher nominated by the Headmaster visits certain book shops and just picks up a few books even without verifying whether they are already available in the library. His/her anxiety always is to avoid the lapse of the library fund and in this system the quality of the books cannot be ensured.

3.2.2 The book collection of school library varies very widely. Since there is an annual addition of books procured out of library fee collected from the students, the book collection increases regularly. In schools of long standing, the collection exceeds 10,000 with a good number of reference books, whereas in recently started secondary schools the book collection is only fiction. Standard reference books required for study and teaching in schools are not seen adequately represented in the collection. The children's literature is neglected in school libraries.

3.2.3 The library fee collected from the students is the sole source of library finance at present and the total amount so collected in a year is totally inadequate to develop a meaningful book collection. Funds from even this meager amount are sometimes diverted for other purposes.

3.2.4 The steep increase in the cost of books from year to year further aggravates the situation making it difficult for the libraries to purchase even the most essentially required books.

3.3 Recommendations:

3.3.1 The funds for book purchase and for other library purpose should be substantially increased. The help of the P.T.A should be enlisted for library development. It should be authorized to collect a separate amount earmarked for library development along with other collections it makes at the time of admission. There should be a matching government grant to each school equal to the amount collected as library fee from students.

3.3.2 The diversion of library funds for other purposes should not be permitted.

3.3.3 The department should fix the terms including discount for the purchase of different categories of books-books in English, books in Malayalam, and other languages, textbooks, reference books etc., and schools should have the freedom of buying them on these terms without insisting on quotations. They should refer to the book collection of the model school libraries for book selection.

3.3.4 It is better in the interest of ensuring the usefulness of books if the purchase of books is made by the schools concerned. Therefore the present practice of the department or other agencies buying some books centrally and sending them to the schools may be limited to essential reference books and standard treatises required by all schools.

3.3.5 The book selection should be such that the school library collection contains a wide variety of materials needed to meet the varying interests and needs of students and

teachers. Qualitative book selection should be made by the school level committee for which a check list of books has to be prepared and periodically updated. The model school libraries can provide field level guidance for book selection. In this connection the committee took note of the list of reference books for school libraries contained in the book 'School Libraries and Educational System' published by Kerala Library Association.

3.3.6 The school libraries should make all efforts to mobilize local community resources in order to build up the school library collection through donations gifts of books etc.

3.4 Recommendations: Book Selection Committee

A book Selection Committee for Schools should function at the Directorate of Public Instruction. The functions of the committee will be selecting and finalizing the common standard list of different types of books to be included in the basic collection of all schools, revising it every year, and finalizing the terms and conditions for purchase of books during a school year. The term of the committee will be three years and the committee will meet at least once in a year and also as and when the Department thinks that a meeting is essential.

3.5 Weeding out of Books

3.5.1 Present Situation

There is no provision at present for weeding out worn-out and obsolete books with the result that a good proportion of the books stock in each school library is unusable. Their presence in the library creates problems of accommodating them in the inadequate space now available and also renders the use of other books difficult.

3.6 Recommendations

3.6.1 In view of the fact that the space available to the library is very limited and also in view of the need to enhance the relevance of the book collection and make it vibrant, a policy for weeding out obsolete and unwanted books to make room for new books added should be evolved.

3.6.2 Rules for annual weeding out, write- off of old unusable/lost books should be drawn up.

3.6.3 During a period of 10 years, 5% books may be weeded out as obsolete and unwanted books based on the recommendation of the school library committee.

3.6.4 Since there is scope for loss/damage of more books in LP classes, there must be provision for write off of books up to 10% of the total number of books in L P sections and 5% in U P sections.

3.6.5 There must be provision for write off of books in High Schools and Higher Secondary Schools @ 5 out of 1000 books issued or consulted.

3.7 Technical Organization of Books

3.7.1 Present Situation

i) The library collection of most of the schools is not properly classified and catalogued due to the absence of a qualified full-time librarian. The teacher librarian is ignorant of modern classification schemes and cataloguing codes, as he is not trained in librarianship. Books are arranged alphabetically according to subject on the shelves. Most of the school libraries do not have proper library catalogue. Some schools maintain hand written list of books arranged by author under each subject.

ii) Books are not classified and catalogued and the locating of wanted books is extremely difficult.

iii) The lack of technical proficiency among the teachers put in charge of libraries hinder their proper technical organization.

3.8 Recommendations

3.8.1 Books should be classified according to a very simple standard scheme and catalogued with at least three entries (author, title, and subject) for each book. The department should frame uniform guidelines for the classification and cataloguing of books in all school libraries.

3.8.2 Schools which are not able to afford costly catalogue cabinets, catalogue cards etc., should think of simple and innovative devices like use of plain paper cut into the shape of the normal catalogue card to serve as catalogue entries and the use of simple cardboard boxes for keeping them.

3.8.3 The following practical approaches can be made to the classification cataloguing (technical processing) of the book stock of the existing school libraries.

3.8.4 The new books added should be processed before they are arranged on the shelves.

3.8.5 The books issued for use and returned books should be processed before they are kept back on the shelves.

3.8.6 The books added during the previous two years may then be taken out of the shelves years wise with the help of the accession register and processed. When this is done in respect of the books added during the last few years the active part of the book stock (books for which, there is demand) will have been processed. The remaining books should also be processed gradually as time permits.

3.8.7 The assistance of other teachers and students who are willing to help can be sought to complete this work as expeditiously possible.

3.8.8 Damaged but useful books should be got bound promptly.

4. Library Personnel & Services

4.1 The Role of School Librarian

4.1.1 In a school, the position of librarian is of great responsibility and importance. Librarian has to associate intimately and effectively with the life and purpose of the school. As the quality of education depends on the way in which teachers and students are provided with quality information sources and teaching and learning aids, the quality of the librarian who supports the school in selecting them, organizing them and providing services with them becomes very important.

4.1.2 A School Librarian, in addition to guiding students, has to train teachers also in making use of the reference sources and CBT programmes available in digital media, which the teachers can incorporate into their lectures/classes. As each and every CBT programme or Encyclopedia uses different software and organizational methods, teachers and students need continuous training in using CDROMs and other digital information sources and learning programmes which librarian is responsible to give. The present developments in Information Technology make library a diversified and integrated Teaching Learning Resource Centre. This brings a new dimension into our concept about the Library in School.

4.1.3 By discussing with the subject teachers, the Librarian should identify the requirements of books and other teaching and learning materials essential in the school and help the school to develop the library collection. School Librarian has to promote the use of the library among teachers and students as an instrument of teaching and learning and as a source of personal interest and enjoyment. He should guide teachers and students in information search.

4.1.4 School Librarian's work extends outside the library- To bring the library into the center of learning activity he should discuss with teachers of different subjects, participate in teachers meetings and discussions etc. Librarian has to conduct user orientation classes. Hence more than one librarian/staff is required in a Higher Secondary School library.

4.1.5 The School librarian should be a person with general human qualities which are valuable in any position that involves dealing with people: vision, enthusiasm, energy, ability to communicate, the gift of warm relations with colleagues and students, wide interests and sympathies, receptiveness to ideas and wisdom in deciding the priorities. As the school librarian's work brings him/her into close touch with children/students, he/she must have a practical knowledge of the psychology of children and skill in managing them.

4.2 Libraries in the Teaching-Learning Process

4.2.1 The teaching and learning processes are transcending the boundaries of textbook covers and classroom walls to explore the content stored in libraries or in the knowledge sources existing elsewhere to which school libraries with Internet connections can provide online access. Schools are becoming facilitating environments also where children can learn through personal study. Here librarians have a more important tutorial role. In such a context teachers will demand more efficient and more readily available information support from libraries and students will seek more guidance in using various types of reference books and information sources.

4.2.2 As the library should be fully integrated with the school and as the school should make the best and fullest use of it, school librarians must be aware of the trends in educational thought and practice and understand the contribution that the library can make to the curriculum, to teaching methods and to the personal development of children. Librarian should also have familiarity with educational technology.

4.3 The Nature of the Position of School Librarian

4.3.1 If a library is to fulfill its purposes and provide the utility of funds spent for it, it must be open for the whole of the school day and for as much longer time as it is needed for reference and study. As the library should be open continuously and even after working hours the service of a full time qualified librarian is essential. Whenever a teacher or student wants to clear a doubt or require some information that is essential for teaching or learning, library should be open and he should be able to go and use the library and the books and the librarian who is to help him should be available on that moment.

4.3.2 School Library can give best services only if a qualified and capable librarian is present during all the working hours of the school and more, who will be able to guide teachers and students; in searching information, in using different types of reference books, in using the electronic reference materials, online information sources through Internet and in making use of various CBT programmes. Hence the position of Librarian in School should be a full time post of a qualified professional.

4.3.3 The school librarian must be aware of the printed and digitized reference books and other information materials meant for schools and he must be able to keep the teachers informed both of what is available in libraries and also what is currently being made available in the market. The success of school libraries in realizing their full potential will depend upon the awareness of the availability of latest information materials, their timely acquisition and involvement of all teachers in using them, publicizing them among students and kindling students' interest to use them.

4.3.4 The school librarian should be fully conversant with the developments in the curriculum and their implications for teaching and learning. In addition he should have an enthusiasm and ability to win the confidence of the Headmaster and senior teachers, inspire subject teachers to integrate use of the library into their teaching and assist teachers in planning literary programmes and educational exhibitions in school. School Librarian must, therefore be a member of the School Staff Council.

4.3.5 The librarian has a contribution to make to the totality of the school no less than that made by the subject teacher. Hence the school librarian should have qualifications comparable with those of the senior teachers to whom he has to give information services and guidance in using print and electronic reference materials and teaching aids. His status should be that of a schoolteacher and should be able to join discussions with teachers on equal terms.

4.4 Present Situation:

4.4.1 Qualified Librarians are absent in most of the schools at present. In the absence of a qualified full time librarian, a teacher-usually a language teacher- is entrusted with the charge of the school library. He functions under the overall control of the Headmaster. The teacher-librarian is exempted, to a limit of three periods a week from teaching work. For this additional work he also gets an honorarium of Rs. 20/- per month in High Schools and Rs 12/ per month in UP Schools. As the teacher librarian is not trained in librarianship, he is not able to render proper library service. Further he cannot, for obvious reasons, devote his full time to this additional work.

4.4.2 The practice at present is to put a teacher in charge of library and make him responsible for the upkeep and working of the library. At present, the teacher-librarian does not get time to attend to library work and he is not able to do justice to it at all.

4.4.3 The honorarium prescribed for the teacher-librarian is not an incentive at all for the extra library work done and there has been no revision of this honorarium for the last several years.

4.5 Recommendation: Qualifications of School Librarian

4.5.1 Successful use of the library depends on its efficient organization and this necessitates appropriate library techniques, which can be applied only by professionally qualified staff. The school librarian must be equipped to organize the library on most modern lines.

4.5.2 Therefore, without considering the number of books, number of students or size of the school, a fully qualified librarian should be appointed in all Higher Secondary schools from the initial stages and his/her services have to be made available for the whole school.

4.5.3 Ideally every school library must have a full time qualified librarian. In case the financial implication of this proposal does not permit its implementation at a stretch in all schools, the committee recommends that it may be implemented urgently in all Higher Secondary Schools and in a phased manner in all High Schools within a period of 10 years. In Upper Primary Schools also, the post of a Primary School Librarian with SSLC and Certificate in Library Science should be created in a phased manner.

4.5.4 If the School Librarian is to fulfill the role explained earlier, the status, qualification, salary etc of the school librarian should be on par with the schoolteachers.

Hence the Committee recommends the following grades, duties, Qualifications and pay Scale for the School Librarians.

4.5.5 There may be two categories of posts for School Librarians in Higher Secondary Schools: (a) School Librarian (Senior) and School Librarian (Junior).

4.5.6 The qualifications for both the posts may be fixed as follows:

(1) Post Graduate degree in any subject with BLISc. Degree with not less than 50% marks in both + SET Qualification

OR

(2) BLISc. and MLISc. Degrees with not less than 50% marks in both + SET Qualification

4.5.7 Library Science also should be included in the subjects for State Eligibility Test (SET) so that school Librarians also undergo the same type of general knowledge papers, aptitude test and subject (Library) specific papers of the SET and prove to be intellectually on par with the teacher and fit for managing the knowledge dissemination and information support that determines the quality of teaching and learning in the school environment.

4.5.8 The scale of pay for the School Librarian (Senior) and School Librarian (Junior) should be the same as that of HSS Teacher (Senior) and HSS Teacher (Junior) respectively.

4.6 Recommendations: Staff Formula

4.6.1 Pending the implementation of the above proposal, the present practice of having a teacher-librarian will have to continue in schools other than Higher Secondary Schools. But they should be given relief from their teaching work and their teaching periods should be so adjusted that it will be possible for them to attend the library work for not less than two periods at a stretch daily.

4.6.2 The committee recommends that the posts of supporting staff in Higher Secondary Schools should be rationalized according to student strength.

4.6.3 The number of supporting staff needed is to be determined by following a rational formula based on the number of users given below:

$$S=(A+2(B)+4(T)+D)/3000$$

Counted to the nearest whole number.

S=Total number of staff excluding the School Librarian.

A=Number of High school students

B=Number of Higher Secondary Students

T=Number of teachers

D=Number of documents (Book and Non-book)

4.6.4 All supporting staff should be Certificate holders in Library Science and should be designated as Library Assistants.

4.6.5 All DIETs and Teacher Training Institutes should be provided with good libraries and qualified librarians as per the pattern provided for a Senior Higher Secondary School.

4.7 Recommendations:Teacher-Librarians

4.7.1 The honorarium given to Teacher-Librarians has to be increased as an incentive to ensure their interest and participation. In LP level, an honorarium of Rs100/-per month for 10 months and in UP schools Rs. 125/- per month are recommended. In High schools, the PTA, if possible, may engage a librarian's services where there are no posts of librarians at present. In case teacher-librarians are given charge of High School libraries, they should be paid an honorarium of Rs.175 per month. The teacher-librarian should be given 4 periods less of teaching work per week in order to attend to library administration.

4.7.2 The teacher-librarians in schools have to be given orientation for 2 weeks by a suitable agency like SCERT/University with a training module, which emphasizes practical experience. The resource persons selected for running these courses should be well-qualified and experienced librarians/ library science teachers.

4.8 Temporary Staff Provision by PTA

In High Schools and Primary Schools, for the time being, PTA can take the initiative to appoint using its funds a librarian with qualifications specified below, under apprenticeship training program etc. by nominal salary/stipend or on contract basis. While selecting such apprentices or provisional staff by PTA for Primary Schools, the incumbent should have SSLC and Certificate in Library Science as qualification and for High Schools, Bachelors Degree in a Subject, BLISc, and Computer Literacy.

5. Improving the School Library System

5.1. Awareness creation

5.1.1 Present situation

It is a fact that often parents and teachers, the most effective agencies for cultivating reading habit in children, most often, in their anxiety about the final results of the examination, discourage them from extra-curricular reading. Therefore, concerted efforts should be made to make them aware of the virtues of reading.

5.1.2 Recommendations

Awareness should be created among the school functionaries/PTA regarding the need and importance of the library in the school.

a) Parent-Teacher Associations (PTAs), as agencies vitally interested in the educational advancement and development of the students, should take special interest in strengthening school libraries and make all necessary arrangements with a missionary zeal. This is all the more necessary due to the absence of financial support and encouragement from other sources for their development.

b) In the orientation programme to be organized for Teacher-librarians, adequate stress must be given on awareness creation and community mobilization.

c) SCERT may organize a mobile library exhibition unit for creating awareness.

d) Important events like World Book Day, National Library week etc as well as other days like World Environment Day, Wild Life Week, Children's Day etc may be celebrated in schools under the auspices of the school library committee. Books available on these subjects at the library should be displayed along with posters etc on the subject prepared by the children. Film/Video programmes on these subjects also should be arranged on those special days.

e) In teacher training programmes, library awareness has to be given due importance.

f) Periodical exhibitions, quiz programmes and debates should be organized in the schools and attention of the students should be drawn to the books in the library that deal with the topics selected for such programmes.

5.2. Physical Infrastructure

5.2.1 Present Situation

i) There is glaring deficiency in providing proper space for libraries. In most of the schools there is no separate hall or any other convenient space for the library. The library is accommodated in a portion of teachers' room, office rooms or elsewhere, where it does

not catch the attention of students and there are no facilities for the proper display of books and their easy use. Even in schools where separate rooms are available for libraries proper reading facilities are not provided inside the library. The library furniture is very outmoded and inadequate. Even proper and adequate racks are not available to shelve the books. Hence books are arranged in two rows on the shelves, which prevents the proper use. There are no facilities for the maintenance of the library.

ii) Items of furniture like bookshelves for accommodating books, and tables and chairs for students to sit and read are absent or inadequate. Books are kept in different rows in Almirahs under lock and key or bundled up and kept on the floor at the risk of damage to them and inconvenience of use to students and teachers.

5.2.2 Recommendations

a) The issues identified have to be tackled at the school level with the full involvement/co-ordination of Government/ PTA, LSG and qualified Library personnel from the locality.

b) Every School should aim at a separate building, as per the prescribed standards at a central position in the campus. **Appendix II** shows four Model Plans suitable for different types of schools. The Librarian's seat may be arranged at an appropriate place with due regard to the need for supervision and easy access.

c) Till a library building becomes available all efforts should be made to make a separate hall or in its absence any other convenient space available for accommodating the library. Setting up of a library-room in every school especially in every primary school can be taken up as part of Sarva Shiksha Abhiyan or some other project.

d) Attractive and functional furniture as per prescribed standards like bookracks, reading tables and chairs should also be provided. The books should be so displayed and the furniture so arranged that the library would have physical attractiveness and inviting atmosphere for the students. Wherever conditions permit, it is better for books to be kept in open racks both in the interest of their proper preservation and use.

5.3. Library Administration

5.3.1 Present Situation

i) In most of the schools, there is no library committee to plan and execute library policies. Therefore the headmaster himself takes decisions on matters connected with school libraries. Besides the general libraries, classroom libraries in charge of class teachers and subject teachers are also functioning in some schools.

ii) Library administration in schools at present is in a deplorable state. There is no streamlined or planned library policy or administration. What are practiced in the field are mostly adhoc procedures. The honorarium to teacher-librarian is Rs. 20 per month for 8 months in High Schools and Rs. 12 per month for 8 months in UP Schools.

iii) Most of the school libraries are kept open according to the convenience of the teacher librarian, that is only when he is free from his teaching work. Thus the school library is functioning only for one or two hours a day. Even during this time students are not able to make use of library since they are not kept open to the students and teachers outside the school working hours. Most of the few books circulated are not properly selected according to the tastes, interest and levels of the students. Because of these factors the use of school libraries by students as well as by teachers is very meager.

5.3.2 Recommendations

- a) A school library committee should be constituted to attend to all matters relating library development including book selection and purchase. The committee should consist of the Principal/Headmaster as chairman, librarian as secretary, senior assistant, subject teachers (one each representing science, social science and languages), and a representative of PTA, staff secretary and a qualified librarian from the locality, if available.
- b) The de-linking of pre-degree courses from the colleges and the subsequent transfer to schools has denied the students at the plus two levels opportunities to make use of libraries. Therefore there is need to start new libraries and strengthen the existing ones in schools by laying down norms in the matter of physical facilities, collection, services, staff etc.
- c) Separate library hours should be set apart for students to use the libraries under the guidance of teachers and/or otherwise, both for curricular and extra-curricular reading. There should be at least one period per week set apart for this purpose for primary and upper primary students, two periods for high school students and three periods for higher secondary students. It should be utilized for making the students learn by using the library under supervision of teachers and the professional librarian.
- d) The libraries attached to District Institutes of Education and Training (DIET) also have to be organized on scientific lines and put in charge of full-fledged library professionals. These professional librarians should be put in charge of organizing orientation programmes for school librarians.
- e) In the SMART school programme, computerization of library is to be incorporated.
- f) Minimum standards have to be devised for collection, staff, space, furniture and equipment for school libraries. The standards recommended by the committee are given in **Appendix I**. These standards have been finalized taking into consideration the new IT oriented information environment.
- g) In Higher Secondary Schools, the library must be a common resource for all the students and should not be an exclusive domain for the higher classes only. However there should be separate sections of books for the different levels. The reading room must be common for all the students. The issue of books for students up to 7th standard is to be routed through the concerned class teacher.

h) The Library timing may be increased in addition to the existing school timing (1 hour). The school library should be kept open at least one hour outside school hours for use by students.

i) The school authorities irrespective of HSS/HS or primary school should conceive the library set up/ upgradation concept holistically. The school level committee should have the power to fix the library timings, procure books, carry out library maintenance, up gradation, write off of books etc.

j) The students must be made to participate in the running of the school library. For this and also for carrying out book promotion and awareness activities, reading clubs may be formed in every school. Periodical literary competitions may be held with certificates and prizes.

k) For the arrangement/maintenance of library books, the service of students from NSS, scout and guides, work experience unit may be utilized. 10% of the special fee for library must be set apart for maintenance of books.

5.4. Library Finances

5.4.1 Present Situation: The main sources of finance for a school library are the library fees collected from the students and the library grants received from the state government. An amount of Re.1/- and Rs.2/- per year is levied from the students of Upper Primary and High School classes respectively. There is no special fee collection in LP classes. The library finance as a whole is meager. It is noticed that even this small amount is not fully utilized for the purchase of books and library materials in many schools. This is mainly due to lack of interest in libraries on the part of the headmasters and teachers. The additional allowance to the teacher-librarian is paid from the library fee collected.

5.4.2 Recommendations

a) The special fee especially for library has to be increased from the present rates. The special fee for Upper Primary level should be Rs 5 and that for High schools should be Rs.12. For higher secondary students library fee should be Rs.40.

b) The school grants received under various projects like SSA should be effectively used for the library development.

c) There should be PTA contribution to supplement the library finances. At least 5% of the PTA fund should be spent on the library.

d) The Government financial support for school libraries should be substantially increased from the present very low levels.

e) The support and assistance of Local Self Governments should be obtained by creating better awareness of the urgent need to strengthen school libraries.

5.5. Book issue system

5.5.1. Review of present situation

i) At present in the existing school libraries in the state, the students are not allowed to choose books for themselves. In some schools in the beginning of the academic year the class teacher or student class leader receives a set of books from the teacher librarian and circulate among the students in the class. Lack of interest and co-operation from some of the teachers makes book circulation difficult. There is no practice of organizing book exhibition and book displays and circulating lists of new books among the students and teachers in schools. These factors, lead to improper and inadequate use of books and libraries by the students and teachers.

5.5.2 Recommendations

a) In view of the financial constraints in appointing full time qualified librarians in Primary Schools, the present system of distribution of books through the class teacher has to continue in Primary Schools and the primary section of the High and Higher Secondary Schools.

b) Books should be issued to the students of High School and Higher Secondary classes directly from the library in all Higher Secondary Schools.

c) In High Schools, where there is no separate library staff available, the distribution system through class teachers has to continue for some more time until library services are set up in these schools.

d) In Primary Schools, the Class Teacher can receive books from the teacher-librarian and redistribute or exchange them among groups of students through group leaders having a group of 5 students. The group leaders who have interest and affinity for reading books should be chosen from among the students.

5.6 Recommendations: Model School Libraries

a) Model school libraries (36) are to be set up in one High School in each educational district. They should have professionally qualified librarians. Their guidance should be made available for organization and working of the other school libraries in the district.

b) Similarly, model school libraries (161) should be set up in one Upper Primary School in each educational sub district. A full time qualified librarian and supporting staff should be appointed in these centers by the PTAs/LSG to impart service to all the beneficiary student/teachers of their jurisdiction.

5.7 Recommendations: Inter-Library Co-operation

Avenues of co-operation between school libraries and public libraries to fill the inadequacies, wherever necessary should be explored. A committee consisting of representatives of the state library council, General Education Department and professional librarians should be constituted to work out the modalities of the co-operation.

6. Promotional Measures for the Development of Reading Habit

6.1 No habit acquired in school is likely to be of more lasting benefit than the habit of reading and the ability to use books for enjoyment and information. Nothing precious can be acquired without adequate effort. Even intelligent children may not acquire this valuable gift unless a motivating environment is provided to them in childhood. Availability of the right books at the right time is the first necessity for the inculcation of the reading habit among young children. Second, but no less important, is the guidance and encouragement from teachers and parents.

6.2 A mere collection of books in school can never be called a school library. A good library should kindle the child's curiosity and act as a fountain of knowledge. One of the primary functions of schooling is to generate in the student a spontaneous urge for learning. This implies that a student has to acquire the habit of reading, which will ensure his continuous learning throughout life.

6.3 Sometimes, it is found that the teachers and parents do not have adequate sensitization and awareness regarding the need for encouraging children to read. Many a time, a child is scolded or punished for reading anything other than his/her textbooks. This kind of behaviour is often due to the competition-mania among parents regarding the marks in examinations. Such disincentives act as inhibitors in picking up this habit in childhood.

6.4 Present Situation

- i) At present the majority of school libraries do not have the basic facilities and a congenial atmosphere to attract students to the library and promote reading habit in them.
- ii) The sole emphasis in the present system of education is on classroom teaching and there is no accent at all on self-learning through reading.
- iii) The students do not get encouragement from their parents or teachers for extra reading outside the text books.
- iv) The absence or inadequacy of appropriate reading materials in the libraries to suit the needs and tastes of students of various age groups and educational level is a deterrent to reading.
- v) However, the positive aspect is that the method of teaching is changing in Kerala also. The change is towards individual study and group learning through projects, themes, interdisciplinary enquiries etc.

6.5 Recommendations

a) The habit of reading has to be inculcated in children at a very young stage, the most impressionable period in their life. Absence of this habit is sure to affect them adversely in their formal and informal education in the future. This calls for the active functioning of school libraries right from the primary school level.

b) The children should be helped to progressively develop the habit at the higher levels of school education and acquire the capability to explore the wide arena of knowledge through reading.

c) The emphasis should be not on mere reading, but on fast reading and comprehension. This is a skill that has to be acquired through proper training when the students are in the school. Many students who have not had such training are extremely slow in reading and this is a serious handicap that makes it difficult for them to catch up with the fast expanding subjects.

d) The student will be encouraged to make use of the library only if the teacher is able to kindle the curiosity of the student. Mere information transfer from the teacher to the student will not achieve this purpose. The teaching process must include more of discussions with the participation and involvement of the students.

e) The students in 3rd and 4th standards should read at least 5 books per year and write a brief note on the same. Students who excel in this activity may be given due chance and weightage for the scholarship examinations.

f) Students of standards 5-7 should read at least 10 books per year of different category and prepare notes of the books.

g) Students of standards 8-10 should read at least 15 books per year of different categories and prepare notes of the books.

h) For classroom assignments at the secondary level the involvement of students in library activities have to be given due weightage.

i) To motivate teachers, awards may be given to the Best Teacher-Librarian (one state level award may be set apart for this).

j) To encourage students to use libraries, competitions like quiz programmes, debates etc. may be organized and credits/ prizes awarded.

k) The students should be encouraged to read good books and maintain diaries and prizes should be awarded every year to the best of readers in each class selected on the basis of these diaries.

l) There should be a total change in the attitude to the school library and there should be an all out effort sponsored by educational authorities to motivate the teachers and students to use it extensively and to view it as an essential unit, that is indispensable in the educational career of the students.

- m) The curriculum should be so redesigned as to encourage reading and self-learning.
- n) Internal assessments should be introduced and marks should be awarded for library work, which should be a prominent component of the internal assessment marks.
- o) There should be compulsory period set apart for library work.
- p) Appropriate reading materials suitable for different levels of school education should be available in the library.
- q) The preparation of hand written school magazines by students should be encouraged as a means of promoting reading habit and encouraging creative writing.
- r) Production and publication of an Annual Magazine of the School using the school's own computer should form a combined effort of teachers, librarian and selected students every year.

7. Integrating Information & Technology In Schools

7.1 School Library Deals with Information Part of IT

7.1.1 Library is the place where recorded knowledge/information is stored. Till recently information was contained in traditional materials like books, films, pictures, video films, audiotapes, etc. Now in the place of paper, film etc information like book, text, video, sound etc are stored in Hard Disks, CDROMs, Video Disks and other digital media. Digital Libraries existing in distant places with vast collections also can be accessed at all libraries through Internet.

7.1.2 Currently high quality reference materials and teaching learning aids are now available in digital form mainly in CDROMS. These are highly cost effective that is affordable at 10% of original cost of print items and comes within the purchasing power of the schools. Hence school library has to give importance to electronic information materials like encyclopedias in CDROM, educational video in CD, CBT programmes, and other learning digitized materials in these days.

7.1.3 So in schools Library will be the place where information in any media like book, video, audio etc in print/traditional form or digitized form will be stored.

7.2 IT@School

7.2.1 IT@School, Computer Classes/lessons etc in school deals mainly with the tools for information handling like the computer hardware, software connectivity etc. They give familiarization to students in using computers for word processing, database management, using electronic study aids, Internet etc.

7.2.2 The ultimate objective of IT@School is to make the student capable of handling /retrieving/processing information using computers.

7.2.3 Students can use these knowledge and training in IT and Computers in library where information is stored for their use and where they have to search automated catalogue, use Encyclopedias, CBT programmes etc available in CDROM, search for other libraries through Internet etc.

7.3 Recommendation: Integration of Library and IT to make Learning an Experience

7.3.1 As the library will be the most important collection of information in digital form, the programmes like IT@School, Computer Classes, Internet facility etc in a school along with the school library should form an integrated system. Their resources and facilities should be pooled together and used cost effectively.

7.3.2 Information Technology (IT) has immense potentiality in rectifying the deficiencies in school libraries in respect of collection, development and information services and therefore should be fully exploited. But this calls for mandatory library hours, library-based assignments, proper resource building and full-time qualified librarian. Therefore, computerized information services should be attempted in Higher Secondary Schools and if possible, in High Schools.

7.3.3 The school library should, as far as possible, provide modern library and information services such as OPAC (Online Public Access Catalogue), Internet services etc to the students and teachers.

7.3.4 The IT teaching should become application-oriented. One example is the automated Library catalogue that can become one of the very important tools for teaching database management systems in computer/IT classes. The live example and the familiarity of the books and authors known to them entered in the database will explain and strengthen their knowledge of using computers.

7.3.5 Students and Teachers who become interested in library Catalogue and automation during these experiences and exposure and who are willing to contribute voluntary service for data entry in catalogue database can be utilized under supervision for developing library's automated catalogue.

7.3.6 The library should be developed as an automated system, which can be used for demonstrating various aspects of IT/Computer Application. So the integration can provide a very valuable system that can be used to create IT literacy as well as provide practical experience to students in IT and Computers, forming part of various school courses.

7.3.7 So an integrated system for Library and IT@School can make Computer learning, application-oriented and useful.

Standards for School Libraries

School Library is a very important Resource Centre of the school that contributes to the effectiveness of the teaching learning process. School Library is to be organized as per the professional Standards of Operation specified below which would be revised from time to time by the Director of Public Instruction.

0. Objectives and Functions

The purpose of the School Library should be following:

0.1 Participate effectively in school programs and strive to meet all the information needs of the school students and teachers.

0.2 Provide materials of all types and on all subjects, at various levels of student maturity represented in the school, as well as the materials needed by the teachers for the instructional programmes and their personal growth and covering the wide range of modern curriculum.

0.3 Provide a good collection of books and other reading materials to satisfy the independent reading interests of each child and to encourage him/her to broaden his/her interests.

0.4 Provide reading guidance as an effective means of developing in each student an awareness of the wealth to be found in books.

0.5 Provide instruction to teachers and students in using libraries and reference books, and computers, Internet etc for searching and retrieving information.

1. Services and Functions of School Libraries

- Organization of books and other information materials like video, CDROMs, maps, etc in a scientific way for the screening by students and teachers for their selection for reading and reference
- Lending Books
- Providing Reference Services
- Providing Current Awareness service to Teachers,
- Providing selective Dissemination of Information to Teachers and Students
- Providing Guidance in using Reference sources to Teachers and Students
- Giving Library Orientation Classes to Students
- Giving Lectures on Information Sources, using Internet etc to Teachers
- Providing Internet and Online Information services where Internet connection is available
- Keeping an updated computerized catalogue/ database where computers are available

- Conducting periodical Exhibitions of books on subjects relevant to those days like World Environment Day, wildlife Week etc.
- Maintenance of Stock and Records

2. Building

2.1. Independent Building

The building should have all the essential facilities for an integrated Library and Information System of the School. Library Building should be as per the model plans in the **AppendixII**. The building should be in the Central position of the school campus and should be easily accessible to teachers and students. Provision for further expansion of the building should be there.

In a *Smart School*, the school library building should provide rooms and facility for the Schools Computer Centre and also provide a high tech classroom, which will be common to all classes for giving lectures/classes/demonstrations on computers/Information Technology. The High-tech Class room in the library building should have provision for seating 30 students at a time, and should have a Computer, Television, VCR/DVD, Multimedia Projector, Screen, Presentation Software for making marks on the screen items, independent UPS, required stands, and power outlets. Cable connectivity from libraries digital storage should be available so that any CBT programme or text can be selected and used online by the teacher according to the context of the lecture.

2.2 Provisional Space Allotment

Till an independent Library Building becomes available, space in an existing building at a central and easily accessible location in the campus fulfilling the following requirements should be used for Library.

A single Hall or Adjacent rooms should be used as library facility. The rooms so selected should have adequate natural light and air/ventilation and essential electrical power outlets. The space so earmarked should be sufficient to:

- Provide reading table and chairs for minimum 50 students,
- Placing shelves for storing standard open racks for 10, 000 books
- Space for providing minimum two computers one for using CDROMs etc by students and other for library housekeeping/automation
- Schools Computer Lab and IT Lecture hall if any should come adjacent to library halls, to enable cost effective LAN cabling/connectivity for use of CBT programmes that may be stored in library's digital storage systems as well as for provision of continuous library orientation programmes.

3. Library Manual, Publicity, Timing, Services

Schools should publish and circulate a Library Manual, which should provide information on the facilities available at the library, the library rules and a catalogue of books available in the library. Some common aspects of the manual like, Facilities and Rules can be printed for all the schools together by the Directorate and the schools can add the second part.

3.1 Display System/Announcements

School Library should have a Name Board, which will be visible from maximum places in the campus.

Near the entrance to the library, an attractive display board should be kept which can display information on programmes conducted by the library, competitive examinations, and other matters of interest to students and teachers.

Periodical announcements about new books, library services, library exhibits etc should be given in all classes to attract students.

3.2 Library Timings

Library should be kept open throughout the working hours of the school, lunchtime and also one hour outside school hours so that at any time when a teacher/student turn to it, books are available for use.

3.3 Circulation

Simplified Browne system using two cards should be used for manual method of issue till circulation could be computerized. There should be a book card giving details of the book and a borrowers card giving details of the student/teacher. Coupling these two cards to be maintained at the library when books are out will form a charge or book issue.

The number of books to be issued at a time to teachers and each level of students will be determined by the School Library Committee.

(E.g.: Teachers = 4 book, Primary Student = 1 book, High School Student = 1 book, Higher Secondary Student = 2 books.)

Reference books should be stamped with Reference seal and should be available at all time for reference inside the library. In no case should the Reference books be issued out of the library.

3.4 Library Orientation

Minimum four hours of library orientation classes in a year by the librarian/Headmasters/Principals in addition to library periods should be made available for all classes in school curriculum.

3.5 Internet Based Services in Schools

Internet Terminal if any provided to the school should be installed at the library.

Wherever Internet connection is available, the library will provide facility to search information from worldwide sources at the library.

Library will manage e-mail services to teachers and students as well as for official communication from schools.

Library will develop and maintain a website of the school.

All announcements and news from the school transmitted to the librarian is to be put on the website by the librarian within 6 hours of its receipt.

Library will continuously train students and teachers in seeking Information through Internet, using e-mail facility etc.

4. Book/Document Collection

The minimum size of a School Library collection should be 10,000 books. (Or 10 books per student). For maintaining quality and relevance of the collection, the collection development should follow the following norms. DPI will circulate a common list of different types of books that a school library should acquire without fail using the library funds available. The types of materials to be included in the collection by media and materials should be divided as follows. The following list shows the quantity of types of materials that should be in the first 10000 books in the school library collection. In every purchase, the ratio suggested below should be followed.

- Reference Sources like Encyclopedias, Dictionaries, Hand books, Manuals, Year books Atlases etc in printed form from Common list approved by the DPI: 1500 (15%)
- Reference Sources like Encyclopedias, Dictionaries, Hand books, Manuals, Year books Atlases etc in CDROM from common list approved by the DPI: 250 (2.5%)
- Reference Sources like Encyclopedias, Dictionaries, Hand books, Manuals, Year books Atlases etc in print and CDROM selected by the School: 500 (5%)
- CBT Programmes on subjects taught in the School from common list Approved by the DPI: 500 (5%)
- CBT Programmes on all subjects taught in the School Selected by the School: 250 (2.5 %)
- Educational Video from the Common List Approved by DPI: 200 (2%)
- Educational Video selected by the school: 50(0.5%)
- Classics and Standard treatises on all subjects of Common list approved by DPI: 2500 (25%)
- Classics and Standard treatises selected by the schools: 1000 (10%)

- Career and Competition Entrance Exam Guides form the common list approved by the DPI (500) 5%
- Career and Competition Entrance Exam Guides selected by the School (250) 2.5%.
- Fiction from the common list approved by the DPI: 750 (7.5%)
- Fiction selected by the School: 500 (5%)
- Standard Textbooks from the common list approved by the DPI: 500(5%)
- Standard Textbooks selected by the School; 750 (7.5%)

4.1. Periodicals/News Papers

- Popular Periodicals/News magazines: Minimum 5
- General Science magazines: Minimum 5
- Competitive/General Knowledge Periodicals: 2
- Newspapers of Regional Language: 2
- English Newspaper: 1

5. Classification

Classification of books should be done according to accepted Standards. Dewy Decimal Classification Scheme should be used for classifying books. The School Library Version can be used if available. Every book should be classified according to that and class number should be marked with pencil at the back of the title page of books. For the books approved by DPI, class number also can be provided in the circulated list so that school can avoid the work of constructing class numbers for those titles.

5.1 Physical Arrangements of Books

The Books should be arranged in the Library as per Classification Number prescribed by Dewy Decimal Classification so that books on same subject come together and related subjects nearer. The Following Minimum Sectional Subject Division Guides should be displayed and books arranged under them.

000 General Books
 100 Philosophy
 160 Logic
 200 Religion
 320 Political Science
 330 Economics
 340 Law
 350 Public Administration
 370 Education
 380 Commerce
 400 Language
 510 Mathematics
 530 Physics
 540 Chemistry
 570 Biology

580 Botany
590 Zoology
610 Medicine
620 Engineering
630 Agriculture
640 Home Science
700 Painting, Drawing, Music, Dance
800 Literature (World)
810 Malayalam Litterateur
811 Malayalam Poetry
812 Malayalam Drama
813 Malayalam Fiction
814 Malayalam Essays etc
823 English Fiction
894 Other Indian Lang Fiction
910 Geography
920 Biography
930 World History
940 European History
950 Asian history
954 Indian History

Fiction should be arranged in a separate Section with two sub sections. One for Malayalam Fiction and other for Fiction in English and other languages.

Collections for different age groups up to Primary levels should be maintained separately in the school libraries, which serve from pre primary to Secondary level.

6. Catalogue

6.1 Computerized Catalogue

In every school where a computer is available library catalogue should be automated and CDS/ISIS supplied by UNESCO may be used for preparing the catalogue database of the school library. This will help the school to use this database for teaching database management to students so that a live and familiar example will be available in the school for teaching computer science.

For the books approved by the DPI, the digitized records for concerned books should be supplied form the Directorate so that data entry for these books can be avoided in the schools and catalogue can be updated with a single click for these titles on the day on which they arrive in school.

6.2. Manual Catalogue

Wherever computer is not available, Anglo American Cataloguing Rules should be followed for preparation of the catalogue. A simplified AACR manual available can be used for preparing the catalogue. The catalogue should provide entries for author, title, subject and class number.

7. Library and Information System Equipments

7.1 Common Equipments

The following equipments as per Common list/Circular with specifications Approved by DPI should be purchased in School Libraries.

1. Open Book Racks Double faced, 3790x550mm (1 main + 3 add on) 2285 mm ht with end cover stanchion sections (18 g) with slots horizontal channel 10g shelf 20g shelf bracket 18 g shoe 10 g, range indicator and label holders. (Detailed specification to be prescribed)
2. Readers Tables: 1830x905x740 mm. Table under structure of cold rolled and annealed steel circular tubes. Top laminated 18 mm thick board.
3. Staff Tables: 1830x905x740 mm. Table under structure of cold rolled and annealed steel circular tubes. Top laminated 18 mm thick board.
4. Readers Chairs: (Detailed specification to be prescribed)
5. Desk cum Chair: 685x720 mm with cushioned seat and back upholstered with leather cloth, arms made of 25mm steel tubes of 20/22g reinforced at the bends.
6. Computer workstation Tables: 1500x1500mm. Tabletop 18mm thick particleboard with lamination at the top surface. Lockable keyboard tray.
7. Computer Monitor Table: 750x728x880 mm with steel square section frame 22/22 g pre laminated board of 18mm thick for top.
8. Work Chairs for Computer: (Detailed specification to be prescribed)
9. Display Boards on Stand of size 1450x1220mm made of 25mmsquare steel. Board best quality commercial plywood with aluminum trim all around with coloured hessain on both sides.
10. Audio Visual/TV Stands/trolley: 760x510x1370 mm ht of steel tubular frame of 25 mm square pre laminated board for top and cupboard with sliding shutters. 4 rexello casters.
11. Book Trolley: 940x510x1064 mm ht of sheet metal construction using 20/22g steel plates welded at all joints and having three tiers with 4 numbers of rexello casters.
12. Periodical display/storage racks: (Detailed specification to be prescribed)
13. Catalogue Cabinets
14. Members Tickets
15. Borrowers Cards
16. Catalogue cards
17. Map Storage Systems
18. CD Racks
19. Book Supports

7.2 Audio Visual Equipments/ Programmes

(Specification for these items to be revised once in a year)

Television Min 73 cm Screen
Video/DVD Players

Public Addressing System

Tape Recorder

Overhead Projector with facility for projecting slides, printed-paper and three-dimensional objects.

8 Library IT Equipments/Software

8.1. Equipments for Library Automation

- Computer: Pentium IV 2Ghz, 258 RAM, 40 GB HDD, CDDrive, Speakers, 17 Inch Color Monitor, etc. (Specification to be updated 6 six months by DPI)
- Windows ME/XP/NT as per requirement
- CDS/ISIS software for library catalogue developed by UNESCO Library House keeping software

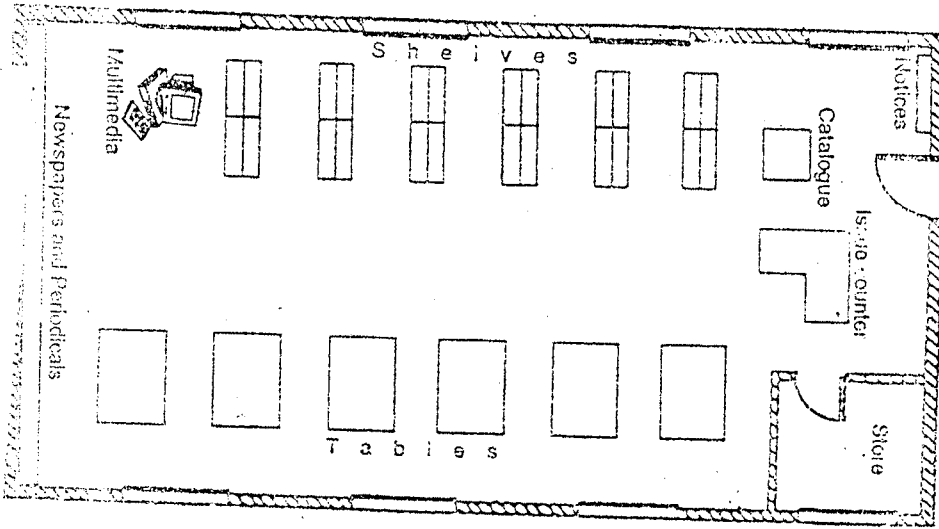
8.2 Library IT Equipments/Software to be shared with IT@School / Comp Lab/training programmes etc

- CD Tower/Juke box with minimum facility for holding 100 CDs
- Multimedia Projector for Computer and Video MS Office 2000 or later versions
- NT Server: Pentium IV 2Ghz, 258 RAM, 40 GB HDD, CD Drive, Speakers, 17 Inch Color Monitor, etc. or above (Specification to be updated every six months)

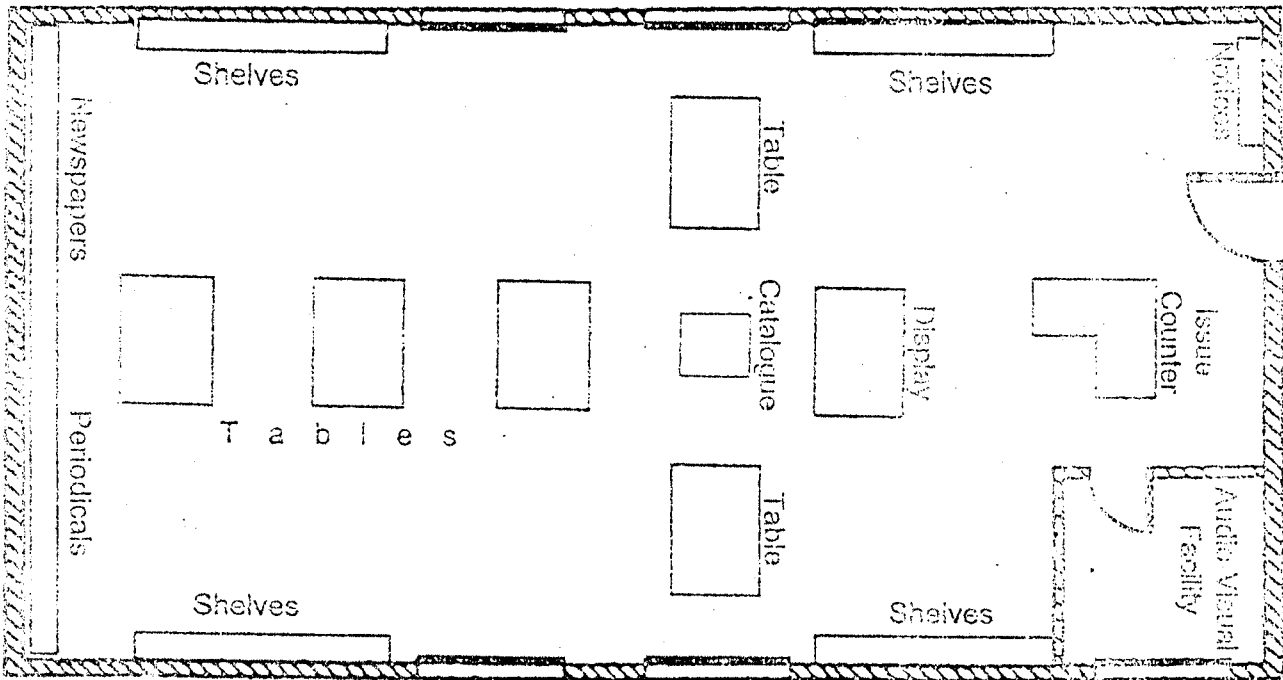
9. Library Finance

Planned Development of the library only will be permitted. Five percent 5% of the Budget of the School /PTA should be earmarked for the Library. The Library Estimate should provide for the following Heads: Books, Non-Print Documents, Furniture, Equipments, Civil works, Salaries, Honorarium etc.

PLANS FOR SCHOOL LIBRARIES

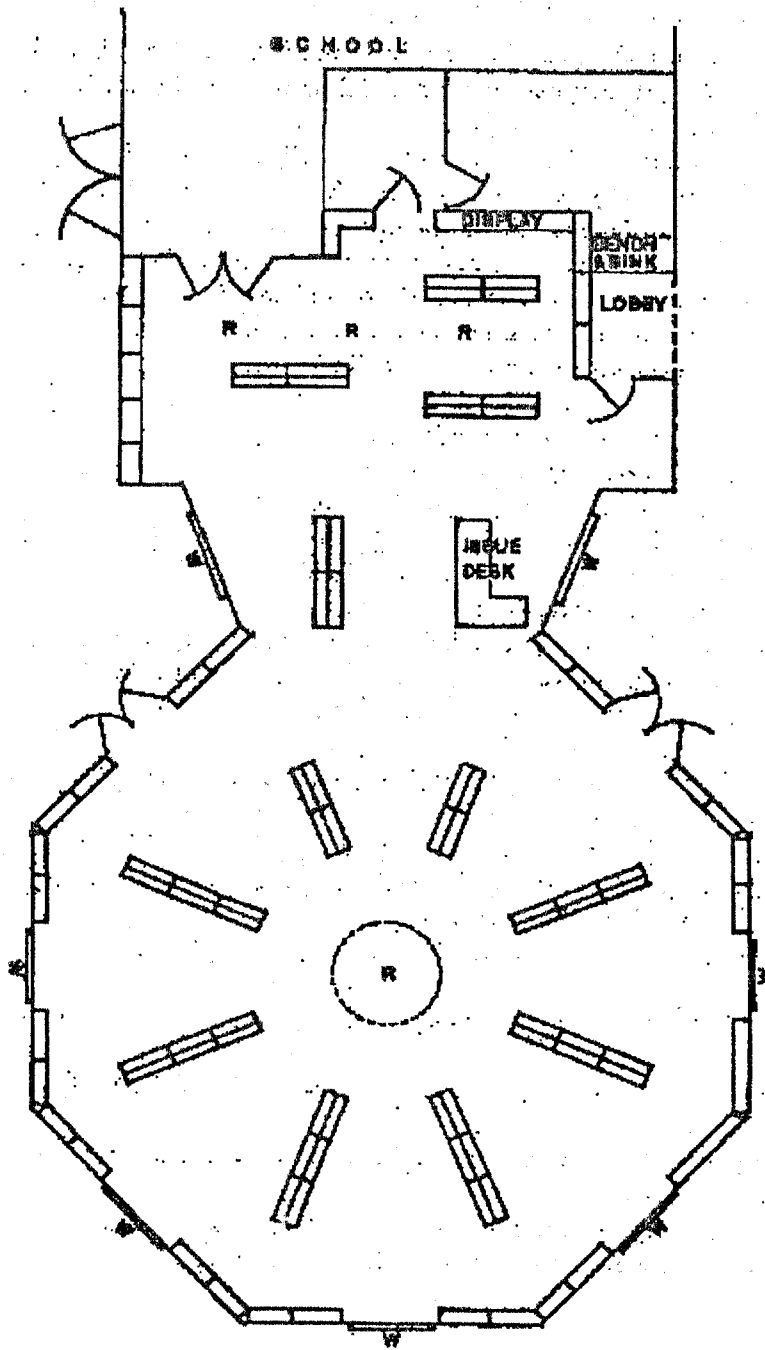


Plan 1

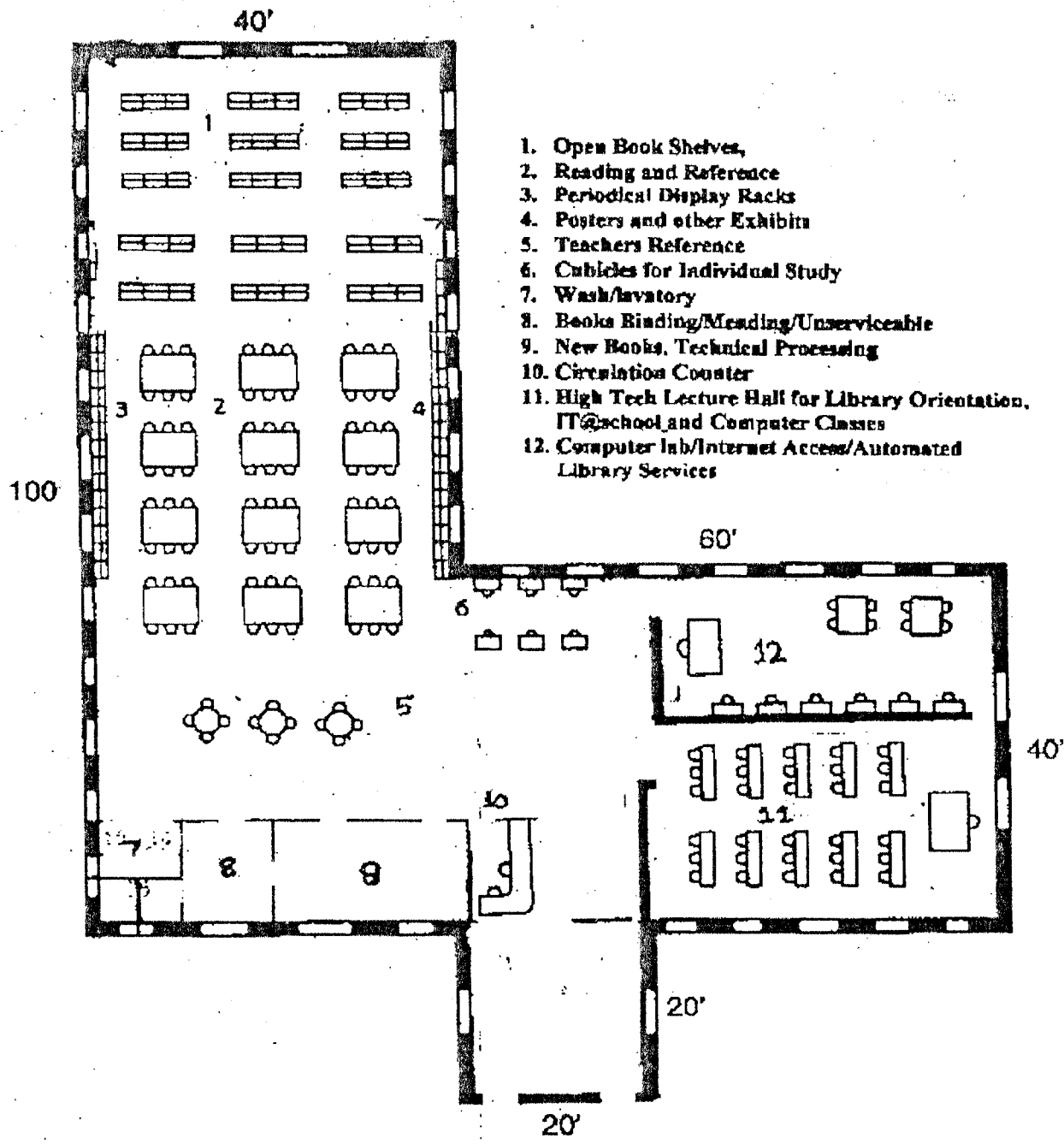


Plan 2

APPENDIX-II



Plan 3



Plan 4
Model Library building
 For Integrated Library and Information System for the School Campus
 Which will house Library, Schools' Computer Classes/Lab and
IT@School Programme

GOVERNMENT OF KERALA

Abstract

General Education - Constitution of Expert Committee to study the functioning of School Library System - orders issued.

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GENERAL EDUCATION (T) DEPARTMENT

G.O. (Rt) NO. 4596/2001/G.Edn.

Dated, Thiruvananthapuram, 14.12.2001

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ORDER

Government hereby constitute an expert committee under the Chairmanship of Director of Public Instruction to study the functioning of School Library System to suggest suitable measures to revitalize the same, with following members as experts in the Committee:-

1. Director of Higher Secondary Education
2. Director, SCERT
3. Director, State Institute of Children`s Literature
4. Prof.K.A.Issac, Retired University Librarian and Professor of Library and Information Science, University of Kerala.
5. Shri.N.Parameswaran, Deputy Librarian-in-charge, Kerala University Library, Thiruvananthapuram.
6. Prof. R. Raman Nair, Former Librarian, Kerala Agricultural University, Thrissur
7. Prof. A.B.George, Former State Librarian, Thiruvananthapuram and Former University Librarian, Cochin University.
8. Shri.S.Parthasarathy, Former Chief Librarian, British Library, Thiruvananthapuram.
9. Shri.M.Mohammed Kunju, Former Deputy Librarian, State Central Library.

By order of the Governor,

G.RAJESWARI,
UNDER SECRETARY TO GOVERNMENT

To

The Director of Public Instruction, Thiruvananthapuram.

The Director of Higher Secondary Education,
Thiruvananthapuram.

The Director, SCERT, Thiruvananthapuram.

The Director, State Institute of Children`s Literature,
Thiruvananthapuram.

All members on the Committee.

SF/OC

Forwarded//By order

Sd/-

Section Officer.