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A Model of School Library.

By the term ‘Model’ is meant, description of an ideal situation or entity. It may be pertinent to clarify here that the terms ‘Ideal’ or ‘Model’ have not been used in this thesis as synonymous to ‘Utopian’ situation or entity, but as a realistically desirable situation. An utopian proposal may be ‘conceptually ideal’ but may not be viably ideal. Therefore, the ‘Model’ presented here is aimed at being a viable and realistically desirable proposition.

In order to prepare a viable and workable ‘Model’, it may also be pertinent to acquaint oneself, as background, with the status of school libraries and their services in N.C.T. of Delhi. This has been discussed in detail in Chapter-C and has been briefly highlighted below, before venturing upon describing the proposed Model. Therefore, this chapter’s theme has been presented under following sub-heads:

F.1 Status of School libraries in N.C.T. of Delhi
   F.1.1 General Observations.
   F.1.2 Library: A Statutory Requirement.
F.1.3 Personnel and Promotion Policy.
F.1.4 Finance and Collection.
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F.1.6 Space.

F.2 **A Model of School Library.**

F.2.1 Location.
F.2.2 Library Building and Furniture.
F.2.3 Collection Development.
F.2.4 Library Budget.
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F.2.10 School Library and Information Service System (SLISS).
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These two aspects viz. Status of School Libraries in N.C.T. of Delhi and A Model of School Library have been discussed in detail in succeeding sections.

F.1  **Status of School Libraries in N.C.T. of Delhi**

F.1.1  **General Observations**

* Library is part and parcel of a school set up. Its effective functioning is very essential for the creation of a proper academic ethos which is indeed a pre-requisite for the realisation of the objectives for which schools are set up.* On the other hand, the feeling of dissatisfaction with the working of the libraries is widespread in the society in general and in the educational system in particular. According to the Sixth All India Educational Survey (NCERT 1998) only 12372 out of 89226 of Higher Secondary schools in India have a full time trained librarian. *1

* Thus, as many as 86% senior secondary schools are deprived of the service of full time trained librarians which is not an encouraging situation. Though, libraries do not exist in the remaining schools also, but are being managed by teachers as an
additional responsibility in addition to their normal work of teaching. In the absence of professional training in library science, and because of other pre-occupations, teachers entrusted with the responsibility of running these libraries, find it difficult to provide effective library services. However, in this regard, NCT of Delhi is quite fortunate, as most of the schools in Delhi have full time librarians with professional training in library science.

School education, reckoning from standard I-XII, starts at the age of six and goes upto seventeen years of age. These are the formative years of the child and play a crucial role in forming everlasting habits. School library becomes a very important institution in this context because the library plays a collective role of all types of institutions set-up by the society. The society has set-up educational institutions for broadening the mental horizon of members of the society, have set-up cultural and recreational organisations to provide healthy recreation to the society and so on. Positive features of all institutions, set-up by the society are inherent in libraries. These provide or help in providing information and education, these are places for healthy
recreation, and these inculcate the feeling of sharing the resources which feeling is pillar of democracy. Therefore, regular visit by a student to the library will result into formation of good habits of acquiring knowledge, acquiring information and devoting to healthy recreation. All these will convert them into better citizen.

Any change in the pattern of teaching and learning will have a corresponding effect on the organisation and functioning of library resource centre. School libraries can not remain isolated from developments in education. Demand for the modern, well-equipped, well-staffed school library has emerged from changes in education, which have led to greater demand for resources in schools. Until 1960s, teaching and what was taught in school was of paramount importance i.e. schools were content-orientated. But now the emphasis has shifted from teaching to learning. "Learning to learn", rather than learning the given content has become the guiding principle of pedagogy. Changes in teaching methods have led to greater freedom for pupils to develop learning and information skills by using a wide variety of resources for classroom based work or fro project work in class
and in the library. The traditional 'chalk and talk' approach of
teacher-centred education has been modified. While teachers still
spend time in introducing the topic to pupils and in explaining
concepts and methods in a lecture-type situation, there is now
greater emphasis on discovery learning. In this type of learning,
pupils learn on their own and, when possible, at their own pace.

* In view of the emerging educational and technological
developments, there will be increasing demand for more library
services and for more technical skills among school librarians. *
The emphasis on the use of varied material by student has
enhanced the role of the school librarian in the selection of
materials by the students. Need for more individual work by
pupils has led to a greater use of school libraries. *There is a
growing need for information skills to be taught across the
curriculum, with school librarians being actively involved in
promoting these skills.*

F.1.2 **Library: A statutory Requirement**
Delhi School Education Act and Rules 1973 includes provision of library service as one of the conditions for obtaining recognition from the competent authority. Rule 51(ii) of Delhi School Education rules further elaborates this condition as under:

(i) Adequate library facilities, in the case of primary school and,

(ii) in the case of any other school, a separate room for the library, to be used exclusively for the purpose and on no account such room shall be considered as accommodation available for class teaching;

(iii) A reading room attached or adjoining to the library wherever possible;

(iv) the library has a stock of books specified by the Director as also books specified by the Affiliating Board and such other books as may meet the needs of the students and of the teachers;

(v) The library has also books suitable for teachers in their professional work and reference work.
Rule 56 provides that if a school fails to provide any facility specified in Rule 51, an appropriate authority may, after giving to the school a reasonable opportunity of showing cause against the proposed action, withdraw or suspend recognition of a school. This implies that a school not providing library service will not be eligible for government recognition. By implication, it also means that every Government school will also provide library service to the students and teachers.

Article 42 of the Delhi School Education rules (1973) also provides that the Director may issue detailed instructions regarding the maintenance and use of school libraries.

F.1.3 **Personnel & Promotion Policy**

At present in Govt. schools in Delhi, libraries are manned by professionally trained librarians. The Pay scale is at par with the pay scale of a Trained Graduate teacher (T.G.T.). After putting in service of 12 years, a librarian becomes eligible for senior scale which is the scale of a Post-Graduate Teacher (P.G.T.). The eligibility criterion for recruitment as librarian is graduation
followed by Bachelor degree in Library Science or Diploma in Library Science. There is no provision for vertical mobility for school librarians beyond the selection scale of 1640-2900 (Revised Rs.6500-10500). Even after the grant of selection scale, a librarian's designation remains the same. There are no professional posts in the supervisory cadre, exclusively for librarians at the Zonal, District or Directorate level.

In a government school there is only one post of Librarian irrespective of the number of books and students. As per the post fixation norms, one attendant is admissible if the number of books exceeds 15,000 but, generally, the librarian has to manage the whole show single handedly. In the event of the librarian's absence from the school, library services remain suspended. Moreover, many posts of librarians are not filled resulting in denial of library services to students. Besides, due to inadequate staff, school libraries have close access system because there is always apprehension for loss of books. In case of damage and loss of books the responsibility is of the librarian and he/she is called upon to make payment for the loss of books.
A librarian remains busy morning till evening like all other teachers. In the timetable of each class, one period per week is allocated for library reading. The whole class goes to the library in the period when students borrow and return library books. Thus, the librarian does not get sufficient time for doing professional work. It has been observed that even the schools, which possess good libraries, do not make optimal use of them because most of the time the librarian is engaged in non-professional jobs.

F.1.4 Finance & Collection

There are different sources of funds for the purchase of library books. Some portion of the pupil fund charged from students can be spent for the purchase of library books. Directorate of Education also releases grant for purchasing books every year. In addition, there is always possibility for utilising P.T.A. (Parent Teacher Association) funds for enriching school library. A survey conducted by SCERT revealed that during 1993-94, the average of library grant released to a senior secondary school was around
Rs.4000/-. In addition, a few schools spent some amount (less than 15% of the grant) from the pupil fund or PTA fund.

The number of books in a school library ranges from 1500 to 18000 depending on the standing of the school. The older and established institutions have bigger libraries in comparison to the school recently established or upgraded. Number of textbooks range from as low as 255 to as high to 9000. Number of books meant for teachers' range from 47 to 4500. Number of newspapers in the library of about 50% schools is 2 or less than 2. Number of periodicals in about 25% schools is less than 5, between 6 and 9 in 25% schools and more than 9 in about 50% schools.

F.1.5 Procedure for Purchase of Books

Directorate of Education issues general instructions for purchase of books. The Delhi State Textbook Bureau invites specimen copies from publishers for inclusion in the suggested list of books. The Bureau appoints a Committee to screen the books and recommend some of these for school libraries. The list of
books suggested for purchase is made available to all the schools. The schools are required to purchase around 80% books from the list supplied by Textbook Bureau and the remaining 20% they can purchase on their own on the recommendation of the teachers of different subjects. In view of the increasing cost of the books, the number of books, which the schools can purchase in a year, is inadequate. There is a general complaint that the books recommended by the Textbook Bureau are not appropriate and suitable for teachers and students. Principals and teachers generally demand a free hand for the purchase of books. They have also suggested that the ratio of books to be purchased by the school out of the recommended books, and from other source needs to be changed.

F.1.6 **Space**

Space made available to the school library in most of the cases is inadequate. Almirahs containing books are placed in a room, which is generally of the size of a classroom. In most of the schools, there is hardly any space where students and teachers can sit for reading books or preparing notes. Libraries are not
designed and constructed keeping in view requirements of a library. New methods will have to be developed for economising space.

F.2 A Model of School Library

Detailed description of status of School libraries and their services in N.C.T. of Delhi, as detailed in chapter-C and the brief highlights thereof, presented in the foregoing pages, have provided an insight for developing a viable and workable 'Model' which has been proposed and presented below.

F.2.1 Location

A good modern school library should be housed in a spacious room specially designed to facilitate the learning process. It should be located at a place conveniently accessible from all parts of the school. Students should have access to facilities for viewing, listening and personal study. There should also be adequate arrangement for heating, lighting and ventilation.
Electrical power outlet for using audio-visual equipment should also be available.

If we bear in mind the uses to which the library will be put, the chief needs will be as follows:

(a) Easy accessibility, in view of its contact with all sides of school activity;
(b) Quiet, in view of its use;
(c) Provision for expansion; for libraries which seem in prospect amply adequate, constantly prove, in the course of a few years, to be too small, and the method of prefabricated unit building brings planning for expansion within the range of practical politics;
(d) Adequate natural lighting. A room wider than twenty feet, for instance, should be lit from more than one side.

Indian Standards regarding the location of the school library is as under:
1. Location of library with respect to other rooms in the school building shall be such that it is conveniently approachable from the main entrance, and should be centrally located with respect to teaching area.

2. The library block should provide calm and quiet atmosphere for the readers.

3. The longer axis of library should run east to west with some adjustments depending upon the latitude of the place. The entrance should be provided from a veranda or lobby.*2
F.2.2 **Library Building & Furniture**

For the fullest and most effective use of a collection of books, especially in a large school, a group of rooms, or 'Library Block' (like a 'Science Block'), is ideally required; and where a new school is being planned such a block should be considered at the time of inception itself. A library block should include:

(a) The main library, where the general collection of books is kept, and where most of the housekeeping work in the library is done;

(b) The librarian’s work-room, well provided with cupboards, shelves and storage space, where he may put books awaiting preparation for use, or books withdrawn for repair or rebinding; where work on which the librarian is engaged (i.e. cataloguing) may be left undisturbed, and where minor repairs may be carried out;

(c) One or more conference rooms, to accommodate six to eight pupils, for the use of small groups, for joint work
or discussion which cannot be carried on in the main library without some disturbance to other users;

(d) In larger schools, a reading room, to accommodate additional readers when the main library is occupied by a class for library work, and, perhaps, to house the newspapers and periodicals which the library takes in;

(e) A stack room, where books rarely needed may be stored.*3

F.2.2.1 **Size and Sitting Capacity**

Essential rooms required for the school libraries shall depend on the size and strength of schools. Minimum requirements for planning of school library as recommended by Indian Standards are as follows:

<table>
<thead>
<tr>
<th>No. of Vols.</th>
<th>5000-30,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of current Periodicals</td>
<td>20-30</td>
</tr>
<tr>
<td>No. of Readers Seats</td>
<td>40-120</td>
</tr>
<tr>
<td>Staff at Service Point</td>
<td>2-3</td>
</tr>
</tbody>
</table>

The main library room may serve both has stack and reference room with arrangements for lending books near to the exit.
The recommended area of various rooms specified in Indian standards as shown in sketch on pre-page shall be as follows:

Audio-visual storage room - 45 m²
Workshop - 45 m²
Discussion room - 2m² per person
Library classroom - 75m² at the rate of 1.25m² for 10 Students
Reading Room - 1.5m², Min per person (seated)

**Layout of Reading Room** *4

![Diagram of Reading Room]

**Figure No. F-100**

If stack and reading room are combined into one, the area required for shelving to be provided shall be as follows:

a. Book storage - 25-30 volumes per metre run of shelving
b. Number of volumes required

to be stored - 5-10 volumes per student

One entry and one exist shall be provided to ensure safety of books. A small room for the repair of damaged books shall be provided in the library. *5

As a minimum there should be accommodation for a whole class, plus a number of individual readers. Provision should be made for a collection of books appropriate to the size and work of the school, and for the necessary equipment. Where there is no librarian's room, a small part of the room can be set aside for his use. Where existing buildings are adapted for library use, dimensions are, of course, fixed, and it remains only to plan the most effective use of the space available. But where the library is still to be built, account should be taken of standards worked out by those familiar with the trend of modern school library practice.
F.2.2.2  **Lighting**

A sufficient amount of light must be cast on walls and tables to make reading pleasant and careful attention must be given to fixture from the point of view of appearance.

The recommendation of Bureau of Indian Standards regarding lighting may be enumerated as follows:

1. Natural lighting when provided should be free from glare and glazed area should be equal to the minimum of 15 percent to 20 percent of the floor area of the reading room concerned.

2. Window height and the width of the room should have a minimum ratio of 0.35.

3. If windows are used on one side of the room, the wall opposite to the glazed wall should not be at a distance more than 8 m.

4. The intensity drop across the width of the reading room shall not exceed 2:1.
5. Bilateral lighting should be provided in case the width of the room exceeds 8 m.

6. CHHAJJAS or hoods, when provided, shall be kept to a minimum required to exclude rain or direct sunlight and to minimize glare.

7. Glare caused due to sun-lit surfaces in front of windows may be avoided by introducing plant growths of suitable variety and size.

8. To avoid undesirable contrast between the sun-lit surfaces and the interior walls and windows sashes, the same should be painted in suitable light colours.

F.2.2.3 **Acoustics:**

The specification of Indian standards regarding acoustics are as follows:

1. Wherever rooms have to be used for teaching purposes, to distribute the sound uniformly throughout the room, the points given in 10.1 to 10.4 shall be given consideration.
2. The background noise shall be low enough so as not to interfere with the desired sound of speech.

3. The desired sound shall be loud enough to be heard without effort.

4. The reverberation time shall be short enough to avoid echo and long enough to provide blending.

5. The distribution of sound shall be uniform throughout the room.

F.2.2.4 **Thermal Comfort:**

1. General – The windows and ventilators shall be so fixed that it is possible to control the movement of air through them.

2. Hot and Dry – The rooms or block shall be so oriented that area of walls and windows exposed to sun is reduced to minimum.

3. The outer surfaces of the building shall be treated with reflective colours.

4. Pavings close to the library blocks shall be either avoided or reduced to minimum.
5. Hot and Humid – The rooms of library block shall be so oriented as to take maximum advantage of prevailing breeze.

6. The areas exposed to sun shall be shaded to provide protection from afternoon’s sun.

7. The windows and ventilators on the windward side shall have a smaller area than the windows and ventilators provided on the leeward side.

8. Hedges or compound walls shall be placed in such a manner so as to help the flow of air in the direction of windows on the windward side.

9. The levels of windows or ventilators on the windward side and leeward aide should be staggered in order to induce movement of air at suitable working levels.

10. Cool Dry or Cool and Humid – The rooms of library blocks shall be so oriented as to provide maximum sun-lit area.

11. Materials, which conserve heat and facilitate heating, should be used in the construction. *6
F.2.2.5  **Library Furniture**

Furniture in school libraries bears a close relationship in its educational efficiency. The seats must be comfortable and of suitable height. It is desirable to avoid what may be called 'classroom atmosphere' and so desks, and other typical furniture of the classroom should not be used. All school library manuals rightly lay stress on the creation of a friendly atmosphere, and ways of attaining it may be safely left to the taste and imagination of those concerned. Most of the furniture, however, must be of a more utilitarian kind. This is not inconsistent with beauty of design.

Tables need not be the entire same pattern. A combination of round and rectangular tables gives variety. Tables should not as a rule is larger than the five feet by three feet six inches (5 feet x 3.6 feet). A table of this size will seat six readers. Larger tables are less easy to move about. For the secondary and senior secondary schools the normal adult height of thirty inches is satisfactory; for younger pupils most table should be twenty-six
inches high, with a few of twenty-four inches and twenty-eight inches.

The specifications for the tables in the library laid down by Bureau of Indian Standards may be enumerated through following figure: *7

**Illustration of Study Table**

![Illustration of Study Table](image)

(All Dimensions in Millimetres)

Figure No.: F-101
Illustration of Reading Room Table

Figure No.F-102

Chairs should be simple and strong, and for comfort should have rounded backs and moulded seats. For use with tables' thirty inches high, eighteen-inch chairs should be provided; for the lower sizes, chairs fourteen inches and sixteen inches respectively.

However, the specifications of size of furniture for school library laid down by Bureau of Indian Standards are follows:

- Height of bench or chair = 42.5 cm
- Height of table = 65 cm
- Maximum height of periodicals gallery = 150 cm
The recommended heights of furniture for students of primary classes are as follows:

Height of bench or chair  =  34 cm
Height of table  =  50 cm

*Line Sketch of Chair With Armrests, showing essential dimensions.*  

![Diagram](image)

Figure No.F-103

Other details of dimensions are left to the designer's consideration in view of flexibility in design.
The furniture items other than chair & table prescribed in Indian standards meant for use in a library are as follows:

- Unit book rack,
- Book trolley
- Catalogue cards tray and cabinet,
- Charging trays,
- Periodicals display rack,
- Display stand.

**Unit BookRack:** The wooden bookracks shall be rectangular at all the measurable surfaces within a tolerance of ± 8 mm. between the two diagonals of the rectangle. The dimensions of Unit Book Rack specified in Indian standards may be enumerated in the following table:

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Unit Book Rack</th>
<th>Height</th>
<th>Width</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Double-faced</td>
<td>2200 mm.</td>
<td>2000 mm.</td>
<td>450 mm.</td>
</tr>
<tr>
<td>2.</td>
<td>Single-faced</td>
<td>2200 mm.</td>
<td>2000 mm.</td>
<td>300 mm.</td>
</tr>
</tbody>
</table>
**Sketch of Double Face Unit Book Rack**

Figure No.F-104

**Book trolley:** The book trolley shall have to pairs of slopping shelves and one flat bottom self for books of large size. The essential features and specification of a book trolley laid down by Bureau of Indian Standards may be enumerated as follows:
1. The height of trolley shall be 750 mm the same as that of a table.

2. The planks shall be suitably supported such as by iron rods and the uprights rigidly connected to each other.

3. Suitable protection may be provided at the bottom corners and the ends of uprights to minimize damage due to knocking against other furniture or fittings or walls or pillars.

4. The trolley shall be fitted with four rubber tyred ball-bearing wheels; one of the swivelling type at each end and two of the fixed type in the centre.

Illustration of Book Trolley  *10

Figure No.F-105

331
Catalogue cards tray and cabinet: Dimensions and construction of catalogue cards tray specified Bureau of Indian Standards are as follows:

1. The size of catalogue cards tray shall be 125 x 75 mm.

2. The external dimension of the tray shall be 155 x 100 x 430 mm. The side and back planks shall be 12 mm thick and 55 mm high. The front plank of the tray shall be 155 mm wide and 100 mm high.

3. A central strip (not shown in Figure) shall be provided at the bottom of the tray to receive a device to prevent the sliding of the card rest. It shall be 30 x 5 mm.

4. The bottom of the tray shall also be fitted with two reapers 25 x 5mm (not shown), property centred and inter-connected. The bottom shall not be covered in order to prevent collection of dust.
5. A brass rod or a rod of similar corrosion resisting material, 5mm in diameter shall be fitted right through the centre of tray to lock up the cards. A knob shall be screwed to the rod projecting through the face plank, to permit pulling out of the rod. The rod shall be held at the back of the plank with a hook.

6. To prevent the tray from being accidentally pulled entirely out of the socket, a self locking gravity catch shall be fixed suitably.

7. A brass label holder shall be provided at the face plank just above the centre. The face plank may also be fitted with a knob or a handle to pull the tray.

8. A movable card rest with a hole in the appropriate position for the brass rod to pass through it shall be fitted. A fixed card rest adjacent to the face plank or a suitable slope of the rear of the face plank, shall also be provided. *11
Catalogue card Cabinet: Catalogue card cabinet shall consists of two parts.

a. The cabinet.

b. The stand on which the cabinet rests.

The dimensions of cabinet shall depend upon the number of trays it carries. The overall dimensions of the catalogue cards cabinets having different number of trays shall be as follows:
Table No. T-14
Dimensions of Catalogue Cards Cabinets

<table>
<thead>
<tr>
<th>S No.</th>
<th>Number of Trays</th>
<th>Length</th>
<th>Height</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stand</td>
<td>Body</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
<td>1090</td>
<td>70</td>
<td>675</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>1090</td>
<td>840</td>
<td>560</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>1090</td>
<td>840</td>
<td>455</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>915</td>
<td>840</td>
<td>455</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>710</td>
<td>840</td>
<td>455</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>560</td>
<td>710</td>
<td>455</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>560</td>
<td>710</td>
<td>345</td>
</tr>
</tbody>
</table>

a. The planks used for the sides, back, bottom and top shall be 20mm thick.

b. The front of the cabinet shall be divided into six vertical columns by means of five intermediate planks 20mm thick and 200mm wide.

c. The front of the columns shall be connected with the back of the cabinet by pairs of cross bearers at regular
intervals to give a clear socket opening for the tray to fit in. The cross bearer shall have 20mm thickness and 25mm width.

d. Suitable arrangements shall be made to lock at least two consecutive columns by one device.

e. A pull out slide, where desired, may be provided within the cabinet. *12

Illustration of Catalogue Cards Cabinet

Figure No.F-107

Charging trays: Charging trays are meant for containing readers’ tickets. The trays may have one, two, three or four compartments.
The essential dimensions of the charging trays depend upon the size of the tickets issued. The overall dimensions of various trays shall be according to Newark Charging System or Browne Charging System given in the table. The outer planks shall be of 18mm thickness and the inner partitions for making compartments shall be 12mm thick. *13

Table No. T-15

**Dimensions of Charging Trays**

(All dimensions in millimetres)

<table>
<thead>
<tr>
<th>Type of Charging Tray</th>
<th>Newark Charging System</th>
<th>Browne Charging System</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Length</td>
<td>Width</td>
</tr>
<tr>
<td>Tray with one compartment</td>
<td>405</td>
<td>120</td>
</tr>
<tr>
<td>Tray with two compartments</td>
<td>405</td>
<td>215</td>
</tr>
<tr>
<td>Tray with three compartments</td>
<td>405</td>
<td>310</td>
</tr>
<tr>
<td>Tray with four compartments</td>
<td>405</td>
<td>405</td>
</tr>
</tbody>
</table>
**Periodicals display rack:** The overall dimensions of the periodicals display rack as per specification of Bureau of Indian Standards shall be as follows:

a. Height - 1910mm  
b. Width - 1435mm  
c. Depth - 405mm

A periodicals display rack shall consist of twenty-five compartments in five rows. Each compartment shall be of the size 265mm x 345mm and it shall be fitted with display shelf having a handle cum label holder.

The outer sides of the rack shall be of 18mm thick teak board. The uprights, top and bottom shelves shall also be made of teak board of 18mm thickness. Intermediate horizontal shelves shall be of 12mm commercial ply and the display shelves shall be of teak wood frame with 5mm teak ply. *14
**Display stand:** Display stand shall be of 910mm x 910mm or 1220mm x 1220mm size. It shall be made of any soft surface board like perforated board, strawboard, etc. It shall be capable of holding pins. Display stand may either be single or double as required. *15
F.2.3  **Collection Development**

Traditionally speaking the collection of a school library would consist of books and magazines. However, if the modern school library aims at becoming the hub of the activities of a school so as to contribute to the achievement of educational excellence, it must be converted into a resource centre equipped with, besides the books and magazines, the non-book materials such as films, video cassettes, audio cassettes, slides, pictures, globes, maps, charts, newspaper clippings, project reports, assignments etc. All these are the knowledge containers and the users are enabled to make their use for getting the information they need.

The students should be in a position to use the library and information centre for preparatory work, pre-class work, supplementary reading. In a modern library, the students get information about different events, festivals, sports etc. in connection with organisation of co-curricular activities. The students interested in preparing a model or an exhibit or in preparing to participate in essay writing or eloquent ion or quiz competition are able to take help of the library. The collection of a
modern library also includes literature relating to different vocations, institutions of higher education, technical and professional institutions, competitive examinations and various scholarship schemes.

A modern school library or a cluster library is expected to provide the following services to students and teachers:

Display of materials and information; organisation of story telling sessions; book talks; book debates; essay competition quiz etc; initiation and orientation of users; assistance in location of appropriate materials related to the project/assignments undertaken by students and teachers; arrangement for career and vocational guidance, establishment of class library in addition to the school library, and preparation of annotation bibliographies.

A good library places much emphasis on the quality of material to be acquired and its organisation and use. It possesses sufficient materials related to the needs of students accommodating diverse learning skills of users at varying maturity and ability levels.
In a good library, careful selection of material by competent and qualified staff as per well-defined criteria, such as appeal and value for users; accuracy, style and format, should be made. There should be a clearly spelt out selection policy based on the demands of the curriculum and availability of resources. Cooperation with teachers in the selection of materials is vital so that teachers' subject knowledge combined with the school librarian's knowledge of information sources is utilized to ensure purchase of only most relevant material. The material may include books, periodicals, maps, wall-charts, videotapes, audiocassettes, multi-media kits and computer software.

The following type of material shows form the core collection of a school library:

(i) Multiple copies of text books.

(ii) Basic reference sources such as one general encyclopaedia, two or three pictorial encyclopaedias and a few copies of good dictionaries of various categories such as:

English-English (Advanced learners)
English-Hindi (Such as by Kamil Bulke)

Hindi-English (Such as by Nagendra & Mahendra)

(iii) Biographies of great men and women [such as
Dictionary of National Biography by S.P. Sen, India’s
who’s who (Publication division, Govt. of India) Builders
of Modern India (N.B.T.) etc.]

(iv) Stories from Panch Tantra, Aesops Fables.

(v) Adventurous stories such as Arabian Nights and
Adventures of Robin hood.

(vi) Pictorial books on Animals’ life and stories on animals.

(vii) Books relating to travels, games and sports.

(viii) Books portraying the golden past and culture of the
country.

(ix) Childrens’ magazines, popular magazines (Tin-Tin,
चब्बी, Cartoon (चाचा-चीची, लोट-पोट), Scientific (Science
Reporter, विज्ञान-प्रवाह), Competitive (Competition Master,
प्रतियोगिता-दर्पण).

Beside these, reading material is also essential to have the
provision for audio-visual material and access to computer in the
library equipped with educational games and multimedia. Such
provisions will not only enhance knowledge of the students and teachers but will also act as catalyst for attracting the students in the library.

F.2.3.1 Acquisition Policy

At present schools are purchasing books mainly out of the list of books recommended by Delhi School Textbook Bureau. Most of the schools find these books unsuitable for their needs.

It would be better if schools are given more freedom to purchase books of their own choice based on the needs of the teachers and students. Since the library grant released by the Finance Department of Directorate of Education of G.N.C.T. of Delhi is inadequate, the schools are not in a position to enrich their libraries. Therefore, the researcher suggests that in addition to purchases made individually by the schools, there should be a system of centralised purchase at the Directorate level. A Cell at the Directorate level should be established and entrusted with the responsibility to make bulk purchases of standard books suitable for students and teachers. The books purchased may be
processed at the central level and then supplied to cluster libraries or school libraries keeping in view the need and number of books required. Since the library discount for bulk purchase will be substantial in comparison to library discount available to individual libraries, the number of books to be centrally purchased will be much larger with the same amount of money than the number of books purchased individually at school level.

A Library Purchase Committee should be constituted at the Directorate level. Educational administrators, educationists and professionals in Library Science may be appointed as members of the Committee with the Deputy Director (Libraries) as Member Secretary. If necessary, the Committee may appoint subject committees for making recommendations on the basis of the merit of the books submitted by different publishers and book venders in the field of children literature and books of school students level.

Though, the government or Directorate of Education of G.N.C.T. of Delhi may initiate and implement a Collection Development Policy for school libraries, but the practice of preparing list of
prescribed/recommended books and making it obligatory and part of the school library to purchase books from within this list, should be dispensed with. The schools must be allowed to purchase books/reading material depending upon their needs and requirements. The selection may be done by the school book selection committee/library committee.

F.2.4 **Library Budget**

It is suggested that at least 10% of the plan budget of the education department should be allocated for the improvement of libraries. However, this should not include expenditure on salaries of staff appointed under plan schemes.

F.2.4.1 **Book Replacement Fund**

Through this research study it has been found that many librarians avoid lending of books to the users, as they are personally held responsible for their loss or damage. The present researcher suggests that a ‘Book Replacement Fund’ be established in each school with an annual contribution of Rs. 1/-
per student. The books lost or damaged should be replaced out of this fund in terms of Government of India General Financial Rule 116 which states that loss of three books per thousand books issued/consulted be accepted as a reasonable loss per year. The researcher is of the view that library use will increase in the absence of fear of recovery of loss from the librarian.

F.2.5 **Library Advisory Committee**

A Library Advisory Committee may be appointed at the level of the Directorate of Education. It should comprise of educational administrators, educationists, teachers, principals and professionals in library science. The composition of the committee may be as under:

- Two officers of the Deptt. of Education – Members
- Two eminent educationists – Members
- Director SCERT – Member
- Two principals – Members
- Two teachers – Members
- One Assistant Director (Libraries) – Member
- Two professionals in Library Science – Members
- Representative of Finance Department – Member
- DDE (Library) – Member Secretary

Major function of this committee will be to advise the Directorate of Education on matters relating to selection of books and recruitment of staff. The Committee may be entrusted with the task of formulating the ‘Book Purchase Policy’ and to suggest academic and professional qualifications for different levels of Library personnel, and tender advice on other matters relating to development of school libraries.

F.2.6 **Organisation of Information**

One of the principle aims of a modern school library is to allow pupils to use the curriculum-related resources as part of their coursework. How these resources are organized and the extent to which students can have access to information about resources, as well as the resources themselves, will depend on the expertise of the school librarian in organizing both resources and information. The location of information with relevant indexing of
resources, either in the traditional card catalogue or by the use of
data bases should be facilitated by the librarian. This implies
that he should possess sufficient knowledge of curriculum.

F.2.6.1 **Cataloguing**

In whatever form the bibliographic information is stored, certain
basic principles will have to be adhered to. The function of a
catalogue in a school is not merely to produce a list of resources
which can be used as a stock-check but should be seen as an
educational tool and data base with which the users can
ascertain the availability of items they require. The following five
basic questions for the design of a database need to be
considered:

i) What is the general theme or topic?

ii) Who is likely to use the information?

iii) What kinds of questions will they ask?

iv) What kind of information will they need?

v) What should the information look like?
A standard code of cataloguing is required to be adopted to improve access to books.

F.2.6.2 **Classification**

Classification provides formal and orderly arrangements of documents on the shelves, which helps in locating and retrieving of materials in a library. In a true classified arrangement books on the same subject are automatically grouped on the shelves by their classification numbers. The purpose of classification is to bring related items together in a helpful sequence from general to specific.

There are a number of schemes of library classification, but the one which is popular and most suitable for a School Library is Dewey Decimal Classification (D.D.C.).

Presently, the collection of the school libraries in N.C.T. of Delhi is unclassified, as the Classification tool i.e. set of Classification Scheme is not made available to the School Libraries by authorities. It is suggested by the researcher that a set of Dewey
Decimal Classification should be made available in each and every school library. It is also suggested that the books purchased at central level i.e. at the Directorate level or Cluster level should be classified at the same level and the books should be sent to school libraries alongwith classification number written on the back of the title page in order to avoid duplication of labour in and cross classification.

F.2.7 **Library Cell and Delhi School Library Service System (DSLSS)**

To improve the quality of library service, it is essential to provide professionally qualified librarians at different levels. They should enjoy parity with teachers and officers of comparable level in the Directorate of Education in all matters including promotion avenues. A Library Cell, headed by a Deputy Director (Libraries) is required to be created in the Directorate of Education of G.N.C.T. of Delhi, under the nomenclature of Delhi School Library Service System (DSLSS). Various categories of professional staff under (DSLSS) may be proposed as under:
Deputy Director (Libraries)

Assistant Director (Libraries)

Senior Librarian

Librarian

Assistant Librarian

Library Assistant

Library Clerks

Library Attendants

The professional qualification, pay scales, positioning and number of post for these categories may be as under:

F.2.7.1. **Deputy Director (Libraries)**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
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</table>

F.2.7.2 **Assistant Director (Libraries)**

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
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</thead>
<tbody>
<tr>
<td>M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc. Desirable: M. Phil. degree.</td>
<td>Assistant Director of Education</td>
<td>3000-4500. Revised (10,000-15200)</td>
<td>Directorate of Education (1) Three (1 for 3 Districts)</td>
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**F.2.7.3**  
**Senior Librarian**

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<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
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</thead>
<tbody>
<tr>
<td>M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc.</td>
<td>Vice-Principal of School</td>
<td>2000-3500. Revised (7,500-12,000)</td>
<td>Directorate of Education (1) &amp; Sr. Sec.School (1 each)</td>
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**F.2.7.4**  
**Librarian**

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<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
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</thead>
<tbody>
<tr>
<td>M. Lib. Sc. or M.A./M. Com./ M. Sc. with B. Lib Sc.</td>
<td>Post Graduate Teacher (PGT)</td>
<td>1640-2900. Revised (6500-10,500)</td>
<td>Sec. School (1 each)</td>
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### F.2.7.5  
**Assistant Librarian**

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<thead>
<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation and B. Lib Sc.</td>
<td>Trained Graduate Teacher (TGT)</td>
<td>1400-2300 Revised (5500-9000)</td>
<td>Directorate of Education (1) Cluster Library (1 each) Sec./Sr. Sec. School (1 each)</td>
</tr>
</tbody>
</table>

### F.2.7.6  
**Library Assistant**

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<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
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</table>

### F.2.7.7  
**Library Clerk**

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<thead>
<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay- scale</th>
<th>Positioning &amp; number of the post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. Secondary with C. Lib. Sc.</td>
<td>Clerk</td>
<td>950-1500 Revised 3050-4590</td>
<td>Directorate of Education (1) Cluster Library (1 each) Sec./Sr. Sec. School (1 each)</td>
</tr>
</tbody>
</table>
F.2.7.8 **Library Attendant**

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<thead>
<tr>
<th>Qualifications</th>
<th>Parity</th>
<th>Pay-Scale</th>
<th>Positioning &amp; number of the post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary with C. Lib. Sc.</td>
<td>Between Clerk &amp; Peon</td>
<td>800-1150 Revised (2650-4000)</td>
<td>Directorate of Education (2) Cluster Library (3 each) Sec./Sr. Sec. School (1 each)</td>
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F.2.8 **Core Staff for different levels**

It is suggested that the following staff should be provided at different levels:

1. **Library Cell & D.S.L.S.S.** -
   1 Deputy Director (Library)
   + 3 Asstt. Directors (Library)
   + 1 Senior Librarian
   + 1 Library Asstt.
   + 1 Library Clerk

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2. **Cluster Library**
   - 1 Senior librarian
   + 1 librarian
   + 1 Assistant Librarian
   + 3 Library Attendant.

3. **Sr. Secondary School Library**
   - 1 Senior Librarian
   + 1 Assistant Librarian
   + 1 Library Clerk
   + 1 Library Attendant.

4. **Secondary School Library**
   - 1 Librarian
   + 1 Assistant Librarian
   + 1 Library Attendant.

Additional staff may be provided at different levels as per the norms and guidelines to be framed by the Library Advisory Committee from time to time based on need and requirement.
F.2.9 **Staff Development Programme**

Whatever the paper qualifications school librarians may possess, they should possess skills to identify the user needs, teach information skills, manage the school library, and to make use of new technology within the library and within the school as a whole. Emphasis should be laid on the development of qualities like adaptability, political awareness, and ability to present self to staff, flexibility of mind, maturity, as well as knowledge of current developments in librarianship and in education. He/she himself/herself should possess information skills, the ability for resource-based learning and the ability to undertake project work.

In order to attain this objective, there is need for Staff Development Programmes for library personnel. It is suggested that regular In-service training programmes and refresher courses should be organised for the professional development of school library staff. The existing staffs who possess diploma in library science should be required to acquire either B. Lib. Sc degree through correspondence or special In-service Education Courses of at least 3 months' duration be organised for them.
Library personnel should also be considered for staff awards on the times of such awards programmed for teachers.

F.2.10 **School Library and Information Service System**

**(SLISS)**

The term ‘System’ has been defined as under:

“A combination of two or more sets, generally physically separated when in cooperation and such other assemblies, sub-assemblies and parts necessary to perform an operational function or functions/ A combination of several peaces of equipment integrated to perform a specific function; thus a fire control system may include a tracking radar, computer and gun.” *16

A system is, therefore, formed by combination of many related functions or functionaries that working in isolation in operational level, with a view to achieving a set of specific goals.
It is with this aim, a proposal for setting up a School Library & Information Service System (SLISS) has been presented here so as to enable school library of N.C.T. of Delhi to render effective services.

It is a fact that the concept of school library has undergone a change in consonance with the changes that have taken place in the concept of school curriculum, particularly in its transactional strategies. The emphasis in education has shifted from teaching to learning and from learning to independent thinking. This implies that the focus of education should not be mere transmission of information but development of learning and thinking skills. This will obviously necessitate change in our conception about school library from a place where books are borrowed and returned by the users to a place where the users are helped to gather information relating to the topic of their investigation. A school librarian will also be responsible for providing information services to teachers and students who might undertake investigatory projects, and assignments relating to their subjects of studies. Therefore, it would be in the fitness of
things if each school library is christened as an integral part of School Library and Information Service System (SLISS).

F.2.10.1 **Objectives of SLISS**

1. To streamline and integrate functioning and governance of school libraries with the help of professional hands.
2. To ensure maximum resource sharing among school libraries.
3. To comprehend professional issues and their implications and to solve professional problems of libraries and librarians.

F.2.10.2 **Levels of SLISS**

The SLISS should operate at the following levels:

1. School library and information service centre.
2. Cluster library and information service centre.
3. Zonal level.

4. District Level.

5. Headquarter level.

F.2.10.2.1 School Library and Information Service Centre

Since the library at school level is expected to function as an information centre also, therefore, the person who has to run the centre should be capable of providing professional support to the teachers and students in different subjects. He/She should be a Post Graduate in a school subject with a professional degree in library science. Alternatively, he/she should possess master degree in Library and Information Science. A school librarian should be assisted by a professionally trained person who may be called a library assistant. He/She must have completed a Certificate/Diploma course in library science.

F.2.10.2.2 Cluster Library and Information Centre

Through this research study the researcher has observed that the utilisation of library services in most of the schools is not
adequate. During the school hours very few students make use of available library services. Since the timings of the school library cannot be different from the timings of the school, therefore, teachers and students cannot avail of library services beyond school hours. Therefore, it would be better if a cluster of schools has a common library in addition to the libraries of independent set-up, and the students and teachers of the schools comprising the cluster have free access to the cluster library. The cluster library should remain open at least for 12 hours in a day. A cluster library will also provide an opportunity to children belonging to the poor and the disadvantaged sections of the society to study for a few hours in a proper environment, as most of them do not have proper arrangement for studies at home. Since each of these centres will cater to the needs of 10-15 secondary and senior secondary schools, it will require adequate manpower of appropriate levels. It is suggested that a Senior Librarian assisted by a School Librarian, and one Assistant, may head the cluster library.
F.2.10.2.3  **Zonal Level**

It has been observed that a school librarian is left to manage the school library entirely on his own without getting professional guidance or support from higher authorities. It is necessary that at the Zonal level there should be a technical person responsible for supervision of school and cluster libraries and for providing necessary professional support to the persons working in these centres. The officer may be designated as a Library Officer of the rank of an Education Officer.

F.2.10.2.4  **District Level**

In different educational districts there should be an Asstt. Director (Libraries) who should have the responsibility to supervise all the libraries in his District of Education.
F.2.10.2.5  **Headquarter**

At the headquarter there should be a branch dealing exclusively with libraries. The branch may be headed by a Deputy Director (Libraries) who should be assisted by 3 Assistant Directors. This branch should be responsible for the selection of reading material, classification and cataloguing of books and other materials purchased centrally.

F.2.11  **Library Manual**

There is need to develop a manual for the guidance of librarians. Besides general guidelines for effective management of SLISS, the manual should also include relevant circulars issued by concerned authorities from time to time. The role of different agencies/authorities in the development of school libraries should also be given in the manual.

It is hoped that the setting up of library cell, DSLSS, and the SLISS with result in providing better library services in school libraries together with optional utilization of available resources.
REFERENCES


