

UNIT-1

Topic 1

INTRODUCTION TO THE SCHOOL LIBRARY SERVICES

The world library has been derived from the Latin's word Libraria. Libraria is the name of the place where books are kept .So library is the place where books are kept safely so that readers can use these books according to their need and interest.

Definition

According to Dr. S.R. Ranganathan (the father of library science) “A library is a public institution with the care of collection of books. The duty of making them accessible to those who require the use of them.”

According to A Glossary of library and information science “A library is a collection of materials organized to provide physical, bibliographic and intellectual access to a target group with a staff that is trained to provide services and programmes related to the information needs of the target group.”

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. Your library is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference to students' understanding and achievement and provide support for teaching and learning throughout the school. The school library is an important part of the school community and reflects and welcomes this community.

Your school library plays a key role in the cultural and social life of the school. It can be a central point for engagement with all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion.

School Library role

The vision, principles and management of your school library can be recorded in your [school library management statement](#). This document reflects your school's vision for learning and underpins your library's services, and organization.

School libraries are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies.

AIMS AND OBJECTIVES

The Library, in conjunction with other departments and staff within the school, works towards achieving the following aims and objectives:

1. To provide a supportive and stimulating environment for students and staff.
2. To encourage all students to reach their full potential as independent learners and develop a positive attitude to life-long learning.
3. To foster the enjoyment of reading as a recreational activity in all members of the school.
4. To support The School's curriculum by providing access to relevant resources for students and staff.
5. To provide resources (as appropriate) to support and develop the recreational interests of the students.
6. To provide the opportunities for the students to develop the knowledge and skills necessary to access library resources.
7. To develop an awareness in students of the importance of books and other resources as a means of recording and sharing human achievements, failures and aspirations.

To contribute to the development of positive personal attributes within each student.

Need and importance of school library

8.

The school library provides a model for inquiry learning and building knowledge and confidence in seeking and processing information. The school library is pivotal to developing [21st century learners](#).

There is a large and growing body of evidence showing the impact of the school library on student achievement.

Children and their teachers need library resources and the expertise of a librarian to succeed. School libraries help teachers teach children .A school library is an academic library that supports school programs as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clark 1999). Martin (2000) notes that "research shows that the reading scores for students in schools that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development." Adams (2006) stresses the importance of adequate collections.

School libraries help children to discover for themselves by independent study and learning how to ask questions. This study assesses the educational development of students and library use by students and the problems encountered. The population for the study is students from the novena university staff school.

CONCLUSION AND RECOMMENDATIONS

- The school library should have a professional librarian to render effective services to staff and students
- The teacher/librarian should organize orientation, films, exhibitions, and displays to create awareness of the library service to users.
- The library should take steps to enhance its collections and resources with material for both staff and students that meets their educational needs and developments and augments classroom teachings.
- Students need audiovisual materials as well as print and other formats.
- The library should provide adequate recreational and information materials to arouse student interest
- The library should provide adequate reading and study space.

Topic 2

Five laws of library science The Five laws of library science is a theory proposed by S. R. Ranganathan in 1931, detailing the principles of operating a library system. Many librarians worldwide accept them as the foundations of their philosophy.

These laws are:

1First Law: Books are for use

2Second Law: Every reader his/her book

3Third Law: Every book its reader

4Fourth Law: Save the time of the reader

5Fifth Law: The library is a growing organism

Dr. Ranganathan's 1st Law and its Implications to library and information profession in 21st

First Law: Books are for use

The first law constitutes the basis for the library services. Dr. Ranganathan observed that books were often chained to prevent their removal and that the emphasis was on storage and preservation rather than use. He did not reject the notion that preservation and storage were important, but he asserted that the purpose of such activities was to promote use. Without user

access to materials, there is little value in these items. By emphasizing use, Dr. Ranganathan refocused the attention of the field to access-related issues, such as the library's location, loan policies, hours and days of operation, as well as the quality of staffing and mundane matters like library furniture, temperature control and lighting. ^[21]

The first law of library science "books are for use" means that books in libraries are not meant to be shut away from its users.

Implications

Library location

The library should be centrally located if it school library in the heart of school. So that all the readers may visit library conveniently so that the reader go to the library has maximum use of library. The location of the library influences the extent of the use of library services .

Library hour

If library is kept open for long hours everyday then it may be more used by readers. But in the earlier time libraries were opened for few hours and even during these hours users were not allowed to use the Library but now the Library hours have been increased and Libraries are kept open for 12 to 18 hours in most of the post graduate institutions.

Library building and furniture

Proper planning should be done while constructing Library building. There should be glass in the first front gate so that everybody look the Library. The inside colour of the walls should be smooth. There should be sun light in Library. The natural light should not make reflection .the building should be strong and functional. the circulation centre, reading room, stack room administrative room and staffroom should be well equipped. The furniture of Library should be comfortable to the readers .the chairs and tables should be standard size and comfortable to the reader.

Book selection

It has its own importance for maximum use of books purchased for library should be selected for the level of readers.

Library staff

For the efficient services and success of the library there should be qualified and well trained staff. If the staff members are not qualified they cannot satisfy the needs of the readers. Only trained staff leads the library's book in maximum use.

Reference services

The services provided by the Reference staff to the readers is known as Reference services .in order to maximum use of library, the library must be purchased all the Reference books. in Reference services

There is a contact of books to the readers at right time. according to the Ranganathan "contact between the right reader and the right book at the right time and in the right personal way."

Open access System

To make maximum use of books there should be Open access System . In **open** access system users can take the books from the shelves.

Dr. Ranganathan's 2nd Law and its Implications to library and information profession in 21st Century

Second Law: Every reader his/her book

This law suggests that every member of the community should be able to obtain materials needed. Dr. Ranganathan felt that all individuals from all social environments were entitled to library service, and that the basis of library use was education, to which all were entitled. These entitlements were not without some important obligations for both libraries/librarians and library patrons. Librarians should have excellent first-hand knowledge of the people to be served. Collections should meet the special interests of the community, and libraries should promote and advertise their services extensively to attract a wide range of readers. ^[21]

The second law of library science "every reader his/her book" means that librarians serve a wide collection of patrons, acquire literature to fit a vast collection of needs, do not judge what specific patrons choose to read. Everyone has different tastes and differences and we should respect that.

Implications

Collection Development - Know your readers and know the books..."specialization with a local bias." If your library has branches or departments (like academic), limit the number of copies of standard references to a minimum and enable interlibrary or interdepartmental loans. Provide the reference works that are too costly for individuals to own. But above all, know the readers, "understanding and anticipating their needs. This can only be done by actual contact with the readers."

Cataloging & Technical Services - Stresses the importance of subject analysis in catalogs, given that "books are mostly of a composite nature...[and] very few of them are of a 'monograph' type." I also wanted to throw out my own ideas here - Make the catalog available to the readers where they "live" - such as search engines, making the catalog open for indexing.

Reference - Here Ranganathan shifts the emphasis from "every" to "his or her", stating that the Reference Librarian has a duty not merely to "dole out across the counter the books that are asked for," but "to know the reader, to know the books, and to actually help in finding..." by invoking the Second Law. This may require special training not only in using the bibliographic aids, but also in the techniques of adult education and even psychology.

Library Administration - Provide for adequate number, quality, and training of staff to ensure that books are made available in a timely manner. In addition, make wise decisions about location and hours of operation to ensure that people have the best opportunity to visit. I would also add that making as many library services available online as possible would help bring the reader close to the books.

Dr. Ranganathan's 3rd Law and its Implications to library and information profession in 21st Century

Third Law: Every book its reader

This principle is closely related to the second law, but it focuses on the item itself, suggesting that each item in a library has an individual or individuals who would find that item useful. Dr. Ranganathan argued that the library could devise many methods to ensure that each item finds its appropriate reader. One method involved the basic rules for access to the collection, most notably the need for open shelving.^[21]

The third law of library science "every book its reader" means a library's books have a place in the library even if a smaller demographic might choose to read it.

Implications

Collection Development - Use the selection tools wisely, being aware of the source, the intended audience, the frequency of updating. Infer suggestions for selection from readers' tastes, including those directly made, reference encounters, vocations and occupations of the community, prospective events, and interviews with community leaders. But Ranganathan also considers there to be some room for the more "haphazard" or serendipitous selections.

Cataloging & Technical Services - Ensure that the books are fully analyzed to include the appropriate subject headings, as well as plenty of associated keywords that enable the reader to find her book. Ensure that the processes for making works available flow smoothly and swiftly. When making changes, consider carefully the necessity of removing the item from circulation, even for a limited period.

Reference - Do not simply state: "Provide the books and keep out of the way of the reader." He asserts that "average analytical card catalogue will always be in need of an interpreter." Familiarize yourself well with the reference sources, the catalog system, the online databases, and especially the underutilized books and resources that enable you to easily match them to the individuals. Finally, observe readers' "tastes and wants, their actions and reactions, and their likes and dislikes."

Programming & Marketing - Take advantage of all avenues of publicity, particularly targeted to potential readers in the community. Provide an environment that enables all (librarians, staff and members) to share their experiences with their materials (books, CDs, DVDs, databases, etc.). Nothing promotes better than word of mouth. Evaluate the library's programs and determine what improves circulation and usage and what is underused.

User Training & Education - Be aware of the most common misconceptions and misperceptions of libraries, books, and resources, and be prepared with proven ways of overcoming these.

Dr. Ranganathan's 4th Law and its Implications to library and information profession in 21st Century

Fourth Law: Save the time of the reader

This law is a recognition that part of the excellence of library service is its ability to meet the needs of the library user efficiently. To this end, Dr.S.R Ranganathan recommended the use of appropriate business methods to improve library management. He observed that centralizing the library collection in one location provided distinct advantages. He also noted that excellent staff would not only include those who possess strong reference skills, but also strong technical skills in cataloging, cross-referencing, ordering, accessioning, and the circulation of materials.

The fourth law of library science "save the time of the user" means that all patrons should be able to easily locate the material they desire quickly and efficiently.

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Ranganathan's 5th Law and its Implications to library and information profession in 21st century

Fifth Law: The library is a growing organism

This law focused more on the need for internal change than on changes in the environment itself. Dr. Ranganathan argued that library organizations must accommodate growth in staff, the physical collection, and patron use. This involved allowing for growth in the physical building, reading areas, shelving, and in space for the catalog.^[2]

The fifth law of library science "the library is a growing organism" means that a library should be a continually changing institution, never static in its outlook. Books, methods, and the physical library should be updated over time.

The 1931 5th law as proposed by Ranganathan is valid and acceptable in today's library and

information profession. The library and information profession have been growing in which it's employ

creativity and innovation in their activities and make use of technological tools and skills to meet with the changing information world. The implication of the 5th law to 21st library and information profession covers some of the following areas:

Implications

1. Library physical space Ranganathan moves on to describe how libraries should be able to accommodate the natural growth (which R. assumed would continue unabated). After addressing how to make the physical building and furniture flexible for this growth in size, he then addresses the need for the classification system to accommodate growth. Not unsurprisingly, he laments the Library of Congress Classification System for using a "primitive method of leaving gaps into the ordinary serial use of numbers," while promoting Dewey's system as "a demonstration of the immense potentiality of the decimal fraction." But most of all, he admonishes libraries to use **standard classifications** rather than tweaking systems or making their own

2. Innovation in imparting information literacy Next, Ranganathan turns his attention to the growth in number of readers that will inevitably occur as both the population increases *and* the Second Law brings about changes to that population (greater availability of reading material, increased literacy, "open access" shelves). I worry a bit, though, that with the decreasing emphasis on reading print books, libraries have been moving their books into long-term storage. While there have been improvements that decrease the amount of time it takes to retrieve a book, this policy effectively closes the stacks again, reversing the efforts made over a century ago. As electronic books can eventually replace print books, the print-to-electronic ratio may take a while to reach 1:1. Will the shift of collections reduce the availability of materials to such an extent that it has a detrimental effect on access to information?

3. Innovation in the field of reference services- Here Ranganathan shifts the emphasis from that the Reference Librarian has a duty not merely to "dole out across the counter the books that are asked for," but "to know the reader, to know the books, and to actually help in finding..." This may require special training not only in using the bibliographic aids, but also in the

techniques of adult education and even psychology. Their work will be increased day by day because new information creating in every second their handling and providing to reader is a challenge. For this purpose they need new technology and more staff.

4. Digital collection development -Next, Ranganathan turns his attention to the growth in number of readers that will inevitably occur as both the population increases *and* the Second Law brings about changes to that population (greater availability of reading material, increased literacy, "open access" shelves). I worry a bit, though, that with the decreasing emphasis on reading print books, libraries have been moving their books into long-term storage. While there have been improvements that decrease the amount of time it takes to retrieve a book, this policy effectively closes the stacks again, reversing the efforts made over a century ago. As electronic books can eventually replace print books, the print-to-electronic ratio may take a while to reach 1:1. Will the shift of collections reduce the availability of f their own choice.

Topic-3

Open & Close Access System

Introduction

Instinct of preservation makes man to preserve his treasure. Books, the greatest intellectual Treasure of human being, were therefore kept under lock or chains & Key. Production of Books, before printing was invented, was merged. Hence a library meant a place where books, periodicals, encyclopedias, dictionary, maps, audio-video materials etc. were kept in the library under lock in the almirahs. But now the quantity of reading materials are now kept in open book racks. Some costly & rare books are Kept under lock in the almirahs.

The objective of library was to preserve the book. But now its objective is to preserve as well as maximum utilization of books.

There are two main Systems of keeping the books in the library.

- (A) Open Access System
- (B) Close Access system

Open Access System

- is information that is:
 - Free to read
 - Unrestricted
 - Online
- is a movement that wants to increase information access and innovation.

- usually refers to open access publishing, particularly of scholarly communication in academia.
- may be an answer to the serials / scholarly communication crisis, which refers to the system where information is locked up in subscription journals and databases whose prices keep rising (as library and university budgets stagnate or decrease) and universities and libraries are forced to pay for the creation of the research as well as to buy it back through subscriptions.
- is about the democratization of information and knowledge.
- is carried out largely through open access journals, subject specific and institutional repositories, where research is posted online for anyone to access. These are indexed by Google and other search engines increasing visibility and impact of the research.

The advantages of open access are many:

- Greater visibility and impact of research
- Increased opportunity for collaboration
- Easier access to information for anyone
- Takes advantage of technology - text mining and the digital environment
- Better return on investment for research sponsors
- Encourages and enables greater innovation
- Faster than traditional publishing
- Contributes to education's mission of advancing knowledge

Close access System

In close access system reader is slave to catalogue & the library attendant. The Reader is not allowed to See & take the books of his interest. In this system, the books are kept under locks in the almirahs. To take the books from the library, the reader gives a slip to library attendant where the reader has to write the title, author, publisher, call no. of the book. The library attendant brings out the book & hand it over to the reader. Some Time the book requested by the reader is not available in the library. So if the book of his first choice is not available in the library, he is again asked to consult the catalogue for an alternative book. So this process indirectly discourage the readers. Experience shows that only very few persons can express their book requirements specifically. In a close access system, the Catalogue is the only means to Search out a book. It is also seen that some reader are not interested to use catalogue for searching the books. They want to access the books from the almirahs. Most of the readers are not able to select the books form the catalogue. They makes themselves satisfy after consulting the book's contents. The schedule of library staff is very busy. They can hardly find time for the readers in searching books.

In small libraries, where there is less staff & number of books, close access system is very effective. Because without wasting time & energy of the readers & the staff members, books can be easily issued to the readers.

In school libraries, the students are mostly busy in attending the classes. They can visit in the library during recess or library period. So the library using close access system, students can visit in the library after the period and give a slip of requested book to the library attendant in their free time, students can get the book issued.

So close access system used mostly in small libraries

Merits of Close Access System

- Reduce the chances of theft and damage of books : In close access system, readers are not allowed to take the book from the almirahs. It is the duty of library staff member to Search the books for the readers & bring it out side. In this way, it may be possible to reduce the chances of theft and damage of books. Experience shows that many Students tear the pages of books & theft the books if they are allowed to access the books openly.
 - Students of primary school libraries are not able to consult catalogue for searching the books. So close access system primary school libraries is very effective.
 - In close access system, the chances of misplacement of books can be reduced.
 - Close access system is very effective in small libraries where the collection of books, numbers of readers, library staff is less.
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Demerits of Close Access System

- It is very old system. In earlier time when collection of books was very less in most of the libraries, the books were kept in the almirahs under lock. But now as per 5th law of the library science this system cannot be implemented in the libraries.
 - In close access system, readers have to write detail information of the book like author, title, publisher, call number etc. in a slip and give it to the library staff member. The staff member bring out the book for the readers. In this process lot of time and energy of the reader and staff member is wasted.
 - It can be operated only in small libraries. In university or college libraries this system is not accepted.
 - Most of the readers are not able to express their book requirements. So they cannot get right book.
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- Sometimes readers are not able to select the book from catalogue. They want to read the Content of the book which is not covered in the catalogue card.
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Library Rules And Regulations Rules :

General Rules:

- Identity Card is compulsory for getting access to the library
- Silence to be maintained
- No discussion permitted inside the library
- Registration should be done to become a library member prior to using the library resources
- No personal belongings allowed inside the library
- Textbooks, printed materials and issued books are not allowed to be taken inside the library
- Using **Mobile phones** and audio instruments with or without speaker or headphone is strictly prohibited in the library premises.
- Enter your name and Sign in the register kept at the entrance counter before entering library
- Show the books and other materials which are being taken out of the library to the staff at the entrance counter.
- The librarian may recall any book from any member at any time and the member shall return the same immediately.
- Library borrower cards are not transferable. The borrower is responsible for the books borrowed on his/her card.
- Refreshment of any kind shall not be taken anywhere in the library premises

Admission to Library:

Students are allowed to library only on production of their authorized/valid Identity Cards

Working Hours of the Library:

- Monday to Friday 8 am to 9 pm (During Examination up to 10 PM)
- Saturday 8 am to 5 pm
- Sundays 9 am to 5 pm (During Examination Time)

Circulation Issue System :

Books will be issued on presentation of the library card along with the ID card. Students are instructed to check the books while borrowing and they will be responsible for any type of damage or mutilation noticed at the time of return.

Overdue Charges :

Materials borrowed should be returned on or before the due date stamped, if returned late overdue fine will be charged for the delayed period.

Book Lost :

If the books are lost, Then the borrower shall replace the books of the same edition or latest edition or pay double cost of the book after getting permission from the librarian.

Care of library borrower cards :

Take special care to maintain the library borrower cards. Do not fold, alter entries made on the cards, Members are responsible for the entire set of library borrower card issued to them.

Loss of cards :

Loss of borrower card should be reported to the librarian. Duplicate card may be issued against formal application and fine.

Validity of cards :

Library borrower cards are valid for the entire duration of the course to access library facilities At the end of the course borrower cards shall be returned to the library.

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No due Certificate :

Each student shall obtain No dues certificate from the library after returning all the books issued, surrendering the borrower's cards and after paying outstanding dues, if any.

Care of Library Books :

Students are require to handle the books/ Journal very carefully; marking with pencil , writing or highlighting , tearing the pages or mutilating the same in any other way will be viewed very seriously. In such case reader shall be held responsible unless these are brought to the notice of the library staff at the time of issue.

Book bank :

SC/ST students of college can become a member of the book bank giving application along with caste certificate, by paying refundable membership fee of Rs. 100 for UG Rs.200 for PG for the full duration of course.

Members of the book bank will be issued 4 textbooks for each semester. Book shall be returned within two days after the theory examination, otherwise a fine of Rs.1/- per day will be charged.

Reference section :

This section has Encyclopedia, dictionaries, Textbooks Reference books etc. which are only available for reference. User can make use of these resources.

Journal Section :

In these section journals, general magazines and news letter are available. They are arranged alphabetically. The latest issues are displayed on display rack and other previous issues are arranged in the drawer. Bound volumes of periodicals are arranged

TOPIC-4

THE ACCESSION REGISTER

DEFINITION

The accession register is a unique and irreplaceable official administrative document that establishes the museum's

legal right of ownership. It contains key information about the museum's objects and serves as the basis for

setting up its entire documentation system.

FUNCTIONS

- Designates the objects belonging to the museum
- Identifies each object with an individual number
- Enables a periodic audit to be carried out of the objects in the museum
- Enables the whole collection to be evaluated

CHARACTERISTICS: PERMANENCE, TRANSPARENCY, SECURITY

1. Permanence

The accession register is a document made to last. It should be bound so that the pages cannot be easily removed and should be in hardback format to ensure its durability. The information it contains should be written in good quality ink and, as far as possible, on acid-free archive-quality paper. If the accession register is computerized, there should be a copy of it printed with good quality ink on acid-free archive-quality paper. The reason for this is that in the event of an electricity failure, it must be possible to access the information contained in the accession register. In particular, it is important not to forget to write the date at the bottom of each printed page and for the collection curator to sign each page.

2. Transparency It must be possible to detect immediately whether the register has been altered:

- The pages should be numbered in succession (1, 2, 3, ... n), in order to identify any missing pages;
- The total number of pages in the register should be indicated on either the first or the last page. This enables any missing pages at the beginning or end of the register to be detected. No information must be removed or falsified:
- The register should not have any erasures (words completely scored out) or alterations (new words

superimposed on what was previously there);

- If an alteration due to an incorrect entry is unavoidable, it is better to put a single line through the

existing entry and write the correction following it. This correction should be countersigned by the

collection curator;

- If a correction is made, the original text should always remain legible under the correction. Never erase it or use correcting fluid (Tipp-Ex, Blanco, etc.).

3. Security Access. Access to the accession register is kept to a limited number of people working at the museum. It should under no circumstances be made available to anyone outside the museum. Nor must it leave the museum .

2 Protection. The accession register should be kept in a safe place, i.e. where it cannot be stolen or damaged by water (floods or broken pipes) or fire.

Backup. A photocopy of it should be made so that if the original disappears, a copy of it will remain. However, for this system to be effective, it is necessary to:

- Keep the photocopy in a different place than the original (in another office or if possible in another

building).

- Update the photocopy at least once a year by adding to it the pages that have been completed in the original register since the last update. It is pointless having a photocopy of the register that stops in 1994 if the original register continues up until 2010, since if the original register disappears, you will lose 16 years of entries, information and legal right of ownership.

- Completely renew the photocopy every 5 years because photocopies have a short life-time. The ink is often of poor quality and tends to fade after a few years.

Do not forget:

The name and address of the library should appear on the first page.

The name and signature of the collection curator should appear on each page once it is full.

Under no circumstances should the accession register be used to locate or find information about an object: it should be removed from its secure

place only when a new object is accessioned. Location codes and other information should appear in the card catalogue or in the index files. The accession register is an important and unique legal document; the more it is consulted, the more it will deteriorate.

CONTENTS OF THE ACCESSION REGISTER

Although these may vary from one library to another, the key headings of the register are:

Order number: to find out the number of object the collection contains (1156, 1157, 1158, etc.)

Accession number: in some library, this number is called the object number.

Description: descriptive summary of the appearance and physical state of the object.

Origin: region, village, socio-cultural or ethnic group, etc.

Date of entering the library: accession date (even if this appears in the accession number).

Acquisition - place and mode: purchase, gift, bequest, collection, excavation;

- name of the person through whom the acquisition was made;

- date of acquisition.

Observations: any further information that may be useful.

ACCESSION NUMBER

Function

The accession number establishes the (always unique) identity of an object. It proves that the object belongs to the museum's collection and serves as the access key for all documentation concerning that object.

Numbering formats

There are several ways of numbering the objects. However, most museums use either the single serial number system or the three-number (trinomial) system.

- The single serial number system: each object receives a unique number written in a single ascending series, from "1" to "n". For example, object n°12784 is the12784th object to enter the collection. This system works better in small rather than large museums.

- The three-number system: simultaneously provides information on the year of accession, the batch number (in order) for each year and the number of objects in that batch. The numbers are separated by dots (.). e.g. 1995.5.2. 1995 : year of accession

5 : the fifth batch of that year

2 : the second object in that accession batch

Objects with several items For objects comprising two or more distinct and detachable parts (e.g. a knife and sheath, a quiver and arrows), each item is identified by a sub-number (consisting of a fraction where the numerator is the item number and the denominator is the total number of items).

e.g. : a knife and sheath (two distinct and detachable parts)

Knife : 2002.2.3-1/2

Sheath : 2002.2.3-2/2

Do not forget:

v The accession number should be shown on the object.

v The same number should never be assigned to two objects.

v To avoid any misunderstanding, the year should not be abbreviated to two figures ("2002" not "02")

v The position of the year within the accession number should not alter ("2008.05" not "03.2006").

v Slashes (/ or \) should be used only if they are absolutely necessary,

because they can be confused with the figure "1",

especially in handwritten documents such as the accession register.

REGISTRATION PROCEDURES

Simultaneous marking and registration

An object will only belong to the library's collections when it has been accessioned, i.e. when it has received its accession number and this number has been marked on the object and written in the accession register. It is recommended that these two operations be carried out at the same time, or at least on the same day, in order to avoid:

- having objects that have been marked but not yet written in the register or
- having objects that have been written in the register but not themselves numbered.

Retrospective registration Objects that have been in the library for a long time and have never.

UNIT-II

Topic 1

SADBHAVNA

Library Classification

Introduction

Classification is useful in our daily life. Most of us are unaware of the fact that we classify to a large extent in our daily life without classification, human progress would be impossible.

In everyday life, we can distinguish people on the basis of height; short; medium and tall.

Meaning

The world classification originated from the Latin term classis used in ancient Rome to distinguish six classes into which people were grouped according to their wealth and importance. Classification is a process of grouping based on characteristics of entities as a basis the characteristics of entities are used for determining the likeness or unlikeness between them.

The term classification is used in five senses by Dr. SR Ranganathan :

Sense 1: The meaning of classification in sense 1 is 'division' division immediate universe into based on some characteristic.

Sense 2: The meaning of classification in sense 2 is 'assortment'. Assortment is dividing the immediate universe into a definite sequence that is providing ranking to them.

Sense 3: The meaning of Classification in sense 3 is classification in sense 2 plus Representing each entity by an ordinal number designed to mechanize the maintenance of the sequence.

Sense 4: The classification in sense 4 is classification in sense 3 when complete assortment is made of an amplified universe that is, when entities and pseudo entities in the process of successive assortment stand arranged in one filiatory sequence.

Sense 5: The classification in sense 5 is classification in sense 4 with the pseudo-entities or classes retained-representing it.

Definition

We have discussed above the classification in general sense. In library science, we are dealing with various documents i.e. printed and non-printed form. We cannot arranged them according to their physical features. So Library classification is some outside artificial system of organization of knowledge.

According to Dr. Ranganathan : “Library classification si the process of translation of the name of a specific subject from a natural language to a classificatory language.” Natural language is the original language in Which the subject is expressed whereas classificatory language is a system of ordinal numbers constructed according to a scheme of classification. Class number is the translation, classifier is the translator and classificationist is the the designer of the classificatory language.

Sayers defined library classification as “ the arrangement of books on shelves in a manner which is most useful to those who read.” Here stress is given on the uses of boks in the libraries.

Mann defined library classification as “the arranging of things according to likeness and unlikeness. It is the sorting grouping of things but in addition, classification with adjustment made necessary by physical forms of books.”

Need for classification:

Library is a storehouse of knowledge. So it is necessary to organize this knowledge .

Need for classification:

Library is a storehouse of knowledge. So it is necessary to organize this knowledge for its maximum use. It is easy to purchase a huge collection of material for a library. But the thing is that how can we display that material for a library. But the thing is that how can we display that material for a library is to maximum use of documents and it can be possible if these documents are arranged properly. Various factors which give rise to need for classification.

- Collection is the major factor for the need of library classification according to fifth law i.e. “library is a growing organism” the number of documents have been increasing in the library day by day. So it is not possible for the librarian to keep self arrangement of all the documents in his mind unless there is a proper system of arrangement.
- The documents are in different forms and their purpose is also different. For example books on literature, some books are story books, novel books, drama books. The arrangement of these book should be according to their from. Without proper arrangement, these documents cannot be used in the libraries by readers.
- The five laws of library science can be better satisfied with a proper arrangement of document on the shelves. The basics aim of five laws of library science is maximum utilization of documents with the time saving of readers which can be best achieved if there is proper arrangement of document on the shelves.

Purposes & Functions of classification

The following are the main purposes of library classification:

1. **Helpful Sequence:** Classification helps in organizing the documents in a method most convenient to the users and to the library staff. The documents should be systematically arranged in classes based on the mutual relationship between them which would bring together all closely related classes. The basic idea is to bring the like classes together and separate these from unlike classes. The arrangement should be such that the user should be able to retrieve the required document as a result it will make a helpful sequence.
2. **Correct Replacement:** Documents whenever taken out from shelf should be replaced in their proper places. It is essential that library classification should enable the correct replacement of documents after they have been returned from use. This would require a mechanized arrangement so that arrangement remains permanent.
3. **Mechanized Arrangement:** It means to adopt a particular arrangement suitable for the library so that the arrangement remains permanent. The sequence should be determined once for all, so that one does not have to pre-determine the sequence of documents once again when these are returned after being borrowed.
4. **Addition of New Document:** Library would acquire new documents from time to time therefore library classification should help in finding the most helpful place for each of those among the existing collection of the library. There are two possibilities in this regard. The new books may be or a subject already provided for in the scheme of library classification, or it may be or a newly emerging subject that may not have been provided in the existing scheme.
5. **Withdrawal of Document from Stock:** In this case, the need arises to withdraw a document from the library collection for some reason, and then library classification should facilitate such a withdrawal.

6. **Book Display:** Display is adopted for a special exhibition of books and other materials on a given topic. The term is used to indicate that the collection in an open access library is well presented and guided. Library classification should be helpful in the organization of book displays.
7. **Other Purposes:**
 - Compilation of bibliographies catalogues and union catalogues.
 - Classification of information.
 - Classification of reference queries.
 - Classification of suggestions received from the users.
 - Filing of non book materials such as photographs, films, etc.

Major schemes of classification

1. Dewey Decimal Classification (1876) {DDC}
 2. Universal Decimal Classification (1899) {UDC}
 3. Library of Congress (1901){LC}
 4. Colon Classification (1933) {CC}
 5. Bibliographic classification (1940) {BC}
- Here we will discuss DDC, UDC, CC.
 - **DEWEY DECIMAL CLASSIFICATION:** DDC scheme was given by Melvin Dewey in 1876. Melvin Dewey was born in 1876. Even as a student, he conceived of the idea of formulation a scheme of classification.
 - He had a great interest in the field of library science. In 1876, the first edition of DDC was published. The first edition of 1000 copies consisted of 44 pages covering 12 pages of introduction, 12 pages of schedules and 18 pages of index. Melvin Dewey started American library association(1876), library journal (1887).
 - **a) DDC various editions:** DDC 19th edition consisted of 3000 pages. It is in three volumes- table(Volume – 1., schedule(Volume 2., Index(Volume 3. And Manual. This edition was published in 1982. At present DDC-22th edition available in the market, having four volumes. Volumes 1 (Table), Volume 2 (Schedule from 000-599) volume (Schedule from 600-999), Volume 4 (Relative Index).
 - Most of the libraries are using DDC all over the world.
 - **b) Basic Plan :** DDC is an enumerative scheme. It proceeds from general to specific topics. In this scheme knowledge is divided into 10 classes main classes. These are ;
 - 0. Generalities
 - 1. Philosophy and related disciplines
 - 2. Religion
 - 3. Social sciences
 - 4. Language
 - 5. Pure sciences
 - 6. Applied sciences
 - 7. The Arts
 - 8. Literature
 - 9 General Geography & History

- But in practice notation always consists of at least three digits. This is achieved by adding zeroes with its normal arithmetical value therefore the main class 7 is treated 700.
- C) Use of 'Dot'
- A dot is to be put after three in the class number of a sub section
- Example
- 1 labour = 331(section)
- 2 labour market = 331.12 (sub section)
- So after assigning the class number, the dot is to be put after three digits. This dot will help in breaking the class number in to blocks which will in turn help in reading and pronouncing the class number easily.
- (D) Spaces;
- If the class number extends beyond six digits, a space is left between the sixth and seventh digit again between ninth and tenth digits and so on, example dental pharmacology 615.102 461 71
- E) Hierarchical Classification; Hierarchical system of DDC is based on ten main classes,100 division and 1000 sections. Hierarchical Classification which proceeds from general to specific.
-
- Examples
- 300 Social sciences
- 330 Economics
- 331.1 labour
- 331.12 labour force and market
- 331.123 demand for labour
- **Tables**
- These are given in volume 1 these are helpful in reducing the size of schedule, providing consistency in number building. Classifying the subject in depth.
- The seven auxiliary tables are;
- Tables 1 standard subdivision
- Tables 2 area
- Tables 3 subdivision for individual literature
- Tables 4 subdivision of individual language
- Tables 5 racial ,ethnic and national groups
- Tables 6 languages
- Tables 7 persons

Conclusion: DDC is the oldest and most widely used scheme of classification

The Universal Decimal Classification (UDC) is a bibliographic and library classification representing the systematic arrangement of all branches of human knowledge organized as a coherent system in which knowledge fields are related and inter-linked. The UDC is an analytico-synthetic and faceted classification system featuring detailed vocabulary and syntax that enables powerful content indexing and information retrieval in large collections. Since 1991, the UDC has been owned and managed by the UDC Consortium, a non-profit international association of publishers with headquarters in The Hague (Netherlands).

Unlike other library classification schemes that have started their life as national systems, the UDC was conceived and maintained as an international scheme. Its translation in world

languages started at the beginning of the 20th century and has since been published in various printed editions in over 40 languages. UDC Summary, an abridged Web version of the scheme is available in over 50 languages. The classification has been modified and extended over the years to cope with increasing output in all areas of human knowledge, and is still under continuous review to take account of new developments.

Albeit originally designed as an indexing and retrieval system, due to its logical structure and scalability, UDC has become one of the most widely used knowledge organization systems in libraries, where it is used for either shelf arrangement, content indexing or both. UDC codes can describe any type of document or object to any desired level of detail. These can include textual documents and other media such as films, video and sound recordings, illustrations, maps as well as asrealia such as museum objects.

Contents

The UDC was developed by the Belgian bibliographers Paul Otlet and Henri La Fontaine at the end of the 19th century. In 1885, they created Universal Bibliographic Repertory (Répertoire Bibliographique Universel) (RBU) which was intended to become a comprehensive classified index to all published information. The idea that the RBU should take the form of a card catalogue came from the young American zoologist Herbert Haviland Field who was at the time himself setting up a bibliographical agency in Zurich, the Concilium Bibliographicum. A means of arranging the entries would be needed, and Otlet, having heard of Dewey Decimal Classification wrote to Melvil Dewey and obtained permission to translate it into French. The idea outgrew the plan of mere translation, and a number of radical innovations were made, adapting the purely enumerative classification (in which all the subjects envisaged are already listed and coded) into one which allows for synthesis (that is, the construction of compound numbers to denote interrelated subjects that could never be exhaustively foreseen); various possible relations between subjects were identified, and symbols assigned to represent them. In its first edition in French "Manuel du Répertoire bibliographique universel" (1905), the UDC already included many features that were revolutionary in the context of knowledge classifications: tables of generally applicable (aspect-free) concepts—called common auxiliary tables; a series of special auxiliary tables with specific but re-usable attributes in a particular field of knowledge; an expressive notational system with connecting symbols and synt The Universal Bibliographic Repertory itself has developed into a remarkable information resource. In the period before World War I it grew to more than 11 million records. The catalogue and its content organized by UDC can still be seen in Mundaneum in Mons, Belgium (in 2013 recommended for inclusion in the UNESCO Memory of the World Register).

The application of UDC

UDC is used in around 150,000 libraries in 130 countries and in many bibliographical services which require detailed content indexing. In a number of countries it is the main classification system for information exchange and is used in all type of libraries: public, school, academic and special libraries.^{[16][17][18]}

UDC is also used in national bibliographies of around 30 countries. Examples of large databases indexed by UDC include:^[19]

NEBIS (The Network of Libraries and Information Centers in Switzerland) – 2.6 million records

COBIB.SI (Slovenian National Union Catalogue) – 3.5 million records

Hungarian National Union Catalogue (MOKKA) – 2.9 million records

VINITI RAS database (All-Russian Scientific and Technical Information Institute of Russian Academy of Science) with 28 million records

Meteorological & Geostrophysical Abstracts (MGA) with 600 journal titles

PORBASE (Portuguese National Bibliography) with 1.5 million records

UDC has traditionally been used for the indexing of scientific articles which was an important source of information of scientific output in the period predating electronic publishing. Collections of research articles in many countries covering decades of scientific output contain UDC codes. Examples of journal articles indexed by UDC:

UDC code **663.12:57.06** in the article "Yeast Systematics: from Phenotype to Genotype" in the journal *Food Technology and Biotechnology* (ISSN 1330-9862)

UDC code **37.037:796.56**, provided in the article "The game method as means of interface of technical-tactical and psychological preparation in sports orienteering" in the Russian journal "*Pedagogico-psychological and medico-biological problems of the physical culture and sport*" (ISSN 2070-4798).

UDC code **621.715:621.924:539.3** in the article Residual Stress in Shot-Peened Sheets of AlMg4.5Mn Alloy - in the journal *Materials and technology* (ISSN 1580-2949).

The design of UDC lends itself to machine readability, and the system has been used both with early automatic mechanical sorting devices, and modern library OPACs. From 1993, a standard version of UDC is maintained and is distributed in a database format: UDC Master Reference File (UDC MRF) which is updated and released regularly. The 2011 version of the MRF (released in 2012) contains over 70,000 classes. In the past full printed editions used to have around 220,000 subdivisions.

UDC structure[\[edit\]](#)

Notation

A notation is a code commonly used in classification schemes to represent a class, i.e. a subject and its position in the hierarchy, to enable mechanical sorting and filing of subjects. UDC uses Arabic numerals arranged decimally. Every number is thought of as a decimal fraction with the initial decimal point omitted, which determines the filing order. An advantage of decimal notational systems is that they are infinitely extensible, and when new subdivisions are introduced, they need not disturb the existing allocation of numbers. For ease of reading, a UDC notation is usually punctuated after every third digit:

Notation **Caption (Class description)**

539.120	Theoretical problems of elementary particles physics. Theories and models of fundamental interactions
539.120.2	Symmetries of quantum physics
539.120.22	Conservation laws
539.120.222	Translations. Rotations
539.120.224	Reflection in time and space
539.120.226	Space-time symmetries
539.120.23	Internal symmetries
539.120.3	Currents
539.120.4	Unified field theories
539.120.5	Strings

In UDC the notation has two features that make the scheme easier to browse and work with:

- **Hierarchically expressive** – the longer the notation, the more specific the class: removing the final digit automatically produces a broader class code.
- **Syntactically expressive** – when UDC codes are combined, the sequence of digits is interrupted by a precise type of punctuation sign which indicates that the expression is a combination of classes rather than a simple class e.g. the colon in 34:32 indicates that there are two distinct notational elements: 34 Law. Jurisprudence and 32 Politics; the closing and opening parentheses and double quotes in the following code 913(574.22)"19"(084.3) indicate four separate notational elements: 913 Regional geography, (574.22) North Kazakhstan (Soltüstik Qazaqstan); "19" 20th century and (084.3) Maps (document form)

Basic features and syntax

UDC is an analytico-synthetic and faceted classification. It allows an unlimited combination of attributes of a subject and relationships between subjects to be expressed. UDC codes from different tables can be combined to present various aspects of document content and form, e.g. 94(410)"19"(075) History (*main subject*) of United Kingdom (*place*) in 20th century (*time*), a textbook (*document form*). Or: 37:2 Relationship between Education and Religion. Complex UDC expressions can be accurately parsed into constituent elements.

UDC is also a disciplinary classification covering the entire universe of knowledge. This type of classification can also be described as *aspect* or *perspective*, which means that concepts are subsumed and placed under the field in which they are studied. Thus, the same concept can appear in different fields of knowledge. This particular feature is usually implemented in UDC by re-using the same concept in various combinations with the main subject, e.g. a code for language in common auxiliaries of language is used to derive numbers for ethnic grouping,

individual languages in linguistics and individual literatures. Or, a code from the auxiliaries of place, e.g. (410) *United Kingdom*, uniquely representing the concept of United Kingdom can be used to express 911(410) *Regional geography of United Kingdom* and 94(410) *History of United Kingdom*.

Organization of classes

Concepts are organized in two kinds of tables in UDC:

- **Common auxiliary tables** (including certain auxiliary signs). These tables contain facets of concepts representing, general recurrent characteristics, applicable over a range of subjects throughout the main tables, including notions such as place, language of the text and physical form of the document, which may occur in almost any subject. UDC numbers from these tables, called common auxiliaries are simply added at the end of the number for the subject taken from the main tables. There are over 15,000 of common auxiliaries in UDC.
- **The main tables or main schedules** containing the various disciplines and branches of knowledge, arranged in 9 main classes, numbered from 0 to 9 (with class 4 being vacant). At the beginning of each class there are also series of special auxiliaries, which express aspects that are recurrent within this specific class. Main tables in UDC contain more than 60,000 subdivisions

Main classes

- 0 Science and Knowledge. Organization. Computer Science. Information Science. Documentation. Librarianship. Institutions. Publications
- 1 Philosophy. Psychology
- 2 Religion. Theology
- 3 Social Sciences
- 4 *vacant*
- 5 Mathematics. Natural Sciences
- 6 Applied Sciences. Medicine, Technology
- 7 The Arts. Entertainment. Sport
- 8 Linguistics. Literature
- 9 Geography. History

The vacant class 4 is the result of a planned schedule expansion. This class was freed by moving linguistics into class 8 in the 1960s to make space for future developments in the rapidly expanding fields of knowledge; primarily natural sciences and technology.

Colon classification

Colon classification (CC) is a system of library classification developed by S. R. Ranganathan. It was the first ever faceted(or analytico-synthetic) classification. The first edition was published in 1933. Since then six more editions have been published. It is especially used in libraries in India.

Its name "colon classification" comes from the use of colons to separate facets in class numbers. However, many other classification schemes, some of which are completely unrelated, also use colons and other punctuation in various functions.

In CC, facets describe "personality" (the most specific subject), matter, energy, space, and time (PMEST). These facets are generally associated with every item in a library, and so form a reasonably universal sorting system.^[1]

As an example, the subject "research in the cure of tuberculosis of lungs by x-ray conducted in India in 1950" would be categorized as:

Medicine,Lungs;Tuberculosis:Treatment;X-ray:Research.India'1950

This is summarized in a specific call number.

Topic 2

Library Catalogue Objectives.

Catalogue services the reader and as such the community. while we prepare a catalogue we consider the community or the institution which is to be served.

- Nature of the committee or institution-whether it is growing or Shrinking.
- Size of the library; and
- Material acquired.

To make best use of the material and maximum service to the reader community, the help of the catalogue is always sought. Reader attends the library with the object of consulting more material in shortest time without spending more money. In other words, library should provide quick service, free or cheap service, and large number of reading material. This is possible if we maintain a good catalogue in library, as it:

- Save the time of the reader by directing him the location of the book;
- Knowledge of the extent of the stock i.e., total collection.
- Saves money of the reader as he has nothing to purchase of its own, if the required books are available in the library;

The main purpose of the catalogue can be digout if it solves the following problems. This are:

1. It should enable a person to find a book of which either, the author, or the title, or the subject is known;
2. It should assist in the choice of a book as to its edition (bibliographical) and as to its character (literary or topical);
3. it should show what the library has by a given author, on a given subject, or in a given kind of literature;

The above statment of curter clearly groups the main objectives of a catalogue as under:

- **Author:** Author is clearly identified by the entries made under the name of the author popularly known, or written on the title page. Needham has suggested that in case of controversial authors, the name out of the title page should be considered.
- **Title:** Title can be identified by preparing entries under title. Title entries are generally made for striking and significant titles, i.e., for novels and other works in the "form" classes like plays and major power, and works likes periodicals which has no recognized author.

- **By a Author:** Reader's approach is not only the author, title or the subject of a book, but he also needs all works of one author at one place. Catalogue fulfill this requirement- by showing reference entries based on various approaches of a reader. These necessary references serve the purpose and supplement the author.
- **Subject:** Subject can be identified by preparing subject entries made under a classification number in classified catalogue and under the subject headings or descriptive term, in dictionary catalogue.
- **In a Given Kind of Literature:** There are various forms of literature; dictionary, encyclopaedia, year books etc. A list is prepared for the collection of one form, such lists fulfill the objective of providing information of the whole collection of a particular term of literature. The term of presentation may also be a sub-heading.

Library cataloguing Importance

Catalogues. Where would we be without them? How would you go buying something from your local store if they didn't advertise what they had? Or how would you know if your local library had a book you were after? You wouldn't. It would be a hassle to have to go to search through everything yourself. And in the busyness of life these days, we need more hours not less.

Putting it simply we rely on catalogues (online or printed ones) to know what is available, and where. In the cases above, the store or the library. But in reality it applies to anything.



I think this should be my work hat! It shows my love of vintage style with a touch of flair (in other words, steampunk style)

To put this into a direct personal context I shall put my 'work hat' on. Now many of you will know that I work for Gould Genealogy & History. Started about 38 years ago by my parents, this is Australia's largest genealogy retail/webstore, and I can guarantee that if we didn't have catalogues we wouldn't be in business. Pretty much right from the beginning we had printed catalogues to list the products that we sold. Then moving on a number of years, we jumped into the world of websites, which was just as well, as our range had grown to be about 11,000 products and was impossible to list it all in a printed catalogue anymore. But the need to list everything was still there, so our website became our "complete catalogue", and changes regularly.



some of the printed catalogues from Gould Books and Gould Genealogy & History
the first one dates back to 1977 with the most recent 2013

So why am I even talking about catalogues?

I was reminded of just how important it is for a group, society, museum etc. no matter how big or small it is to catalogue your products. But for me it doesn't stop there. For me to know that a group in another State or country has something that relates to my family, I need to be able to find a reference to it.

I'm not saying that all groups have to catalogue every item that they hold into a database type program, and pop it up on the web (though that would be awesome, and would most certainly bring them a stack of traffic). For smaller groups why not create a downloadable PDF listing of main family names from the region, and the types of records you hold (preferably with date ranges) so someone can get an idea of the records you have?

Topic no 3

Circulation System: Browne and Newark System Charging and Discharging

Library circulation or **library lending** comprises the activities around the lending of [library](#) books and other material to users of a [lending library](#). A circulation or lending department is one of the key departments of a library.

The main public service point is the circulation desk or loans desk, usually found near the main entrance of a library. It provides lending services and facilities for return of loaned items. Renewal of materials and payment of fines are also handled at the circulation desk. ^[1] Circulation staff may provide basic search and reference services, though more in-depth questions are usually referred to reference librarians at the [library reference desk](#). The circulation desk is in most cases staffed by library support staff instead of professional librarians.

Content

1Functions of circulation desk staff

2Intellectual Freedom Committee

- **3Library Bill of Rights**
-
- **4See also**
-
- **5References**

Functions of circulation desk staff[edit]

- Lending materials to library users
- Checking in materials returned
- Monitoring materials for damage and routing them to the appropriate staff for repair or replacement
- Troubleshooting circulation technology, i.e. library circulation software, scanners, printers, etc.
- Collecting statistics on library use, i.e. patron transactions, material checkouts, etc.
- Creation of borrowers pockets, i.e. when using the Browne Issue System
- Charging and receipting overdue fines.
- Send out overdue notices to borrower.
- Operating automated filing and recovery system and technology.
- Excellent communication and interpersonal skills.
- Enjoy working with the public.
- Adapt to new software and equipment.
- Perform moderate physical work including the ability to carry, pull, and lift up to 30 pounds.
- Bend and stand for long periods of time.
- Ability to conduct/reconcile financial reports.
- Communicate via telephone, email.
- Ability to see and read materials.
- Assist patrons at the circulation and reserve desk.
- Assist Circulation supervisor with training student employee if it is an academic environment.
- Maintain the stacks by re-shelving materials in library by call number whether Dewey Decimal system or Library congress system.
- Resolve issues, such as inappropriate patron conduct, including but not limited to cell phone usages, open drink containers, and inappropriate noise levels

Intellectual Freedom Committee[edit]

Public service librarians must look to the law to determine their legal obligations and potential liability relating to privacy of library use. The potential liability or punishment for librarians,

who fail to protect confidentiality of individual library use, is largely a matter of state law without record of prosecution or civil suit. Remedies for individuals whose information has been deliberately shared with or unknowingly collected by third parties vary widely and are sometimes unclear.

Established December 1, 1967, the Office for Intellectual Freedom is charged with implementing American Library Association (ALA) policies. Those policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights, the Association's basic policy on free access to libraries and library materials.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

See also [\[edit\]](#)

- [Interlibrary loan](#)
- [Library reference desk](#)

Browne Issue System

From Wikipedia, the free encyclopedia

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The Browne Issue System is an old system for loaning library books, developed by Nina Browne in the 1890s.^[1]

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Browne Issue System

The **Browne Issue System** is an old system for loaning library books, developed by Nina Browne in the 1890s.

Overview

When a book was borrowed the Librarian took one of the reader's borrowing cards and removed the book's own card. The two cards were filed together this date was stamped in the book. These cards are tickets organised in trays, by date of issue, and within date by the key on the card.

When the book was returned, the user's card was removed from the file of the day indicated by the stamp and given back, and the book card was replaced in the book. Whilst the field cards revealed which user had a particular book, or which books a particular reader had borrowed, this was only true whilst the loan continued. Afterwards no record of the transaction remained.

Advantages

A reader can quickly see how many more books they can borrow (before handing any in) by the number of cards they have remaining. The librarian can look at the tray and instantly visualise the number of transactions that day.

The system is based upon cards and cardboard/paper slips: it is a low-technology approach yet proven over 100 years to be robust and scalable to work even in large

libraries. Training can be completed in a small number of hours, and the cost of implementation is mostly centred on labour. Therefore, it is still a suitable solution for small loan libraries where financial resources are limited, or in locations where a computer based solution is not suitable (e.g. lack of equipment, guaranteed electrical supplies).

Deficiencies

There is a lot of manual processing of the cards in the trays. Each day, the issues have to be ordered and added to the trays. When a book is returned, the identification 'key' and date of return guide you to the card location in the trays.

When a book is reserved, somebody needs to check the catalog, and, if the book is not on the shelf, look for the relevant card in the trays. This involves manually looking for the card with the matching 'key' in the trays, sequentially looking in each date until found. A reserved item is flagged with a piece of colored card, so that when it is returned it can be set aside and checked against the file of reservations.

Renewals involve finding the ticket and moving it to its new location in the trays. Typically, a small number of 'queries' will mount up, cases where something goes awry because a card or ticket is misdirected in some way. These may consume quite a bit of time to sort out.

A tray of cards dropped on the floor could prove catastrophic and require a substantial amount of time to re-sort.

Unit-III

Topic-1

Specific Problems of school library and their solutions

1 Resourcing the Library

The first category of predicament showed how the school libraries were resourced in terms of what was in the library (material resources) and how they were staffed (human resources).

Material resources

The difference in the availability of material resources in the schools shown is derived from the checklist used when each school library was visited. The checklist was created according to the resources one would expect to find in a well-resourced library as described in the literature. It was used to indicate the type of resources available in the library. No attempt was made to count

the number of resources that were available, it was only used to determine if the resource was present. shows that fee-paying schools are at an advantage when it comes to resources. The variety of resources available to children was limited to books in the low/no fee paying schools of Soweto, a limited selection of magazines (school E), two globes of the world (school A) and posters and some unopened visual material aids (school B).

Two libraries (C and A) contained mainly textbooks. In contrast, one fee paying ex-Model C school (H) had the most diverse and comprehensive selection of resources of all the schools, and was the most representative of the ideal resources to be found in a library described in the international literature.

All low/no fee paying schools in Soweto had books donated to them. Three schools (C, D and E) relied solely on donations as their source of books and saw no problem with this fact. Donated resources were however a problem for some of the schools. As the heads of school A and B explained, most books were donated by people who had no use for them, but because their libraries had so few books they had no choice but to use them. The problem was that many of these books were not age appropriate, or in the children's mother tongue, or not relevant to their children as they were Eurocentric or American. Furthermore, most of the donated books were old '1960s books' according to one deputy-principal, and as a result, they did not relate to today's child. The children read them because they had no other options from which to choose. This reality, according to the teacher in charge of School A's library, could be a reason why the children did not like reading.

The lack of capacity of the library support division in the GDE compounded the problem. A visit to the division revealed a limited quantity of new and appropriate books that could be donated to schools, even though each facilitator had roughly 200 schools to support and mentor in their districts. Not one of the schools in the study had been visited or supported in terms of material resources by a facilitator from the GDE.

Of the fee paying ex-Model C schools, only one school (J) relied on donations of books or donations of money for books. The difference was that the librarian had a far greater say in the books that were taken into her library, because of the cash donations.

Old, unwanted books were a feature of most of the schools, but the fee-paying schools (except for school J) in Johannesburg had big enough budgets to discard the books and replace them with new books. In contrast, low/no fee-paying schools in Soweto had so few books that they did not have the luxury of throwing out the old stock and replacing them with new resources. The limited number of books was a problem for the low/no fee-paying schools, as the principal of one of the Soweto schools (A) explained, "if a child is good at reading, he will read all the books in a very short time, and then will have nothing to read."

Security was an emergent issue, especially amongst the low/no fee-paying schools. These schools had experienced theft of their computers on more than one occasion, with the result that they did not have fully-equipped computer laboratories. They simply did not have the resources to replace the stolen equipment. Security problems were not confined to low/no fee paying

schools. Two of the fee-paying ex-Model C Johannesburg schools had problems with theft, but were better able to combat the problem by paying for extra security.

Not one of the libraries visited had computers that enabled children to access the internet for research purposes. Two librarians at the ex-Model C Johannesburg schools described how the library had been supplied with computers for research purposes, but they had ended up in the secretary's office or the principal's office as they were needed there.

All of the ex-Model C schools and two of the Soweto schools (B) had computer laboratories on the property linked to the internet, which were used to teach computer skills. One of the Johannesburg schools (G) had two fairly new computer labs, Gauteng Online connectivity as well as a fully sponsored computer room, right next to the library and were used for both computer skills and for research purposes.

It was clear that the primary schools in our study were not in a position to embrace information and communication technologies (ICT) as suggested in the literature. They did not have the required information and communication technologies in their school libraries, thus rendering them unable to comply with or fulfil government's stated aim of providing a quality education for all.

2 Staffing the school library

Three out of the five fee paying ex-Model C schools had librarians (two were qualified school librarians); only one school employed a teacher on a part time basis (school I); and one school relied on a teacher to work in the library as part of her duties (school G). The low/no fee-paying schools in Soweto did not have the funds to pay someone to run the library and had a full time teacher in charge of the library.

According to Dlamini and Brown (2010) this is a problem, as these teachers have no relevant training or experience with school libraries. This was demonstrated in our study of one of the library operating systems used by schools; the Dewey Decimal System. Only three of the librarians (all ex-Model C schools) used this system to teach the children how to find information. The other schools did not teach the children these basic retrieval skills. At the no/low fee paying schools, this was a result of not having the system in place. Despite having these tools available to them, the person in charge of the library at school H did not believe that children were capable of using these tools. School G had somewhat confusingly abandoned the system, probably as a result of the person running the library not understanding the system.

The interviewees did not regard ICT as being an integral part of the functioning of the library. This demonstrates a lack of awareness of the importance of the ability to search for information that was possibly due to an ignorance of the skills described in the literature. This was demonstrated by one librarian, who was a parent at the school, who questioned the purpose of surfing "the net for three hours to find one item." It would appear it was important to this librarian that children access information easily, and that there was no attempt to teach the children the process of learning to find the information for themselves. The librarian did not understand her role in the teaching of information skills as described in the literature. This

further illustrates the dilemma of using a volunteer who is not trained or equipped to be a school librarian.

Our visits to the low/no fee paying schools revealed a pattern of a locked library, reliant on teachers to man the libraries, as the teacher in charge of the library was busy teaching at the time of our visit. In contrast, fee paying ex-Model C school G had timetabled a library period and although the library was locked during the day, there was a teacher who took the periods and opened up the library for the younger children when she was teaching those periods.

The principals of school A and I, and the deputy principal of school B, pointed out that there were no posts for a school librarian. This is an obstacle for those schools wishing to have libraries. The consequences were most visible in the low/no fee paying schools and had a direct effect on the operation of the library as a facility.

We have presented evidence of the difference in resources, both physical and human, between the Johannesburg ex-Model C schools and the Soweto schools. These findings confirm the parlous state of school libraries in South Africa (Paton-Ash & Wilmot, 2013), and also reflect the impact of apartheid on the range of resources available in schools in South Africa. The difference between the trends in resources and the use of ICT, which are described in the literature, and the reality of school libraries in South Africa, is brought to light.

3 Operating the Library

In discussing the operation of a library, we sought to ascertain how accessible the library was to the learners, what purpose they used the space for, and what form that space took. We also outline the contact the learners have with the Dewey Decimal system.

4 Access to the library

The lack of a library post in schools had repercussions with regard to how easily and regularly the library could be used. In low/no fee paying schools in Soweto, access to the library was restricted. Only school A was able to open the library for two of the grades twice a week. This was due to a volunteer offering her services. School A's problem was the size of the school (900 pupils) as this meant that there was only enough time for two of the older grades to use the library on the two days it was staffed. As the principal explained, "the rest hardly use the library, because there is no one to help them."

With the exception of school A from the low/no fee paying schools, only the ex-Model C schools had dedicated time for the children to spend in the library. Library periods were restricted to half an hour. School J had double periods for all the children, which meant that there was time to teach information skills, as well as to promote reading and allow children to take out books. One school (H) had allocated two periods for the library, but this was restricted to two of its grades. The time allocated to library periods was so restricted that it was difficult to achieve much with the children.

Four of the schools (F, G, H and J) opened the library after school with only one school (J) using the older children as library monitors. It is obvious that having no person dedicated to running the library creates an access problem for the children. This would seem to negate the very effort these schools have put into creating a library in the first place. None of the Soweto schools opened the library after school for the children. It is to the detriment of the children in these schools that they did not have the option of using the library after school, and had to rely on the public library to meet their needs. They were in a similar situation to the schools that did not have libraries, whose children also relied on public libraries.

5 Size and capacity of the library space

Not all the libraries were the same size. This was the result of not having a purpose-built library. The low/no fee paying schools and one school (I) from the fee paying ex-Model C schools did not have purpose-built libraries. This inequitable access to facilities mirrors the issue of the legacy of apartheid. As the principal of one of the Soweto schools (A) explained when she wished for a proper library with sufficient books suitable for all ages of her children:

this is not only a problem of our school only, it is a problem for all black schools. In fact our black schools have been robbed of the main things, things that really make a school a proper school.

It was a tribute to these poorer Soweto schools without libraries that they had made a plan and, using their own initiative, had created a library, with one school converting outbuildings and the rest of the schools converting classrooms for their libraries. The libraries at the fee paying ex-Model C schools were all built as libraries, with the exception of school I, which used a converted classroom.

Classroom libraries

The low/no fee paying schools in Soweto (A, B and C) had library boxes in their classes donated by READ organisation several years ago, with the GDE assisting two of the schools (B and C) as well. During a walk around school C with the principal, a library box was pointed out, which was sitting on top of a cupboard, way out of the reach of children in a classroom. When the principal questioned the teacher about why it was there, it was clear that the teacher did not know what it was. The box had never been opened. The contact in the GDE acknowledges that this is not an isolated case, and that there have been other instances when book resources are not available to children, because the books are either locked in the principal's office or are still in boxes. In the fee paying ex-Model C schools classroom libraries were used in addition to the library. In all cases the source of the books was the school library *Library systems*

The Dewey Decimal System is one of the retrieval tools that empowers users in the library to find information on their own. Knowledge of how the system works and posters on the wall listing the Dewey numbers allow for user independence in the library. Hart (2006:55) makes reference to the historically advantaged libraries, which are "better equipped with retrieval tools" as outlined. This was true in our study as all fee paying ex-Model C schools used the Dewey System, although school G had, somewhat confusingly, recently abandoned the system.

None of the low/no fee paying schools used the Dewey Decimal System to classify or shelve their books. Classification was limited to separating fiction from non-fiction, encyclopaedias and textbooks.

Conclusion

This article has shed light on the difficulties in establishing and resourcing a school library, operating a school library, and the role of a school library. Key lessons that can be extrapolated from this study can be summarised as follows:

- The lack of a national policy and funding for school libraries has a negative impact on the establishment and the physical and human resources of school libraries.
- The lack of policy has financial implications for schools as there is no funding to create libraries or to staff them. Not one of the Soweto schools had attractive reading corners or suitable furniture where children could work.
- The lack of funding also affected the resources in the library. Only recently has there been a budget set aside for library materials but all the low/no fee-paying schools relied on donations. This meant that the stock in all these libraries was mostly old, unappealing and not perceived as relevant to the children the library was trying to serve.
- The lack of policy affects staffing the library as there are no school librarian posts. The absence of a librarian was most deleterious in schools serving the poorer communities.
- The lack of funding for school libraries meant that only schools that could afford to maintain and pay a librarian were all ex-Model C schools in the 'wealthier' areas of Gauteng. This confirmed that the impact of apartheid has not been easy to erase in poorer schools.
- There is a limited understanding of information literacy and the role of the librarian in facilitating this.
- None of the libraries visited in this study had computers for the children to use. The opportunity for children to use ICT was therefore limited.
- The findings of this study show that the school library is peripheral to as opposed to central to teaching and learning. The role of a school library is outdated and needs to change if the library is to play a pivotal role in promoting literacy and learning, facilitating and enabling quality education for all South African children.

We acknowledge that the study does not claim to tell the complete story of libraries in schools in South Africa; rather it attempts to provide a rich description of ten primary school libraries in Gauteng at a particular time. As the scope of the study is restricted to ten urban primary schools it is important to acknowledge that the findings may not apply to school libraries in other areas (including rural areas) or to secondary schools. Nevertheless, we contend that we have opened a window on the difficulties facing 10 primary school libraries in Gauteng province of South Africa, which could have relevance to similar schools in developing countries. We have provided clear evidence of the disjuncture between the role of a school library described in the international literature and what is happening in the schools that were involved in our study, and how the legacy of apartheid is still prevalent. The findings suggest that school libraries are not playing an effective role in supporting and enabling quality education for all South African children. This needs to be addressed by government as a matter of urgency.

Topic-2

Library center teaching and role of teacher in making use of library

How do libraries support teaching and learning?

A library is fundamentally an organized set of resources, which include human services as well as the entire spectrum of media (e.g., text, video and hypermedia). Libraries have physical components such as space, equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information problems.

Libraries serve at least three roles in learning. First, they serve a practical role in sharing expensive resources. Physical resources such as books and periodicals, films and videos, software and electronic databases, and specialized tools such as projectors, graphics equipment and cameras are shared by a community of users. Human resources--librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers and students (proactive services). Responsive services include maintaining reserve materials, answering reference questions, providing bibliographic instruction, developing media packages, recommending books or films, and teaching users how to use materials. Proactive services include selective dissemination of information to faculty and students, initiating thematic events, collaborating with instructors to plan instruction, and introducing new instructional methods and tools. In these ways, libraries serve to allow instructors and students to share expensive materials and expertise.

Second, libraries serve a cultural role in preserving and organizing artifacts and ideas. Great works of literature, art, and science must be preserved and made accessible to future learners. Although libraries have traditionally been viewed as facilities for printed artifacts, primary and secondary school libraries often also serve as museums and laboratories. Libraries preserve objects through careful storage procedures, policies of borrowing and use, and repair and maintenance as needed. In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs.

Third, libraries serve social and intellectual roles in bringing together people and ideas. This is distinct from the practical role of sharing resources in that libraries provide a physical place for teachers and learners to meet outside the structure of the classroom, thus allowing people with different perspectives to interact in a knowledge

space that is both larger and more general than that shared by any single discipline or affinity group. Browsing a catalog in a library provides a global view for people engaged in specialized study and offers opportunities for serendipitous insights or alternative views. In many respects, libraries serve as centers of interdisciplinarity--places shared by learners from all disciplines. Digital libraries extend such interdisciplinarity by making diverse information resources available beyond the physical space shared by groups of learners. One of the greatest benefits of digital libraries is bringing together people with formal, informal, and professional learning missions.

Formal learning is systematic and guided by instruction. Formal learning takes place in courses offered at schools of various kinds and in training courses or programs on the job. The important roles that libraries serve in formal learning are illustrated by their physical prominence on university campuses and the number of courses that make direct use of library services and materials. Most of the information resources in schools are tied directly to the instructional mission. Students or teachers who wish to find information outside this mission have in the past had to travel to other libraries. By making the broad range of information resources discussed below available to students and teachers in schools, digital libraries open new learning opportunities for global rather than strictly local communities.

Much learning in life is informal--opportunistic and strictly under the control of the learner. Learners take advantage of other people, mass media, and the immediate environment during informal learning. The public library system that developed in the U.S. in the late nineteenth century has been called the "free university", since public libraries were created to provide free access to the world's knowledge. Public libraries provide classic nonfiction books, a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style. Just as computing technology and world-wide telecommunications networks are beginning to change what is possible in formal classrooms, they are changing how individuals pursue personal learning missions.

Professional learning refers to the on going learning adults engage in to do their work and to improve their work-related knowledge and skills. In fact, for many professionals, learning is the central aspect of their work. Like informal learning, it is mainly self-directed, but unlike formal or informal learning, it is focused on a specific field closely linked to job performance, aims to be comprehensive, and is acquired and applied longitudinally. Since professional learning affects job performance, corporations and government agencies support libraries (often called information centers) with information resources specific to the goals of the organization. The main information resources for professional learning, however, are personal collections of books, reports, and files; subscriptions to journals; and the human networks of

colleagues nurtured through professional meetings and various communications. Many of the data sets and computational tools of digital libraries were originally developed to enhance professional learning.

The information resources--both physical and human--that support these types of learning are customized for specific missions and have traditionally been physically separated, although common technologies such as printing, photography, and computing are found across all settings. This situation, is depicted in Figure 1.

Digital libraries combine technology and information resources to allow remote access, breaking down the physical barriers between resources. Although these resources will remain specialized to meet the needs of specific communities of learners, digital libraries will allow teachers and students to take advantage of wider ranges of materials and communicate with people outside the formal learning environment. This will allow more integration of the different types of learning.

Although not all students or teachers in formal learning settings will use information resources beyond their circumscribed curriculum and not all professionals will want to interact even occasionally with novices, digital libraries will allow learners of all types to share resources, time and energy, and expertise to their mutual benefits. The following sections illustrate some of the types of information resources that are defining digital libraries.

Role of library teacher

- The Role of School Librarians in Promoting the Use of Educational Technologies
- School librarians perform an integral role in promoting the effective use of educational
- Technologies in their schools.
- About School Librarians
- School librarians are professionals who hold teaching degrees, as well as librarian certification.
- School librarians may also be referred to as teacher-librarians or library media specialists.
- School librarians are in unique positions within their schools because they:
 - Collaborate with all teachers in the building across grade levels and subject disciplines.
 - Work with all students throughout the students' academic careers.
 - Are instructional leaders in their schools who serve on curriculum, school improvement,
 - And planning committees.
 - Frequently provide professional development to their colleagues in areas related to
 - Instructional and technology resources.
 - Teach a wide range of local, state, and national curriculum, information literacy, and
 - Technology standards, including all ISTE NETS standards.
 - often serve as primary technology integration specialists in their buildings.
- About School Libraries
- Libraries support the curriculum, promote literacy development, and

foster lifelong reading

- Habits among children through the development of carefully selected print collections and the
- Infusion of educational technology.
- Libraries provide:
- a wealth of educational resources for students in the form of online databases; ebooks;
- Audiobooks; online catalogs; creativity and research tools; and professionally vetted
- Websites that are available at school and home.
- ready access to technology hardware, including computers, printers, assistive
- Technologies for special needs students, presentation equipment, digital readers, and
- Cameras, as well as a variety of specialized educational software and online
- Applications.
- work with teachers, counselors, and administrators to prepare students to succeed in
- Higher education, the work place, and in society.
- help students develop important digital citizenry attributes to demonstrate responsible
- Use of information and technology.
- provide leadership in the development of local information and technology literacy
- Standards.
- Educational Technology Issues Faced by School Librarians Today
- In today's difficult economic times, many school districts have

chosen to cut non-classroom

- Teaching positions. These cuts run counter to a large body of research that indicates that a
- Strong library program, staffed by certified school librarians, correlates with significantly greater
- Student achievement. Short-term savings are obliterated by long-term consequences of denying
- Students equitable access to educational resources and instruction provided by the school's
- Information literacy specialists and technologists - school librarians. As schools close their
- Libraries or staff them with non-certificated personnel, students lose access to professionally
- Managed print and electronic resources. At an unprecedented time in history when students
- Require development of complex information literacy and technology skills to succeed, a robust
- School library program is a prerequisite to success.
- School librarian needs include:
 - adequate funding for technology, including sufficient connectivity, electrical access,
 - Hardware, software, subscription databases, and online tools to equitably support
 - Research and inquiry-based learning.
 - access to relevant professional development that supports them in maintaining currency
 - In their knowledge of educational technology and its applications.
 - funding and incentives to assist school districts in committing to

staffing all school

- Libraries with certified school library professionals and appropriate support staff.
- language in legislation that specifically highlights the inclusion of school librarians to
- Ensure that these critical professional positions are not eliminated due to ambiguity and

Topic- 3

1 LIBRARY PERIOD

HOW LIBRARY PERIOD IS USEFUL FOR STUDENTS?

In primary and middle schools there is a time table for each subject. In a well planned time table there is a provision for some other important activities too like games or library. School library has a great importance in school. In this post we are talking about library period and the importance of library activities and its utilization for enhancing students general knowledge and mental ability.

How Library Period Is Useful For Students?

In primary and middle schools there are textbooks are the main teaching-learning material and textbooks are especially designed according the needs of the students and their age group. In recent last few years many educational departments made an innovation. They printed textbooks in many colors and students find textbooks more interesting in colored pictures and texts. How school library can be useful for students?

School library is a good and appropriate collection of the books and magazines for the students and teachers and it should be used.

Library Activities in Schools:

As other co-curricular activities library and library books can be used n important activities. Library period is a period where students can read the books of their interest. It gives them a

pleasure to read, pleasure to learn. In library activities teachers can inspire the students learning to read and reading to learn. Many books which seem expensive but they are very useful for students because they are designed for student's interest. In a library period there may be various activities free activities for students and teacher guided activities. The good example of teacher guided library activities is "Use of Dictionary" where students find different words in dictionary and teacher facilitates the students in searching the words. In different schools there should be different library activities as the facilities of the the library. It is a good opportunity to develop the reading culture in the school.

Library Period in Schools:

In a small school, where number of the students is few, teacher can arrange a period for library and such other activities and teacher can inspire the students to read the books. This period can be useful to self instructed learning. Students can discover the new things and ideas in library period.

A good library period is the period where students find an opportunity to improve their reading skill by reading for pleasure. A good school library can become an innovative learning space too. School library may be a good place of curriculum resources. It is a good idea where school library helps in curriculum activities too. The senior students can donate their old books in school library and these books can be useful for the new students.

2 Reference Services

The reference desk or information desk of a library is a public service counter where professional librarians provide library users with direction to library materials, advice on library collections and services, and expertise on multiple kinds of information from multiple sources.

The function of libraries is three-fold. Libraries acquire information, organize that information in a way it can be retrieved, and disseminate the information the library has acquired. Reference services fulfills this last function. Reference services may vary from library to library, but most libraries have an information or Reference Desk where assistance from a librarian is available. Almost all libraries provide reference services via the telephone and many libraries offer email, text, or chat services with a reference librarian.

There are three main types of reference assistance:

- Assistance or instruction with using the library, including locating materials, using the catalog, using computers to access information, and using basic reference sources.
- Assistance identifying library materials needed to answer a question.

- Providing brief, factual answers to questions, such as addresses, statistics, phone numbers, etc. that can be quickly located.

Reference Sources

Reference sources such as dictionaries, encyclopedias, almanacs, atlases, etc. are research tools that can help you with your paper or project. Reference sources provide answers to specific questions, such as brief facts, statistics, and technical instructions; provide background information; or direct you to additional information sources. In most libraries, reference sources do not circulate and are located in a separate reference collection. This practice makes reference sources readily available and easily accessible.

Reference sources are designed to be consulted rather than read through. Their design is generally dependent on the type of information and treatment provided. Reference materials can be arranged alphabetically, topically, or chronologically. Many will contain cross listed information and more than one index. If it is not obvious how a reference source is organized, take a moment to look through the explanatory or how-to-use information, which is usually presented at the beginning of the book, or in HELP screens for online products.

There are thousands of reference sources available that cover practically every subject. Although the term reference "book" is frequently used, reference sources can be books, serials, on-line databases or the Internet. A large part of using reference sources well is choosing the right one.

Despite the wide variety available, reference sources can be categorized into a handful of groups. Think about the kind of information you need and how you will use it. If you are unsure which reference tool is best suited to your information need, a reference librarian will be able to assist you.

Quick guide for selecting the right type of reference source

For information about...

Choose...

Words

Dictionaries

General information/Overview of topic

Encyclopedias

Names & addresses of people, organizations, institutions, companies

Directories

Profiles of people

3 Reference book

B

Atlas, dictionary, directory, encyclopedia, handbook, thesaurus, or any other work designed to be used in finding specific items of information, rather than for cover to cover reading.

In comparison, a reference book or reference-only book in a library is one that may only be used in the library and may not be borrowed from the library. Many such books are reference works (in the first sense), which are, usually, used briefly or photocopied from, and, therefore, do not need to be borrowed. Keeping them in the library assures that they will always be available for use on demand. Some reference-only books are too valuable to permit borrowers to take them out. Reference-only items may be shelved in a reference collection located separately from circulating items. Some libraries consist entirely, or to a large extent, of books which may not be borrowed.

4 Library Software

LIBRARIAN®

N is the complete library management and automation solution that enables information providers, information managers, resource incharge, resource managers & librarians to manage & disseminate information available in various kind of resources including :

Key Functions of LIBRARIAN®

Cataloguing :

Cataloguing is based on AACR2 standard. Rules are programmed to give consistent and accurate cards. The cards are available in the standard 5" x 3" size. User can opt to print on cards or A4 Laser Sheets. The GUI is simplified for quick and easy use of the same by all. Cataloguing of Books, CDs, Journals, Magazines, Annual Reports, Project Reports, Presentations, PDF files and many more is possible. User can easily add upto 20 different fields in different type for entering data of new and upcoming resources.

Acquisition :

Acquisition is the base support of the Library. Users and Members of the Library can submit their suggestions for procurement of resources (i.e. books, journals etc.) to the Librarian. The entire process of Acquisition right from Suggestion, Request for Proposal, Quotation Comparison, Purchase, Invoicing and Accessioning is smoothly and effectively handled in **LIBRARIAN®**

Circulation :

Circulation is based on the lending rules configured by the Librarian. Librarians can configure 'n' no. of lending policies for different group of members in the library. With use of Barcode and RFID technology circulation system is just "**CLICK TO DO**" event. Because of the highly

advanced and simplified system, the task of circulation can be assigned to anyone. Member ID-cards with barcode and photograph can be easily generated and used by the Library. Additionally, it is possible to record the visits of the members to the library irrespective of the circulation.

Serial Control :

Serial Control allows Librarians to smoothly and efficiently manage subscription and lending of serials, journals, periodicals or magazines. In-time alerts of non-arrived serials enables Librarian to keep track of not arrived copies and connect to publishers / agents accordingly. **LIBRARIAN®** also has function to allow binding of numerous journals together at the end of the financial year or as desired by the Librarian. Kardex facility enables to view all received volumes and issues on one single screen.

Article Indexing

Barcode Generation

Member / Student ID Card Generation

web LIBRARIAN® meets most of the international schools