



# पुस्तकालय प्रबंधन हेतु दिशानिर्देशिका

"सशक्त शिक्षार्थी, समृद्ध भविष्य की ओर"

## GUIDELINES FOR MANAGEMENT OF LIBRARIES

"Empowering Learners for a Thriving Future"



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## CONTENTS

|           | <b>PART -1</b>   | Pages        |
|-----------|--|--------------|
|           | Guidelines For Management of Libraries in KVS                        |              |
| Chapter 1 |  | <b>1-3</b>   |
| 1.1       | Introduction   |              |
| 1.2       | Vision & Mission   |              |
| 1.3       | Objectives of the Guidelines for School Library and Procedure Manual |              |
| 1.4       | Audience and Applicability   |              |
| 1.5       | Objectives of School Library   |              |
| 1.6       | Types of Libraries in Kendriya Vidyalaya                             |              |
| 1.7       | Responsibilities & Delegation of Librarian in Kendriya Vidyalaya     |              |
| 1.8       | Monitoring, Evaluation, and Reporting                                |              |
|           | <b>PART-2</b>  |              |
|           | <b>Procedure</b>   |              |
| Chapter 2 |  | <b>4-16</b>  |
| Resources |  |              |
| 2.1       | Library Budgeting  |              |
| 2.1.1     | Components of the Library Budget                                     |              |
| 2.1.2     | Budget Formula   |              |
| 2.1.3     | One Time Budget  |              |
| 2.2       | Location and Space for Vidyalaya Library                             |              |
| 2.3       | Furniture and Equipment  |              |
| 2.3.1     | Furniture  |              |
| 2.3.2     | Equipment  |              |
| 2.4       | Material Resources   |              |
| 2.4.1     | Collection Development Policy  |              |
| 2.4.2     | Size of the Collection   |              |
| 2.4.3     | Periodicals  |              |
| 2.4.4     | Newspaper  |              |
| 2.4.5     | Multimedia   |              |
| 2.4.6     | Digital/web Resources  |              |
| 2.4.7     | Open Educational Resources (OER)                                     |              |
| 2.4.8     | Resources for differently abled users                                |              |
| 2.4.9     | Other Learning Resources   |              |
| 2.4.10    | Human Library as a Resource  |              |
| 2.4.11    | KV Library Digital Consortium  |              |
| 2.4.12    | Resource Development at ZIET Libraries                               |              |
|           |  | <b>17-37</b> |

## **Chapter 3**

### **Staffing and Library Management**

- 3.1** The Library Staff
- 3.2** Qualifications of Library Assistant
- 3.3** Roles and Duties of Librarian
- 3.4** Roles and Duties of Library Assistant
- 3.5** Skills of the Library Assistant
- 3.6** Engagement in Professional Development Activities
- 3.7** Induction and CPD (Continuous Professional Development) Courses for Librarians
- 3.8** Library Opening Hours
- 3.9** Library Committee
  - 3.9.1** Constitution
  - 3.9.2** Stock Verification Sub-Committee
  - 3.9.3** Reader's Club Sub-Committee
  - 3.9.10** Objectives of the Library Committee (Terms of Reference)
- 3.10** Library Automation
  - 3.10.1** Software
  - 3.10.2** Requirements for Library Automation
  - 3.10.3** How to Access e-Granthalaya 4.0 on the Cloud
  - 3.10.4** How to Obtain the Software
  - 3.10.5** Software Components
  - 3.10.6** How to Access e-Granthalaya 4.0 on the Cloud
  - 3.10.7** Implementation and Distribution Policy
  - 3.10.8** Training
- 3.11** Open Access
- 3.12** Accessioning of Books
- 3.13** Book Classification
- 3.14** Display of New Books
- 3.15** Library Catalogue
- 3.16** Shelving of Books
- 3.17** Organizing Periodicals and Newspapers
- 3.18** Management of Multimedia
- 3.19** Library Bulletin Board
- 3.20** Binding of Library Materials
- 3.21** Library Periods
- 3.22** Foundational & Preparatory Libraries (FPL)
- 3.23** Departmental Libraries:
- 3.24** Library-in-Classroom
- 3.25** Stock Verification and Weeding Out
  - 3.25.1** Stock Verification
  - 3.25.2** Weeding out (writing off)
  - 3.25.3** Permissible Loss
- 3.26** Care and Maintenance of Library Materials
- 3.27** Suggestion Box/Register
- 3.28** Maintenance of Library Registers and Files
- 3.29** Cleaning and Dusting

**Library Services and Activities**

- 4.1** Circulation
  - 4.1.1** Circulation of Books
  - 4.1.2** RFID-Based Circulation Policy and Procedure
  - 4.1.3** Overdue Fine Policy
  - 4.1.4** Circulation Policy for Periodicals for Teachers and Students
  - 4.1.5** Lost Items Policy for the Students and Teachers
  - 4.1.6** RFID-Based Circulation Policy and Procedure
- 4.2** Reference Services
- 4.3** Digital Library Service
  - 4.3.1** Digital Library Orientation/User Education
  - 4.3.2** Web Online Public Access Catalogue (Web OPAC)
  - 4.3.3** Online Reservation and Renewal of Books
  - 4.3.4** Online /Remote Access to Digital Resources (24/7)
  - 4.3.5** SMS Notification
  - 4.3.6** Library Mobile App
  - 4.3.7** QR Codes Service (Physical)
  - 4.3.8** Browsing Guidelines for Digital Libraries
- 4.4** Library Blog
- 4.5** Social networking Site/Media
- 4.6** Digital Content Curation Policy
- 4.7** Library 3.0
- 4.8** Cyber Safety Policy
  - 4.8.1** Acceptable use
  - 4.8.2** Unacceptable use
- 4.9** Cyber Security and Awareness Program
- 4.10** Career Guidance and Counselling Corner
- 4.11** Book Club
  - 4.11.1** Creation of Book Club
  - 4.11.2** Initiation of Book Club
- 4.12** Annual Library Activity Plan (ALAP)
- 4.13** The Library Project
- 4.14** ICT Integration in the Library Activities
- 4.15** Library activities that support language development
- 4.16** Collaboration Between Teacher and Librarian
- 4.17** Role of Librarian in Student Assessment
- 4.18** Library Advocacy
- 4.19** Library Promotion and Publicity Policy
- 4.20** Community Outreach: Connecting with Society

## **Chapter 5**

### **Monitoring and Evaluation**

|            |   |
|------------|---|
| <b>5.1</b> | Library Rules   |
| <b>5.2</b> | Librarian's Diary   |
| <b>5.3</b> | Library Monitoring Tools  |
| <b>5.4</b> | Library Statistics  |
| <b>5.5</b> | User studies  |
| <b>5.6</b> | Revision of the Guidelines for School Library and<br>Procedure Manual<br>Conclusion |

### **Appendix**

|                   |                                       |       |
|-------------------|---------------------------------------|-------|
| <b>Appendix-1</b> | Library Interior Design               | 56-57 |
| <b>Appendix-2</b> | Story Telling & Reading Area          | 58-62 |
| <b>Appendix-3</b> | Annual Library Activity Plan (Sample) | 63-70 |
| <b>Appendix-4</b> | Model Library Rule                    | 71-72 |
| <b>Appendix-5</b> | Format of Librarian's Dairy           | 73    |
| <b>Appendix-6</b> | Formats of Library Register           | 74-75 |
| <b>Appendix-7</b> | OER (Open Educational Resources)      | 76-80 |
| <b>Appendix-8</b> | Suggestive Reader's Club Activities   | 81-82 |
| <b>Appendix-9</b> | Suggestive Best Practices in Library  | 83-92 |

## PART-I

### Guidelines for Management of Libraries in KVS

#### Chapter 1

*“All communities and educational institutions - schools, colleges, universities, and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently abled persons.”*

#### **Para 21.9 of National Education Policy 2020**

#### **1.1 Introduction**

Kendriya Vidyalaya Sangathan (KVS), an autonomous body under the Ministry of Education, Government of India, is a premier institution committed to the transformative vision of NEP 2020. KVS strives to provide equitable and inclusive education, fostering holistic development by integrating multidisciplinary learning, skill development, and 21st-century competencies. It upholds the spirit of national integration and cultural rootedness, instilling a sense of "Indianness" while nurturing students' critical thinking, creativity, and ethical values.

Kendriya Vidyalaya Libraries play a pivotal role in realizing this vision by serving as knowledge hubs that support self-directed learning, research, and digital literacy. Aligned with NEP 2020's focus on experiential learning and technology integration, KVS libraries provide access to diverse resources, including physical and digital content, fostering a culture of reading, inquiry, and lifelong learning. By integrating innovative pedagogical approaches, libraries enable students to develop information literacy, problem-solving abilities, and interdisciplinary understanding, which is essential for 21st-century education.

Kendriya Vidyalaya Sangathan (KVS) introduced a library policy in 2014 to enhance academic resources and accessibility. However, with evolving educational needs and technological advancements, a new committee was constituted in 2024 to redesign the policy. This initiative aims to modernize library infrastructure, integrate digital resources, and ensure that the policy aligns with contemporary learning requirements.

The “Management of Libraries in KVs – 2025” serve as a comprehensive framework to support librarians and administrators in the effective organization and management of library systems across Kendriya Vidyalayas nationwide. Aligned with the KVS Library Policy and the vision of NEP 2020, these guidelines emphasize the establishment of well-resourced, technology-integrated, and user-centric school libraries.

These guidelines were formulated based on the previous KVS Guidelines for School Library and Procedure Manual (2014), National Education Policy (2020), National Curriculum Framework for Foundational Stage (2022), National Curriculum Framework for School Education (2023), CBSE: Organizing School Libraries Manual (1998), Guidelines for Library Grant and Promoting Reading in Schools (MOE) 2019-20, A Policy Review of Public Libraries in India, IHS (2018) and several other national & international school library Policies and Guidelines.



## **1.2 Vision & Mission**

In the context of the school library, this vision translates into providing a dynamic, resource-rich environment that encourages critical thinking, research skills, and a love for reading. Through high-quality educational resources, digital tools, and inclusive learning spaces, KVS libraries play a key role in supporting academic excellence, instilling ethical values, and empowering students to become independent learners and innovators.

The mission of the school library defines its nature, purpose, and role as an integral part of the school's shared vision and commitment to education. It serves as a guiding framework for resource allocation, strategic planning, and community engagement.

## **1.3 Objectives of the Guidelines for School Library and Procedure Manual**

This Guidelines for School Library and Procedure Manual sets out the prerequisites for all the libraries of Kendriya Vidyalayas and bestows the responsibilities upon school Principals, Librarians, and other school staff for implementing the programs of the school library.

## **1.4 Audience and Applicability**

These Guidelines apply to all Kendriya Vidyalayas, their staff and students and all other Offices of KVS where Libraries are or will be maintained.

## **1.5 Objectives of the School Library**

- i. Supporting and enhancing educational goals as outlined in Kendriya Vidyalaya Sangathan's mission and curriculum.
- ii. Provide a curriculum-based, flexibly scheduled, open-access learning environment that accommodates all learners.
- iii. Effectively participate in the teaching-learning programs of the school.
- iv. Promote Holistic Learning and Encourage Inquiry-Based Learning.
- v. Support Inclusivity and Equity in Education.
- vi. Provide Access to Diverse, Multidisciplinary Resources and Promote Multidisciplinary and Integrative Learning.
- vii. Develop Information Literacy and Digital Skills.
- viii. Foster Collaboration and Community Learning.
- ix. Facilitate Social and Emotional Learning (SEL).
- x. Enhance Critical Thinking and Problem-Solving.
- xi. Facilitate Language Development and Multilingualism.
- xii. Promote Research and Innovation and Support Continuous Professional Development for Educators.
- xiii. To enable access to information through curriculum-based learning activities that foster information literacy by teaching students to effectively find, analyze, evaluate, synthesize, and communicate information across all formats and subjects.

The school library fulfills these objectives by providing services, selecting and acquiring age-appropriate resources, providing physical and digital access to information, managing and updating the collection, improvising, providing instructional facilities, and employing trained staff.



## 1.6 Types of Libraries in Kendriya Vidyalayas

- i. **Foundational & Preparatory Stage Library (FPL):** Primarily for students studying in classes from Balvatika to Class V. Set up in the Primary Section of newly built Vidyalayas and managed by HM or Primary Teacher.
- ii. **Middle & Secondary Stage Library (Central Library/MSL):** Primarily for students studying in classes from class VI to XII and Staff Members. Set up at a central location on the school campus, managed by a Librarian and supported by a Library Assistant. It also coordinates the functioning of the Foundational and Preparatory Stage Library and Department Libraries.
- iii. **ZIET Library:** Primarily for the employees of Kendriya Vidyalaya Sangathan who undergo various training and research programs at the Zonal Institutes of Education and Training. Set up in ZIETs, managed by a Librarian and supported by a sub staff. The collection and services shall be as per the needs of the trainees and Faculty trainers.
- iv. **Library of the Regional office and KVS HQs:** Training materials, digital copies of works and reports of award-winning teachers and officers, Research publications, reports, archives etc. should be maintained.

## 1.7 Responsibilities & Delegation of Librarian in Kendriya Vidyalaya

- i. The librarian should be actively involved in curriculum planning by advising teachers on relevant resources, providing materials for thematic units, and participating in school planning committees.
- ii. A specialist teacher, who develops, manages, and evaluates systems and procedures as detailed in the Guidelines for School Library and Procedure Manual. The Principal and the Librarian together are responsible for implementing the Guidelines at the school level.
- iii. As an integral part of the teaching faculty, the librarian should actively participate in collaborative teaching, curriculum planning, and program development. They should provide essential information resources to support the planning, execution, and assessment of the school curriculum.

**1.8 Monitoring, Evaluation, and Reporting:** The officials deputed by KVS, will monitor the implementation of these guidelines and will report as required, to the higher authorities.

**PART-II**  
**Procedure**  
**Chapter 2**  
**Resources**

“Education as per NEP will play a critical role in India’s transformation into a digitally empowered society and knowledge economy. Libraries can serve as a focal point of ‘Technology of Education’ and ‘Technology in Education’. Resources of the library would play a vital role in enabling us to communicate information with each other effectively, and efficiently at scale and great distances. Thus, Libraries should store, process, access, curate and disseminate resources in both textual, audio-visual and digital form.”

## **2.1 Library Budgeting**

Library budgeting involves planning and allocating funds for acquiring books, digital resources, maintenance, and library activities. It ensures effective resource management to support academic and extracurricular needs.

### **2.1.1 Components of the Library Budget**

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

- i. **Collection Development:** Books and Print Materials, Periodicals, Magazines, Journals, Digital Resources (E-books, Databases, and Online Subscriptions), and Multimedia Materials (Audiobooks etc.).
- ii. **Furniture and Equipment:** Bookshelves, reading tables, chairs, circulation desk, display racks, periodicals and newspaper stand, computers, barcode scanners, library management software, printers, projectors, interactive panel, digital display board, RFID system, Xerox Machine, and security systems, etc.
- iii. **Technology and Digital Resources:** Computers, tablets, e-readers or other devices that students can use for research and accessing digital content in the library, E-Learning Platforms and Subscriptions, Wi-Fi Infrastructure
- iv. **Consumables**  
These are everyday materials such as paper, self-adhesive labels, ink cartridges, stationery, registers, display materials, files, and other supplies for proper library maintenance.
- v. **Programs and Services:** (competitions, information through blogs, social media, engagement of press media, events, awards, newsletters, user guides, posters, brochures, etc.)

The School Library Committee should decide the percentage of allocation for each budget component. Provisions for the development of digital infrastructure, resources, and services should be taken into consideration at the time of budget allocation.

### **2.1.2 Budget Formula**

The budget allocated by KVS for the development of the library and its services must be strictly utilized according to the guidelines issued by the authorities.

The library budget is as per the ceiling prescribed by KVS from time to time. However suggestive budget allocation and distribution are as follows that can be re-allocated with the recommendation of the Library Committee.

| <b>Budget Allocation</b>             |            |
|--------------------------------------|------------|
| Budget head                          | Allocation |
| Books (physical, digital)            | Upto 60 %  |
| Newspapers, periodicals & journals   | Upto 30 %  |
| Stationery                           | Upto 05%   |
| Miscellaneous (software, automation) | Upto 05%   |

**NB: Non-recurring expenses on physical/digital infrastructure to be incurred separately in overall school budget**

#### **Sample Budget for Foundation and Preparatory Stage**

| Category                         | Cost |
|----------------------------------|------|
| <b>Picture Books</b>             | 10%  |
| <b>Early Readers</b>             | 10%  |
| <b>Fiction &amp; Non-Fiction</b> | 10%  |
| <b>Textbooks and Others</b>      | 10%  |

#### **Sample Budget for Middle and Secondary Level**

| Category       | Cost |
|----------------|------|
| <b>VI-VIII</b> | 20%  |
| <b>IX-X</b>    | 20%  |
| <b>XI-XII</b>  | 20%  |

In each academic year, at least 25% of the total library budget may be utilized for procurement of E Books/E Magazines/Digital resources, etc.

The budget for the Resources of students with disabilities may be given due importance as per need.

#### **2.1.3 One-Time Budget**

For newly opened Vidyalayas/ RO'S /ZIET'S /other Offices a one-time budget would be provided for setting up the basic collection and infrastructure. The investment in **automation/digitization/Rfid System fittings and fixtures etc.** would also be allocated under the provision of this one-time budget.

## 2.2 Location and Space for Vidyalaya Library

The library should be welcoming and inviting to make it a learning space where people feel welcome and comfortable. The interior of the library should be designed in such a way that it will attract the students and make them feel comfortable and active. The library should be located strategically and have adequate space to accommodate all its resources, users, and activities. When new library buildings are designed and the existing ones are restructured, the following factors should be considered.

- i. A school library should be centrally located for easy access by students and staff, preferably on the ground floor to facilitate differently abled users.
- ii. Ideally, it should be in a quiet, well-lit, and ventilated area, away from noisy spaces like playgrounds and cafeterias.
- iii. The library should have ample space to accommodate books, reading areas, multimedia resources, and technology stations. Seating arrangements should be flexible, providing individual study spaces, group discussion zones, and a dedicated section for young learners.
- iv. Additionally, the layout should include shelves for books, digital resource stations, and display areas for new arrivals and featured collections.
- v. Accessibility for students with disabilities should also be a priority, ensuring an inclusive learning environment.
- vi. Wall and furniture shall be painted in attractive, non-reflective, and eye/reading-friendly colours.
- vii. Appropriate furniture/shelves shall be arranged in classes and departments for setting up of the class / departmental libraries.
- viii. The size and seating capacity of the Reading Room will depend on the optimum number of students that a school usually admits. There should be space for at least 50 students from a class at a time and/or 10-30 student and or teachers who come for other group activities, projects, reading, internet browsing, and reference. (i.e., the reading room should have a capacity of seating 50 to 80 persons at a time). A provision of 10 sq. ft floor area per pupil in the Reading Room is considered adequate.
- ix. The- stack room should be big enough to accommodate at least 15,000-20,000 volumes.
- x. A designated area for events like story telling or interaction with author etc can be designed with small stage and comfortable sheets in newly planned Kendriya Vidyalayas. Floor installed charging points can be installed in new libraries.
- xi. Different zones may be created inside the library to make it more attractive and functional like,
  - a. Reading Zone
  - b. Collaboration Zone
  - c. Digital Zone
  - d. Quiet Study Zone
  - e. Conversation Zone
  - f. Teachers' Corner

*Separate space shall be designed for the digital library to accommodate at least 10-15 desktop computers E-Readers/Scanners/OPAC having printing and audio-visual devices with power backup and charging points.*

### ***Green Library:***

The Green Library is more than just an eco-friendly building—it represents a comprehensive approach to sustainability, promoting environmental responsibility both inside and outside the library. Through energy-efficient designs, sustainable resource management, waste reduction, and environmental education, green libraries play a crucial role in fostering an eco-conscious community while supporting the educational development of students and citizens. During the design of new library buildings, these concepts may also be applied.

For model designs of the school library interiors, see **Appendix 1**

## **2.3 Furniture and Equipment**

The library should accommodate furniture that is sturdy, durable, functional, and comfortable as well as meeting the specific space, activity, and user requirements. The aesthetic appearance contributes to the feeling of being welcome as well as the desire for the school community to spend time in the library. The furniture should be designed attractively and according to the height and special requirements of the users. The furniture may be customized/procured as per the availability of resources and physical boundaries of the library. It should also include furniture for the differently-abled users. It should be arranged and managed in such a way as to provide equitable and timely access to an organized and diverse collection of resources.

The library would have the following essential furniture materials and equipment designed according to the standards.

The items shall be procured as per the availability of funds.

### **2.3.1 Furniture**

- i. Comfortable cane/wooden/metal chair with cushions in library spaces for young readers. Materials of furniture can be of wood/thick plastic not metal frames to minimize accidents. At least 30 percent of the library space should be kept free/unoccupied so that children can move around comfortably.
- ii. Reading tables (round/rectangular/U shape wooden/wood and metal tables which can accommodate the maximum required number of chairs).
- iii. Librarian's table
- iv. Circulation counter: designed as per the requirements
- v. Bookshelves: Wooden/metal/steel, open shelves
- vi. Lockable Shelves for keeping library records
- vii. Book supports: metal/wooden
- viii. Book trolley
- ix. Periodical display rack: with pigeon holes to keep back volumes
- x. New arrival display stand (rotating/standalone models)
- xi. Newspaper stand (Min.02)
- xii. Bulletin boards (Min.02)
- xiii. Ready reference shelf
- xiv. Computer furniture (carrels and chairs): as per the availability of computers
- xv. Property counter
- xvi. Suggestion box
- xvii. E-Book Reader Charging Counter with lockable pigeonhole
- xviii. Best Reader Wall of Fame/honor board
- xix. Adaptive Furniture & Accessible Layouts such as Ramps, ergonomic seating, and wheelchair-friendly spaces for differently abled students.

For model designs of the school library furniture, see **Appendix 2**

### 2.3.2 Equipment

- i. Computer systems of the latest configuration and with adequate power backup facilities: **At least 10-15 in Nos.**
  - a. One computer for technical processing under library automation and to process library files and documents,
  - b. All Other computers for providing Digital Collection & internet access to users
  - c. One computer for circulation of books ,to be placed on the circulation Desk/Counter
- ii. Bar-code Printer (for printing bar-code labels): Of latest Model/Make
- iii. Bar-code Reader (for reading the bar-code labels during circulation)
- iv. Scanner (for preparing digital documents)
- v. Photocopier (copies of the documents can be provided on payment)
- vi. Audio systems: headsets to listen to audiobooks and aid in language proficiency in R1/R2/R3
- vii. **E-readers** (up to 10 or as per budget allocation) (for downloading and reading e-books)
- viii. CCTV (to provide a sense of security to users)
- ix. Fire Alarm
- x. Ceasefire systems (in the stack and reading rooms)
- xi. Internet connectivity (High-speed internet connectivity in all the systems to provide seamless access to resources through EG4 and other sites.
- xii. Interactive touch panel
- xiii. RFID System: which includes RFID tags/RFID security gates/antenna/self-charging station and other components
- xiv. Vacuum cleaner ( It should be in the school but not only for the library)
- xv. Centralized printer (Copies of documents can be provided in limited numbers)
- xvi. In -room portable / fixed PA System , Portable water dispenser, VR Headsets

## 2.4 Material Resources

### 2.4.1 Collection Development Policy

Collection Development Policy aims to modernize KVS libraries by incorporating diverse resources, digital tools, and inclusive learning materials to enhance critical thinking, creativity, and research skills among students.

### Key Areas of Collection Development

#### Books:

- i. Books aligned with NCERT and CBSE syllabus to support classroom learning.
- ii. Subject-specific reference materials such as encyclopedias, atlases, dictionaries, and journals.
- iii. Resources covering STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects.
- iv. Textbook in accessible format such as large print and Braille
- v. Fiction and non-fiction in English, Hindi, Sanskrit, and other Indian languages to encourage multilingual proficiency.
- vi. Translations of classical Indian and world literature to expose students to diverse cultures.
- vii. Books on Indian history, culture, and heritage to instill national pride.

- viii. Indian Sign Language Resources
- ix. Folklore stories from different states.
- x. Subscription to NDLI (National Digital Library of India), DIKSHA, e-PG Pathshala, and other digital platforms.
- xi. Audiobooks and podcasts to support inclusive learning, especially for students with disabilities.
- xii. Access to educational websites, open-source learning materials, and coding platforms.
- xiii. Books on entrepreneurship, financial literacy, artificial intelligence, and coding to develop future-ready skills.
- xiv. Career guidance materials, including preparation books for competitive exams like JEE, NEET, NTSE, and National and International Olympiads.
- xv. Practical learning resources on art, music, agriculture, and vocational training.
- xvi. Books covering environmental sustainability, climate change, and global issues.
- xvii. Resources on mental health, well-being, leadership, and life skills.
- xviii. Literature on scientific advancements, innovation, and modern technology.
- xix. A core collection of Books in Regional Language where the school is situated
- xx. Books in large print and Braille for users with low / no vision.

#### **Follow up:**

- i. A minimum discount of 10% to 20% if possible on book prices will be required during procurement.
- ii. If necessary, books may also be procured from online bookstores or e-commerce platforms, provided they adhere to the general purchasing guidelines (ordering, billing, discounts) and have the Committee's approval.
- iii. Multiple copies of popular children's fiction books will be made available to accommodate the needs of a larger number of readers. Additionally, donated books, *and* a dedicated collection of publications from MOE, Publication Division, KVS, NCERT, CBSE, and other government bodies—including curriculum, guidelines, policies, and instructional materials—will be maintained.
- iv. Furthermore, as per Rajbhasha provisions, 50% of the total expenditure on book purchases must be allocated to acquire books published in Hindi language, regardless of the subject matter.(as per the Rajbhasha Policy)

#### **2.4.2 Size of the Collection**

Besides the core collection, other general books put together should be at the rate of a minimum of **5 books per student** subject to a minimum of 2500 books for newly opened schools.

#### **2.4.3 Periodicals**

- i. The library should subscribe to up to 50 periodicals, including weekly, fortnightly, monthly, quarterly, and biannual publications. These should cover general topics, subject-specific content, children's magazines, and educational and research journals, as selected by the library committee. Subscriptions may include both digital and print formats, depending on the library's needs and budget availability.
- ii. The content of the periodicals must be relevant, useful, and age-appropriate for both students and staff. They should be available in English, Hindi, and regional languages.
- iii. To encourage reading habits, multiple copies of children's magazines should be



procured and distributed to class libraries at the foundational and preparatory stage for leisure reading.

- iv. Periodicals may be sourced locally or subscribed to via post for a maximum duration of one year, with renewals done annually.
- v. For schools with more than two sections, the number of magazine subscriptions should be increased proportionately. Conversely, in single-section schools or those with fewer users, the number of periodicals may be adjusted accordingly.

#### **2.4.4 Newspapers**

- i. The library should subscribe to at least 10 newspapers, including 4 national newspapers, 2 focused on business and the economy, and 2 regional newspapers. Additionally, efforts should be made to include at least 2 digital newspapers among the 10 subscriptions.
- ii. The recommended distribution of newspapers by language is as follows: 4 in English, 4 in Hindi, and 2 in a regional language. However, for schools located in regions where Hindi is the primary regional language, the total number of newspapers may decrease.
- iii. To enhance reading and provide information about career opportunities, the library may also subscribe to a business daily as well as an employment newspaper (Rojgaar Samachar) in addition to general newspapers.
- iv. For schools with more than two sections, the number of newspapers (both print and digital) can be increased proportionately if required. Furthermore, two additional copies of a national daily may be subscribed—one for display outside the library and another for the foundational and preparatory sections.

#### **2.4.5 Multimedia**

- i. Audio Books & Podcasts
- ii. Music, sound effects and narration
- iii. Educational Videos (TERI, CSIR, TED Talks, National Geographic, Discovery, Video courses from various Government platforms such as Swayam, Diksha, NDLI, Olabs, etc).
- iv. Language Learning Tools (Online Translators, Conversational Apps, Software like Duolingo, BBC Languages, Audiovisual, language immersion programs)
- v. Short films, Documentaries, Tutorials, Lectures  
Photographs, illustrations, Maps & Charts
- vi. Interactive learning materials (animated videos, interactive simulations, AR & VR contents, Virtual tours to historical places, museums, outer space, etc)
- vii. Interactive textbooks
- viii. Coding & STEAM resources
- ix. Software (presentation, image & audio-video editing)
- x. Assistive Technology for Inclusive Learning (Screen Readers (Voice Over and Google Voice) & Text-to-Speech Software, Tools for visually impaired students like JAWS (Job Access With Speech), NVDA (NonVisual Desktop Access).
- xi. Braille E-Books & Audio Materials, Digital Braille books.

By integrating these resources, a library can enhance learning experiences, promote digital literacy, and cater to diverse educational needs.

## 2.4.6 Digital/web Resources

Kendriya Vidyalaya Sangathan (KVS) libraries are integrating digital and web-based resources to enhance learning accessibility and keep pace with modern education trends. These resources provide interactive, multimedia, and self-paced learning opportunities for students and educators. Digital and web resources may contain:

**Digital Library:** The library shall develop a digital collection of resources useful for students and teachers. The collection may include,

- i. In-house digital content (question papers, study materials, presentations, selected assignments, reports, notes, orders, circulars, publications, etc)
- ii. Curated digital collections (text, image, audio, video, films) on various topics, subjects, events, days, personalities, etc
- iii. In-house and or curated audio files (audio books, great speeches, stories, talks, etc)
- iv. Digital Magazines and Newspapers (subscribed/open)
- v. E-books (open/paid/on subscription based)
- vi. Educational databases (open/paid/on subscription based)
- vii. Interactive learning content (including interactive textbooks, AR & VR contents)
- viii. Mobile Apps (Rashtriya The e-Pustakalaya, DIKSHA, etc)
- ix. Open Educational Resources

The in-house digital contents may be hosted on the digital library module provided by e-Granthalaya 4.0. All other resources may be developed, organized and made available on different library online platforms (blog, social media, etc). Intellectual Property Rights and Copyright shall be adhered while uploading and sharing resources on the Digital library. QR codes to provide easy access to the digital collections of the library shall be displayed and publicized widely.

## 2.4.7 Open Educational Resources (OER)

Open Educational Resources (OER) are freely accessible educational materials designed for teaching, learning, and research. These resources can be used, adapted, and distributed without restrictions. Typically licensed under **Creative Commons (CC)** or similar open-access frameworks, OER enables educators and institutions to customize content to meet specific educational needs. OER can include

- i. Open Textbooks/ digital textbooks that can be edited and shared
- ii. E-journals & Research Papers publications under open-access licenses.
- iii. Educational Multimedia such as instructional videos, podcasts, and interactive learning tools.
- iv. Lesson Plans & Course Materials like pre-designed study guides, syllabi, and assignments.
- v. Digital Archives & Repositories as collections of historical records, government publications, and research papers.
- vi. Full courses/program courses.

The KVS libraries will provide access to these and other open-source learning resources through the internet and as standalone installations (eg: Google earth, Moodle, Open Disc) and make the users aware of their availability and usefulness. (See Appendix 7)

## **Interactive Content**

The use of ICT allows for the possibility of dynamic and interactive content that reliance a textbook cannot provide. Such use of ICT is appropriate from the preparatory stage to the Middle Stage, where students engage with interactive content through digital devices.

- i. In Curricular Areas such as Science and Mathematics, digital simulations can make engagement with concepts more hands-on and dynamic, thus improving conceptual understanding.
- ii. With advanced voice recognition and natural language processing techniques, ICT can assist in oral language development through interactive software.
- iii. Digital textbooks can have assessments embedded in them and students can check their understanding immediately

### **2.4.8 Resources for differently abled users**

As KVS is committed to inclusive education, ensuring that students with disabilities have equal access to learning resources, libraries will provide assistive technologies, accessible formats, and inclusive learning materials to support diverse learning needs. This includes:

- i. Assistive Technologies as Screen Readers & Text-to-Speech Tools, Speech-to-Text Software, Braille Displays & Embossers ,Hearing Aids & FM Systems
- ii. Accessible Reading Materials like Braille Books & Large-Print Textbooks, Audiobooks & Podcasts, and DAISY Books (Digital Accessible Information System, etc.
- iii. Digital & Online Resources such as Sugamya Pustakalaya (India's largest accessible digital library for visually impaired learners), NCERT E-Pathshala (Inclusive Editions), YouTube Educational Channels with Captions & Sign Language Support (TED-Ed, NIOS videos for diverse learners).

By integrating these inclusive resources and technologies, libraries will create a barrier-free learning environment, empowering students with disabilities to learn and thrive.

### **2.4.9 Other Learning Resources**

The library may develop small collections of other learning resources such as,

- i. Question papers, maps, coins, pamphlets, manuscripts, stamps, newspaper clippings, rare books
- ii. Mind games (game-based learning): Board games, card games, puzzles, Educational online games, Library-specific games, Escape room activities.
- iii. School Archive: Documents/artefacts depicting the history of the Vidyalaya, KVS, locality, the state, and the. Country.
- iv. Students' Learning Archive: Selected projects, reports, dissertations, assignments, creative works, etc.

### **2.4.10 Human Library as a Resource**

The Library should encourage community participation in the teaching and learning process by inviting eminent personalities who have vast experience in any field. Such a person can share his/her vast experience with students and thus play a role as a human repository of knowledge. The NEP 2020 stresses on Community engagement and active participation. Member of the Community like Grandparents, Alumni, Young Achievers, Artisans skilled persons, Authors, Artists from various fields can be invited to the library to share their knowledge and experience with the students.

#### **2.4.11 KV Library Digital Consortium**

A Digital Consortium is a collaborative network of libraries, academic institutions, research organizations, and other entities that pool resources to provide shared access to digital content. e-Granthalaya 4.0 is a cloud-based Library Management System (LMS) that serves as a Digital Consortium, connecting KVS libraries across institutions and enabling seamless access to books, resources, and digital archives. By fostering resource sharing and enhancing digital accessibility, it contributes significantly to the modernization of libraries in Kendriya Vidyalayas, promoting efficient knowledge management and collaborative learning. The KVS Libraries will be a part of this connected consortium of digital resources through cloud based library management system.

#### **2.4.12 Resource Development at ZIET Libraries**

The Libraries at ZIETs should develop a core collection of reference books, books related\_ to education and teaching, journals on education and research, multimedia, and digital resources. There shall be training materials, course reports, manuals, newsletters, and other relevant and useful documents published by ZIETs, KVS, CBSE NCERT, and other Government Agency is both physical and cloud based digital Library Management System.

#### **2.4.13. KVS HQs and Regional Office Libraries**

The Libraries at KVS HQs and Regional Office should also develop core Collection of reference books, Books related to Education, Teaching Training, Educational Management, Educational Research, digital resources developed internally or procured or received from various sources, Reports and Records Released internally or by various sources. Digital access to library through Cloud based LMS can be granted to users apart from books, Digital resources and Reports. The libraries can be enriched with international / National Journals and Research papers.

## Chapter 3

### Staffing and Library Management

#### 3.1. The Library Staff

The Library Staff of a school should consist of:

- |     |                   |   |     |
|-----|-------------------|---|-----|
| i.  | Librarian         | - | One |
| ii. | Library Assistant | - | One |

#### 3.2 Qualifications of Library Assistant

- i. Librarian as per the recruitment rules of KVS.
- ii. Library Assistant as per the recruitment rules of KVS.

#### 3.3 Roles and Duties of Librarian

*“Developing a lifelong interest in reading is an important Curricular Goal in Language Education. The use of library resources plays an important role in achieving this goal.”*

**NCF SE 2023 section 1.6.1(H)**

The Librarian is the primary individual responsible for overseeing all library services, management, and continuous improvement, with support from the administration, teachers, and other staff members of the Vidyalaya. Their primary responsibility is to collaborate with the teaching staff to enhance the educational process and cater to diverse learning styles. As an educator, the school librarian helps students develop into critical thinkers, passionate readers, and proficient information users. The librarian is both a teacher and a learner, open to ideas and feedback from peers, educators, and students within the institution. A key aspect of the librarian's role is to advocate for STEAM education through library programs and assist teachers in finding resources to support student learning.

The National Education Policy 2020 (NEP) emphasizes the library as a vital service within the educational systems of schools, colleges, and universities in India. The services offered by libraries provide numerous advantages, playing a crucial role in study, research, education, and skill development. In this regard, the role of the librarian becomes even more significant.

#### What does the NEP 2020 say?

- i. Ensuring the availability and accessibility of books for all communities.
- ii. Making books affordable and accessible to rural and remote areas.
- iii. Encouraging reading habits within communities.
- iv. Strengthening and modernizing libraries to meet evolving needs.
- v. Providing books in local and Indian languages.

- vi. Improving online access and developing digital libraries.
- vii. Implementing mobile libraries for children and creating social book clubs.
- viii. Fostering collaboration between educational institutions and libraries.
- ix. Promoting interdisciplinary learning opportunities.
- x. Advancing digital learning initiatives.
- xi. Facilitating access to multilingual resources.
- xii. Encouraging the inclusion of local content, including traditional, cultural, and literary works.

### **What does NCF 2023 say?**

- i. Implementing Open-Book Assessments
- ii. Embracing Digital Resources
- iii. Providing Access to a Variety of Resources
- iv. Transforming Libraries into Active Learning Spaces
- v. Moving Beyond Traditional Concepts
- vi. Fostering Reading Engagement Through Interactive Activities
- vii. Organizing Library Activities to Improve Language Skills
- viii. Developing an Inclusive Infrastructure for Everyone
- ix. Advancing Accessibility and Inclusion
- x. Involving Students in Library Management
- xi. Empowering Students Through Library Oversight

The Librarian is expected to do the following:

- i. Analyse the resource and information needs of the school Community
- ii. Develop annual library development & activity plans
- iii. Organize library orientation/ instruction sessions for new users/students at the beginning of each academic year or as and when required.
- iv. Assist students and faculty in utilizing library resources and information technology.
- v. Develop an annual library Programme / development plan
- vi. Maintain and update statistical records of library resources, services and usage.
- vii. Promote cultural diversity within the library.
- viii. Catalogue, classify, organize and circulate library resources
- ix. Develop information & digital literacy skills
  - x. Encourage and stimulate creativity and writing skills
- xi. Celebrate cultural diversity
- xii. Answer reference and information enquiries using appropriate materials
- xiii. Promote reading programmes and cultural events.
- xiv. Participate in planning activities connected to the implementation of the curriculum.
- xv. Participate in the preparation, implementation and evaluation of learning activities
- xvi. Design lessons, projects, and programs that integrate library services and processes, and collaborate with Vidyalaya administration and teachers for implementation.
- xvii. Promote the evaluation of library services as an integral part of the general school evaluation system
- xviii. Build partnership with external organisations
- xix. Prepare and implement library budget
- xx. Organize and provide access to institutional resources (circulars, official documents)

- xxi. Manage and train library Assistant and other staff
- xxii. Manage and update library software, digital subscriptions, blog, social media and other online library interfaces.
- xxiii. Publish library e-newsletter periodically.
- xxiv. Organize book/readers' club
- xxv. Promote and publicize library on different platforms (assembly, meetings, events)
- xxvi. Promote library advocacy
- xxvii. Develop and maintain an attractive, comfortable and safe library environment.
- xxviii. Maintain and update Librarian's Diary.
- xxix. Perform any other work assigned by the Principal from time to time

### **3.4. Roles and Duties of Library Assistant**

Every library should be provided with an Assistant. As stated in *Library Manual and Proceedings*, "Library assistants play a key role in supporting the efficient operation of the library and offering clerical support to the Librarians in charge. They ensure that books are properly organized on the shelves according to the Dewey Decimal Classification, carefully noting any missing or damaged items, and setting aside volumes reserved for users. Often stationed at the circulation desk, they help with checking out books and other materials to patrons. Additionally, they assist in preparing the library for various activities, such as children's Story Times or book club meetings" (2014)

#### **Role and duties of Library Assistant:**

- i. Assisting patrons in accessing both printed and online resources.
- ii. Supporting IT access and responding to the queries of library users.
- iii. Checking materials in and out of the library.
- iv. Monitoring students' usage of the library.
- v. Addressing inquiries made at the counter, in-person, via telephone/email
- vi. Technical processing of newly acquired resources
- vii. Shelving returned items and coordinating the repair of any damaged materials.
- viii. Promoting collections or newly available library resources.
- ix. Assisting with all library events and activities.
- x. Assist in the preparation of bulletin boards and displays, promotional materials, organization of library events and programmes.
- xi. Assist in keeping the library clean and orderly.
- xii. Establish and maintain friendly, cooperative and effective working relationships with all persons contacted in the course of work.
- xiii. Perform other related duties as required and directed by the Librarian and Principal.

### **3.5 Skills of the Library Assistant**

Library Assistants shall interact with members of the Vidyalaya daily, offering their assistance in locating and checking out books. Therefore, the cultivation of strong interpersonal skills is of utmost importance. Assistants shall engage with library software to aid individuals in their research endeavors or the search for resources, whilst also ensuring the maintenance of the library's database. Assistants must follow the guidance and directives issued by the Librarians. Assistants possess a keen attention to detail, ensuring that information and resources are filed correctly. The processing of library resources demands a careful and diligent approach.



### Skills and Knowledge Required:

- i. Proficiency in administrative tasks.
- ii. The capacity to collaborate effectively with others.
- iii. A diligent nature, with an emphasis on being thorough and attentive to detail.
- iv. A strong foundation in customer service skills.
- v. The ability to work independently, with little supervision.
- vi. Proficiency in the language.
- vii. A disposition that is flexible and receptive to change.
- viii. A high degree of sensitivity and understanding towards others.
- ix. Competence in the use of computers and the primary software applications.

### **3.6 Engagement in Professional Development Activities:**

Librarians may be permitted on duty to participate in professional development activities and or present papers at conferences, seminars, workshops, webinars, meetings, talks, and lectures, both domestically and internationally, subject to prior approval from the competent authorities. These opportunities allow librarians to enhance their professional expertise and skills, which in turn benefit both the school library and personal development.

### **3.7 Induction and CPD (Continuous Professional Development) Courses for Librarians**

Induction courses should be organized for newly appointed librarians to acquaint them with the Guidelines for Management of Libraries in KVS. Additionally, CPD programs/workshops should be held at the school, cluster, regional, or ZIET level for librarians, focusing on current trends and technologies.

### **3.8 Library Opening Hours**

The library should remain open throughout the school day. The librarian must be present in the library at all times to ensure continuous service to users. During recess, the library assistant will manage the library, allowing the librarian sufficient time for having lunch. In case of the non-availability of a Library Assistant, a period before or after the recess should be kept free for the librarian to have his/her lunch. The provision of uninterrupted library services relies heavily on the availability of the librarian and the library assistant.

### **3.9 Library Committee**

A library committee is a group of people, often including faculty, staff, parents, educational expert(s) and students, tasked with advising and making recommendations on library policies, resource allocation, and overall library development to ensure it effectively serves the needs of the institution and its users.

#### **3.9.1 Constitution**

The number of members in the Committee may be fixed based on the objectives, efficiency, and practicability. The Committee should be manageable in size also.

A. Principal (Chairperson) (1)

B. Librarian (Member Secretary) (1)

- C. Teacher members
  - a. Language (1)
  - b. STEAM (1)
  - c. Arts & Humanities (1)
  - d. Sports/Art Ed/Music (1)
  - e. Head Master (1)
  - f. One teacher each from Foundational & Preparatory (2)
- D. Educationist Member of VMC (1)
- E. Parent Member (1)
- F. Student Members (Middle & Secondary stages) (2)

Total number of members: 13

Distinguished authors/experts from different fields and librarians from neighboring schools/ college/ university may be invited to attend the Committee meetings.

The Library Committee will also serve as the Book/Document selection Committee, whereas two more Sub-Committees are formed for carrying out specific functions.

### **3.9.2 Stock Verification Sub-Committee**

The composition of the Stock Verification Committee typically includes:

- i. Librarian/Library In-Charge:
- ii. Library Assistant: In absence of Library assistant one teacher not part of the LC
- iii. Teachers nominated to conduct the physical verification of the stock

### **3.9.3 Readers' Club Sub-Committee:**

#### **Constitution of the Sub-Committee**

- i. Librarian(Convenor) : ( to provide guidance on library resources and reading related programs and Ensure alignment with library policies and practices)
- ii. President (from class 9-11)
- iii. Secretary (from class 8-10)
- iv. (maintains records of meetings, activities, and member participation and communicates decisions and updates to members.)
- v. Student Representative from each class (6-12) (7)
- vi. Representatives from Foundational& Preparatory Stages (2)
- vii. (represent the interests and preferences of the readers' club members of each class and coordinate events and activities)
- viii. Teachers members(2)
- ix. ( to Act as mentors for students or members of the Reader's Club
- x. and Provide input on suitable books, themes, and activities).
- xi. Parent/Community member
- xii. (with an interest in promoting reading culture. Bring a community perspective and support outreach activities)

Local Authors/literary experts may be invited to the meetings as Special invitees.

The Committee meeting should be conducted once in every quarter.

**(Readers Club Activities: see Appendix-8)**

### **3.9.4. Library Committee: Terms of Reference**

- i. Meeting of LC and Readers Club to be conducted every quarter.
- ii. Honorarium for the experts as per KVS norms.
- iii. Selection of best teacher reader (Annually) from each stage (FPMS) and best student reader (quarterly).
- iv. LC will select the Best Reader
- v. To develop and implement an annual plan for library activities.
- vi. To recommend an appropriate budget allocation for the library.
- vii. To select books and other resources tailored to the interests, age groups, and cognitive levels of the students.
- viii. To choose books for teachers that cover a wide range of subjects beyond the academic curriculum.
- ix. To review the current library policies and suggest new rules when necessary.
- x. To provide recommendations that ensure the smooth and efficient operation of the school library.
- xi. The Library Committee may invite other teachers or students to attend meetings to offer their advice or suggestions.
- xii. The committee will meet regularly, at least quarterly.

### **3.10 Library Automation**

The National Education Policy (NEP) 2020 emphasizes the importance of ensuring equitable access to technology by investing in the development of open public digital infrastructure. It also recognizes the value of incorporating emerging technologies such as 3D, simulation, robotics, and artificial intelligence (AI) into education. As a result, the role and importance of library automation have become increasingly crucial. Library automation refers to the use of technology and software to effectively manage and optimize key library operations.

#### **3.10.1 Software**

The National Informatics Centre (NIC) in New Delhi has developed E-Granthalaya (Version 4.0 or the most recent version) to serve as the standardized library software for all KV Libraries across the country and to be updated as and when a new version is released.

#### **3.10.2 Requirements for Library Automation**

- i. Software Package: e-Granthalaya
- ii. System Requirements
- iii. The application is hosted on the NIC National Cloud and is accessed online by user libraries for data entry and member services.
- iv. No installation or maintenance is required at the user end, as both the database and application are hosted on the NIC National Cloud.
- v. Libraries must have desktops with high-speed internet connectivity (minimum 4 Mbps).
- vi. Additional infrastructure required in the library includes a desktop, a barcode printer/scanner, and a small laser printer.

### **3.10.3. How to Access e-Granthalaya 4.0 on the Cloud**

Once the library obtains an online account for e-Granthalaya 4.0 from NIC, users can access the application by visiting the link: <https://eg4.nic.in>. From the e-Granthalaya 4.0 live link, click on the appropriate option to select the cluster and then proceed to log in.

### **3.10.4 How to Obtain the Software**

The E-Granthalaya software can be obtained from NIC New Delhi which covers the hosting, maintenance and helpdesk support for 5 years.

### **3.10.5. Software Components**

e-Granthalaya 4.0 includes the following components:

- i. Database (A separate database for each library cluster)
- ii. e-Granthalaya 4.0 Application
- iii. Crystal Reports Executables
- iv. Z39.50 Libraries

### **3.10.6 Implementation and Distribution Policy**

As per NIC Policy on e-Granthalaya, the software is provided to the Government and Semi Government Organizations only. The Software is not installed in libraries, rather it is hosted in NIC Cloud and libraries need to use it online, thus, high-speed NET connectivity is required in libraries.

For more information visit <https://egranthalaya.nic.in/eg4.aspx>

### **3.10.7 Training**

ZIET's to take initiatives to organise training programs for librarians, focusing on library automation and networking using e-Granthalaya etc, as and when needed.

## **3.11. Open Access**

The library should implement an open-access system to allow users the freedom to select resources and promote their optimal use. Books should be arranged on open shelves for easy access.

## **3.12. Accessioning of Books**

### **Steps for Accessioning Books**

- i. *Pre-Accessioning Preparation (Selection and Procurement:)*
- ii. Physical Verification (Check Physical Condition, Verify Details)
- iii. Accession Register Entry
- iv. Classification and Cataloging (Assign Classification Number, Use systems like Dewey Decimal Classification (DDC), Prepare Catalog Record,
- v. Labeling (Affix classification numbers, accession numbers, and barcodes or RFID tags.)
- vi. Book Stamping (Stamp the book with the library's name on the back of the title page, at the bottom of the confidential (secret) page on the final page of the book)

- vii. Accession Number (Write or affix the accession number on the title page and spine label).
- viii. Barcode/RFID Tag (Attach a barcode or RFID tag for circulation tracking).
- ix. Shelving and Storage (Accessible through open open-access system)

### 3.13. Book Classification

The Dewey Decimal Classification (DDC) system, Edition 22 (or the most recent version), should be used for classifying library books. For reference, the Librarian may refer to the DDC Schedules for School Libraries in the "CBSE: Organizing School Libraries Manual," the DDC in the Indian National Bibliography published by the Central Reference Library in Kolkata, or the first three summaries of DDC available on the OCLC website.

The Call Number includes both the Class Number based on the DDC system and the Book Number. The Book Number is written below the Class Number and is assigned using a specific numbering system. This system consists of the first three letters of the author's surname, followed by the first letter of the first word of the title, separated by a hyphen (-). If the title starts with "The," "An," or "A," the first letter of the second word will be used after the hyphen. For biographies, the first three letters of the name of the person whose biography is being classified are used.

### 3.14. Display of New Books

Inspiring Reading, engaging and visually appealing library displays encourage school children to read more, boosting their knowledge and supporting their emotional well-being. All newly added books to the collection should be displayed for a predetermined or appropriate period to ensure students and teachers notice them. The concept of digital display may follow.

### 3.15. Library Catalogue

e-Granthalaya 4.0 provides a **comprehensive Online Public Access Catalog (Web-OPAC)**, allowing users to search, browse, and access library resources online. The physical catalogue of the books available in the library may also be available.

### 3.16. Shelving of Books

Books should be organized on open shelves following the Dewey Decimal Classification (DDC) system.

| Main Class | Subject   |
|------------|---|
| <b>000</b> | <b>Computer sciences, Information &amp; General works</b> |
| <b>100</b> | <b>Philosophy &amp; Psychology</b>                        |
| <b>200</b> | <b>Religion</b>   |
| <b>300</b> | <b>Social Sciences</b>                                    |
| <b>400</b> | <b>Language</b>   |
| <b>500</b> | <b>Science</b>  |
| <b>600</b> | <b>Technology</b>   |
| <b>700</b> | <b>Arts &amp; Recreation</b>                              |
| <b>800</b> | <b>Literature</b>   |
| <b>900</b> | <b>History &amp; Geography</b>                            |

Proper labels and guides should be placed in the stack room and on the bookshelves to help users locate the required books. An index for the shelves (including Call No, Subject, and Shelf No) should also be displayed. Both students and staff need to be trained in using the WEB OPAC and locating books on the shelves.

Library Assistants should regularly perform shelf reading to ensure efficient retrieval of materials. Any damaged books should be removed for repair and binding.

### **3.17. Organizing Periodicals and Newspapers**

#### **i. Acquisition and Subscription Management**

- a. Choose titles based on user needs and library guidelines/manual
- b. Maintain a **Periodical subscription Register** with details like: Title, frequency, issue & Volume numbers, vendor, subscription period, and cost.

**ii. Delivery Verification:** Check deliveries against subscription records to ensure receipt of all issues.

#### **iii. Classification**

Separate newspapers, magazines, and academic journals. Arrange periodicals by topic such as General, Curriculum based, Educational, Children, Careers, etc and by language.

#### **iv. Cataloging**

- a. Use standard cataloging rules for print and electronic formats.
- b. Metadata for cataloging includes Title, publisher, frequency, ISSN, language, and availability.

#### **v. Display and Storage**

- a. Display recent issues on open shelves for easy access.
- b. Use racks, stands, or wall-mounted displays.
- c. Bind older issues for preservation and store them in designated areas.
- d. Use archival boxes for newspapers to prevent damage.

#### **vi. Digital Access:**

Provide access to e-magazines and newspapers through library management systems or subscription based online systems.

#### **vii. Preservation**

- a. Back volumes/issues Periodicals and Newspapers shall be kept in the library for at least 3 months.
- b. Bind or digitize frequently used periodicals and newspapers for longevity.
- c. Use acid-free paper and protective covers for storage.

#### **viii. Circulation and Access**

- a. Maintain a borrowing policy for periodicals by keeping a **Periodical Issue Register**.
- b. Provide photocopying or scanning facilities for reference materials.
- c. Ensure seamless access to online periodicals through user-friendly interfaces.

#### **ix. Weeding Out**

- a. Regularly remove outdated newspapers and periodicals based on library guidelines.
- b. Retain significant historical or archival issues for research purposes.

## **x. Tools and Systems for Managing Periodicals**

- a. Library Management Systems (LMS)
- b. E-resources Portals

### **3.18 Management of Multimedia**

With the advancement of digital learning, **multimedia resources** have become an integral part of school libraries. Effective **management of multimedia** ensures easy access, organization, and preservation of digital content, supporting diverse learning styles and enhancing student engagement.

Follow up:

- i. Curate **high-quality, curriculum-aligned** digital content, including e-books, audiobooks, videos, podcasts, and interactive learning modules.
- ii. Ensure compliance with **copyright laws and open-access policies** while acquiring multimedia resources.
- iii. Use **metadata standards** for cataloging multimedia files, ensuring easy retrieval.
- iv. Store resources on **secure cloud platforms or digital repositories** for anytime, anywhere access.
- v. Implement **data backup and preservation strategies** to prevent loss of digital content.
- vi. Provide students and teachers with **secure login-based access** to multimedia resources through a digital library portal.
- vii. Integrate multimedia into **Learning Management Systems (LMS)** and classroom teaching.
- viii. Enable **mobile-friendly and offline access** for remote learning support.
- ix. Implement **user authentication and access controls** to protect multimedia resources.
- x. Educate students on **ethical usage, plagiarism, and digital copyrights**.
- xi. Regularly update **antivirus software and cybersecurity measures** to protect digital assets.
- xii. Conduct **workshops on digital literacy** and responsible multimedia use.

### **3.19 Library Bulletin Board**

A Library Bulletin Board is a dynamic tool used to share information, engage users, and promote library activities. Strategically placed in a prominent area, it serves as a hub for announcements, updates, and educational displays. The library should have sufficient number of bulletin boards to keep users informed about library resources and activities.

These boards may be named as:

- i. Library Notice Board
- ii. Thematic Display Board
- iii. STEAM Display Board

Digital Bulletin Boards may be fixed outside/inside the library to publicize the library activities and services. Digital Bulletin Boards may be considered for the library if funds permit.

### **3.20 Binding of Library Materials**

Binding is a crucial process in library management that ensures the durability, usability, and aesthetic presentation of library materials. It involves protecting and reinforcing books, periodicals, and other documents to extend their lifespan and make them more



user-friendly. The binding works of the important and damaged books should be carried out by outside binders annually as per KVS norms.

### **3.21 Library Periods**

Each week, every section from VI to VIII will have two designated library periods, and classes IX to XII will have one library period. Students in classes VI to XII will attend the library during this scheduled time. However, the specific arrangement for library periods may vary across schools, depending on the number of sections in each class. KVS letter no F.N./11350/2025-26/KVS(HQs)/Acad/ and NCF 2023 must be followed while assigning library period from Foundational to secondary stage. (Follow NCF 2023: PAGE NO 134-140)

Library periods should be structured to accommodate essential activities such as issuing and returning books, providing reference services, reading room access, digital library use, and Organizing sessions on reading skills, digital literacy and cyber security. In classes VI-VIII out of two periods, one shall be exclusively kept for conducting library activities.

The librarian will not be assigned library or arrangement periods during the first period of the day, allowing him/her time for completing tasks such as stock management (including book replacement and shelf maintenance), organizing periodicals, newspapers, and furniture, update software, recording daily statistics, and overseeing cleaning and dusting activities.

### **3.22 Foundational & Preparatory Libraries (FPL)**

For Bal Vatika to class V, the Foundational and Preparatory library should be set up.

#### **Infrastructure:**

A school library lacking proper infrastructure undermines its intended purpose. Every piece of furniture, from shelves to chairs and step stools, should be chosen based on the age and height of the users. Additionally, for FPL, both the furniture and the building's interior should be visually appealing and vibrant to create an energetic and engaging environment. Walls can feature images of popular cartoon characters, inspirational quotes, and other eye-catching elements. (see Appendix 1)

A separate, well-equipped building with appropriate lighting, heating, cooling, and drinking water facilities is essential. The space should include adequate space for teaching staff to perform their duties, a sufficient area for book stacks, seating arrangements for both students and faculty, a story time/story play space, and an audio-visual room equipped with the latest technology. These are all critical elements in creating a top-quality FLP.

- i. These libraries will be managed either by the head master or senior most teacher from the primary section where HM is not available. The class teacher will either borrow books from the main library or create a separate collection tailored to the interests and developmental level of the students in primary section.
- ii. At the start of the school year, the FPL class should borrow at least five books per student from the main library.
- iii. During class library sessions, the class teacher will issue books to every student in grades III-V, ensuring they receive proper guidance on how to handle and care for the books. Students in Bal Vatika to class II can also engage in fun and educational activities in the library.

- iv. The class teacher will keep a register or database to record the details of books issued and returned by students, enabling tracking of book circulation and reading habits.
- v. Books should be attractively displayed on open shelves in the FPL.
- vi. The selection of books for the class libraries will be done by the Library Committee.
- vii. Out of the two library periods assigned, one period will be dedicated solely to reading children's books or magazines. For this purpose, multiple copies of magazines will be provided by the main library. Library periods should not be used for other subjects.
- viii. Primary students will be taken on a tour of the main library and to the FPL to help them become familiar with the library, its resources, and the reading environment.
- ix. The Librarian should assist teachers in setting up FPL libraries and coordinating related activities or events.
- x. For classes Bal Vatika to II, "Hanging Libraries" should be introduced, where children's magazines and books (voluntarily donated by students, teachers, and parents) are clipped and hung on a thread within the classroom. A separate class library can also be maintained in each class rooms
- xi. FPL should have one activity corner with paints art material clay etc for play
- xii. Parents and grandparents should be encouraged to explore the FPL resources with their wards

### Resources:

**i. Picture Books:** Books that use vivid illustrations to tell a story with minimal text, making them ideal for young readers.

Examples: *The Blue Jackal* by Shobha Viswanath, and *Gajapati Kulapati* by Ashok Rajagopalan.

**ii. Board Book:** Sturdy books with thick, durable pages designed for young children who are exploring books physically.

Examples: *The Little Elephant's Adventure* by Priya Sundaram, *Mangoes, Mischief and More* by Paro Anand.

**iii. Concept Books:** Books that introduce basic concepts like numbers, shapes, colors, and animals to young readers.

Examples: *One, Two, Three* by Chitra Soundar, *My First Book of Indian Animals* by Sangeeta Bhadra.

**iv. Rhyming Books:** Books that use playful rhymes and rhythmic language to engage young minds and encourage language development.

### Activities:

Here are some suggestions for engaging and educational library activities for Foundational to preparatory children:

- i. Story Time Sessions
- ii. Interactive Picture Books
- iii. Sing along with Rhymes
- iv. Book Exploration Stations

- v. Library Scavenger Hunt
- vi. Crafting Stories
- vii. Puppet Shows
- viii. Interactive Learning with Books
- ix. Story Sequencing
- x. Dramatic Play Based on Books
- xi. Library Tours
- xii. Reading Corner Time
- xiii. Theme-Based Book Displays
- xiv. Book-to-Activity Connection (After reading a book, lead an activity related to the story. For example, after reading a book about animals, the children can engage in an animal-themed craft or song. Such activities strengthen the connection between books and real-life experiences, fostering learning through play.)

These activities help to develop literacy skills, encourage creativity, and instill a lifelong love for reading in children.

### **3.23 Departmental Libraries:**

Departmental libraries will be established at the secondary level, managed by the senior-most PGTs (Post Graduate Teachers) in each subject. Reference books for each subject will be borrowed from the main library under the names of these teachers, using a departmental library book issue register. The teacher in charge is responsible for maintaining a stock register and storing the books in a lockable cabinet. These books may either be issued to students (via the issue register) or kept for reference purposes. At the time of the annual stock verification, the collection will be returned to the central library. The teacher in charge must promptly report any loss of books to the Librarian, so appropriate action can be taken according to the rules.

### **3.24 Library-In-Classroom**

While the library should be the central hub for learning in a school, it must also extend its reach to the classrooms. This requires fostering a strong collaboration between the librarian and teachers. Classroom libraries, stocked with a selection of fiction, non-fiction, and reference materials, should be established in every classroom at the middle stage, and managed by the class teacher and readers club class representative. These classroom libraries can serve various purposes, such as providing reading material for students who finish their work early, offering supplementary books in addition to those from the main library, or serving as a resource when a teacher is absent and no substitute can be arranged. The collection in these libraries should be rotated periodically and updated each year, ensuring a broad range of reading material is always available. Additionally, classroom libraries should include dictionaries, atlases, globes, and maps. The books in these libraries will be sourced from the Central/Main library and the collection will be returned to the main Library at the time of stock verification.

### **3.25 Stock Verification and Weeding Out**

#### **3.25.1 Stock Verification**

Stock verification is a systematic process of checking the library's holdings to identify missing items. It helps in the restoration of misplaced or missing items, identifies worn or damaged materials for repair or binding, and provides an opportunity to clean and reorganize documents. Libraries should conduct yearly/half-yearly stock verifications to

maintain an up-to-date record of holdings, obtain concrete data on the rate of loss, and evaluate the strengths and weaknesses of the collection. Among the many methods of stock verification used by the libraries the following can be used in KVS

#### **(i) Library Management Software (LMS)**

- a. E-Granthalaya: Developed by NIC for Indian government and public libraries, it supports cataloging, stock verification, and digital resource integration.
- b. Barcode Based System for stock verification can be used as it is most cost effective

#### **(ii). Manual Stock Verification**

Despite technological advances, many Indian libraries, especially smaller public and rural libraries, still rely on manual methods due to budget constraints:

- a. Physical counting of books shelf-by-shelf.
- b. Cross-referencing with catalog records.
- c. Identification of lost, damaged, or unreturned books.
- d. Reconciliation of discrepancies.
- e. Removal of outdated or unusable materials.
- f. Manual methods are often supplemented with digital records for accuracy.

In KVS, so far manual stock verification has been done and should be continued to supplement the use of LMS/E-Granthalaya

### **3.25.2 Weeding out (writing off)**

Weeding out (also known as writing off) is the process of removing library resources that are no longer useful, relevant, or in usable condition from the library collection. This ensures the collection remains up-to-date, relevant, and aligned with the needs of the users. Here's a detailed overview:

- i. Books with torn pages, broken bindings, or significant wear.
- ii. Irreparable damage due to pests, moisture, or age.
- iii. Outdated information (e.g., old textbooks, scientific material with superseded theories).
- iv. Books with incorrect or irrelevant content.
- v. Books that have not been borrowed or used for a long time (e.g., 3–5 years).
- vi. Check circulation records to identify unused items.
- vii. Multiple copies of the same book, especially when demand has decreased.
- viii. Items replaced by newer editions or updated versions.
- ix. Items that no longer align with the library's objectives, curriculum, or user needs.
- x. Historical significance: Rare or unique books should be preserved rather than weeded out.
- xi. Items donated with restrictions on disposal.

In modern, automated libraries, the computer system can assist in the weeding process. When planning weeding, it is important to remember that every library has its unique priorities and challenges. The disposal of weeded materials is typically a policy decision made by the higher authorities. Stock verification plays a key role in the weeding process, and the weeded materials may be sold, donated, or destroyed. **(Weeding Register Format: see Appendix- 6)**

### **3.25.3 Permissible Loss**

A loss of up to **5 volumes per 1,000 books** issued or consulted annually may be considered acceptable, as long as the losses are not due to dishonesty or negligence. However, the loss of any book valued over **Rs. 1,000** (Rupees One thousand only), as well as rare books regardless of their value, must always be investigated, and appropriate action should be taken. For each class library, a recommendation may be made to remove (condemn) up to **25** damaged, outdated, or unusable books for every **100 books** issued each year.

### **3.26 Care and Maintenance of Library Materials:**

The care and maintenance of library materials are essential to ensure their longevity, usability, and availability for current and future users. Effective preservation practices reduce deterioration and safeguard the collection against physical, environmental, and human-related damage.

#### **Best Practices for Care and Maintenance**

##### **i. Environmental Control**

- a. Maintain temperature between **18–22°C** and relative humidity between **45–55%**.
- b. Use dehumidifiers in humid climates and humidifiers in dry areas.
- c. Avoid direct sunlight; use UV-filtered lights.
- d. Reduce light exposure for rare and fragile materials.
- e. Regularly clean shelves, storage areas, and reading spaces to prevent dust accumulation.
- f. Keep the library pest-free by sealing cracks and using pest control measures.

##### **ii. Handling Materials**

- a. Train staff and users on proper handling:
- b. Avoid pulling books from the top of the spine; use both hands.
- c. Keep food and drinks away from library materials.
- d. Use book supports for large or fragile books.
- e. Provide bookmarks to avoid dog-eared pages.
- f. Use book trucks or trolleys to transport materials.

##### **iii. Shelving and Storage**

- a. Shelf books upright with sufficient support to prevent leaning.
- b. Use acid-free boxes for fragile and rare books.
- c. Store periodicals flat to avoid curling or warping.
- d. For digital media, store in protective cases in a cool, dry environment.

##### **iv. Preservation Techniques**

- a. Mend torn pages using archival-quality tape.
- b. Rebind books with damaged spines or covers.
- c. Laminate frequently used items like maps or posters.
- d. Encapsulate rare documents in Mylar sleeves.
- e. Scan rare or heavily used materials to create digital copies.
- f. Use cloud or external storage for electronic backups.

## **v. Pest Management**

- a. Inspect library materials regularly for signs of infestation.
- b. Use silica gel packets or neem leaves to deter pests.
- c. Quarantine new or donated materials to prevent introducing pests.

## **vi. Regular Maintenance**

- a. Rotate books on display to prevent uneven wear or fading.
- b. Conduct routine checks to identify signs of deterioration.
- c. Update software and migrate data for digital media to current formats.

## **vii. Disaster Preparedness**

- a. Develop a disaster management plan to handle fires, floods, or other emergencies.
- b. Train staff in emergency response for library materials.
- c. Use water-resistant storage solutions in flood-prone areas.

## **viii. Preservation of Digital Resources**

- a. Create multiple backups for digital files (cloud, external drives).
- b. Convert files to widely used formats to prevent obsolescence (e.g., PDF, TIFF).
- c. Update software and hardware to ensure compatibility with current technology.
- d. Protect digital files with passwords and encryption.

### **3.27. Suggestion Box/Register**

A suggestion box/register should be kept in the library to record suggestions/recommendations by users for new books, other resources, and services. Suggestions shall be placed for the consideration of the Library Monitoring Committee. (Suggested Format for the Register: see- Appendix-6)

### **3.28. Maintenance of Library Registers and Files**

The maintenance of library registers and files is a critical aspect of library administration, ensuring that operations run smoothly, records are well-organized, and accountability is maintained. Here's a comprehensive guide on best practices:

Essential Registers (see- Appendix-6)

- i. Accession Register (hardbound with thick pages): A record of all library materials, including books, reference resources, etc.. Contains details like date of entry, accession number, title, author, publisher, cost, number of pages, etc.
- ii. Newspaper and Periodicals Subscription Register: A record of daily newspapers, weekly, fortnightly, or monthly issues of periodicals/journals, and other resources.
- iii. Staff book circulation Register: Maintains details of books issued and returned by the staff.
- iv. Library Consumable Stock Register: Records of consumable items including stationery, paper, etc.
- v. Stock Verification Register: Keeps records of annual or periodic stock verification activities. Lists missing, damaged, or weeded-out books.
- vi. Fines and Fees Register: Records overdue fines and other monetary transactions.

## **Important Files**

- i. Purchase File: Contains purchase orders, invoices, and correspondence with vendors.
- ii. Budget and Finance File: Records financial allocations, expenditures, and budget approvals.
- iii. Policies and Guidelines File: Maintains rules, regulations, and operational procedures.
- iv. Library Activity File: Reports/Records of library programmes, competitions and activities
- v. Weeding and Disposal File: Records of books and materials removed from the collection.

## **Maintenance**

- i. Use labels and tags for easy identification of registers and files.
- ii. Follow a consistent indexing system for file naming and record arrangement.
- iii. Digitize critical registers like the accession register and issue register to reduce physical.
- iv. Storage needs and improve access.
- v. Use Library Management Software (LMS) such as E-Granthalaya for maintaining digital records.
- vi. Regularly backup digital files to secure storage solutions, such as cloud services or external drives.
- vii. Keep registers and files in a dedicated storage area, away from moisture, pests, or direct sunlight.
- viii. Protect physical registers with laminated covers or binders.
- ix. Restrict access to sensitive registers (e.g., fines, vendor files) to authorized personnel.
- x. Use password-protected files or encrypted software for digital records.
- xi. Maintain a log of staff members who access or modify registers.
- xii. Retain important records like purchase orders, budget documents, and stock verification reports for the required duration as per kvs norms
- xiii. Maintain accurate and transparent records for audits.

## **3.29 Cleaning and Dusting**

The cleaning and dusting of the library are essential tasks to maintain a neat, organized, and healthy environment for both the library staff and patrons. Below are some guidelines and practices for ensuring proper upkeep:

- i. The dusting of Books and Shelves
- ii. Floor and Furniture Cleaning
- iii. Cleaning of Computers and Electronics
- iv. Air Quality Maintenance
- v. Proper Book Storage and Handling
- vi. Library Signage for Cleanliness
- vii. Annual Deep Cleaning
- viii. Weeding out old newspapers and magazines.



## CHAPTER -4

### Library Services and Activities

“When libraries have very strict rules or keep their books under lock and key worrying about students using them, it defeats the whole purpose of having a library”

-NCF-SE 2023

#### 4.1 Circulation

The circulation procedures are designed to facilitate students' access to library resources. The NEP 2020 emphasizes ensuring the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres. In alignment with this policy, the library procures resources to serve students effectively. Every student has access to library books, aiming to maintain 40% of the total collection (excluding reference books and textbooks) in circulation at any given time.

##### 4.1.1 Circulation of Books

The circulation of books should be managed through the software system and a book issue register/ card. This dual process is keep the circulation data intact, to make users responsible for the resources they borrowed from the library, and to assess their reading patterns quickly.

#### Students & Staff Members

##### Requirement

- i. Every user requires a membership card generated by the software or school identity card which has an admission number/employee code that is barcoded.
- ii. **Library Book Issue Cards:** Different colored cards should be printed for easy identification (class VI-VIII, light blue; IX & X, light green; XI & XII, light yellow). These cards shall be arranged inside a marked transparent bag/pouch and kept class-wise in a wooden open rack near the circulation counter.
- iii. **A book issue register** is required for the staff members. Each staff member has a dedicated page to record the issue and return of the books.

##### Book Issue Procedure

- i. The user who wants to issue a book should find his/her book issue card from the pouch of his/her class and makes necessary entries.
- ii. This card should be given to the Librarian (for verification of entries) along with the selected book.

##### Book Return Procedure

- i. The student who wants to return the book takes his/her book-issue card from the bag/pouch and makes necessary entries.
- ii. Then the card along with the book is given to the Librarian.

##### Automated Issue Procedure

- i. The librarian performs the automatic issue procedure using software, scanning the barcoded library card and the barcoded book.
- ii. After completing the issue procedure, the librarian returns the barcoded library card to the user.

### **Automatic Return Procedure**

- i. The librarian performs the automatic return procedure using software, scanning the barcoded library card and the barcoded book.
- ii. The Librarian should teach the students about the circulation procedure as a part of the library orientation activities.
- iii. The librarian updates both the staff issue register and the automated system.

### **ii. Circulation of Books for Home Use**

- i. Each student may borrow a minimum of two books at a time for two weeks.
- ii. Staff Members (including the Principal) may borrow up to five books at a time for a maximum period of one month.

### **iii. Circulation of Subject Reference Books**

- i. To protect valuable resources such as encyclopedias and dictionaries, these should not be issued to any users.
- ii. However, subject-specific reference books may be issued for home use on days preceding holidays and must be returned on the next working day.

### **iv. Circulation of Text Book for Teachers**

One set of textbooks may be issued to teachers for the subject being taught by them for the whole session

### **v. Reservation System**

Members can reserve the books they require for a definite period.

### **vi. Renewal of Books**

Books may be renewed up to two times after the initial loan period.

### **vii. Book Recall System**

A recall system for overdue books includes sending overdue notes to students via their class teacher and to staff via the school office.

## **4.1.2 RFID-Based Circulation Policy and Procedure**

Libraries may use RFID technology for efficient issue/return and renewal of books and other resources. The Feasibility and cost analysis and recurring cost may be ascertained before implementation.

## **4.1.3 Overdue Fine Policy**

### **Students**

- i. Students are exempted from fines.
- ii. To avoid overdue returns, after two allowed renewals, overdue borrowers' names are displayed on the library notice board.
- iii. An overdue reminder is sent through the class teacher.
- iv. If the book is not returned within one month after the reminder, a second notice is issued, and borrowing privileges are suspended.

## **Staff**

- i. After two allowed renewals, overdue reminders are sent through the school office at one-month intervals.
- ii. An overdue fine of Rs. 1/ day from the first reminder date is collected through the office.
- iii. All fines are deposited in the office, with corresponding entries in the Fine Register.
- iv. Textbook /Reference books issued to the teachers may be issued for one academic year

### **4.1.4 Circulation Policy for Periodicals for Teachers and Students**

- i. Periodicals may be issued for a maximum of one week.
- ii. At least two previous issues of the periodical must be available in the library for reference.
- iii. A separate record or register must be maintained to track the issue and return of periodicals.

### **4.1.5 Lost Items Policy for the Students and Teachers**

- i. In case of loss or damage, the borrower must either replace the item( Book, Periodical, Multimedia) with a new copy of the same or later edition or pay the current market cost of the item.
- ii. Rare/out-of-print books are valued at twice their original cost.

### **4.1.6 No-Due Certificate Policy and Procedure for Students &Teachers (Including Principals)**

- i. Every student leaving the school (due to transfer or completion of studies) must obtain a No-Due Certificate from the librarian.
- ii. The librarian ensures all books are returned beforehand.
- iii. Books can be issued to the students for vacation for reading project, the list of such borrowers must be shared with the office and the class teachers to ensure return of book in case of leaving students. Similarly students of board classes can also be issued books from the library or departmental library even in March so that they can prepare for their exams without any worries.
- iv. Any overdue books or fines must be settled before issuing transfer certificates or relieving orders.

## **4.2 Reference Services**

Reference services in a school library include the selection of reference materials, current awareness services, library instruction, the creation of bibliographies, graded reading lists, publication of guidelines and newsletters, interlibrary loans, and the evaluation of reference sources.

### **i. Ready Reference Resources:**

The library should maintain a ready reference collection that includes essential materials such as dictionaries, encyclopedias, atlases, thesauruses, yearbooks, almanacs, books of quotations, fact books, record books, and first aid manuals. This collection should be placed on a designated Ready Reference shelf near the reading room and circulation counter for easy access.

- ii. Current Awareness Service (CAS):**

To keep users informed, new acquisitions should be announced during the morning assembly, with lists of newly arrived books displayed on bulletin boards. Other services such as current content distribution (photocopies of journal content pages for teachers) and newspaper clipping services should also be provided.
- iii. Article Alert:**

The latest articles should be highlighted and shared with library users based on their subject interests.
- iv. Library Instruction:**

Library orientation and user education programs should be conducted separately for students (as part of the information literacy curriculum) and staff. These sessions should cover topics such as library navigation, book search techniques, WebOPAC access, online resource usage, internet search strategies, and library tours.
- v. Bibliographies and Class-Wise Reading Lists:**

A curated list of books on specific subjects (bibliographies) should be compiled and made available in the library. These lists may also be shared with interested library users in collaboration with teachers. Additionally, the librarian can prepare graded reading lists suited to different age groups and class levels to assist students in selecting appropriate books.
- vi. Newsletters & Bulletins:**

A quarterly newsletter or bulletin shall be published online/offline highlighting new additions, recent library activities, and upcoming events to keep the school community informed.
- vii. Interlibrary Loan & Resource Sharing:**

The library should collaborate with other institutions to facilitate interlibrary loans, enabling users to access books and specialized materials beyond the school's collection.
- viii. Virtual/Digital Reference Services:**

Reference assistance should be extended through email, real-time chat, SMS, social media platforms, and FAQs. These services are particularly beneficial for students with disabilities and remote users.
- ix. Online Updates:**

The library shall provide online updates on new acquisitions, current events, and relevant information through its blog/website or social media channels.
- x. Information Corner:**

An information corner should be established in the library to store and display important academic documents such as KVS HQs and RO circulars, CBSE curriculum details, syllabi, guidelines, academic and training calendars, and other relevant materials.

### 4.3 Digital Library Service

National Education Policy 2020 emphasizes the importance of digital libraries in promoting education and literacy. According to this policy, digital libraries will be established. All Kendriya Vidyalaya libraries shall provide digital library services by developing a digital collection of resources useful for students and teachers to enhance the online accessibility of library resources and services. e-granthalaya 4.0 cloud version software developed by NIC shall be used to create digital collections. The digital library shall be provided with access links through the school's website and library blog.

The school website should also have a page on the library with all basic information and links to the blog website and digital library.

#### 4.3.1 Digital Library Orientation/User Education

The library should conduct an Orientation or user Education program at the beginning of the academic session for students and teachers on:

- i. Brief overview of a library or digital library its resources and services
- ii. how to access the digital library with login credentials and navigation,
- iii. how to search book/e-books and other library resources on OPAC by using keywords and other parameters, (title, author, subject, etc.)
- iv. Usage of e-book and download instructions.
- v. How to use multimedia and other interactive resources such as videos and audio files/books
- vi. Copyright laws. (Do & Don't)

#### 4.3.2 WEB Online Public Access Catalogue (Web OPAC)

The library should provide WebOPAC facilities of e-Granthalaya 4.0 cloud version software that enable students and teachers:

- i. To browse the library's resources (books, e-books, journals, audiobooks, e-journals, and other resources) by title, author, subject, and keywords
- ii. check the availability of the resources in the library on WebOPAC any time anywhere.
- iii. allows students and teachers to manage personal accounts to view borrowing history, check due dates, and fine if any
- iv. renew borrowed items online
- v. Request Interlibrary Loan

**The Web OPAC link** will be accessible through the library's blog and School website. It allows users to access library resources remotely.

#### 4.3.3 Online Reservation and Renewal of Books

Students and teachers should be allowed to make online reservations and renewal requests for any book at any time they need, through e-Granthalaya 4.0. Web OPAC-

- i. By logging their registered user ID and password. (This user ID and password will be auto-generated for all the institutional users through the Circulation Module of e-granthalaya 4.0 software)
- ii. Users can also reserve and renew items online (max twice post-initial issue).

#### **4.3.4 Online /Remote Access to Digital Resources 24/7)**

Online /Remote Access to Digital Resources 24/7)

The students and teachers may access the in-house digital resources beyond the library walls from anywhere, at any time, using their remote login credentials provided through e-Granthalaya 4.0. Digital collections can also be used simultaneously by multiple students and teachers.

The primary aim of this service is to create a safe and inclusive learning environment for all.

#### **4.3.5 E-Mail / SMS Notification**

The library may send E-Mail/ SMS notifications through the circulation module of e-granthalaya 4.0 Library software to all the users on their registered email id mobile number on:

- i. Every issue/return alters, due dates, and reservation confirmation.
- ii. Renewal and other important updates.

#### **4.3.6 Library Mobile App**

The e-Granthalaya mobile app is a digital platform developed by the National Informatics Centre, Ministry of Electronics and Information Technology. Library users may download and install the e-granthalaya 4.0 Mobile app by downloading it from the Google Play Store for free on their smartphones and tablets. This app provides a user-friendly interface in the hands of users to:

- i. Easy to use and navigate for diverse users.
- ii. To browse, access, and download e-books and other resources by using keywords, titles, author, and subject.
- iii. The users can also view their borrowing history, issued/returned books, and access the library resources anytime, anywhere

#### **4.3.7 QR Codes Service (Phygital)**

*“QR codes act as the access point to the wider array of resources starting from a familiar learning resource — either a textbook or any physical teaching-learning material.”*

**NCFSE(Para 6.3.5.1)**

Quick Response (QR) code-based digital library services may also be given to the users and especially to the teachers to:

- i. Access the library catalog, digital collection, and shelf labels to provide users with additional information about books,
- ii. Announcement about new acquisition and promotion of library events.
- iii. Showcasing of library services and activities.
- iv. Access to linked materials in the form of text or audio (for print-impaired learners) or video (for visually impaired learners) and any other format.

#### **4.3.8 Browsing Guidelines for Digital Libraries**

##### **Browsing Guidelines for Digital Library**

- i. Authorized Access: Only authorized students with valid usernames and passwords can access the digital library **over e-Granthalaya 4.0**
- ii. Students and teachers must use their organization ID and password provided by the school for browsing digital library services.
- iii. Purposeful Browsing: Users are allowed only to browse the digital library resources inside the library for academic purposes.

- iv. **Respect for Others:** students should respect the rights and privacy of others, including copyright.
- v. **Loss of Privileges:** Users who misuse the digital library may lose their privileges or access to the digital library.
- vi. **Disciplinary Action:** Users who engage in serious misconduct, such as hacking or copyright infringement, may face disciplinary action as per KVS rules.
- vii. **Legal Consequences:** Users who engage in illegal activities, such as copyright infringement or identity theft, may face legal consequences.

#### 4.4 Library Blog

The library should maintain a blog to broadcast useful online resources and provide information to students and teachers. Its primary goals include:

- i. Showcase library programs, services, and events to students and teachers.
- ii. Provide links to open-access repositories, online resources, and other relevant websites and weblinks.
- iii. Keep students and teachers informed about the latest information and knowledge related to various subjects.
- iv. The blog will be updated regularly to ensure students and teachers have access to the latest information
- v. A dedicated Sim card in the name of KV can be procured so that updation of blogs /social media/SMS can be done through that number. The blog should be maintained through a dedicated KV /official Mail ID and not through a personal Mail ID

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

#### 4.5 Social Networking Site/Media

By utilizing social media platforms (Facebook, X, LinkedIn, YouTube,) the library can promote its services and resources, connect with students and teachers, and foster a sense of community and engagement. The primary objectives of using these interactive tools in the library are:

- i. **Publicizing Library News and Updates:** Share news, events, and updates about library services and resources. Use images, videos, and infographics to promote library services and resources.
- ii. **Resource Sharing:** Disseminate library resources, such as online resources, e-books, useful links, and e-content.
- iii. **Engagement and Interaction:** Encourage students and teachers to share their thoughts, ideas, and feedback.  
**Permission from the parents shall be procured before publishing any content depicting the identifiable image of a student.**

#### 4.6 Digital Content Curation Policy

To support diverse school communities and provide equal access to educational resources, the library shall curate a collection of digital resources in multiple languages and formats. The following contents may be curated.

- i. **E-books and Audiobooks:** Include ebooks and audiobooks in multiple languages and formats (e.g., PDF, EPUB, Flip Books).
- ii. **Online Resources:** Curate websites, tutorials, and videos on various subjects (Diksha, Swayam) including Indian Sign Language resources developed by NIOS

- iii. Accessible Formats: Incorporate digitally accessible formats, such as DAISY, to support students with disabilities.
- iv. Multilingual Resources: Collect resources in multiple languages to cater to diverse school communities.

Free or open Digital Content Curation Platforms such as Wakelet and FlipHTML (a platform for curating and sharing digital content, including articles, videos audio) which are available for free may be used. The links to these curated resources should be shared with students and teachers through the digital library and library blog/website following copyright /CC license rules.

#### **4.7 Library 3.0**

Library 3.0 is a vision for the future of libraries, where they become vibrant, inclusive, and technologically advanced community hubs. It focuses on customized user-oriented services. It is capable of serving diverse communities. It supports innovative technology and community engagement programs. The library should explore the potential and reach of web 3.0 applications like Chabot and virtual assistance, semantic search, internet of things, smart libraries, RFID technology, virtual and Augmented Reality, etc. Library 3.0 transforms libraries into smart, AI-driven, and interactive hubs where users can access personalized and intelligent information services. With advancements in AI and immersive technologies, the library experience is becoming more dynamic, ensuring better accessibility, security, and engagement for future generations.

#### **4.8 Cyber Safety Policy**

The Cyber Safety Policy is for the school to monitor the online activities of students (minors) and staff members and safeguard them from potential cyber risks (e.g., online impersonation, unregulated inappropriate adult content, cyberbullying, stalking). Another crucial step in protecting students is to prepare the computers for students' use by blocking non-educational and inappropriate sites so that they become inaccessible.

The Policy will regulate,

- i. Access to inappropriate material
- ii. Inappropriate Network Usage
- iii. Education, supervision, and monitoring (devising standards and age-appropriate training for students who use the school internet facilities)
- iv. Internet access in the school is a privilege, not a right. Access entails responsibility. Unacceptable use may lead to consequences depending on the nature and degree of violation.
- v. A committee consisting of the Principal, Computer Teacher, and Librarian should monitor the proper implementation of the Cyber Safety Policy.

##### **4.8.1. Acceptable use**

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

##### **4.8.2. Unacceptable use**

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

- i. Materials harmful to minors.
- ii. Obscene, abusive, vulgar, rude, inflammatory, threatening, disrespectful explicit language;



- iii. Information, materials, or images that cause damage or danger and are inappropriate in the education setting and disruptive to the educational process;
- iv. Materials that use language or images that advocate violence, harassment, or discrimination toward other people;
- v. Unauthorized access to information resources or to access or tamper with another person's information, materials, or files;
- vi. Posting private or personal information about another person;
- vii. Plagiarizing any material and infringing copyrights (downloading programs, films, games, tracks that are protected under copyright laws);
- viii. Engaging in any illegal act violating local, state, or central statute or law,
- ix. Using the facility for unauthorized commercial purposes or financial gain

#### **4.9 Cyber Security and Awareness Program**

With the increasing use of digital resources in school libraries, cybersecurity awareness is essential to ensure the safe and responsible use of online information. A well-structured Cyber Security and Awareness Program helps students and teachers understand online threats, protect personal data, and develop digital literacy skills.

Cyber Security and Awareness Program shall be organized by conducting workshops and training sessions on digital safety, displaying posters and infographics on cyber hygiene, providing curated online resources on cybersecurity awareness, organizing interactive sessions on identifying fake news and misinformation, and collaborating with IT experts and law enforcement for guest lectures.

#### **4.10 Career Guidance and Counselling Corner**

A Career Guidance and Counselling Corner shall be developed in the school library to provide students with guidance on career options, higher education, and professional development. The key features of this corner are

- i. **Designated Display Board:** Maintain a display board in the library to publicize information on career opportunities, counseling, and events.
- ii. **In-House Career Counselling:** Organize regular in-house career counseling sessions in collaboration with subject teachers to discuss career and higher education choices.
- iii. **Alumni Involvement:** Invite school alumni to share their career experiences, provide guidance, and mentor students
- iv. **Resource Collection:** Develop a collection of career-related resources, including books, e-books, and online resources.

#### **4.11 Book Club**

NEP 2020 emphasizes establishing book clubs that may meet in public/school libraries to further facilitate widespread reading and to encourage critical and creative thinking skills, improve communication skills, and build a community of book enthusiasts. By creating a sense of belonging among students.

**Note: At the school level different book clubs may be created under Reader's Club such as Premchand Book Club, Harry Potter Club, Akbar Birbal Book Club, Ruskin Bond Book Club, Dr. Kalam Book Club, etc.**

## Constitution of Book Club

**Members: 10-12 Students who love to read. (class 7-12)**

**Venue:** Library

### 4.11.1 Creation of Book Club

- i. **Define the objective:** Determine the goals and objectives of the book club, such as promoting reading, fostering discussion, and building community.
- ii. **Identify the target users:** Decide which students will be invited to participate, such as grade level, reading level, or special interests.
- iii. **Assign responsibility:** Identify teachers, volunteers 'and students who can take responsibility to fix duties and help to plan the book club activities.
- iv. **Collaborate:** Collaborate with teachers to invite ideas
- v. **Annual plan:** Prepare an annual activity plan.

### 4.11.2 Initiation of Book Club

- i. **Select the first book:** Choose a book that aligns with the book club's purpose and scope, and that will appeal to the target students.
- ii. **Prepare discussion questions:** Develop discussion questions and points.
- iii. **Host book club meetings:** Lead discussions using the prepared questions and points, and incorporate activities such as writing, drawing, or role-playing to enhance understanding and engagement.
- iv. **Encourage participation and feedback:** Foster a supportive and inclusive environment where students feel encouraged to participate and provide feedback.
- v. **Assess and evaluate:** Collect feedback from students and assess the effectiveness of the book club in achieving its goals and objectives.

Fun and game activities to promote engagement and interaction in a book club or reading group setting, aligned with the NEP 2020's emphasis on experiential learning. Some suggested activities are,

- i. **Literary Charades:** Divide members into two teams, and have them act out book titles, characters, or authors.
- ii. **Book Scavenger Hunt:** Create a list of literary-themed items or challenges, and have members complete the scavenger hunt.
- iii. **Book-inspired Art:** Have members create artwork inspired by the book, and have them share their creations with the group.
- iv. **Book Trailer Creation:** Have members work in groups to create book trailers, and have them share their trailers with the group.
- v. Digital literacy sessions
- vi. Career Guidance
- vii. Summer/Winter Reading Challenge

Book Club Activities shall be publicized on a display board

## 4.12 Annual Library Activity Plan (ALAP)

The library should have an annual activity plan. At the beginning of the academic session, the library committee will chart out the activities/programs with proposed dates and expected outcomes. The activities shall be planned based on the local needs and

resources/facilities available. The Librarian should prepare and submit a quarterly report/monthly diary entry on the implementation of the ALAP to the Principal and present it in the next library committee meeting.

A model Annual Library Activity Plan is given in **Appendix 3**

### **Library Activities**

A vibrant library requires a variety of activities to develop a culture around reading and sharing. The school library should cover a wide range of activities and should be a main role player in achieving the mission and vision of the school. It should aim to serve all potential users within the school community and meet the particular needs of different target groups. d. A library committee that consists of teachers, students, and community members could manage the various activities and arrangements of the library.

Some suggested library activities are given below:

- i. Exhibitions and Displays: on important days (Independence Day, Republic Day, Children's Day, Youth Day, Women's Day, Teacher's Day, National Education Day, etc), birth/death anniversaries of important personalities (Gandhi Jayanti, Ambedkar Jayanti, etc) and events (Olympics, Asiad, etc).
- ii. Reading Challenge Programme: face a book challenge, 40 days 40 stories, DEAR (Drop Everything and Read), correct word per minute, etc
- iii. Celebrations: Reading Promotion Week / Reading Day/Month, National Library Week, International School Library Month, World Book and Copyright Day, World Children's Book Day, Librarian Day, Reading Week, Hindi Fortnight, etc.
- iv. Competitions: Reading, Storytelling, Book review writing, Book jacket designing, Bookmark designing, Book/Literary Quiz, Library lot, Poster designing, Slogan writing, Fastest Book searcher, Smart web searcher, Spot poetry writing, Poem recitation etc
- v. Read-aloud Sessions, oral Storytelling, retelling of stories, and book reviews.
- vi. Online quiz competitions (google form, quiz)
- vii. Book Fairs: organized in collaboration with Governmental (NBT/CBT) or external agencies.
- viii. Events: Meet the Author, Local Library visits, Book talks, etc..
- ix. Career fair at the school level
- x. Book Donation Drive: Pustakophar
- xi. **Book Swaps Programme: Take One Keep One (TOKO)**
  - Publication: Library Newsletter, Bulletin Boards, Brochures, Poster, Event Planner using Various online tools like Canva, Padlets, Online Book Creators, etc.
  - Awards: Best Reader Award, Star Reader of the Month, Best Book Reviewer Award, etc.

Apart from these regular activities, sensitization of students to careful and gentle handling of books, monitoring damage, wear, and tear, and restoring of the books are also needed to be a part of library activities.

### **4.13 The Library Project**

As per NCF SE (National Curriculum Framework for School Education-2023 Para 9.7.3.3) a Library project may be given to the students VI to VIII. The library project will involve the management of the school library by students under guided support. Students will be able to participate in organizing and managing the library books and

space through effective practices. Training under skill education can include teaching students about book binding.

### **Library Volunteering**

Library volunteering involves supporting the library staff and students by performing tasks like shelving books, assisting with checkouts, creating displays, and reading to students, contributing to a positive learning environment.

Volunteering helps to gain valuable skills in organization, communication, and customer service. It also develops a love for reading and learning through contributing to the school community.

Parents, staff and Alumni may be allowed to volunteer for the library.

Their services shall be acknowledged by presenting appreciation certificates at the end of the academic year.

### **Student Librarian**

Two students from each class shall be selected as Student Librarians to support the librarian in library maintenance (issue, return, stock rectification), conducting activities and monitoring. They will act as a communication channel between the library and classroom. Student Librarians may be selected on rotation basis. They shall be presented with badges and certificates at the end of the academic year.

## **4.14 ICT Integration in the Library Activities**

To enhance student engagement, promote remote participation, and support inclusive education, the library will integrate various ICT tools into its activities. Some ICT Tools for Library Activities

i. **Padlet (Virtual Board):** Utilize Padlet to create interactive book reviews, including audio clips, videos, and images.

ii. **Podcast Platform for**

- a. Storytelling
- b. Book reviews
- c. Author interviews

iii. **Online Book Creators for**

- a. Comic strips
- b. E-books
- c. E-Magazines

## **4.15 Library activities that support language development**

As per NCF SE 2023(page 262) by engaging with the resources and activities provided by the Library, students can develop invaluable language abilities that serve as a foundation for their academic success and lifelong learning.

Illustrative Library activities for Language development recommended in **NCFSE (Para 2.6.1.3.2)** are:

- i. **Drawing Time:** Students can be invited to the library to select and read a book of their choice. Following this, they can be provided with stationery to draw a picture based on their understanding of the text.

- ii. **Book Reviews:** Students must be encouraged to process their reading of books through discussions and presentations. The task of presenting a book review to others helps with structuring one's understanding and response to reading for the sake of clear communication with others.
- iii. **Storytime:** Storytime in the Library would invite students to the space. These sessions can be interactive and engaging, by incorporating elements such as songs and finger puppets.
- iv. **Reading buddies:** Pairing younger students with older ones can be a fun and effective way to promote reading and writing skills. The older students can help in reading to the younger and together learn Language.
- v. **Book clubs:** Setting up a book club for young students can encourage them to read more and discuss the books they are reading. They could encourage students to express their ideas in writing. It can be carried out for Middle Stage students in the Library.
- vi. **Writing workshops:** Writing workshops can focus on specific types of writing, such as poetry or creative writing, and can be tailored to the age and skill level of students  
**Book displays:** Visually appealing displays can be created, and themed around specific topics or events. These can also include activities, such as writing prompts or book reviews.
- vii. **Enrichment programs:** Events, such as author visits, Author of the day, Genre of the week, and so on, would enhance students' listening and speaking skills as they engage in discussions, share their thoughts, and interact with others
- viii. **Book repairs and book canvassing:** These activities teach students the value of good books and ideas.

#### 4.16 Collaboration between Teacher and Librarian

To ensure the effective implementation of the library policy, a collaborative and participatory approach is essential. Teachers and librarians should work together to integrate library resources and services into the routine teaching and learning process. The librarian's knowledge and skills in information management, retrieval, and evaluation can be fully utilized when they are treated as a collaborative learning partner and guide to information and knowledge. To achieve this, the librarian should be inducted as a member of the academic subject committee. Their expertise should be consulted during project and assignment development, particularly regarding resources and information.

By fostering this collaborative approach, teachers and librarians can work together to:

- i. Develop curriculum-aligned library resources and services
- ii. Enhance student and information literacy skills and research skills on any topic given by teachers.
- iii. Promote critical thinking, creativity, and problem-solving
- iv. Support student academic success and lifelong learning

Ultimately, this collaborative approach will ensure that the library policy is effectively implemented and that students, teachers, and librarians work together to achieve academic excellence.

#### 4.17 Role of Librarian in Students Assessment

Librarians are concerned with the learning process and to ensure that students develop essential skills, such as information literacy, critical thinking, and problem-solving,

computer literacy skills. To achieve this goal the librarian closely works with teachers and students to

- i. **Identify Learning Objectives:** Determine what skills and knowledge students need to acquire to complete assignments successfully.
- ii. **Design Assessments:** Collaborate with teachers to design assessments that evaluate student learning and skill development.
- iii. **Develop Lesson Plans:** Create lesson plans that integrate information literacy, critical thinking, and problem-solving skills into the curriculum
- iv. **Personalized Support:** Providing personalized support and guidance to students as needed.

#### **4.18 Library Advocacy**

The Librarians may take the initiative to develop a library advocacy network that consists of teachers, parents, alumni, administrators, media persons, and students. The network members will act as library advocates informally and spread the library's importance and usefulness about library resources, and support to provide quality services and programs to their users.

#### **4.19 Library Promotion and Publicity Policy**

To promote the school library's services, facilities, and resources, and to raise awareness of its essential role in learning, the library will implement the following promotional strategies:

- i. **Quarterly News Bulletin Print/Online:** Publish a 1-2 page quarterly newsletter highlighting library services, news, events, online news letter and activities.
- ii. **Information Brochure/User Guide:** Create a comprehensive guide outlining library resources, services, and policies.
- iii. **Resource Brochures:** Design brochures showcasing specific library resources, such as databases, e-books, or online journals.
- iv. **Event Leaflets:** Distribute leaflets providing information on library events, author talks, or book clubs.
- v. **Posters and Banners:** Display eye-catching posters and banners promoting library events, resources, or **services**.
- vi. **Publish in Local Newspapers/channels:** promote and publicize library activities, innovations, and events
- vii. **Digital/Online Promotion:** Utilize school website, library blog, social networking websites (eg: Facebook, Instagram) to showcase library resources and services. Interested students and teachers shall be invited to collaborate to support the library promotional activities.

Designing and editorial work of these promotional materials can be done with the help of interested students and teachers.

#### **4.20 Community Outreach: Connecting with Society**

- i. **Community Programs:** Develop outreach programs targeting underserved populations (such as deprived/ people living in poverty) and people with disabilities where they shall have hands-on experience with the resources available in the library.

- ii. **Partnerships:** Collaborate with local organizations, schools, and community groups to promote sharing of library resources and services (books received in donation/Pustakophar)
- iii. **Summer Project:** As a part of a community outreach program Summer project may also be assigned to the students to educate community members on literacy, nutrition, hygiene, and sanitation practices. The best works of the students should be awarded and publicized in local dailies/websites/blogs.
- iv. **Community Library:** A Community library may be set up in the campus where parents and other community members can spend time reading newspapers and magazines. It can be located in an open space or in the school garden where the users get free access.
- v. **Little Open Library (LoLib):** The prime objective of LOLib is to share one's favourite books with the community. Anyone may take a book from the LOLib. But she or he has to leave a book in return, which may be taken by someone else. Small nest/home shaped boxes may be used to create such libraries. Students are inspired to exchange any number of good books in this Little Open Library.

## Chapter 5

### Monitoring And Evaluation

#### 5.1 Library Rules

The library should adopt a set of rules for its proper functioning. A model set of rules is given in **Appendix 4**.

#### 5.2 Librarian's Diary

The Librarian should maintain a diary and submit it before the Principal every month. Format of the Librarians diary is given as Appendix-5.

#### 5.3 Library Monitoring Tools

The library's effectiveness will be assessed using various evaluation tools. In cases where physical documents are not maintained, statistical reports generated by the library software will be used for evaluation.

- i. Student's book issue cards/Register
- ii. Staff book issue register
- iii. Periodicals issue register
- iv. Class library book issue register
- v. Digital Library Usage Register
- vi. Library Committee register
- vii. Reader/Book Club register
- viii. Suggestion book

(Formats of Library Registers, see Appendix-6)

#### 5.4 Library Statistics

The library should invariably display the following information about resources and users:

1. Total number of books
2. Number of books (Language-wise)
3. Number of Reference books
4. Number of textbooks
5. Number of books (Subject-wise)
6. Number of periodicals and Newspapers available (name , language & periodicity)
7. Details of e-resources
8. Budget allocation for the year
9. Number of new books added in the reported period.
10. Details of e-resources added in the year.
11. Number of books written off/recommended for condemnation in the previous year.

#### User statistics

1. Total number of users (students & staff)
  2. Number and percentage of books issued during a stated period.
  3. Average number of books issued per user per unit time.
  4. Number of recommendations received for purchase of new books in the year.
- List of activities conducted and the number of participants during the year.



### **5.5 User studies**

User studies refer to the systematic analysis of library users' needs, behaviors, preferences, and challenges to enhance library services and resources. These studies help libraries design user-centric services, improve resource accessibility, and optimize library space and technology. Different data collection methods (**Surveys & Questionnaires, Interviews & Focus Groups, Observation Studies, Usage Statistics & Analytics, Feedback Forms & Suggestion Boxes**) may be followed. By regularly conducting user studies, libraries can remain responsive to evolving user expectations and technological advancements, ensuring a more effective and user-friendly library experience. The study shall be published and documented as a report for future reference.

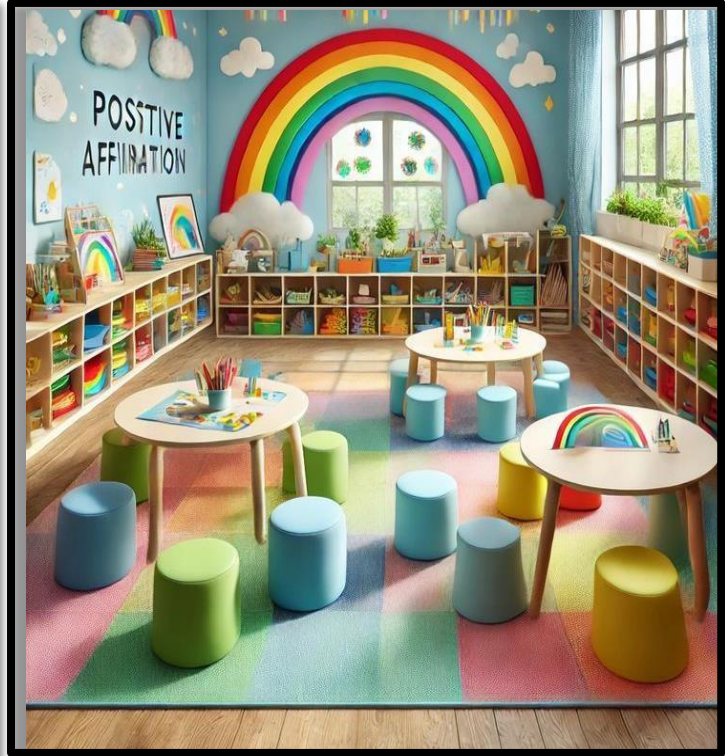
### **5.6 Revision of the Guidelines for Management of Libraries in KVS**

The Guidelines for management of Libraries in KVS shall be reviewed and updated every five years or as required by an expert committee. This process ensures the incorporation of necessary changes to align with evolving standards, resources, services, and technologies, effectively meeting the growing needs and expectations of users.

### **Conclusion**

The school library is the heart of learning, a space where curiosity is nurtured, creativity flourishes, and knowledge knows no bounds. The Guidelines for management of Libraries in KVS plays a vital role in fostering foundational literacy, critical thinking, and multidisciplinary learning, ensuring that students develop the skills needed for the 21st century. The KVS Guidelines and Procedure Manual ensures that the library remains a welcoming, resourceful, and dynamic space, adapting to the evolving needs of students and educators. With a commitment to continuous improvement, collaboration, and innovation, the school library will continue to inspire curiosity and empower young minds for a brighter future.

**APPENDIX 1**  
**FOUNDATIONAL & PREPARATORY STAGE LIBRARY**  
**INTERIOR DESIGN**





**FOUNDATIONAL & PREPARATORY STAGE LIBRARY  
STORYTELLING AND READING AREA DESIGN**

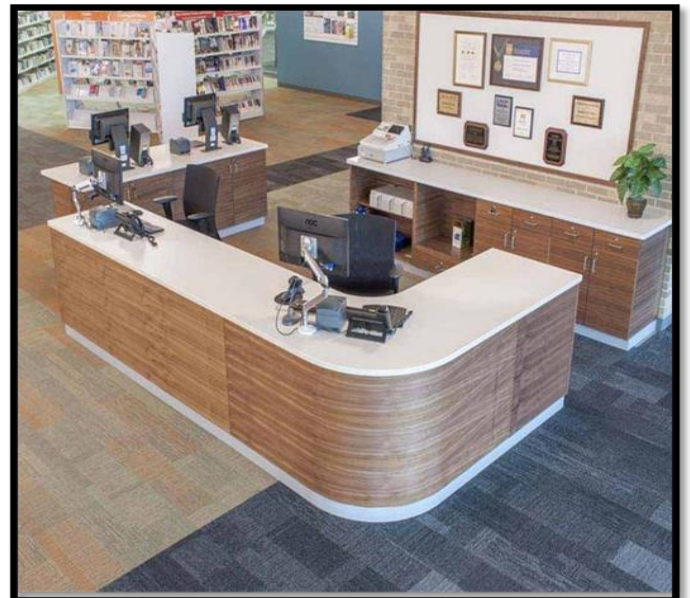


## APPENDIX - 2

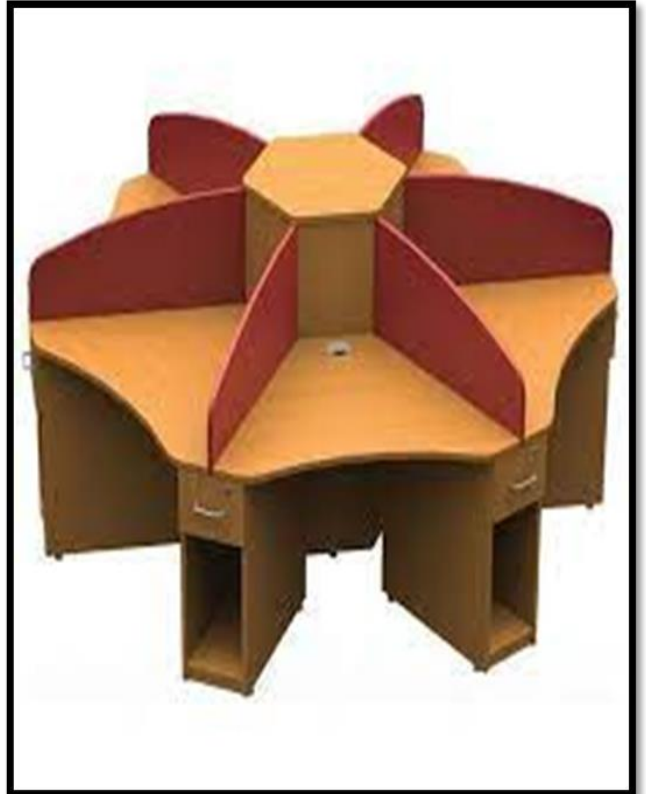
### LIBRARY FURNITURE DESIGN



### CIRCULATION COUNTER



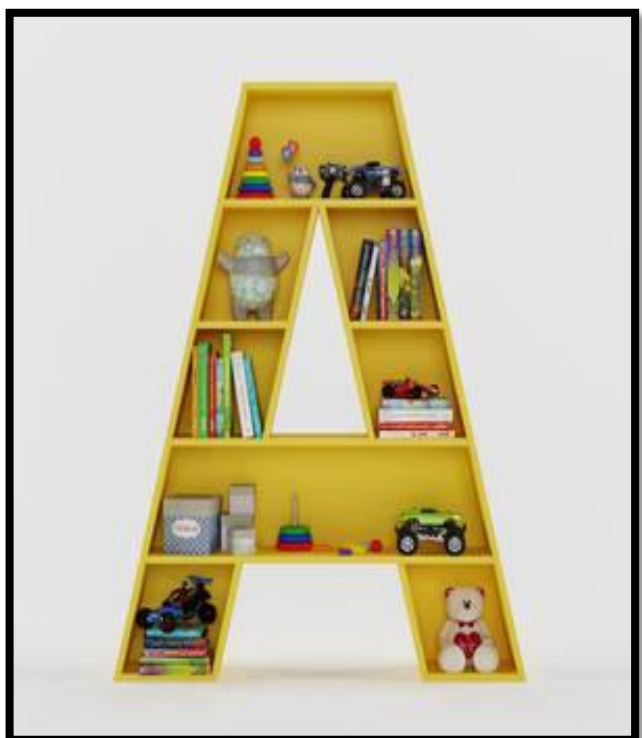
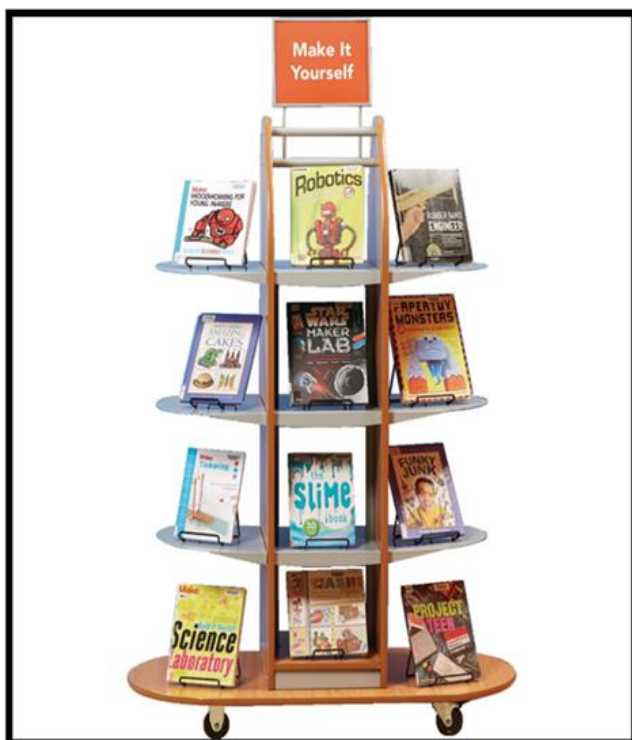




## COMPUTER WORKSTATION



## FOUNDATIONAL & PREPARATORY STAGE LIBRARY BOOKSHELVES





## NEWSPAPER DISPLAY STAND

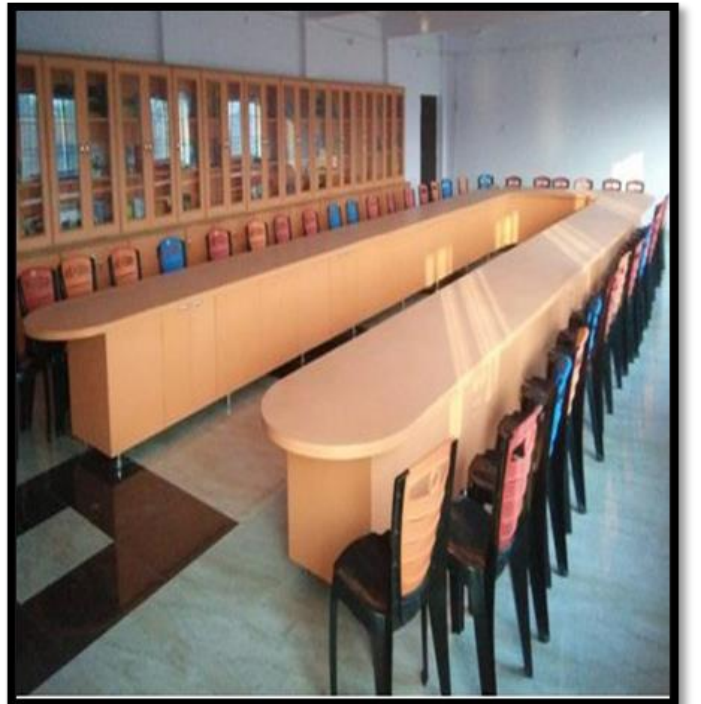
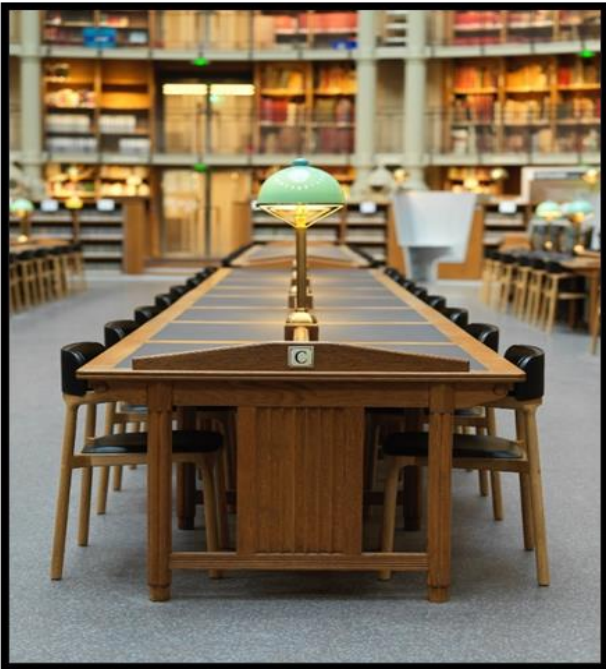


**MAGAZINE DISPLAY**







**NEW ARRIVAL DISPLAY**


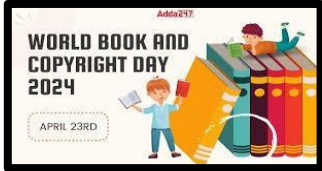


## TRADITIONAL MAGAZINE DISPLAY AND STORAGE SHELVES

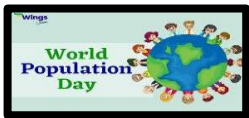

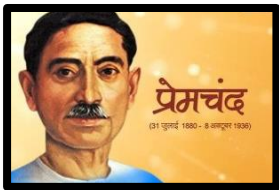



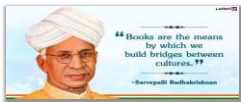

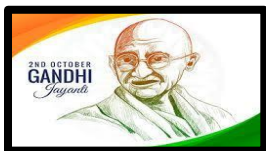


## READING AREA FOR CLASS LIBRARY






| <b><u>APPENDIX-3</u></b><br><b><u>ANNUAL LIBRARY ACTIVITY PLAN (ALAP) (SAMPLE)</u></b> |                                   |   |  |
|--|-----------------------------------|---|--|
| <u>S. NO.</u>  | <u>EVENT</u>                      | <u>PROPOSED DATE/MONTH</u>  | <u>ACTIVITIES</u>  |
| 1.   | Pustakophar Celebration           | April Month   | 1. Sharing of old Books,<br>2. Bookmark Making on the topic Pustakophar and Book Donation<br>3. Poster Making on the topic showing the importance of book donation and reuse of book |
| 2.   | International Children's Book Day | 02 April<br>   | 1. Awareness through writing work in a library notebook<br>2. Poster Making Activity<br>3. Bookmark making   |
| 3.   | World Health Day                  | 7 April<br>  | 1. Awareness through writing work in library notebook/PPT<br>2. Poster Making Activity   |
| 4.   | Inauguration of Reader's Club     | April   | 1. Beginning of Reader's Club activities for the session.<br>2. Inauguration and Formation   |
| 5.   | Baba Sahab Ambedkar Jayanti       | 14 April<br> | 1. Awareness through writing work in a library notebook<br>2. Portrait-making Activity<br>3. Online Quiz through Google Form<br>4. Information through PPT                           |
| 6.   | World Heritage Day                | 18 April<br> | 1. Awareness through writing work in a library notebook<br>2. Imparted the knowledge about World Heritage Sites<br>3. Poster Making Activity<br>Bookmark Making Activity             |
| 7.   | International Mother Earth        | 22 April  | 1. Awareness through writing work in a library notebook  |

|     |                             |   |   |
|-----|-----------------------------|---|---|
|     | Day                         |              | 2. Poster Making and Quiz Competition   |
| 8.  | World Book & Copyright Day  | 23 April<br> | <ol style="list-style-type: none"> <li>1. Awareness through writing work in a library notebook</li> <li>2. Poster Making Comp</li> <li>3. Bookmark Making Activity</li> <li>4. Theme-based Morning Assembly Program</li> </ol>  |
| 9.  | World English Day           | 23 April<br> | Exhibition of Shakespeare's Work  |
| 10  | Rabindranath Tagore Jayanti | 07 May<br>  | <ol style="list-style-type: none"> <li>1. Awareness through writing work in a library notebook</li> <li>2. Portrait /Poster Making Comp</li> <li>3. Biography Writing Activity</li> <li>4. Theme-based Morning Assembly Program</li> <li>5. Biography Presentation Through PPT</li> <li>6. Offline/Online Quiz Program</li> </ol>   |
| 11. | Functional Activities       | April-May   | <ol style="list-style-type: none"> <li>1. Library Orientation</li> <li>2. Constitution of Library Committee</li> <li>3. Preparation of condemnation list</li> <li>4. Data collection for updating the member database</li> <li>5. Meeting of the Library Committee</li> <li>6. Renewal of subscription to Periodical/Newspaper</li> <li>7. Issue of Class Library books</li> <li>8. Publication of Library Bulletin /Newsletter.</li> <li>9. Career guidance program</li> </ol> |
| 12. | <b>Summer Vacation</b>      | May-June  | <ol style="list-style-type: none"> <li>1. Summer Project work may be assigned on adult/children literacy programs, Health nutrition and hygiene, etc. as a</li> </ol>   |

|     |  |  |   |
|-----|--|--|---|
|     |  |  | part Community Outreach Programme.<br>2. Online reading Challenges (Pratham Story Weaver)<br>3. 40 days 40 Stories, Reading Engagement Programme  |
| 13. | World Population Day                             | 11 July<br>     | 1. Awareness through writing work in a library notebook<br>2. Online Quiz Competition<br>3. Poster Making Activity<br>4. Slogan Writing Activity  |
| 14. | Kargil Vijay Diwas                               | 26 JULY<br>     | 1. Quiz on KARGIL VIJAY DIWAS<br>1. Awareness through writing work in a library notebook<br>2. Presentation on top 10 KARGIL heroes<br>3. Making a Poster on Kargil Vijay Diwas   |
| 15. | Celebration of Prem Chand Ji's Birth anniversary | 31 July<br>   | 2. Awareness through writing work in a library notebook<br>3. Exhibition of books written by Munsii Premchand<br>4. Quiz Competition<br>5. Making Collage of Books Written by Munsii Premchand Activity.<br>Biography writing with pictures.                      |
| 16. | Functional Activities                            | June-July  | 1. Starting the circulation of books<br>2. Meeting of the Library Committee<br>3. Meeting of the Reader' Club<br>Meeting of the Class Library Book Selection Committee  |
| 17. | Gift a Book & Get a Friend                       | August   | Library Social Connect Programme  |
| 18. | Independent e Day                                | 15 August<br> | 1. Quiz on Independence Day and<br>2. Scrapbook Making on freedom fighter<br>3. Storytelling program of unsung heroes of freedom fighters through <a href="https://cmsadmin.amritmahotsav.nic.in/unsung-ng-">https://cmsadmin.amritmahotsav.nic.in/unsung-ng-</a> |

|     |                       |  |  |
|-----|-----------------------|--|--|
|     |                       |  | <a href="#">heroes.htm</a>   |
| 19. | Functional Activities | August   | Preparation of book suggestion/recommend action Lists.   |
| 20. | Teacher's day         | 5 Sept<br>          | <ol style="list-style-type: none"> <li>1. Biographical display of the work of Dr. Radhakrishnan through PPT.</li> <li>2. Awareness through writing work in a library notebook.</li> <li>3. Writing Slogans for Teachers.</li> </ol>                                  |
| 21. | Hindi Fortnight       | 14-28 Sept.<br>     | <ol style="list-style-type: none"> <li>1. Exhibition of popular Hindi books and Competitions.</li> <li>2. Quiz Competition on Hindi Authors &amp; Book</li> <li>3. Scrapbook Making on Famous Indian Hindi Writer.</li> <li>4. Slogan cum Poster Writing.</li> </ol> |
| 22. | Functional Activities | September  | <ol style="list-style-type: none"> <li>1. Career Development Program</li> <li>2. Meeting of the Library Committee</li> </ol>   |
| 23. | Gandhi Jayanthi       | 02 Oct.<br>       | <ol style="list-style-type: none"> <li>1. Exhibition of works on Mahatma Gandhi.</li> <li>2. Collage Making Activity of books on or by Mahatma Gandhi</li> </ol>   |
| 24. | World Student Day     | 15-20 October<br> | <ol style="list-style-type: none"> <li>1. Exhibition of books on Dr.A.P.J. Abul Kalam</li> <li>2. Quiz Competition</li> <li>3. PPT Presentation on the life of DR APJ Abdul Kalalm</li> </ol>  |
| 25. | Functional Activities | October  | <ol style="list-style-type: none"> <li>1. Publication of library bulletin</li> <li>2. Preparation and display of List of defaulters</li> <li>4. Processing of new arrival of books</li> </ol>  |
| 26. | Children's Day        | 14 November<br>   | <ol style="list-style-type: none"> <li>1. Exhibition of Works of Jawaharlal Nehru</li> <li>2. PPT show</li> </ol>  |

|  |  |  |   |
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| 27.  | National Education Day                       | 14-20 November<br>  | Essay Writing Competition (Theme Based)   |
| 28.  | National Library Week (3rd Week of November) | 14-20 November<br>  | Online Exhibition of Rare Books Competitions<br><ol style="list-style-type: none"> <li>1. Book review</li> <li>2. Designing book jackets</li> <li>3. Storytelling</li> <li>4. Book reading</li> <li>5. Library Quiz</li> <li>6. Designing bookmarks</li> </ol> Find the Book etc. |
| 29.  | Functional Activities                        | November   | Data entry of book purchased  |
| 30.  | Functional Activities                        | December   | Data entry of book purchased for the primary class library  |
| 31.  | Republic Day (26 January)                    | 26-28 January<br> | Exhibition of books on India: Society and Constitution, Indian History, Historical Fiction, etc.  |
| 32.  | Functional Activities                        | January  | <ol style="list-style-type: none"> <li>1. Publication of Library Bulletin</li> <li>2. User awareness Program on Exam- oriented resources in the library</li> </ol>  |
| 33.  | Functional Activities                        | February   | <ol style="list-style-type: none"> <li>1. Returning of class library books</li> <li>2. Reminders to defaulters</li> <li>3. Meeting of the Library Committee</li> </ol>  |
| 34.  | Functional Activities                        | March  | <ol style="list-style-type: none"> <li>4. Stock Verification</li> </ol>   |
| <b>Other Routine Functional Activities</b> |  |  |   |
| 1.   | Book Fairs                                   | 3 times a year   | In collaboration with external agencies   |

|     |   |                          |  |
|-----|---|--------------------------|--|
| 2.  | Preparation for Library Statistics                                    | Quarterly                | As per the Library Policy  |
| 3.  | Checking Library Notebook   | Regularly                | Class vi-ix  |
| 4.  | Display of New Arrival List   | Regularly                | As and when needed   |
| 5.  | Retro conversation of documents                                       | Regularly                | As and when needed and parallel to other activities  |
| 6.  | Disposal of old newspapers and magazines                              | Quarterly                | As per the rules   |
| 7.  | Books / Document selection and accessioning                           | As and when needed       | Acquisition of resources shall be a dynamic activity and followed under the supervision of the Library. Committee                                  |
| 8.  | Screening Education resources online                                  | As per requirement       | Screening of Educational resources online  |
| 9.  | Reader's Club activities  | Whole academic year      | Seminars, Exhibitions, displays, competitions, Meet the Authors, Book discussions  |
| 10. | Know your Library Programmes (Library orientation)<br>DIGITAL LIBRARY | Beginning of the session | Tour the library to understand its resources and activities  |
| 11. | Library Blogs, Digital Library  | Regularly                | Updating and maintenance   |
| 12. | Best Reader Award   | Once a year              | For the best library users from each class.<br>Distributed on the Annual Day function  |
| 13. | Career Guidance Programmes  | Throughout the year      | Career corner and display of related materials on the bulletin board<br>House career counseling session in collaboration with the Subject teacher. |

|     |   |  |   |
|-----|---|--|---|
| 14. | Class Libraries   | As per Library Policy  | Circulation of Books, Book reviews, library corner, activities, etc.  |
| 15. | Online Activities   | Regular maintenance of Digital Library Blogs and Social networks | Digital Library<br>BLOGS<br>Social Networks   |
| 16. | Reader of the Month   | Monthly  | One student and One Teacher will be selected every month. A certificate is given in the assembly. A profile with a photograph is published on the library website /blog.                                      |
| 17. | Best Reader Awards & Best Performer<br><br>Notable done during summer Project | Annually   | For best library users from each class and best performer of i. in the Community Outreach Programme, Best Readers in Reader's Club and Book Clubs or any other program Distributed on the Annual Day function |
| 18. | Publication of library bulletins and newsletter.                              | Annually   | Online Newsletters  |
| 19. | library swap program  |  | TAKE ONE KEEP ONE(TOKO) Sharing with society.   |
| 20. | shelves Rectification   | Regularly  | As and when needed  |
| 21. | Display of New Arrivals   | Regularly  | HUM NAYE HAI HAMSE DOSTI<br>KAREN   |

## APPENDIX-4

### MODEL LIBRARY RULES

#### 1. General Conduct

- i. Treat everyone with kindness and respect.
- ii. Maintain a quiet atmosphere to support concentration.
- iii. All students and staff of the Vidyalaya are members of the library.
- iv. Maintain a **quiet and respectful environment** to support focused learning.
- v. **Respect diversity** in reading choices and encourage knowledge-sharing.
- vi. **Use of technology** (tablets, e-readers) is allowed for educational purposes.
- vii. **No eating, drinking, or mobile calls** inside the library.

#### 2. Reading and Learning Opportunities

- i. Students are encouraged to explore books beyond the syllabus, including **fiction, non-fiction, and regional literature**.
- ii. Library supports **multilingual learning** – books available in English, Hindi, and regional languages.
- iii. Special reading programs, book clubs, and storytelling sessions will be conducted to develop **critical thinking and creativity**.

#### 3. Borrowing and Returning Books

- i. Students can borrow up to **two (02)** books for **14** days.
- ii. A staff member can borrow a maximum of **five** books at a time for **one month**.
- iii. Books will be issued to the students, during the library periods. No book will be issued or returned during the teaching hours.
- iv. Books must be **returned on time** to ensure availability for all.
- v. The Librarian may call for a book at any time, even if the normal period of loan has not expired
- vi. **Digital library access** is available for e-books and online resources.
- vii. Reference books, newspapers, and periodicals can be read inside the library but **cannot be taken out**.
- viii. A 'No Dues Certificate' by each student and staff is to be obtained from the Librarian while his/her transfer/withdrawal from the school

#### 4. Book Care and Responsibility

- i. **Handle books with care** to preserve knowledge for others.
- ii. No writing, tearing, or highlighting in library books.
- iii. After reading, make sure that the books, periodicals, and newspapers are kept back at their respective places.



- iv. Lost or damaged books must be **replaced or compensated** by the user.

## 5. Technology & Digital Learning

- i. Library computers and **internet access** are for research, projects, and skill development.
- ii. **Coding, AI, and STEAM resources** are available to enhance digital literacy.
- iii. **No gaming, social media, or non-educational browsing** is allowed.
- iv. Follow the cyber safety guidelines.

## 6. Study and Discussion Areas

- i. **Quiet study zones** for independent learning.
- ii. **Collaborative learning spaces** for discussions and group projects.
- iii. Special reading corners for **creative exploration and innovation**.

## 7. Encouraging Lifelong Learning

- i. Students are encouraged to participate in **library events, book fairs, and reading challenges**.
- ii. Access to OER like **National Digital Library Resources** (NDLI, e-pathshala, DIKSHA platform).
- iii. Engagement with **authors, educators, and guest speakers** for deeper learning experiences.

## 8. Inclusive Library rules for special needs students

- i. **Priority Seating** – Designated quiet spaces and comfortable seating.
- ii. **Extended Borrowing Periods** – Longer loan times if needed.
- iii. **Assistive Technology** – Access to audiobooks, large print, or braille books.
- iv. **Support Services** – Librarians/Library assistants available for personalized assistance.
- v. **Sensory-Friendly Hours** – Designated times with reduced noise and lighting.
- vi. **Alternative Communication** – Use of sign language, picture exchange, or speech-to-text apps.

## 9. Consequences for Rule Violations

- i. **First offense:** Friendly reminder and guidance on library etiquette.
- ii. **Second offense:** Temporary suspension of borrowing privileges.
- iii. **Repeated offenses:** Further action as per school policies.

## APPENDIX-5

### FORMAT OF LIBRARIAN'S DAIRY INDEX

| S.No. | Headings  |
|-------|---|
| 1.    | Resume of the librarian   |
| 2.    | Statement of teaching philosophy  |
| 3.    | My notable/remarkable achievements  |
| 4.    | Innovative practices/experimentation undertaken   |
| 5.    | Transfer details  |
| 6.    | Record of CL /CCL /EL   |
| 7.    | Code of conduct (chapter vi article 59. For teachers)   |
| 8.    | Children's bill of rights   |
| 9.    | Features of NEP 2020  |
| 10.   | Education with social commitment  |
| 11.   | Five laws of library science  |
| 12.   | Ready reckoner for teachers   |
| 13.   | Academic & non-academic responsibilities  |
| 14.   | Record of continuous professional development program attended                                    |
| 15.   | Details of in-service courses/workshops attended  |
| 16.   | Library timetable   |
| 17.   | Annual Library Activity Plan (ALAP)   |
| 18.   | Details of the library budget   |
| 19.   | Library statistics  |
| 20.   | Details of digital library & online resources and services provided by the library                |
| 21.   | List of periodicals and newspapers  |
| 22.   | List of library committee members   |
| 23.   | Record of library committee meetings  |
| 24.   | Follow-up of observations/suggestions given by supervising authorities after library observation. |
| 25.   | Summary of monthly library activities   |
| 26.   | Summary of quarterly book/readers' club activities  |
| 27.   | Record of classroom library resources provided  |
| 28.   | Quarterly details of library technical/managerial work done                                       |
| 29.   | Record of career guidance-related activities  |
| 30.   | List of best readers/library users  |
| 31.   | List of library volunteers/student librarians   |
| 32.   | List of professional reading done by the librarian  |
| 33.   | List of articles/books published  |
| 34.   | List of e-content prepared/uploaded/ shared by the librarian.                                     |
| 35.   | Records of any work done /organized under/by PM SHRI /NCERT/CBSE/MOE/external agencies            |
| 36.   | Details of work done other than librarianship   |
| 37.   | Notes   |
| 38.   | KVS calendar of activities  |

## Appendix -6

### FORMATS OF LIBRARY REGISTER

#### 1. Accession Register

| DATE | ACCESSION NO. | AUTHOR | TITLE OF BOOK | PUBLISHER | EDITION & YEAR | CLASSIFICATION | NO. OF PAGES | SOURCE OF RECEIPT | BILL NO. & DATE | PRICE | SIGNATURE OF LIBRARIAN | SIGNATURE OF PRINCIPAL | REMARKS |
|------|---------------|--------|---------------|-----------|----------------|----------------|--------------|-------------------|-----------------|-------|------------------------|------------------------|---------|
|      | 01            |        |               |           |                |                |              |                   |                 |       |                        |                        |         |
|      | 02            |        |               |           |                |                |              |                   |                 |       |                        |                        |         |

Note: Two side pages

#### 2. Newspaper & Periodical Register:

| Newspaper & Periodical Accession Register for the Month of ..... |                         |            |           |                |                          |             |             |             |             |             |                                |             |             |                            |                      |                 |
|--|-------------------------|------------|-----------|----------------|--------------------------|-------------|-------------|-------------|-------------|-------------|--------------------------------|-------------|-------------|----------------------------|----------------------|-----------------|
| D<br>a<br>t<br>e   | Name of Daily Newspaper |            |           |                | Name of Weekly Newspaper | 1<br>s<br>t | 2<br>n<br>d | 3<br>r<br>d | 4<br>t<br>h | 5<br>t<br>h | Name of Fortnightly Periodical | 1<br>s<br>t | 2<br>n<br>d | Name of Monthly Periodical | Volume No. Issue No. | Date of Receipt |
|  |                         |            |           |                |                          | Week        | Week        | Week        | Week        | Week        |                                | Fortnight   | Fortnight   |                            |                      |                 |
|  | दैनिक जागरण             | हिंदुस्तान | The Hindu | Times of India |                          |             |             |             |             |             |                                |             |             |                            |                      |                 |
| 1  | ✓                       | ✓          | ✓         | ✓              | India Today              | ✓           | ✓           | ✓           |             |             |                                |             |             |                            |                      |                 |
| 2  | ✓                       | ✓          | ✓         | ✓              | इंडिया टुडे              | ✓           | ✓           | ✓           |             |             |                                |             |             |                            |                      |                 |

Note: Two side pages

### 3. Digital Library/Internet/E-reader/Computer Usage Register

| Date     | Name | Class/Section | System No | Time                           | Purpose       | Signature of Student | Signature of Librarian | Remark          |
|----------|------|---------------|-----------|--------------------------------|---------------|----------------------|------------------------|-----------------|
| 14/12/24 | ABC  | IX/C          | 06        | 11:20 (5 <sup>th</sup> Period) | STEAM Project | a                    | a                      | Guides By Mr. A |

Note: Two side pages

### 4. Periodical Issue Register:

| S.No | Date of Issue | Name of Periodicals | Volume/Issue No. Month & Year | Name of Borrower | Signature of Borrower | Return Date | Signature of Librarian | Remarks |
|------|---------------|---------------------|-------------------------------|------------------|-----------------------|-------------|------------------------|---------|
| 1.   | 14/12/24      | Pratiyogita Darpan  | 12/July/23                    | ABC              | abc                   | 28/12/24    | bbbb                   |         |

Note: 1 Side Pages

### 5. Fine Register

| S. No | Date | Accession no | Name of Borrower (Student/ staff) | Class/Post | Section/Designation | Receipt/CS 12 & Date | Signature of Librarian | Signature of Office Clerk | Signature of Principal | Remarks |
|-------|------|--------------|-----------------------------------|------------|---------------------|----------------------|------------------------|---------------------------|------------------------|---------|
|-------|------|--------------|-----------------------------------|------------|---------------------|----------------------|------------------------|---------------------------|------------------------|---------|

Note: 1 Side Pages

### 6. Overdue Reminder Letter

|   |        |       |          |
|---|--------|-------|----------|
| Si  |        |       |          |
| S.no.   | Acc.No | Title | Due Date |
|   |        |       |          |
| As there is demand for the above book(s) from other readers, you are requested to return the same immediately. Thank You<br>Librarian |        |       |          |

Note: 1 Side Pages

### 7. Student's Library Book Issue Card (\*Desirable\*/Optional)

|  |                |       |                   |                |                     |         |
|--|----------------|-------|-------------------|----------------|---------------------|---------|
| KENDRIYA VIDYALAYA.....<br>LIBRARY<br>Student Book Issue Card<br>Session (20.... 20....)<br>Admission/ID Card No. Name of the Student: Class & Division: |                |       |                   |                |                     |         |
| Date of Issue  | Accession 8No. | Title | Student Signature | Date of Return | Librarian Signature | Remarks |
|  |                |       |                   |                |                     |         |

Use e Granthalaya 4.0 Students barcoded library Identity Card/ School I Card

Note: 1 Side Pages

## 8. Stock Taking Register

| Accession No. | Year |      |      |      |      |      |      |      |      |      | Remarks |
|---------------|------|------|------|------|------|------|------|------|------|------|---------|
|               | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |         |
| 1             | ✓    |      |      |      |      |      |      |      |      |      |         |
| 2             | ✓    |      |      |      |      |      |      |      |      |      |         |
|               |      |      |      |      |      |      |      |      |      |      |         |

## 9. Weeding Register Format

| Title          | Author       | Reason for Removal | Approval Date | Disposal Method |
|----------------|--------------|--------------------|---------------|-----------------|
| "Old Science"  | A. Scientist | Obsolete           | 01/01/2025    | Recycled        |
| "Damaged Book" | B. Author    | Physical Damage    | 02/01/2025    | Destroyed       |
| "Extra Copy"   | C. Writer    | Duplicate          | 03/01/2025    | Donated         |

## 10. Suggestion Register Format

| Date       | Name (Optional) | Suggestion/Complaint      | Action Taken      | Status   | Remarks                 |
|------------|-----------------|---------------------------|-------------------|----------|-------------------------|
| 01-01-2025 | Anonymous       | Add more computer systems | Requested funding | Pending  | Under review            |
| 05-01-2025 | John Doe        | Extend library hours      | Implemented       | Resolved | Hours extended by 2 hr. |
| 10-01-2025 | Jane Smith      | Subscribe to new journals | Approved          | Ongoing  | Subscribed to 3 titles  |

## Appendix -7

### OER (Open Educational Resources)

| OPEN EDUCATIONAL RESOURCES (OER) |                                   |   |                               |  |
|----------------------------------|-----------------------------------|---|-------------------------------|--|
| SR NO                            | NAME OF OER                       | WEBLINKS  | Class Covered                 | Purpose/Objective  |
| 1                                | National Digital Library of India | <a href="https://ndl.iitkgp.ac.in/">https://ndl.iitkgp.ac.in/</a>         | Classes I to XII              | <ul style="list-style-type: none"> <li>● To Provide a Comprehensive, digital repository of educational resources for Students, teachers, and lifelong learners</li> <li>● Exam Preparatory resources for class X and XII</li> <li>● To provide textbooks, video lectures, story books, simulations, and hands-on activities.</li> </ul>        |
| 2                                | NCERT                             | <a href="https://ncert.nic.in/">https://ncert.nic.in/</a>                 | class Balvatika to class xii  | <ul style="list-style-type: none"> <li>● To offer free access to educational resources including textbooks, study materials, and digital content for students and teachers.</li> <li>● To provide support for implementation of NCF and class I TO XII other curriculum.</li> </ul>  |
| 3                                | CBSE                              | <a href="http://cbse.nic.in/">http://cbse.nic.in/</a>                     | class IX to XII               | <ul style="list-style-type: none"> <li>● Provide accurate and up-to-date information about CBSE, its policies, and activities.</li> <li>● Provide resources and support to students, including study materials, sample question papers, and information on scholarships.</li> </ul>  |
| 4                                | Diksha                            | <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a> | CLASS I TO XII                | <ul style="list-style-type: none"> <li>● Offer training and professional development opportunities for teachers, enabling them to enhance their skills and teaching methodologies.</li> <li>● Provide access to high-quality educational resources, including textbooks, videos, and interactive content, for students and teachers</li> </ul> |
| 5                                | ePathshala                        | <a href="https://epathshala.nic.in/">https://epathshala.nic.in/</a>       | CLASS I TO XII                | <ul style="list-style-type: none"> <li>● Provide digital access to quality educational resources, including e-textbooks, videos, and interactive content.</li> <li>● Promote equity and inclusion in education by reaching out to students in remote and disadvantaged areas.</li> </ul>   |
| 6                                | Swayam                            | <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>               | CLASS IX TO LIFELONG LEARNING | <ul style="list-style-type: none"> <li>● Provide access to quality educational resources, including online courses, videos, and study materials.</li> <li>● Foster self-learning habits among students, encouraging them to take ownership of their learning.</li> </ul>   |
| 8                                | The National Repository of        | <a href="https://nroer.gov.in/">https://nroer.gov.in/</a>                 | CLASS I TO XII                | <ul style="list-style-type: none"> <li>● Provide resources to support teaching and learning in various subjects and topics.</li> <li>● Encourage critical thinking and problem-</li> </ul>   |

|    |   |   |                            |   |
|----|---|---|----------------------------|---|
|    | Open Educational Resources (NROER)              |   |                            | solving skills through interactive and engaging resources.  |
| 10 | The National Institute of Open Schooling (NIOS) | <a href="https://www.nios.ac.in/">https://www.nios.ac.in/</a>               | Class X TO XII             | <ul style="list-style-type: none"> <li>● Provide high-quality educational resources and courses that meet national and international standards.</li> <li>● Foster a culture of lifelong learning, encouraging students to continue learning and developing their skills throughout their lives.</li> </ul>  |
| 11 | Project Gutenberg                               | <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>         | ALL CLASSES                | <ul style="list-style-type: none"> <li>● Digitize and preserve public domain books, making them available for future generations.</li> <li>● Offer free access to public domain books, promoting literacy, education, and research.</li> </ul>  |
| 12 | eVidarthi.in                                    | <a href="https://www.evidyarthi.in/">https://www.evidyarthi.in/</a>         | Class vi to xii            | <ul style="list-style-type: none"> <li>● Offer access to quality educational resources, including e-textbooks, videos, and interactive content.</li> <li>● Promote collaborative learning by providing resources that facilitate group work and discussion.</li> </ul>  |
| 13 | OLABS   | <a href="https://www.olabs.edu.in/">https://www.olabs.edu.in/</a>           | Class ix to xii            | <ul style="list-style-type: none"> <li>● Provide students with a practical learning experience through virtual laboratory experiments and simulations.</li> <li>● Enhance students' understanding of complex scientific concepts through interactive and immersive experiments.</li> </ul>  |
| 14 | Pratham Story Weaver                            | <a href="https://storyweaver.org.in/en/">https://storyweaver.org.in/en/</a> | Balvatika to class 8       | <ul style="list-style-type: none"> <li>● Promote Reading Habits: Encourage reading habits among children, especially in rural and underserved areas.</li> <li>● Improve literacy rates among children by providing access to high-quality storybooks and educational resource</li> <li>● Support multilingual education by providing storybooks and resources in multiple languages.</li> </ul> |
| 15 | ONLINE JOURNAL REPOSITORY                       | <a href="https://nopr.niscpr.res.in/">https://nopr.niscpr.res.in/</a>       | Students and teachers      | <ul style="list-style-type: none"> <li>● Preserve and provide access to scholarly journals, articles, and research papers.</li> <li>● Disseminate knowledge and research findings to a wider audience.</li> </ul>   |
| 16 | SATHEE  | <a href="https://sathee.prutor.ai/">https://sathee.prutor.ai/</a>           | free Preparation NEET, JEE | <ul style="list-style-type: none"> <li>● SATHEE is an initiative by the Ministry of Education to give students a free learning and assessment platform. The preparation</li> </ul>  |

|    |   |   |  |   |
|----|---|---|--|---|
|    |   |   | CUET,<br>BANKING,<br>ICAR                          | material will be available in English, Hindi, and other regional languages of India to prepare for competitive exams like JEE and NEET.   |
| 17 | SWAYAM PRABHA                               | <a href="https://swayamprabha.gov.in/">https://swayamprabha.gov.in/</a>                                     | CLASS 9 TO POST GRADUATION                         | <ul style="list-style-type: none"> <li>● Provide universal access to high-quality educational content, reaching out to the unreached</li> <li>● Promote equity and inclusion in education, catering to diverse learners and bridging the digital</li> <li>● Support teacher capacity building by providing them with high-quality educational resources.</li> </ul> |
| 18 | PM eVIDYA                                   | <a href="https://pmevidya.education.gov.in/">https://pmevidya.education.gov.in/</a>                         | CLASS I TO XII Students, teachers, adult education | <ul style="list-style-type: none"> <li>● Ensure universal access to quality education for all students, regardless of geographical location or socio-economic background.</li> <li>● Support teacher capacity building by providing them with high-quality educational resources, training, and professional development opportunities.</li> </ul>                  |
| 19 | KVS ZIET Library Blog                       | <a href="https://libraryziethd.blogspot.com/">https://libraryziethd.blogspot.com/</a>                       | Class I to XII                                     | <ul style="list-style-type: none"> <li>● Provide access to a wide range of information resources, including books, articles, KVS circulars, training calendars, and digital contents for students and teachers.</li> </ul>  |
| 22 | E-PGPATHSHALA                               | <a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a>                                   | Graduate and Postgraduate students                 | <ul style="list-style-type: none"> <li>● e-Pathshala is an initiative of the MOE under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality are the key components of education</li> </ul>  |
| 24 | Central Institute of Educational Technology | <a href="https://ciet.ncert.gov.in/">https://ciet.ncert.gov.in/</a>   | teachers and educators                             | <ul style="list-style-type: none"> <li>● CIET provides training and capacity-building programs for teachers, educators, and other stakeholders in educational technology.</li> </ul>  |
| 26 | NCERT Youtube Channel                       | <a href="https://www.youtube.com/@NCERTOFFICIAL/streams">https://www.youtube.com/@NCERTOFFICIAL/streams</a> | CLASS I TO XII TEACHERS & EDUCATORS                | <ul style="list-style-type: none"> <li>● Offer engaging and interactive educational content to improve learning outcomes for students.</li> <li>● The channel also hosts various online training programs, such as the "Digital Pedagogy" training, which focuses on</li> </ul>   |



|    |                 |   |                              |  |
|----|-----------------|---|------------------------------|--|
|    |                 |   |                              | developing teachers' digital pedagogy competencies   |
| 28 | OER WORLD MAP   | <a href="https://oerworldmap.org/">https://oerworldmap.org/</a>                                   | CLASS VI TO XII              | <ul style="list-style-type: none"> <li>● The OER Map World is a global initiative that aims to create a comprehensive and interactive map of Open Educational Resources (OER) from around the world.</li> </ul>  |
| 29 | OER COMMONS     | <a href="https://www.oercommons.org/">https://www.oercommons.org/</a>                             | FOR ALL CLASSES AND TEACHERS | <ul style="list-style-type: none"> <li>● Increase access to high-quality educational resources for all learners, regardless of geographical location or socio-economic background.</li> <li>● Foster Collaboration and Sharing: Encourage collaboration and sharing among educators, institutions, and organizations to promote the development and use of OER.</li> </ul>   |
| 31 | NISHTHA ONLINE  | <a href="https://itpd.ncert.gov.in/">https://itpd.ncert.gov.in/</a>                               | TEACHERS                     | <ul style="list-style-type: none"> <li>● NISHTHA Online offers online courses and training programs for teachers and school heads, covering various topics such as pedagogy, subject-specific training, and school leadership.</li> </ul>  |
| 32 | E-ADHAYAN       | <a href="https://ebooks.inflibnet.ac.in/eadhyayan/">https://ebooks.inflibnet.ac.in/eadhyayan/</a> | Graduand and Post Graduate   | <ul style="list-style-type: none"> <li>● To provide a repository of e-books for graduate and post-graduate courses.</li> </ul>   |
| 33 | PHET SIMULATION | <a href="https://phet.colorado.edu/">https://phet.colorado.edu/</a>                               | class VI to XII              | <ul style="list-style-type: none"> <li>● These simulations aim to promote science, technology, engineering, and mathematics (STEAM) education by providing engaging, interactive, and free online resources.</li> </ul>  |
| 34 | ISRO            | <a href="https://www.isro.gov.in/index.html">https://www.isro.gov.in/index.html</a>               | CLASS IX TO XII              | <ul style="list-style-type: none"> <li>● ISRO offers various activities for interested students to engage in STEAM activities connected to space science, technology, and application areas. The knowledge portal includes online certified courses, interactive video sessions with space scientists, provision to submit creative images of space kids, a virtual museum interface, Innovative ideas of students including Apps/ research papers, etc., and a space quiz for testing their awareness.</li> </ul> |

## Appendix- 8

### Suggestive Reader's Club Activities

| S.NO. | PROGRAMME/ACTIVITIES                   | PROPOSED DATES/MONTH | REMARKS  |
|-------|--|----------------------|--|
| 1.    | Reader's Club Formation & Inauguration | April                | Member registration, committee formation, Beginning of Reader's Club activities for the session  |
| 2.    | Library Board Making                   | May-June             | Creatively designed Readers Club   |
| 3.    | Book-Themed Trivia                     | July                 | Ideally, all sessions should include reading aloud. Children learn about how to read the newspaper in Anchor Style, where to highlight and keep pause while reading.   |
| 4.    | Character Role-Playing                 | August               | Children will learn about a variety of Fiction and Non-Fiction Books.  |
| 5.    | Author Research Presentation           | September            | Assign each member a task to research the author of the current book. At the next meeting, they can present interesting facts about the author, their writing style, and any personal connections to the book's themes.  |
| 6.    | Book Art & Themed Bookmarks            | October              | Have members create art inspired by the book (e.g., drawing the book cover, designing a poster, or illustrating key scenes). This can be done digitally or with physical materials and shared during the meeting. Have a crafting session where members create custom bookmarks based on the book's themes, characters, or setting. This can also be a fun gift for members to keep as a reminder of their favorite stories. |
| 7.    | Book vs. Movie Debate                  | November             | If a book has a film or TV adaptation, hold a discussion comparing the two. Did the movie do the book justice? What was left out, added, or changed? Let members share their opinions on what worked and what didn't.  |
| 8.    | Making a documentary film of a book    | December 2023        | Students of the readers club will be assigned to make a documentary of a book.   |
| 9.    | Literary Quiz Show                     |                      | Host a quiz show with questions related to the book or general literary knowledge. Divide the group into teams and award points for correct  |

|  |  |          |   |
|--|--|----------|---|
|  |  |          | answers.  |
| 10..   | Result Analysis of Activities and Various Competitions | February | Identifying the Best Reader from Each Class and Award Them. |
| <p>Some other suggestive activities:</p> <ul style="list-style-type: none"> <li>i. Publication of Library Magazines</li> <li>ii. Assembly Programme</li> <li>iii. Conduct Of Reading Sessions</li> <li>iv. Story Telling Sessions. Read A Book And Review It.</li> <li>v. Literary Competition On Special Occasion</li> <li>vi. Scrape Book Preparation On Great Personalities.</li> <li>vii. Career Guidance Programme. Guidance For All Common Entrance Test (CET)</li> <li>viii. Special Reference Service For Board Class Students</li> <li>ix. encourage the Children To Procure Newspaper For Dormitory Reading</li> </ul> |  |          |   |

## Appendix 9

### Suggestive Best Practices in Library

The role of the school library is crucial in fostering a love for reading, promoting independent learning, and supporting the curriculum. Here are some best practices that can help maximize the potential of school libraries:

#### 1. Creating a Welcoming and Accessible Environment:

- i. **Student-Centered Design:** The library should be a flexible and inviting space. Comfortable seating, quiet reading areas, collaborative workspaces, and dedicated zones for different activities (such as research or storytelling) help cater to diverse needs.
- ii. **Inclusive Environment:** Libraries should be accessible to all students, including those with disabilities. Providing books in various formats (e.g., audio, braille) and offering assistive technologies (e.g., screen readers, speech-to-text software) ensures inclusivity.

#### 2. Curating a Diverse and Updated Collection:

- i. **Balanced Selection:** A well-rounded library collection should include fiction and non-fiction, covering a wide range of genres, subjects, and reading levels. Offering books from different cultures, ethnicities, and perspectives helps students develop a broader worldview.
- ii. **Regular Updating:** Libraries should regularly review and update their collections to ensure that resources remain relevant, current, and aligned with both the curriculum and students' interests.

#### 3. Promoting Reading and Literacy:

- i. **Reading Programs and Events:** Organize book clubs, reading challenges, author visits, or theme-based reading weeks to engage students and motivate them to read. Encouraging students to share book reviews and discuss what they're reading can build a reading community.
- ii. **Digital Reading Platforms:** Incorporate e-books and audiobooks to accommodate different reading preferences and promote digital literacy. This makes books more accessible to students who may have different learning styles.

#### 4. Integration with Curriculum and Teaching:

- i. **Collaboration with Teachers:** Libraries should actively collaborate with teachers to support the curriculum. This could include curating resources for specific lessons, helping with research assignments, or providing supplementary materials that enhance learning.
- ii. **Curriculum Mapping:** Libraries can align their resources with the learning objectives of different subjects and grade levels. Providing access to materials that support project-based or inquiry-based learning helps students deepen their understanding of various topics.

## 5. Fostering Information Literacy:

- i. **Research Skills Workshops:** Libraries should offer workshops that teach students how to conduct research, use online databases, evaluate sources critically, and cite references correctly. These skills are essential for academic success and help students become responsible digital citizens.
- ii. **Promoting Digital Literacy:** As technology plays a growing role in education, libraries should equip students with the skills to navigate digital resources effectively. This includes teaching how to search for information online, distinguish credible sources, and use digital tools responsibly.

## 6. Encouraging Creativity and Critical Thinking:

- i. **Maker Spaces:** Designating areas where students can engage in hands-on activities (e.g., crafting, robotics, or STEAM projects) encourages creativity and problem-solving skills.
- ii. **Critical Thinking Programs:** Libraries can offer programs or resources that promote critical thinking, such as debate clubs, logic games, or interactive activities that challenge students to think deeply and analyze information.

## 7. Community Engagement:

- i. **Collaborative Learning:** Libraries should create spaces for group activities and projects. Providing access to collaborative tools like group workstations, online shared documents, or video conferencing facilities can help students work together effectively.
- ii. **Community Partnerships:** Libraries can engage with local libraries, businesses, and community organizations for events, programs, and resources. These partnerships can enrich the library's offerings and provide students with real-world connections.
- iii. **Community Involvement and Ownership:** Involve community leaders, parents, and local influencers in library activities. When the community takes ownership, there is often greater participation. Hold meetings or awareness programs to explain the importance of libraries and reading.
- iv. **Work with Parents and Families:** Organize workshops to educate parents on how to encourage reading at home. This could involve tips on reading aloud, creating a reading-friendly environment, and setting aside time for books.
- v. **Literacy fair:** Parents and local community involvement, engaging alumni, youth icons, parents, retired professionals, and college students can help encourage community

## 8. Utilizing Technology and Digital Tools:

- i. **Online Catalogs and Digital Lending:** Implementing an online catalog and lending system allows students and staff to search, reserve, and borrow materials with ease. Many library management systems also allow for digital borrowing, which can be particularly beneficial for remote learning.
- ii. **Interactive Learning Resources:** Incorporate multimedia tools (such as videos, podcasts, and interactive e-books) and digital platforms that promote active learning.

Tools like Kahoot!, Quizlet, or Google Classroom can help integrate library resources with classroom activities.

## **9. Fostering Lifelong Learning:**

- i. **Cultivating Curiosity:** Encourage students to explore beyond their textbooks. Libraries should be spaces that stimulate curiosity, allowing students to learn about a wide variety of subjects outside the formal curriculum.
- ii. **Lifelong Learning Mindset:** Libraries should instill a passion for learning that extends beyond school, preparing students to become independent learners who seek knowledge throughout their lives.

## **10. Evaluation and Feedback:**

- i. **Assessing Library Services:** Regular feedback from students, teachers, and parents can help improve the library's services and resources. Surveys, suggestion boxes, and student focus groups can offer insights into how the library can better meet the needs of its users.
- ii. **Usage Data:** Libraries should track the use of resources (both physical and digital) to understand trends, identify gaps, and make informed decisions about future acquisitions and programs.

## **11. Incorporate Local Culture and History:**

- i. Curate books and materials that reflect the local culture, history, and daily life. This can help children and adults feel more connected to the library and reading as an important part of their lives.
- ii. **Mobile Library Services:** For remote or isolated rural areas, setting up mobile libraries—using vans or buses to transport books—can help reach children and families who may not have easy access to a fixed library.
- iii. **Reading Incentives and Challenges:** Organize reading challenges with small rewards or recognition to motivate children. This can spark enthusiasm and build a culture of reading.

## **12. Train and Mobilize Local Librarians:**

- i. Provide training for local library staff and volunteers on how to engage children and families in reading. These individuals can be instrumental in motivating others, especially if they are from the same community.
- ii. **Collaborate with Schools:** Partner with local schools to develop reading programs or to set up libraries within schools. Encourage students to borrow books and share them with their families. Schools can also organize reading competitions, book clubs, or reward systems to promote reading.

**13. Celebrating language festival:** Language Festivals embody the spirit of Ek Bharat Shreshtha Bharat by celebrating linguistic diversity and cultural unity. The program places children at its core, recognizing their natural ability to learn new languages and appreciate the subtleties of accents and dialects. Through activities like interactive games, storytelling, and story writing, children immerse themselves in a world of languages, exploring their linguistic potential while deepening their understanding of heritage and the communities around them.

Language festivals contribute to fostering a reading culture in various ways:

- i. Children explore diverse cultures and languages through art, music, dance, drama, debates, dialogues, and folk literature.
- ii. They engage in creative writing, crafting poems, short stories, and folk tales inspired by their imagination and experiences.

#### **14. Celebrate Literacy:**

- i. Hold annual or seasonal literacy events, like book fairs or literacy days, where the entire community can come together to celebrate reading. This can include performances, puppet shows, or exhibitions centered around books and reading.
- ii. Sustainability through Volunteerism\*: Train older children and community members as reading ambassadors or volunteer librarians who can help sustain the programs long-term and inspire others in the community.
- iii. Collaborative Learning Projects\*: Encourage teachers and librarians to collaborate on interdisciplinary projects that integrate library resources with classroom curriculum. For example, a history class project could involve researching local history using library books, websites, and primary sources.

#### **15. Author Visits and Virtual Author Sessions:**

Organize author visits or virtual meet-and-greets where authors discuss their books and writing process. This can spark students' interest in reading, writing, and creating their own stories.

#### **16. Create a Reading Culture through Social Media:**

Use the school's social media accounts to promote library events, book recommendations, student book reviews, and reading challenges. Engaging with students where they are—online—can enhance library visibility and interest.

#### **17. Integration of Multilingual Resources:**

- i. Provide books in multiple languages, including regional and local languages, to promote linguistic diversity and align with *Ek Bharat Shreshtha Bharat*.
- ii. It ensures inclusivity and gives students access to literature in their native or preferred languages.
- iii. Include Bhasha Sangam corners where students can explore literature from paired states to build respect for different languages and cultures.

#### **18. Interactive Book Clubs:**

- i. Collaborate with Vidyanjali to set up student-led book clubs where volunteers facilitate discussions, recommend books, and mentor students.
- ii. Launch interactive or theme-based book clubs where students of various grade levels read the same book and participate in group discussions. These clubs can include multimedia elements like book trailers, online discussions, and creative projects to complement the books.

#### **19. Gamification of Reading:**

Use gamified elements, such as digital reading apps, challenges, or competitions, to make reading fun. For instance, students could earn badges or rewards for completing reading milestones, and these achievements could be tracked and celebrated publicly.

## **20. Collaboration with External Partners:**

Partner with local libraries, museums, universities, and cultural organizations to bring in more diverse resources, field trips, workshops, and guest speakers. These partnerships can broaden students' educational experiences.

## **21. Happy Reading Hours:**

- i. Create a Cozy Environment
- ii. Themed Reading Sessions
- iii. Interactive Storytelling
- iv. Book Recommendation Displays
- v. Reading Challenges and Rewards
- vi. Book Talk Sessions
- vii. Author Interactions
- viii. Creative Extensions
- ix. Use Technology Wisely
- x. Parent Involvement
- xi. Celebrate Special Days
- xii. Feedback and Suggestions

**22. Linking with Vidyanjali:** Integrating the school library with Vidyanjali can help enhance reading culture and resources for students. Innovative Ways to Link School Libraries with Vidyanjali. By leveraging Vidyanjali effectively, schools can transform their libraries into vibrant hubs of learning and creativity.

## **Innovative Ways to Link School Libraries with Vidyanjali**

- i. **Adopt-a-Library Program:** Invite Vidyanjali volunteers to "adopt" the library, providing sustained support through book donations, infrastructure upgrades, and organizing regular events.
- ii. **Library Ambassadors:** Appoint student library ambassadors to collaborate with Vidyanjali volunteers in promoting reading activities and organizing events.
- iii. **Skill-Based Workshops:** Engage Vidyanjali volunteers to conduct skill-based workshops, such as research skills, library organization, or creating digital catalogs.
- iv. **Mobile Library Initiative:** Seek Vidyanjali's help to set up mobile libraries, enabling access to books for students in remote or underserved areas.
- v. **Inter-School Reading Partnerships:** Collaborate with other schools through Vidyanjali to organize inter-school reading challenges or book exchanges, fostering



healthy competition and collaboration.

- vi. **Parent-Child Reading Sessions:** Use Vidyanjali to encourage parents to participate in special parent-child reading sessions, making the library a hub for family engagement.
- vii. **Library as a Community Hub:** With Vidyanjali's support, open the school library to local communities, offering reading materials and organizing literacy programs for all age groups.
- viii. **Cultural Exchange Programs:** Partner with Vidyanjali to host events where volunteers share regional stories, folk tales, and literature, promoting cultural diversity and inclusion.
- ix. **Library Beautification Drives:** Engage Vidyanjali volunteers to assist with library beautification projects, such as creating vibrant murals, reading corners, or themed book displays.
- x. **Digitization of Resources:** Seek Vidyanjali's support for converting physical books into digital formats, enabling broader access and promoting modern learning methods.
- xi. **Guest Speaker Series:** Invite Vidyanjali volunteers, including authors, illustrators, and publishers, to deliver talks, share experiences, and inspire students to appreciate literature.
- xii. **Library Fundraisers:** Work with Vidyanjali to organize fundraisers or crowdfunding campaigns to acquire new books, improve infrastructure, or host special reading events.
- xiii. **Career Guidance through Reading:** Collaborate with Vidyanjali professionals to guide students on how reading can shape career aspirations and foster lifelong learning habits.
- xiv. **Storytelling Competitions:** Organize storytelling or story-writing competitions with the help of Vidyanjali volunteers, encouraging creativity and active participation.

## 23. Archive of Children's Library Activities:

- i. **Event Documentation:** Maintain records of story time sessions, book clubs, or special events like author visits and workshops for future reference and inspiration.
- ii. **Program Materials:** Store materials like activity sheets, handouts, and program guides for reuse or inspiration in designing future activities.
- iii. **Feedback and Reviews:** Record feedback from children, parents, and educators on library programs to evaluate success and areas for improvement.
- iv. **Collaborative Projects:** Archive group projects, such as collaborative storybooks, newsletters, or community-driven initiatives created during library activities.

- v. **Annual Reports:** Compile an annual archive of the library's activities, milestones, and success stories to document growth and impact.
- vi. **Showcase of Achievements:** Preserve evidence of children's accomplishments in library-related competitions, exhibitions, or community contributions.
- vii. **Creative Works:** Collect and archive children's art, stories, poems, or other creative outputs produced during library programs.
- viii. **Photographs and Videos:** Preserve photographs and video recordings of library events and activities to showcase the engagement and learning of participants.
- ix. **Reading Challenges:** Document participation and achievements in reading challenges or literacy campaigns organized by the library.
- x. **Cultural Celebrations:** Archive materials and memorabilia from events celebrating cultural and linguistic diversity, such as storytelling in different languages or festivals.
- xi. **Digitized Records:** Develop a digital archive to store and catalog these records for easy access and long-term preservation.
- xii. **Historical Overview:** Create a timeline or historical record of the library's evolution, highlighting key programs and their impact on children's learning and development.

## 24. Showcasing children's achievements (Monthly):

- i. Building Confidence
- ii. Encouraging Creativity
- iii. Promoting Skill Development
- iv. Fostering Peer Inspiration
- v. Strengthening Parent-Teacher Collaboration
- vi. Celebrating Diversity
- vii. Providing Positive Reinforcement
- viii. Creating a Supportive Environment
- ix. Encouraging Participation
- x. Documenting Progress

## 25. Expanding or modifying stories:

- i. Children can create storybooks to share with their peers.
- ii. Children can compile a weekly or monthly NEWSPAPER based on the stories they have read, transforming their reading experiences into a creative library publication

## 26. Sustainable Practices & Integration with School Curriculum

- i. Encourage eco-friendly practices like upcycling old books, using digital catalogs, and hosting eco-literature workshops to align with NEP’s focus on sustainability.
- ii. Align library resources with NEP-recommended curricula, providing supplementary materials for experiential and interdisciplinary learning.
- iii. Include books that complement subjects like STEAM, arts, and humanities to support cross-disciplinary exploration.

## **27. STEAM Through Library Activities**

Libraries can serve as dynamic hubs for promoting STEAM (Science, Technology, Engineering, and Mathematics) education by incorporating hands-on activities, resources, and programs that make STEAM engaging and accessible for students. Here are some effective strategies:

### **A. STEAM-themed reading Corners**

- i. Create a dedicated STEAM corner in the library with books on science experiments, coding, engineering projects, biographies of scientists, and STEAM-related magazines.
- ii. Include age-appropriate STEAM fiction and non-fiction to make learning enjoyable.

### **B. Hands-On STEAM Workshops**

- i. Host library-based workshops on topics like robotics, basic programming, DIY science experiments, or engineering challenges.
- ii. Collaborate with local STEAM professionals or Vidyanjali volunteers to guide these workshops.

### **C. Invention Space and Tinker Labs**

- i. Set up a small Invention Space in the library with materials like LEGO sets, circuits, 3D printing kits, and craft supplies to encourage creative problem-solving and design thinking.
- ii. Include instruction guides or STEAM-related project books to inspire exploration.

### **D. STEAM Storytime and Book Clubs**

- i. Organize STEAM-themed storytime sessions using books that incorporate science or math concepts (e.g., “The Magic School Bus” series).
- ii. Start a STEAM book club where students discuss books related to innovation, technology, or environmental science.

### **E. Interactive STEAM Displays**

- i. Design interactive library displays featuring STEAM topics, such as “Build a Circuit,” “Design a Tower,” or “Guess the Scientist.”
- ii. Include QR codes on displays that link to online resources or videos about the featured topics.

## **F. STEAM Reading Challenges**

Introduce challenges like “Read 10 STEAM Books” or “Explore All STEAM Topics” to encourage students to engage with a variety of STEAM resources.

## **G. Coding and Robotics Programs**

- i. Host coding classes using beginner-friendly tools like Scratch, Blockly, or Python, leveraging library computers or tablets.
- ii. Conduct simple robotics sessions using kits like LEGO Mindstorms or Arduino.

## **H. STEAM Career Talks**

Invite STEAM professionals, researchers, or college students to share their career experiences, inspire students, and highlight the relevance of STEAM fields.

## **I. DIY STEAM Kits for Borrowing**

Offer take-home STEAM activity kits containing materials and instructions for experiments, engineering challenges, or coding exercises.

## **J. Science Film Screenings**

Organize screenings of educational documentaries, science-fiction movies, or animated STEAM shows followed by discussions to engage students.

## **K. STEAM-Themed Competitions**

Host library-based STEAM competitions, such as:

- i. Science quiz
- ii. Math puzzle challenges
- iii. Engineering design contests (e.g., build the tallest paper tower)

## **L. Promote Digital STEAM Resources**

- i. Provide access to online resources like Khan Academy, Code.org, NASA’s educational content, or virtual science labs.
- ii. Guide students in using library computers for STEAM-related research or simulations.

## **M. Interdisciplinary STEAM Activities**

Organize activities combining STEAM with arts (*STEAM*) to encourage creativity, such as creating math-inspired art or designing solutions for environmental problems.

## **N. Science and Technology Exhibitions**

Use library space to display science fair projects or models created by students, fostering curiosity and peer learning.

## **O. Collaboration with Schools and Community**

Partner with schools or local STEAM organizations to bring expert-led workshops, mobile labs, or STEAM fairs to the library.

## **P. Gamify STEAM Learning**

Offer STEAM-related games, puzzles, and challenges (e.g., chess, Sudoku, or coding games) to make learning fun and interactive.

## **Q. Encourage Inquiry-Based Learning**

Promote STEAM exploration by asking thought-provoking questions, conducting mini-research projects, or encouraging students to “find out more” on STEAM topics.

## **28. Promotion of Local and Regional Literature**

Introduce a section for local and tribal literature, folk tales, and oral history narratives to preserve and celebrate India’s rich heritage.

## **29. Promoting Voluntary Participation:**

Enhance community and private sector involvement in government-run elementary schools nationwide. It encourages volunteers, including retired teachers, government officials, professionals, youth icons, alumni, parents, and college students, to contribute to organizing co-scholastic activities focused on fostering a love for reading.

- i. Reading stories to children
- ii. Assisting children in creative writing
- iii. Guiding public speaking sessions
- iv. Facilitating play-acting
- v. Collaborating with children to create storybooks

**30. Encouraging Young writers:** Encouraging children to write books/e-books/blogs about their experiences such as local culture, school trips, visits to museums, other States, etc to inculcate in their writing habits.

By implementing these BEST PRACTICES, libraries can inspire curiosity, creativity, and a passion for reading, preparing students for future careers and innovations. In conclusion, best practices in libraries focus on creating a welcoming, inclusive, and resource-rich environment for users. By embracing technology, fostering continuous staff development, prioritizing accessibility, and engaging with the community, libraries can adapt to evolving needs while preserving their core mission of education and information dissemination. Ensuring the proper maintenance of collections, utilizing data-driven decision-making, and promoting collaboration among libraries will strengthen their role as vital community hubs. With a commitment to these best practices, libraries will continue to empower individuals and contribute to lifelong learning in the digital age.



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

## केन्द्रीय विद्यालय संगठन Kendriya Vidyalaya Sangathan

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