
UNIT 4 SCHOOL LIBRARY AND ITS USE

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4.1 INTRODUCTION

In the present democratic set-up of India, the role of education is to promote intellectual and emotional development of the child through an effective and progressive system of primary and secondary education. The school in the past was entirely dependent upon the textbook. At present, however method of teaching in school has changed. Accordingly a teacher must employ dynamic method of teaching by which learning is accelerated and broadened by the use of various devices and materials. The school library plays a major role in this situation. It provides vital information and ideas that are fundamental for the functioning successfully in our increasingly information and knowledge based society.

Studies on the use of libraries conducted in recent past have revealed that majority of the users are unaware of the different types of resources, their uses and the variety of services offered by the modern libraries. This accounts for undertaking this unit so that the learners may duly appreciate various uses of school library.

4.2 OBJECTIVES

At the end of this unit, you should be able to:

- understand the concept of school library;
- appreciate the services provided by school library;
- familiarize yourself with modes of document selection, classification and retrieval of the materials for use;
- critically estimate the role of school library in storing and disseminating information to learners for promoting self-learning; and
- realise the vital role of school library in the overall schooling process as well as self learning.

4.3 THE CONCEPT OF SCHOOL LIBRARY

School is the primary centre for good citizenship. It is the foundation for university education and specialized learning. Every child with an average intelligence and ability starts taking keen interest in knowing things with curiosity and right through the schooling period s/he is on the way to acquire knowledge and enrich his/her faculties. It is therefore, essential to familiarize with the library, which would provide him quality-reading materials. School library is capable of undertaking this important responsibility. It serves to arouse curiosity for learning and supplements the instructional programme for a creative life. An excellent educational programme cannot be developed without the provision and support of a well-planned school library. The good books that a child reads, in addition to his textbooks, shape his character and determine his ideal for the future.

In the past one found that the term school library applied to anything from a collection of assorted books dumped in a store to classroom corner or array of books securely locked up in a cupboard located in the headmaster's office.

Today, one can say that a school library ranges from a collection of books in a small or medium classroom located in the school premises. In a wider perspective, school library can be defined as collection of not only books but also pamphlets, journals, newspapers, audio- visual materials and other forms of printed and non- printed materials

which are systematically organized and kept for reading and consultation since formal education at all levels requires a continuous reading and consultation of information materials.

Indeed the school library is supposed to be a multipurpose establishment and a driving force in the realization of school's aims and objectives. It can be regarded not only as a reading material centre but also as a service and teaching agency.

4.3.1 Aims

School library being a part of an educational set-up does have the same aims and objectives as those of the school itself and the aims of the school are not too far from the aims of education in general. Whatever may be the level of school library, its aims should be to:

- provide documents for pupils and teachers,
- develop and promote reading,
- encourage research and study from many information sources,
- provide recreational and leisure time reading,
- re-emphasize the pedagogical principles of self-education for furthering individual interests and abilities,
- give civic and social training in observance of democratic principles.

In order to achieve the above aims and objectives, a modern school library should be considered a resource centre, providing open access to its users. It should be made a centre of informal education. Above all, it should be the hub of activities in a school.

4.3.2 Collection

Building up adequate collections of instructional documents is essential for the development of effective library services. The requirements of students and teachers must be taken care of adequately. Nature and size of the collection depend upon the school's philosophy of education. As per the IFLA/UNESCO School Library Guidelines, the smallest school should have at least 2,500 relevant and updated items to ensure a wide balanced book stock for all ages, abilities and backgrounds. At least 60% of the stock should consist of curriculum-related non-fiction resources

In addition, a school library should acquire materials for leisure purposes such as popular novels, music, computer games, video cassettes, video laser disks, magazines, posters and other forms of printed and non-print materials. These kinds of materials may be selected in cooperation with the students to ensure that these reflect their interests and culture, without crossing reasonable limits of ethical standards.

4.3.3 Services

School library is a services library that should provide open access to documents. These are acquired and processed for use. On the other hand, close access aims at preservation. School library does not exist for its own sake but aims to serve the user.

In order to perform its functions, a school library can provide a variety of services. No service should be considered less important but under certain circumstances a librarian may not be able to devote enough attention to each of these.

School library should provide the following services:

- display of materials and information

- organization of story hour, book talks, book debates ,essay competition and quiz
- library orientation to a freshman
- readers' advisory services
- circulation of materials
- reservation of materials
- assistance in the use of catalogue
- assistance in the search and location of materials
- assistance in the use of reference books etc
- provision of information on request
- maintenance of vertical files containing pamphlets, prospectuses, reports and press clipping
- preparation of reading lists and
- inter-library loan

Display of materials and information can be done to attract the students and teachers. We may adopt the following devices to achieve the same:

- organization of book exhibitions
- display of jackets of new books
- display of newspaper clippings
- display of lists of new books received ,and
- putting up of a wall magazine.

For small children, a special period can be set aside for story telling. This can be organized. Story telling can be done by the librarian or teacher to attract the children towards the world of books. Book talks, book debates, essay competition or quiz can be organized to attract the students to the library. These may be done during assembly time of the school. The responsibility can be handed over to the librarian or teachers.

Library is a growing organism. Therefore, it will grow in terms of users and documents. The size and variety of the collection can easily bewilder a freshman (a new number of a library). In addition, the tools of the library have an element of artificiality about them. It is not easy to understand their use. There are many peculiarities about the arrangement of documents, layout of sections and kinds of services provided to freshmen by the librarian. Orientation will be concerned with introducing the library so that they can use the library in a meaningful and effective way. A librarian should familiarize him with the varieties of the reading materials in the library, the ways of using them, and also the working of the library tools.

Readers' advisory service is concerned with providing reading guidance to individuals. That is what they might read. Students need to be provided this kind of guidance.

Circulation of documents to students and teachers is essential. Teacher would require documents for classroom purposes. A system would have to be worked out between teachers and the library.

The document requested by a student or teacher might have been issued out or got misplaced. The item may be reserved so that when it is returned or located, then it can be passed on to the concerned user.

User education consists of library orientation and bibliographic instruction. Library orientation is the first level and bibliographic instruction is the second level. Library orientation is given in the beginning and is confined to providing an awareness of physical location of different sections, staff and services. Bibliographic instruction is a teaching function, the aim being to teach the user systematically as to how to use a library including use of documents and services. It involves introduction to the information resources of a particular subject discipline as well as the techniques of making effective and efficient use of information resources and the library. It is a learning process.

When a user (may be student or teacher) goes to the library, he/she might need assistance in the:

- use of catalogue;
- search and location of documents , and
- use of reference books.

A student or teacher may want to know something about costumes of Santhal or a short biography of Ramanujam. This means that there should be a provision for information on request.

Maintenance of vertical files containing pamphlets, prospectuses, reports, press clippings etc. can serve a useful purpose because these would form the basis of reference services.

Preparation of reading lists is essential. This service should be provided to both students and teachers. Graded lists would be required for students. This will greatly help in increasing the use of the library.

If required, school library should borrow documents on inter- library loan from other libraries especially the public library.

Check Your Progress

- Notes:** a) Write your answers in the space given below.
 b) Compare your answers with these great at the end of the Unit.

1) List the five major types of services provided by the school library.

.....

2) What are the aims of school library?

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4.4 SELECTION OF DOCUMENTS

The importance of a library depends upon the reading material it contains and how efficiently the material is served to the users. It is not only volume of reading material, which is important, but its variety and quality as well. Hence for the acquisition of such material, library has to proceed in a systematic manner so as to meet the immediate requirements of its users. To develop a comprehensive collection, it has to keep in view the future requirements of the users.

To acquire reading materials which would be useful to the library users, it is essential to have a clear idea of their requirements, their range of interests, etc. It can never be possible to acquire all the published reading materials nor will every thing published be found useful in a library, hence proper selection of reading materials is crucially important.

Document selection is the rock on which library service is built. In a recent survey it was revealed that majority of the schoolteachers are unaware of their role in the book selection. Surprisingly, they did not know who selected the documents for them and how to go about doing it. It is generally presumed by the user that the librarian and principal have the sole responsibility for book selection though it is not wholly true. As a matter of fact, it is the joint responsibility of teacher and the librarian to select best reading materials.

4.4.1 Sources of Documents Selection

Sources of book selection are normally the documents selected from the following source:

- book received on approval from the suppliers
- document selection tools
- reviews in newspapers, magazines and journals
- catalogues of publishers /producers and distributors
- lists of new addition of various libraries
- suggestions of the readers
- book exhibitions and book fairs.

4.4.2 Document Selection Tools

There are specially designed tools, which are meant for providing information about the retrospective, current and forthcoming publications/productions of interest to the user. Some of these are as follows:

➤ Selection Tools for Book

- International Book Year Newsletter. Paris: UNESCO, International Book Year Unit - Monthly.
- Cumulative Book Index. New York: H.W.Wilson Co. - Monthly.
- Book In Print New York: R.R, Bowker- Annual
- Whitakers Book In Print: The Reference Catalogue of Current Literature, London: Whitaker Bibliographic Services: A Division of J. Whitaker & Sons Ltd. - Annual

- Indian Books in Print. Delhi: Indian Bureau of Bibliographic - Irregular.
 - Indian National Bibliography. Calcutta: Central Reference Library: A Division of National Library - Monthly.
 - British National Bibliography. London: British Library Bibliographical Services Division - Weekly.
 - ASLIB Book List: A Monthly List of Recommended Scientific and Technical Book with Annotation. London: ASLIB- Monthly.
 - International Bibliography of Social Sciences London: Tavistock Publications - Annual.
 - BEPI: A Bibliography of English Publication in India. New Delhi: D.K.F. Trust - Annual.
 - Recent Indian Book. New Delhi: Federation of Publishers and Book Sellers Association of India - Quarterly.
- **Selection Tools for Periodical and Serial Publications**
- Ulrich International Periodicals Directory. New York: R.R. Bowker - Annual.
 - Directory of Periodicals Published in India Compiled by Susheel Kaur and P. Sapra. New Delhi: Sapra Sapra.
 - Directory of Indian Scientific Periodicals. New Delhi - INSDOC.
 - Press in India: Annual Report on the Press by the Registrar of Newspapers for India. New Delhi: Publication Division.
- **Selection tools for Government Publications:**
- Catalogue of Civil Publications of the Government of India. Delhi: Controller of Publications.
 - Catalogue of Parliamentary Publications. Delhi: Lok Sabha Secretariate.
 - United Nations Documents Index New York: UN and Specialized Agencies Library - Monthly
- **Selection Tools for Reference Books**
- A Guide to Reference Material on India by N.N. Gidwani and K. Navlani. Jaipur: Saraswati Publications. 1971, 2 vol.
 - Guide to Reference Materials by A.V. Walford, 3rd ed. London: Library Association, 1977, 3 vol.
- **Selection Tools for Dissertations and Thesis.**
- Bibliography of Doctoral Dissertations. New Delhi: Association of Indian Universities - Annual.
 - Dissertation Abstracts International, Ann Arbor, Michigan Xerox University Microfilms - Monthly.
- **Selection Tools for Patents**
- Patent Office Handbook. Calcutta: Indian Patent Office - Annual.
 - World Patents Index Abstracts Journals. London: Derwent Publications - Weekly.

➤ **Tools for Standards and Specifications**

- Handbook of ISI Publications. New Delhi: B.I.S. - Annual.
- British Standard Institution Year Book. London: BSI - Annual.

➤ **Selection Tools for Non - Print Materials**

- Guide to Microforms in Print. Weston: Microform Review - Monthly.
- Newspapers on Microforms. Washington D.C.:Library of Congress - Annual.
- Audio - Visual Market Place: A Multimedia Guide. New York, R.R. Bowker-Annual.
- Source of Audio - Visual Materials. Washington D.C. Govt. Printing Office.
- Computer - Readable Database: A Directory and Data Source Book. Chicago: American Library Association - Irregular.

4.5 PREPARATION OF DOCUMENTS FOR USE

4.5.1 Accessioning

After the selection of the documents, library may procure them from publishers or distributors. All the books received from publishers or distributors are checked thoroughly so that books found damaged may be replaced from the suppliers promptly. The next step is accessioning, that is each and every book to be included in the stock of the library must receive a serial number called the accession number and be entered in the accession register, which is an essential and permanent record of a library. Sometimes it is called the horoscope of the library. The books procured are recorded in the accession register in the order in which they are received in the library. Accession Register contains all important bibliographical information about a book such as: accession number, author(s), title, place of publication and name of publisher, year, pages, price, volumes, class number, etc.

4.5.2 Classification

Classification is a process of grouping which involves putting together like entities and separating unlike entries. In ordinary classification, we deal with the arrangement of ideas and objects in a systematic order. But library classification is concerned with arranging documents in the most helpful and permanent order. Library classification thus provides formal access to the documents in a library. Library classification is the translation of the name of the subject of a book in to a preferred artificial language of ordinal numbers, and the individualization of the several books dealing with the same specific subject by means of further set of ordinal numbers which represent some features of the documents other than their thought content.

The basic aim of librarianship is to bring the user in contact with a specific document or information. Various techniques are adopted by a librarian to achieve this aim. Library classification is one such technique which helps in the organization of documents and information so that the user can use sources of information effectively.

Good book selection is basic to a good library collection and proper classification is fundamental in organizing that collection and in the retrieval of specific document for use by the users.

4.5.2.1 Scheme of Classification

There are many classification schemes available for library classification work like: Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), Colon Classification (CC), Bibliographical Classification (BC) etc. As per nature of library it may use one of these classification schemes. Generally, Indian school library uses either Dewey Decimal Classification (DDC) or Colon Classification (CC).

Components of Library Classification

The essential components of a scheme of library classification are the Notation, Common Isolate, Index etc. The library users should try to be familiar with these to some extent.

- **Notation**

Notation is a set of symbols which stand for a class or subject (e.g. philosophy, Literature) and its subdivision (e.g. Ethics, English literature) representing a scheme of classification. For the purpose of arranging books, use of names of the subjects, broad or specific in natural language would neither be practicable nor convenient so these are translated into artificial language of ordinal numbers. Notation is of pure and mixed types.

- **Pure and Mixed Notations**

Only one species of symbols are used in pure notation, e.g. either numerals like 1,2,3,4,5,6,7,8, and 9 etc. or letters a, b, c, d, e.....z or A,B,C,D,E,.....Z In mixed notation, more than one set of symbols are used. Pure notation is easy to understand, but mixed notation is easier to remember and increases the capacity of the scheme of library classification.

- **Common Isolates**

A scheme for classification dealing with the universe of knowledge, wherein the classification arrangements is purpose based. Common Isolates are those, which are commonly applicable to all the subjects and can form component of several compound subjects going with one or almost all the basic subjects. For example Space Isolates-India, China etc.; Time Isolates-1999, 2004, 21st century etc. or common sub- divisions like periodicals, dictionary, encyclopedia, biography etc.

- **Index**

Index is an essential component of a scheme of library classification. It is of great use to the members in their handling of the classified part of a catalogue.

- **Call Number**

In classifying each book, a document is provided with a distinguishing number specific to it. This can be used in searching the book from the stack and replacing it on its return to its right subject place. It is known as the call number. This fixes the position of book or any document in a sequence and helps to locate it through its entry in the catalogue.

The call number of a book is the artificial name, which is assigned to it on the basis of its thought content and physical features. Each document has its individual call number; no two books should have the same call number. For example if there are two students in a class of the same name, these are individualized by adding their surname, or father's name, etc. The same process is used in providing a distinct and specific name to each document by which it may be called. The call number comprises of the Class

Number which represents the thought content of a book, the Book Number which represents physical features of the book its language, number of volume, year of publication, etc., and the Collection Number which represents the various types of library collections such as rare book, out of print, text book, reference, etc.

Now it is important to a user to know the outline of important classification scheme so that he/she may retrieve the desired documents from library. Here we are giving outline of only two major schemes of classification i.e. DDC and CC.

4.5.2.2 Dewey Decimal Classification (DDC)

DDC is a hierarchical scheme of classification which proceeds from general to specific. The basic arrangement is by discipline, and a specific subject can occur in any number of disciplines. This is due to the fact that each aspect of specific subject would go into a different discipline. And it is the relative index which brings together different aspects of a specific subject.

In the latest edition of DDC, published in 2003, the universe of subjects has been divided into following ten main classes:

000	Computer science, Information & General works
100	Philosophy & Psychology
200	Religion
300	Social Sciences
400	Language
500	Science
600	Technology
700	Arts & Recreation
800	Literature
900	History & Geography

The above main class indicates that each main class represents either a broad discipline or a group of related disciplines.

Each of the above ten class is further divided in to ten divisions. There are 100 divisions. For example ten complete divisions of the main class 300 (social sciences) are as follows:

300	Social Sciences, Sociology & Anthropology
310	Statistics
320	Political Science
330	Economics
340	Law
350	Public Administration and Military Science
360	Social Problems & Social Services
370	Education

380 Commerce, Communications & Transportation

390 Customs, Etiquette & Folklore

Each of these divisions is divided in to ten sections. So there are 1000 sections. If we take an example of a division 370 (Education), the ten sections of this division are as here under:

- 370 Education
- 371 Schools & their activities, special education
- 372 Elementary education
- 373 Secondary education
- 374 Adult education
- 375 Curricula
- 376 {Unassigned}
- 377 {Unassigned}
- 378 Higher education
- 379 Public policy issues in education

Each of these sections is further subdivided like:

- 371 School and their activities; special education
- 371.1 Teachers and teaching, and related activities
- 371.2 School administration

371.9 Special education

371.01 Public school

371.02 Private school

371.04 Alternative schools

371.042 Home schools

371.3 Method of instruction and study

371.399 Use of drama

4.5.2.3 Colon Classification

Colon classification is one of the most systematic schemes of library classification used in many libraries in India and few libraries in abroad as well. Dr. S.R. Ranganathan devised this scheme. The sixth revised edition (1963) of the colon classification scheme provides the following main class. Each main class has its own schedule.

Z	Generalia	Δ	Spiritual Experience and Mysticism
1	Universe of Knowledge	MZ	Humanities and Social Science
2	Library Science	MZA	Humanities
3.	Book Science	N	Fine Arts
4.	Journalism	NX	Literature and Language
A	Natural Science	O	Literature
AZ	Mathematical Science	P	Linguistics
B	Mathematics	Q	Religion
		R	Philosophy
BZ	Physical Science	S	Psychology
C	Physics	Σ	Social Sciences
D	Engineering	T	Education
E	Chemistry	U	Geography
F	Technology	V	History
G	Biology	W	Political Science
H	Geology	X	Economics
HX	Mining	Y	Sociology
I	Botany	YX	Social Work
		Z	Law
J	Agriculture		
K	Zoology		
KX	Animal Husbandry		
L	Medicine		
LX	Pharmacology		
M	Useful Art		

Users need not go into details of the working of the schemes but try to familiarize with the general plan of the scheme. Some libraries display a plan of its classification scheme and also the class numbers of the most popular subjects. It may be placed near the catalogue or at the centre of the stacks.

4.5.3 Cataloguing

Library catalogue is a list of documents available in the library. Classification determines the subject wise location of the documents on the library shelves, whereas the library catalogue reveals to the users what documents are available in the library and where they are placed. Classification and cataloguing are the twin processes which supplement and compliment each other. Library catalogue is a fundamental tool in the hands of users to help them make efficient and effective use of the library resources.

The purpose of library catalogue is to reveal the resources of the library to the users. Generally, users search the books in a library by author, title, subject, series, collaborator (editor, translator), etc. Taking all these approaches into consideration, the modern libraries provide multiple entries for each book under different headings. The various entries are named after the heading under which they are prepared such as main entry, subject entry, author entry, title entry, series entry, etc. There are various physical forms of catalogue like book form, sheaf form, and card form.

Card form is very commonly used in all types of libraries. The size of catalogue card is 5" × 3". The cards should be arranged alphabetically according to the first word (not article) on the top line. Library catalogue enables the users to find a book if he/she knows the author, or the title or the subject of the book. It shows how many books there are in a library by a given author, on a given subject or in a given kind of literature.

There are many cataloguing codes available for documents cataloguing purpose like AACR-2(Anglo American Cataloguing Rules, Second Edition), CCC (Classified Catalogue Code) etc. AACR-2 is one of the important codes used in all types of libraries.

We shall now take an example of a book and try to prepare all possible entries which satisfy the different approaches and to locate the desired book. Entries are prepared as per the rules of AACR-2.

Example:

ECONOMIC GEOGRAPHY

Resource use locational choices and regional specialization in the global economy

By

R.C. Majumadar

Salil Roy Choudhary

And

A.K. Ghosh

Calcutta, World Press, 1999

Other information

Call No.	330.9	MAT
Accession No.	99161	
Pages	iv, 447	
Size	25.7 cm.	
ISBN	0-13-231444-1	

Main Entry (enables the users to find out a book if they search according first author or call number. Main entries are arranged according to call No. or surname of first author).

330.9 MAJ	Majumdar	R.C.
99161	regional, Salil Roy A.K.	Economic geography: resource use locational choices and specialization in the global economy/by R.C.Majumdar, Choudhary and A.K.Ghosh. - Calcutta:World Press,1999. iv. 447p.:26 cm. ISBN: 0-13-231444-1 iii. • Commercial geography • Choudhary, Salil Roy • Ghosh Title

Subject Added Entry (enables the users to find a book if they search according to subject. Entries are arranged according to subject headings of the concerned book. Here Commercial Geography is the subject heading)

330.9 MAJ	Majumdar	Commercial Geography R.C.
99161	regional, Salil Roy A.K.	Economic geography: resource use locational choices and specialization in the global economy/by R.C. Majumdar Choudhary and A.K. Ghosh. - Calcutta: World Press,1999. iv. 447p.:26 cm. ISBN: 0-13-231444-1 Commercial geography i Choudhary, Salil Roy ii Ghosh Title

Collaborator entry (enables the users to find out a book if they search according to second author of the book. In this example entry is arranged by Chaudhary, Salil Roy)

330.9 MAJ	Majumdar	Chaudhary, Salil Roy R.C.
99161	regional, Salil Roy A.K.	Economic geography: resource use locational choices and specialization in the global economy/by R.C. Majumdar Choudhary and A.K. Ghosh. - Calcutta: World Press,1999. Iv,447p.:26 cm. ISBN: 0-13-231444-1 Commercial geography i Choudhary, Salil Roy ii Ghosh Title

Collaborator entry (enables the users to find out a book if they search according to third author of the book. Here entry is arranged by Ghosh,A.K.)

330.9 MAJ	Majumdar	Ghosh,A.K. R.C.
99161	regional , Salil Roy A.K. Ghosh	Economic geography: resource use locational choices and specialization in the global economy/by R.C.Majumdar Choudhary and A.K.Ghosh. - Calcutta: World Press,1999. Iv,447p.:26 cm. ISBN: 0-13-231444-1 Commercial geography i Choudhary, Salil Roy ii Ghosh Title

Title Entry (enables the users if they search according to title. Here entry is arranged by the title i.e. Economic Geography)

330.9 MAJ MAJ	Majumdar	Economic Geography. R.C.
99161	regional , Salil Roy A.K.	Economic geography: resource use locational choices and specialization in the global economy/by R.C.Majumdar Choudhary and A.K.Ghosh. - Calcutta: World Press,1999. Iv,447p.:26 cm. ISBN: 0-13-231444-1 Commercial geography i Choudhary, Salil Roy ii Ghosh Title

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with these great at the end of the Unit.

3) What is the importance of document selection in a school library?

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4)	List any five important document selection tools.

5)	Define library classification.

6)	Mention in brief the components of library classification.

7)	What is the use of library catalogue?

4.6 SOURCES OF INFORMATION

Literature of a subject is its foundation. It represents a record of achievements of human race. Literature is diverse, complex and multilingual in nature. It is becoming more and more interdisciplinary and growing very fast. Literature serves the information needs of various kinds of users. It forms source of information.

The various types of information sources can be divided into two broad categories, namely Documentary sources and Non documentary sources.

4.6.1 Documentary Sources

The documentary sources may be categorized as primary sources, secondary sources and tertiary sources of information.

4.6.1.1 Primary Sources

The primary sources are the first published records of original research and development. These contributions represent new knowledge (or at least new interpretation of old knowledge) and constitute the latest available information. Primary source materials

may be conceptual, empirical or procedural information printed in books, monographs and periodicals or disseminated by film, tape and other record or obtained directly from individuals and society.

Important Forms of Primary Sources

Books

The books are of many types. Only those books, which contain originality of thought and are the results of author's creative genius, can be considered as primary sources. The classics and other masterpieces of world literature come under this category.

Periodicals

These publications make up the bulk of primary sources. They include research journals, bulletins, transactions, and proceedings or similar works, which appear regularly or continuously in, numbered sequence. These are generally published by societies, research institutions, universities, experimental stations, government agencies, etc. These publications are very important for research particularly in Science and Technology. More up to date information and the result of recent researches generally appear in periodicals

Examples:

- School Science. New Delhi: National Council of Educational Research and Training - Quarterly.
- American Journal of Physics. New York: American Association of Physics Teachers.

Conference Papers

Papers presented to conferences, symposia, seminars, etc. are important contributions to primary literature. These papers are circulated to participants only or sometimes-brought out in abstract form and sometimes also is published in book form.

Example:

Proceedings of the International Conference on Enterprising Community Through Education: Perspectives for Open Schooling from 28th to 30th March 2003, New Delhi Organized by National Institute of Open Schooling, Indian Adult Education Association and Commonwealth of Learning. New Delhi: National Institute of Open Schooling, 2003.

Research Monographs

These publications cover a specific area of knowledge-presenting author's originality of thought, previously unpublished. Sometimes series of such monographs are brought out.

Example:

- Children of Very low Birth Weight/by Alison MacDonald,(Research Monograph, vol.1).Phildelphia: Lippincot,1967
- Diseases of Cocoa/by C.A. Thorold. Oxford University Press,1975

Research reports

Such reports originate in various research organizations and government departments. Generally, these are the reports about research and development projects which often remain unpublished.

Example:

- Scientific and Technical Aerospace Report, National Aeronautic Space Administration (NASA), USA.

Patents

Patents are also the part of primary source literature. For new invention, its patent rights are obtained from the government. No other published description of the idea of its application is available previously. This is particularly useful in Science and Technology.

Example:

- World Patents Index Abstracts Journal: London: Derwent Publications - Weekly

Standards

These are very necessary in industry and manufacturing process. They lay down minimum standards.

Example :

- Guidelines for the Establishment and Development of Monolingual Thesauri for Information Retrieval/by International Standards Organization.

Thesis/Dissertations

Universities and Research Institutions normally require a candidate working towards a doctorate degree to write thesis under the supervision of a guide. These are supposed to form an important category of documents for researchers in the concerned field

Example:

- Comparative Study of Formal and Non-Formal Methods of Teacher Education For Teaching English/by Kshamta Chaudhary, Supervised by Chandra Bhushan Sharma, Kota: Kota Open University, 2002.

Trade Literature

Trade literature is an important source for getting information about particular products and their development.

Unpublished Sources

These sources are particularly useful in social science research. They comprise various types of materials such as laboratory note- books, memoranda, letters to or from a particular individual, company files, inscriptions, portraits, coins, and oral history from living persons.

4.6.1.2 Secondary Sources

Secondary sources of information are those, which are either compiled from or refer to primary sources of information. These contain information regarding primary or original information having been usually modified, selected or reorganized so as to

serve a definite purpose or group of users. Such sources contain information arranged and organized on the basis of some definite plan. It is difficult to find information from primary sources directly. Therefore, one should consult the secondary sources in the first instance, which will lead one to specific primary sources.

Periodicals

All periodicals do not report original work. There are a number of periodicals, which specialize in interpreting, and providing opinions on developments reported in primary sources of information. Such periodical may be considered secondary sources.

Examples:

- Primary Teacher. New Delhi: National Council of Educational Research and Training - Quarterly
- Staff and Educational Development International. New Delhi: Network for Staff and Educational Development, Aravali Book International- Three times in a year.

Bibliographies

Bibliography is an organized list of primary or other sources relating to a given subject(s) or person. It is usually arranged alphabetically by author or chronologically or topic wise. It may be comprehensive or selective.

Examples are listed in section 4.2.

Indexing Periodicals

An indexing periodical is a regularly issued compilation of titles of articles that appear in current primary source journals.

Examples:

- Applied Science and Technology Index. New York :H. W. Wilson - Monthly
- Indian Science Index. New Delhi: Indian Documentation Service - Fortnightly

Abstracting Periodicals

Abstracts appear in different formats. The best-known format for abstracting services is periodical. An abstracting periodical is a regularly issued compilation of concise summaries of (i) significant articles that appear in current primary source journals and (ii) of important new research monographs, reports, patents, and other primary source publication in that field.

Example:

- Indian Science Abstracts. New Delhi: National Institute of Science Communication and Information Resources - Monthly

Reviews

Review is a survey of the primary literature. It aims to digest and correlate the literature over a given period. It also indicates the developments and trends in the field concerned.

Example:

- Annual Review of Information Science and Technology. Washington, D.C.: American Society for Information Science - Annual

Treatises

Treatise is a comprehensive compilation or summary of information on a subject. A treatise on a subject provides enough information to a person to acquire basic knowledge, so essential for carrying out advanced research. It also provides facts along with discussion.

Example:

- Treatise on Analytical Chemistry, 2nd.ed. New York: Interscience, 1978.

Monographs

Monograph is a short treatise on a specific subject. A monograph and a treatise serve the same purposes with the difference that a monograph is an attempt on a limited scale.

Example:

- An Introduction to Enzyme Chemistry by P.F. Leadley.

Textbooks

Textbook is a book of instruction. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject. Presentation is extremely important and it is prepared to serve a particular level of readership.

Examples:

- Sociology of Education/by S.S. Chandra and Rajendra K. Sharma. New Delhi: Atlantic, 2002.
- Teaching Mathematics in Elementary Schools/by Marlow Ediger and Digumarti Bhaskara Rao: New Delhi: Discovery Publishing, 2003.

Reference Books

Reference works, which contain the desired information itself, are considered secondary sources of information. These include encyclopedias, dictionaries, handbooks, Year Book. etc.

Encyclopedias

Encyclopedia is a book giving information on all branches of knowledge or a specific subject. It is an ideal book, which deals with concepts. It is a storehouse of knowledge giving all information of significance.

Examples:

- New Encyclopedia Britannica. 15th Edition. Chicago: Encyclopedia Britannica, Inc., 1989, 32 Vols.
- World Education Encyclopedia: A Survey of the Educational Systems Worldwide. 2nd.ed./edited by Rebecca Marlow-Ferguson. New York: Thomson Learning, 3 Vols.

Dictionaries

Dictionary is a book, which deals with words of a language or of some special subjects, author, etc. thus a dictionary is a wordbook.

Examples:

- The Oxford English Dictionary, 2nd Edition. Oxford: Clarendon Press, 1989, 20 Vols.
- Dictionary of Computing & Communications, New Delhi: Tata McGraw-Hill, 2004.

Handbooks

Handbook is a compilation of miscellaneous information in a compact and handy form. It contains data; procedures, principles, etc. Tables, graphs, diagrams and illustrations are also provided.

Example:

- Handbook of Educational Ideas and Practices. London: Routledge, 1989.

Manuals

In common practice, a manual is an instruction book, which instructs how to do something by means of specific and clear directions.

Example:

- Library Manual by M.K. Jain. Delhi: Shipra, 1996.

4.6.1.3 Tertiary Sources

Tertiary sources of information contain information distilled and collected from primary and secondary sources. The primary function of tertiary sources of information is to aid the searcher of information in the use of primary and secondary sources of information. Most of these sources do not contain subject knowledge. Due to increase in literature, tertiary sources are becoming increasingly important.

Bibliography of Bibliographies

Bibliography of bibliographies lists bibliographies, which direct readers to useful bibliographies through subject, name of an individual, place, institution, etc. The bibliographies referred to may be in the form of a separately published book or part of the book or part of a periodical article or some other type of document.

Example:

- Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: H.W. Wilson.

Directories

Directory is a list of names and address of persons, organizations, manufacturers, or periodicals.

Example:

- Directory of Cities and Town in India compiled by O.P. Sharma. Delhi: Kripa, 1989.

Guide to Literature

Guide to literature assists a user to use literature of a specific subject. It helps to evaluate and introduce literature.

Example:

- Reader's Guide to the Social Science. New York: Free Press.

4.6.2 Non - documentary Sources

Non-documentary sources of information form a substantial part of communication especially in Science and Technology. Users Studies have underlined importance of such sources. These sources provide information, which other sources do not. These sources are two types: formal and informal. Formal sources include research organizations societies, industries, government departments, universities, consultants, etc. Informal sources include conversation with colleagues and experts, attending the conferences and meetings, etc. Very often, the conversation or discussion would point out primary or secondary sources (documentary sources). Informal sources are live sources, which are extremely important in the process of communication. Very often if a scientist working on an experiment needs some data, he would turn to his colleague working in the same laboratory rather than consult a printed page. Informal sources tend to be more convenient sources because it is certainly easier to have a dialogue with an expert than use a bibliography or index or card catalogue or even consultation of a reference librarian. The documents essentially are monologues but a dialogue with a human being can assist in clarifying ones requirement for information.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with these great at the end of the Unit.

8) List the different types of information sources.

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9) What is a Non-documentary source?

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4.7 INTERNET AS INFORMATION SOURCE

Internet is becoming the instrument for distribution of there fourth of the specialized books and journals as well as research information. Immediate access to the research work of scientists and a virtual library of millions of documents afford students, teachers and researchers the ability to use huge amount of knowledge hitherto unthinkable. Through the use of the Internet, any one can make an endless thematic of libraries around the world. Internet provides instant access to billions of information sources, which include books, reports, journals, video films and sound recordings on any topic. Quality and success of any activity including management, teaching, learning, and research can be improved by effective use of Internet, which enables retrieval, and

incorporation of relevant up to date information existing in any part of the world. The searcher has to be familiar with the relevant website that provides the requisite information.

Here we list some of the important websites which will be useful to library users.

- Roget's Thesaurus: <<http://thesaurus.reference.com/Roget-Alpha-Index.html>>
- Thesaurus Web site: <<http://thesaurus.com>>
- Merriam Webster's Online Dictionary: <<http://www.m-w.com>>
- Dictionary.com Web site: <<http://www.dictionary.com>>
- Encyclopedia Britannica: <<http://www.britannica.com>>
- Internet Almanac: <<http://www.thebird.org/web/almanac.html>>
- British Council Library India: <<http://library.britishcouncil.org.in/>>
- DRTC Digital Library: <<http://drtc.isibang.ac.in/gsdi/>>
- Archives of Indian Labour Digital Library: <<http://www.indialabourarchives.org>>
- Internet Public Library: <<http://www.ipl.org>>
- The Library of Congress: <<http://www.loc.gov>>
- The Times of India: <<http://www.indiatimes.com>>
- The Indian Express: <<http://www.indian-express.com>>
- Malayalam Manorama : www.malayalamanorama.com/ <<http://www.malayalamanorama.com/>>
- Indian Rail : <<http://www.indianrail.gov.in>>
- National Informatics Centre (NIC) : <<http://www.nic.in>>
- University Grants Commission(UGC) : <<http://www.ugc.ac.in>>
- UNESCO: <<http://www.unesco.org>>
- Digital Librarian : <<http://www.digital-librarian.com>>
- Careers India : www.careersindia.com <<http://www.careersindia.com>>
- Best Indian Sites : <<http://www.bestindiansites.com>>
- India Atlas :<http://indiaatlas.com/>
- INFLIBNET: www.inflibnet.ac.in <<http://www.inflibnet.ac.in>>
- Online Computer Library Centre (OCLC): www.oclc.org <<http://www.oclc.org>>
- Music Library : <<http://www.sadi.uteth.ca/musiclib>>
- Amazon, the world largest book distributors: www.amazon.com <<http://www.amazon.com>>
- Education Resources Network (ERNET) : <<http://www.ernet.in>>
- Matissee's Glossary of Internet Terms: <<http://www.lookoff.com>>

- National Council of Educational Research & Training (NCERT): <<http://ncert.nic.in/>>
- Central Board of Secondary Education (CBSE): <<http://www.cbse.com>>

4.8 ROLE MODELS FOR SCHOOL LIBRARY

4.8.1 School Librarian

The librarian's main role is to contribute to the mission and goals of the school including the evaluation procedures and to develop and implement those of the school library. In cooperation with the senior school management, administrators and teachers, the librarian is involved in the development of plans and the implementation of the curriculum. The librarian has the knowledge and skills regarding the provision of information and solution of information problems as well as the expertise in the use of all sources, both printed and electronic. Their knowledge, skills and expertise meet the demands of a specific school society. In addition, the librarian should lead reading campaigns and the promotion of child literature, media and culture.

The support of the school management is essential if the library is to carry out interdisciplinary activities. The librarian must report directly to the principal. It is extremely important for the librarian to be accepted as an equal member of the teaching staff and be entitled to participate in the teamwork and all meetings as the head of the library.

The librarian should create an environment for leisure and learning which is attractive, welcoming and accessible for everyone without fear or prejudice. Everyone who works in the school library should have a good rapport with children, young people and adults.

4.8.2 Teacher and the Library

The teacher's educational philosophy constitutes the ideological basis for their choice of teaching methods. Some of the methods that are based on a traditional view upon the teacher and the textbook as the most important learning resources do not favour the role of the school library in learning processes. If this view is combined with a strong wish to keep the door of the classroom closed and to have strict control over the students learning activities, the library may be even more shut out of the mind of the teacher as an important support for information. Even if most teachers favour such a 'banking education ideology' and therefore look upon the students as passive stores to be filled up by transferring their selected knowledge to them, it is still important for the library to find its role as a supporting service linked to the curriculum. A useful strategy to establish a partnership in learning within the frames of the ideology just described could be to promote the services of the library especially for the teachers. This promotion should highlight the following:

- ability to provide resources for teachers which will widen their subject knowledge or improve their teaching methodologies.
- ability to provide resources for different evaluation and assessment strategies.
- ability to be working partner in planning the tasks to be done in the classroom.
- ability to help teachers to cope with heterogeneous classroom situations by organizing specialized services to those who need more support and those who need more stimulation.

- ability to develop the library as a gateway to the global village through its interlibrary loans and electronic network.

Teachers who have a more progressive and open education ideology are likely to be keener library users. In addition to all the functions and possibilities as mentioned above, they may include the library as a teaching place, and in so doing, move away from traditional teaching methods. In order to activate students in the learning process and develop their independent learning skills, teachers may cooperate with the library in fields such as the following:

- information literacy by developing the student's 'spirit of inquiry' and educating them to be critical and creative user of information.
- project work and assignments.
- motivational reading with students at all levels, for individuals or for groups.

4.8.3 Cooperation between Teachers and School Librarian

Cooperation between teachers and the school librarian is essential in maximizing the potential of the library services.

Teacher and librarian work together in order to achieve the following:

- develop, instruct and evaluate pupil's learning across the curriculum.
- develop and evaluate pupils information skills and information knowledge.
- develop lesson plans.
- prepare and carry out special project work to be done in an extended learning environment including the library.
- prepare and carry out reading programmes and cultural events.
- integrate information technology in the curriculum.
- make clear to parents the importance of school library.

4.8.4 The Principal and the School Library

As the instructional leader of the school and the key person in providing a framework and climate for implementing the curriculum, the principal should acknowledge the importance of an effective school library service and encourage the use of it.

The principal should work closely with the library in the design of school development plans, especially within the fields of information, literacy and reading promotion programmes. When the plans are to be put into effect, the principal should ensure flexible scheduling of time and resources to allow teachers and students access to the library and its services.

The principal should also ensure cooperation between teaching staff and library staff. He or she must ensure that the school librarian is involved in instruction, curriculum planning, continuing staff development, programme evaluation and assessment of student learning.

In the evaluation of the whole school, the principal should integrate library evaluation and highlight the vital contribution a strong school library service makes in the achievement of the established educational standards.

4.8.5 Students and the Library

Students are main target group of the school library. Cooperation with other members of the school community is important only because it is in the interest of the students.

Students can use the library for many different purposes. It should be experienced as an open free non- threatening learning environment where they can work on all sorts of assignments, as both individuals and groups.

Student's activities in the library are likely to include the following:

- traditional homework
- project work and problem solving tasks.
- information seeking and information use
- production of portfolios and material to be presented to teacher and classmates

4.8.6 Cooperation with Parents

The tradition of involving parents in school activities varies across countries. The library can provide an opportunity for the parent's involvement in the school. As volunteers, they can help with practical tasks and support the library staff. They may also participate in reading promotion programmes by being motivators at home in the reading activities of their children. They can also take part in literature discussion groups together with their children and thus contribute, in a way of master learning to the outcome of reading activities.

Another way to involve the parents is to form friends of the library group. This kind of group may provide extra funding for library activities and can assist the library in organizing special cultural events, which do require more resources, than the library has at its disposal a catalogue.

4.8.7 The Cultural Function of the School Library

The library can be informally used as an aesthetic, cultural and stimulating environment containing a variety of journals, novels, publications and audiovisual resources.

Special events can be organized in the library such as exhibitions, author visits and international literacy days. If there is enough space, students can do literature inspired performance for parents and other students, and the librarian can organize book talks and story telling for the younger students. The librarian should also stimulate interest in reading and organize reading promotion programmes in order to develop appreciation of literature. Activities addressed to encourage reading involve cultural as well as learning aspects. There is a direct link between reading level and learning results. Librarians should always be pragmatic and flexible in their approach when providing reading material to users and supporting the individual preferences of the readers by acknowledging their individual rights. By reading fiction and non-fiction literature which fits their needs and levels, students may be stimulated in their socialization process and identity development.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with these great at the end of the Unit.

10) List the different types of information sources

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11) Write the importance of Internet for a library user.

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12) Mention two roles of teachers in a school library.

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4.9 LET US SUM UP

The unit enabled you to understand that the library is an integral part of education. It is a medium of education and plays a similar role in our school curriculum as science or language laboratories. The library facilities at school are essential to make children library minded and create reading habits among them. The school library must have a good collection of relevant materials for teachers and students, There are a number of sources through which library may select best documents for user.

After the selection of books or any documents, the library may procure them. The procured books are processed as early as possible for making them available to the users for use. The book publication undergoes the following process before it goes finally in the hands of the readers:

- Checking, stamping, property mark and labeling
- Accessioning
- Classification
- Assigning call no.
- Cataloguing

Users should know the outline of classification scheme and arrangement of catalogue cards for effective use of library. The modern school library provides variety of services to students and teachers.

This Unit also elaborated various types of information sources. These are categorized in to two broad categories namely Documentary sources and No- documentary sources. Documentary sources may be categorized as primary sources, secondary sources and tertiary sources of information, Non- documentary sources can be further divided

in to formal and informal sources. The library is supposed to procure important documentary sources such as: encyclopedias, dictionaries, journals, yearbooks, etc. Now a day these sources can also be accessed through Internet. There are member of websites through which users can access their desired information.

You were further provided with the fact that librarian, teachers and principal work together to achieve the goal of school library. This enables the school to become live channels of imparting education to learners and promote among them a fond use of library services.

4.10 ANSWERS TO CHECK YOUR PROGRESS

- 1) Display material and information:
 - Library orientation to freshmen
 - Readers advisory services
 - Circulation of material
 - Reservation of material
 - Inter-library loan
- 2) Provision of documents:
 - Promotion of reading interest
 - Encourage research and study
 - Encourage self-education
- 3) Selection is important because it is never possible to have all the published reading material.
- 4) Selection tools for periodicals and serial publications
 - Selection tools for government publications
 - Selection tools for reference books
 - Selection tools for dissertation and thesis
 - Selection tools for patents
 - Selection tools for book
 - Selection tools for non-print material
- 5) Classification is the process of grouping together similar entities from other entities or documents.
- 6) Notation, common isolates, index, call number
- 7) It enables users to make efficient and effective use of the library resources
- 8) Documentary and non-documentary
- 9) These are institutions or organizations from where information can be acquired.
- 10) Provision of information; storage of information and sharing of information
- 11) Library can act as a teaching place, encourage spirit of enquiry among students in library

4.11 GLOSSARY

- Abstract** : Refer to a form of current bibliography in which sometimes books ,but mainly contributions to periodicals are summarized.
- Access** : (i) a device or method whereby a document may be found (ii) permission and opportunity to use a document (iii) the approach to any means of string information, e.g. index, bibliography ,catalogue, computer terminal.
- Accession Register** : Refer to a strongly bound register. It is the chief record of the stock added to a library. Books are numbered progressively as they are added to stock and entered in the register.
- Added Entry** : In cataloguing, it refers to a secondary entry, i.e. any entry other than main entry such as collaborator entry, subject entry, title entry, etc.
- Bibliographic Information** : Details concerning a publication, which are sufficient to identify it for the purpose of ordering. They may include the following author, title, publisher, place of publication, edition, series, volume, price, etc.
- Catalogue Card** : A plain or ruled card on which catalogue entries may be prepared.
- Classic** : An outstanding work, usually appearing in several versions and in translation and sometimes adapted being the subject of commentaries and other writings, and continuing in print even long after first publication .
- Document** : A record usually inscribed or written, which conveys information, and which is relied on to established facts, It is now taken to include any form of record /information-graphic, acoustic, alphanumeric etc.(e.g. books, journals, maps, manuscripts, tape, video tapes, computer software. etc.)
- Generalia Class** : The main class of a classification, which is reserved for books on many subjects such as encyclopedias, bibliography, etc.
- Interlibrary Loan** : (i) A cooperative arrangement among libraries by which one library may borrow materials from another library.
- ISBN** : Acronym for International Standard Book Number. A number which is given to every book or edition of a book before publication to identify the publisher, the title, the edition and the volume number.

Main Entry

: The basic catalogue entry; the main entry has the fullest particulars for the complete identification of a work.

Open Access

: Applied to a library where readers are admitted to the shelves.