

A Manual of Library Procedures and Routines

**Prepared & Compiled for
The Bombay Community Public Trust**

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Mumbai

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In this Series:

1. **Development of Reading: A Guidebook**
2. **Magazines for Children: An Annotated Bibliography**
3. **A Manual of Library Procedures and Routines**
4. **Children's Books in English: An Annotated bibliography**

Forthcoming:

Children's Books in Hindi: An Annotated bibliography

Children's Books in Marathi: An Annotated bibliography

Directory of Publishers & Booksellers of Children's Books in Mumbai

Directory of developers/distributors of AV resources for children

A Manual of Library Procedures and Routines (Hindi)

Development of Reading: A Guidebook (Hindi)

PREFACE

"A Manual of Library Procedures and Routines" is the third in a series of informative materials produced by the Bombay Community Public Trust to enhance the work being undertaken by its partners in developing and promoting reading amongst children through a project entitled "Read to Grow : a Multi-Dimensional Approach to Promote Reading Among Children".

A large percentage of our children lack access to general reading resources. A second challenge is that although libraries may exist in schools or in their neighbourhoods, few step into one and become its regular user. The challenges before us are twofold - to make resources accessible and to make libraries attractive to children, so that they may turn into regular readers and also enjoy what they are doing.

BCPT started, 5 years ago, to set up small children's libraries in low income communities; this first step has evolved into the above mentioned project. Libraries are storehouses of knowledge and information and its librarians, custodians of the wealth housed therein. Yet, it is only when a library is well utilised by people, can it be said that it is meeting its true objective. Libraries need to be activated through different kinds of resources, through inclusion of special activities and programmes. Hence, as a second step we are trying to work with MCGM schools and with recognised public

libraries to develop collections, activities and services which will draw children to the established centres.

As we implement the project, we face a third challenge. Those appointed as "librarians" need considerable support to understand the process and benefits of reading, to be aware of the children's books and magazines and to manage their libraries well. BCPT's publications entitled "Development of Reading in Children: A Guide Book" and "Magazines for Children: An Annotated Bibliography" cover the first two areas and the aspect of management is being covered through this Manual.

The general objective of the Manual is to present to the "community librarians" an overview of the tasks carried out in formal libraries. The technical aspects of work and other information have been simplified for easy understanding. The chapters on Resources and their collection, Circulation Work and Readers' Services provide information on qualitative services which, when provided, will benefit its users. The Manual will thus become a useful tool for many librarians who may not be technically trained but are working in an important domain of human development.

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Chapter 1

Introduction to Libraries & Information Centres

This chapter introduces you to libraries by trying to answer some basic questions such as What? When? and Why? about libraries.

What is a library?

Very simply put, a library is

- (i) a stock of materials,
- (ii) selected for a particular group of users,
- (iii) organized at a place and
- (iv) made available to the users.

In other words,

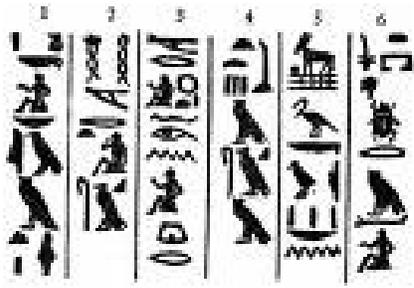
$$\boxed{\text{Collection}} + \boxed{\text{Services}} = \boxed{\text{Library}}$$

When was the first library established?

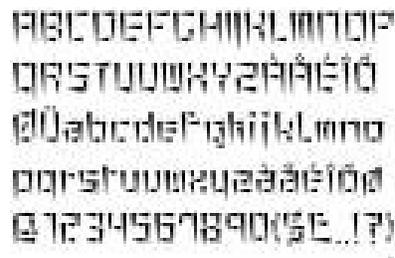
Libraries have existed for several milleniums. References to libraries are found in most of the ancient civilizations - India, China, Egypt, Sumeria, Babylon, etc. They were established even before the alphabet developed or paper was invented.

People started using picture based signs (hieroglyphics), wedge-based signs (cuneiform) or other symbols to record their thoughts, Soon after, society found it necessary to set up libraries to maintain these records.

So also even before paper was invented, people used other materials such as palm leaf, stone, clay tablets, and silk to write upon.



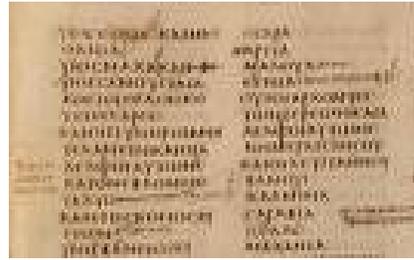
Hieroglyphics



Cuneiform



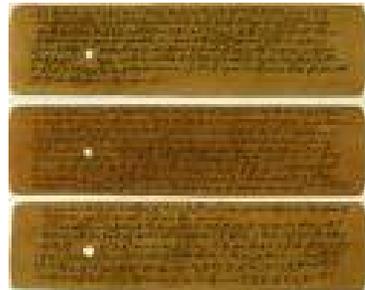
A parchment



Writing on a clay tablet



Palm leaf manuscripts



Why did libraries come up?

The existence of libraries at such an early stage of civilization indicates that it was serving an essential need to record commercial, legal, social and religious norms, procedures and practices. As soon as people began to put a message on to a medium, a record that was more stable and dependable than human memory got created. Moreover, it extended the range of communication over distance and time. With the creation of records, the "need arose for a place to keep written records of whatever sort and in whatever form, so that they could be protected and preserved; so that they could be used when needed; and so that they could be handed on." (Gates, Jean Key: Introduction to Librarianship. New York: McGraw Hill, 1976). The first function of libraries was thus, preservation.

With the changing nature and use of records, the form, nature, purposes and services of the library have evolved to be in tune with the emerging requirements of society. Today the functions of a library are:

- Education
- Information
- Cultural transmission
- Recreation &
- Preservation.

Are there different types of Libraries?

Depending of the location, the users and their primary function, there are different types of libraries. These are usually grouped as:

	Type	Primary Function
1.	National	Each country has one main library whose function it is to preserve all the books published in the country; the National Library in India is situated at Kolkata
2.	Academic	All institutions of education have a library to support the teaching-learning happening. While school libraries cater to developing the reading habit, college libraries generally meet the teaching learning needs of different courses and subjects. In universities there are more postgraduate and doctoral courses, collections and services of university libraries are usually more research oriented.
3.	Public	In many countries, the local government sets up free libraries for the general public so as to provide materials for self learning, recreation, information and for the citizens to get access to the cultural literary heritage of the country. In other countries, there may be libraries run on subscription or commercial basis which may be referred to as public.
4.	Special	Institutions such as companies, research centres, media houses, banks, institutes also have libraries to provide relevant information to its staff.

National Library, Kolkata

Mumbai University Library

David Sassoon Library



What does a library collection consist of?

We often think that the collection in a library consists of books. But the library can have different types of materials in its collection. In earlier days, before the invention of printing, manuscripts made up a library collection. Since the 15th century, for more than 5 centuries, the book (i.e. print on paper) as a document has dominated the library. In fact, the very word "library" comes from the Latin *librarium* meaning a book place.

A library collects books usually for the knowledge, information and recreation value it contains. The basic stock of a library is not only the physical book, but more importantly, the content of a book. As the physical forms of the information container change (e.g. a CD, a digital document, a microfilm), so does the library collection. Thus over the last 200 years, libraries have added reports, newspapers, journals, magazines, thesis, conference papers, films, photographs, audio recordings, videos, CD-ROMs, multimedia, electronic files, etc. to their collection.

A book is a set or collection of written, printed, illustrated, or blank sheets, made of paper, parchment, or other material, usually fastened together to hinge at one side. A single sheet within a book is called a leaf, and each side of a leaf is called a page.

What are the services that the library provides?

The library collects books and other materials as per the needs of the users and organizes them in such a manner that they can be found quickly or retrieved. The two basic processes of organization are cataloguing - i.e. physically describing the record and classification/indexing - i.e. providing subject access. Readers' services range from the traditional reading room and circulation to personalized guidance and help through reference services.

With the changes in society, libraries have moved from being "stores" to "service oriented centres". Today, they are very often known as information centres, education resource centres, information resource centres, learning centres, knowledge centres, etc. From "Healing Place for the Soul" (in Ancient Egypt) they have become a "Gateway". Rather than being only responsive to user needs, they are proactive and anticipate the demands likely to be made.

Libraries, first of all need to have a clear understanding of the objectives and goals of the organization/community they are serving, know the activities being carried out and keep a profile of the users' interests. It provides the context in which the collection has to be built and the services designed.

The 5 fundamental laws of library science, as enunciated in 1938 by Dr S R Ranganathan, known as the Father of Library Science in India, state the basic norms a library should follow: They are valid even today and are:

1. Books are for use.
2. Every Reader his or her book.
3. Every Book its reader.
4. Save the time of the Reader.
5. The Library is a growing organism.



Chapter 2

Resources & Their Collection

Information resources are of varied kinds. Even today, paper-based materials (Book materials) are the most common in libraries. Increasingly, however, non-print media and electronic resources are found in libraries.

Paper-based Resources

There are several kinds of paper based resources. The most common are:

1. Books
2. Periodicals i.e. Journals, magazines, newspapers, annuals, bi-annuals.

However, there are many other forms of textual resources such as those given below which are found mostly in special and university libraries:

3. Theses & Dissertations
4. Conference Proceedings
5. Reports
6. Standards & Patents
7. Maps & Charts

Books have a central position in the library. The general term book is used to denote a complete publication in printed format of more than 49 pages and a non-periodical nature. A book can be a single item of content i.e. a monograph or may include a collection of smaller items. They may be fiction or other works of creative literature or informational material. Books include reference works such as encyclopedias, dictionaries, directories or yearbooks.

When a book is a collection of distinct individual items, these may be original writing or may be compilations of previously published writings. They are compiled with a view to bring them together for a particular readership.

Besides the author there may be several other persons responsible for the book e.g. if it is a translation, the translator has a major hand; if it is a children's book, illustrations are important and the illustrator contributes significantly to the popularity of the book.

A book may be written by one or more authors. When more than one author contributes to a book, it may be edited or compiled by one or more persons. A book may be one or multi-volume work.

Periodicals are publications intended to appear at intervals for an indefinite period, and usually having several features by different contributors. Newspapers are the best known type of periodicals. Magazines both general and special, academic journals, house journals etc. are other types of periodicals. A periodical may be published at various intervals such as daily (e.g. Maharashtra Times), bi-weekly (e.g. Vyapar), weekly (India Today), fortnightly (e.g. Business India), monthly (e.g. Reader's Digest), bi-monthly, quarterly, half yearly, or annual. Some periodicals may be irregular. A periodical is identified by its title, volume number, issue number, month and year.

A periodical issue contains more than articles viz. reports of events, announcement of forthcoming events, advertisement of jobs, products, services, etc.

Purchase of periodicals is possible through:

- Purchase from a local vendor
- Subscription
- by becoming member of a society & reseach institute
- by gift
- an exchange agreement

Ordering procedure for periodicals depends on the type. Newspapers, business magazines etc. are available through local vendors. Journals may be acquired directly from publishers or through agents.

Other Print Materials

Theses and Dissertations are original work by researchers submitted to a university for the fulfillment of award of higher degree.

Conference proceedings contain papers presented and summary of discussions and resolutions arrived at the conference.

Reports are documents that render an account of work. Reports may represent the deliberation of committees, research work done under certain grants, work done during a year, etc.

Patents and Standards. A patent specification is a legal document by which the state grants a limited monopoly to the owner of an invention to have the sole right to operate or work the invention for a certain number of years. Standards are published to regulate the manufacture and design of specific goods and to ensure uniformity in quality, size, shape and methods of manufacture.

Non Print Resources (Audio-Visuals)

The word 'Audio' means to 'hear' or 'listen'. Gramophone records, cassettes, tapes, CDs, etc are examples of the audio materials. The word visual means vision. Slides, film strips, graphs, pictures, maps, photographs are some of the visual aids. Films, videos, tape-slide packages and multi-media presentations are combinations of the two media.

Electronic Sources

Electronic sources - in a range of formats -are increasingly being used today. The most common formats used today are CD-ROMs, DVDs and online web based resources. These materials cover databases, reference books, learning materials, electronic journals, bibliographic sources, full text documents, etc. Access to Internet opens the door to the entire world of electronic information sources and makes the library a virtual library.

Collection Development

In any library whether it is big or small, special or academic, the collection of books and other materials is very important. It forms the core around which other services are developed. The work of collection building is generally referred to as acquisition. It is an important function of the librarian and comprises selection and purchasing of new books (and other materials) and receiving books as gifts or donation.

Selection

Books are selected on the basis of their suitability to the type of library and demands of the clientele. Suitability in turn is based on demand, usefulness, quality and cost. Demand and utility have to consider both current and future requirements. Quality based on reputation of the author and publisher in the subject field, quality of the physical book i.e. binding, printing etc.

While selecting a book, it is necessary to have the whole collection in mind. To develop an all-rounded collection for children, it is necessary to purchase both fiction and other creative material as well as informative materials. Good reputed popular authors' works should be given preference, so that good readership is built up. The following table lists the main criteria to be used in book selection.

	General Criteria for Book Selection
1.	Appropriate reading level and interest
2.	Author's artist's, publisher's qualifications and/or reputation
3.	Quality of illustrations
4.	Quality of production (i.e. binding, cover, clarity of print, etc)
5.	Accuracy of content. (for non-fiction)
6.	Timeliness of information. (for non-fiction)
7.	Literary quality (for fiction)
8.	Appeal of author, genre, and series to children. (for fiction)
9.	Multicultural emphasis (for fiction)
10.	Addition to diversity or breadth of collection

Picture books, beginning readers and board books in which illustration is as important as text, serve to introduce children to the world of books. They may include a wide variety of titles for adults to read to children and for children to look at and use. Specific criteria in addition to general criteria listed above include:

1. Relationship of illustration to text.
2. Literary quality and artistic impression.
3. Age appropriateness of art, text, topic.
4. Appeal of author or illustration to children.

To keep in touch with new books published and improve the selection process, the following activities should be undertaken:

1. Going through book-lists/catalogues provided by booksellers
2. Reading book reviews in journals and newspapers
3. Periodic visits to bookshops, exhibitions and sales of books

Procurement

Books may be acquired from booksellers or vendors either local or regional or ordered directly from the publishers. Local vendors are preferred since they can provide a range of services. However, publications from organizations, Institutions etc. are generally not available from booksellers and have to be ordered directly. For example, books by Eklavya or Pratham, which are often used by NGOs in their work are not available in regular bookshops and may need to be ordered directly from the organizations.

Books are not considered as store items and it is not advisable to purchase them after calling for tenders. Many booksellers are willing to supply books on approval basis.

Budget

In many institutions, it is a practice to earmark certain funds for the purchase of books and journals. When this is done, and the institution has several fields of interest, it may be useful to further allocate funds for each subject or department.

Accession Register & other records

An accession register is a record of all information items acquired by the library. It serves as an asset register that holds all the details of books purchased by the library and indicates the value of its materials assets. It is usually maintained as a register and a variety of information is recorded. A simplified format for use in community and school libraries is given below. While some libraries have different registers for

different collections (such as books, CD-ROMs, etc.), for a small library it is advisable to have only one register.

Register of Books/Resources Purchased						
Serial No.	Date	Author	Title	Cost	Format and Category*	Language

* Format refers to whether it is a book or a CD or DVD etc while category refers to the type of book i.e. story book, biography etc. Please see chapter 3

Chapter 3

Cataloguing & Classification

After the books are acquired, all libraries “prepare” the books for use. This preparation includes cataloguing, classification and also physical processing.

What is a catalogue and why is cataloguing done?

The arrangement of books in a library is important for it to be able to meet its purpose. The library collection which has been developed to meet the user needs must be organized in such manner that any book required by a reader is easily located.

Most readers look for a book by its author, title or subject content. These three approaches represent the readers' demands and it is very important that in a library, these approaches are met. To meet this need a library maintains a catalogue. A catalogue records, describes and indexes the resources available in a library. It is, thus, the key to the collection of the library. It is a retrieval tool, helping a reader to find the book (s)he wants without wasting time. A second function of the catalogue is to bring to the notice of the user similar items or documents.

The catalogue consists of records or entries for each & every book in a library. Usually several records are prepared for one book and are arranged in different sequences – author, title and subject, usually alphabetic. It provides access to the collection from different angles.

In what form can a catalogue be presented?

Catalogues have been presented in different formats. Three formats have been very popular. Early libraries had a book catalogue i.e. alphabetic author, title and subject lists were maintained in books or registers. However, since the library continues to add to its collection the alphabetic order was soon disturbed. For example the title catalogue may list the following:

Abracadabra
Akbar & Birbal
Alladin
Bhaloo, the Bear
Billoo’s Adventures

And so on

If a new book entitled “Asha and her Sister” is bought, it will need to be inserted between Alladin and Bhaloo the Bear. Even if space is kept between the items in the list, this problem will occur sooner or later.

The development of the card catalogue overcame this difficulty. Details of each book were recorded on a card and the cards arranged in alphabetic order in small trays. Although small libraries continue to have their catalogue in book form, the card catalogue became the most popular format towards the end of the 19th Century because it was flexible and easily updated. Removal, additions, and corrections of entries were easy.



Card Catalogues



Standard size of the card used for cataloguing was 5"x3" with or without rulings. Holes were punched at the bottom center of each card to facilitate filing in a card box with the help of a rod. Guide cards, cards are of same size having a tab one fourth of an inch high on the top, can be used to separate out one subject from another.

Multiple cards were made for one book to meet the different reader approaches to finding it. Most libraries would make at least three cards for one book and file one each under author's name, title and subject.

To limit the amount of work involved, only one card would have all details of the book and the other cards would have limited information.

A convention developed that the author card provided all information describing the book (i.e. author, title, subtitle, publication, edition, series, price, etc.) The full entry was known as the main entry. Added entries which were prepared to provide for the additional access points to the book, and arranged elsewhere would not contain all the descriptive information.

Examples of main and added entries follow.

926 Pad 1714	Padmanabhan, Anil Kalpana Chawla: Beyond the Stars. New Delhi; Prabhat, 2005. 78p.
--------------------	---

Main Entry
Under Author
(To be filed under 'P')

926 Pad 1714	Kalpana Chawla: Beyond the Stars. Padmanabhan, Anil New Delhi; Prabhat, 2005
--------------------	--

Added Entry
For Title
(To be filed under 'K')

926 Pad 1714	BIOGRAPHIES Padmanabhan, Anil Kalpana Chawla: Beyond the Stars. New Delhi; Prabhat, 2005.
--------------------	--

Added Entry
For Subject
(To be filed under 'B')

In addition to entries for books, a catalogue usually contains cross references, guiding the reader to look at other places in the catalogue. A "see" reference (e.g. "Elementary Education **See** Primary Education") guides readers from terms not used to those used. A "see also" reference (e.g. "Banking **See Also Money** ") guides readers to additional terms which are related.

Cataloguing Rules

In order to ensure consistency, several rules have been developed. Today, the set of rules which are most widely used are the Anglo American Cataloguing rules (AACR).

While cataloguing, cataloguers rely on the title page of the book and its verso for the correct information about that book. Generally, author, title, subtitle, place & name of the publisher appear on the title page. Information like edition, year, ISBN no, price of the book is given on the back of the title page, while information like series of the book, series editors is given on the opposite page of the title page.

	<p>Heading (Access Point) Title/Statement of responsibility. - Edition statement. - Place of publication: Publisher, Year of publishing. Pagination, size of the book in cm..-(Series) ISBN: Price: Binding Note</p>
--	---

Cataloguing Steps

1. Make the main entry first. According to AACR, the person primarily responsible for the item (i.e. author) should be given the main entry. If the primary responsibility cannot be determined, the title should be considered the main access point.
2. Make the necessary added entries
3. File the entries alphabetically.
 - a. While filing titles, 'A', 'An' and 'The' which occur at the beginning of the title are ignored. Thus a book entitled 'The Stories of Panchatantra' would be filed under 'S' since 'The' would be ignored.
 - b. In case of similar entry level words which determine the filing order a simple rule to be kept in mind is 'Nothing before something'. Thus if there are two authors (i) "Shah, R.A." and "Shahani, B.G." Shah will be filed first since Shah is followed by nothing (space) and then 'R' while the fifth letter in the case of "Shahani" is 'a' and comes alphabetically before 'R' the fifth letter in the earlier case. Similarly in the case of two titles "Strange Stories" and "Stranger than Fiction" the first title will be filed before the second. Similarly, in case of 'A Friend of the Sparrow' and 'The Friendly Giant' the first title will come first even though the 7th letter 'o' comes after 'l'.

Classification

While the catalogue is a finding tool, classification helps arranging the books on the shelves. Classification is grouping of things for location or identification purposes and also their arrangement in some sort of logical order so that the relationship of the things may be ascertained.

In arranging the books, the rule generally followed is that the general topic comes before the specific topic. So, for example, a book on the history of India will come before a book on the history of Maharashtra. Similarly a book on all games will come before a book on cricket.

There are standard groupings or classification schemes that most libraries use. The most common scheme is the Dewey Decimal Classification scheme (DDC); it is so called because it was devised by Melvil Dewey in 1873. Dewey divided knowledge into 10 main classes and each class into 10 sub-divisions and so on. Today the scheme has been revised and expanded into tens of thousands of classes. However the principle remains the same.



←
Melvil Dewey

The 10 main classes are:

- 000 – Computer science, information & general works
- 100 – Philosophy and psychology
- 200 – Religion
- 300 – Social sciences
- 400 – Language
- 500 – Science (including mathematics)
- 600 – Technology
- 700 – Arts and recreation
- 800 – Literature
- 900 – History, geography, and biography

Each main class is divided into 10 sub divisions. For example, the 10 sub divisions in Science are:

- 500 – Science (General)
- 500 – Natural sciences & mathematics
- 510 – Mathematics
- 520 – Astronomy & allied sciences
- 530 – Physics

540 – Chemistry & allied sciences

550 – Earth sciences

560 – Paleontology; Paleozoology

570 – Life sciences

580 – Plants

590 – Zoological sciences

Many NGOs and other organizations develop their own scheme for classification, but it is advisable to use a standard scheme since it has been tried and tested. School libraries and NGOs working with children often arrange books according to their level of difficulty or grade. This sometimes restricts slow learners or gifted children who may not be in pace with their contemporaries.

An alternative suggestion for categorizing books in children's libraries where different age groups may be coming is as follows:

0. General
1. Picture books
2. Traditional literature (fables, legends, folk tales and fairy tales).
3. Fiction
 - a. Adventure and Detective and Ghost Mystery stories
 - b. Other Fiction
4. Poems, Songs and Plays
5. Biography and Autobiography
6. Science
7. History Geography and Travel
8. Sports Games and Hobbies
9. (Blank – for later use)
10. Reference Books (Atlas, Dictionary and Encyclopedia)

Each book must be marked by a number to indicate the category i.e. the class number; this is followed by the first three letters of the author's name (or the first three letters of the title, if there is no author) and is known as the author mark. The class number, author mark and accession number together are known as the call number. The combination of class number, author mark and accession number i.e. the call number uniquely identifies a book and indicates its position on the shelves.

Steps in identifying the subject

- Read the title. However, classification should never be based on the title only. Read the blurb if present.
- Read the content page.
- If the subject and its coverage are still not clear read the introduction or preface.
- Skim through the book if necessary.

After identifying the subject, one has to narrow it down to make it specific. This places the subject within the context.

EXAMPLES:

Title of the book – Rest for the Eyes.

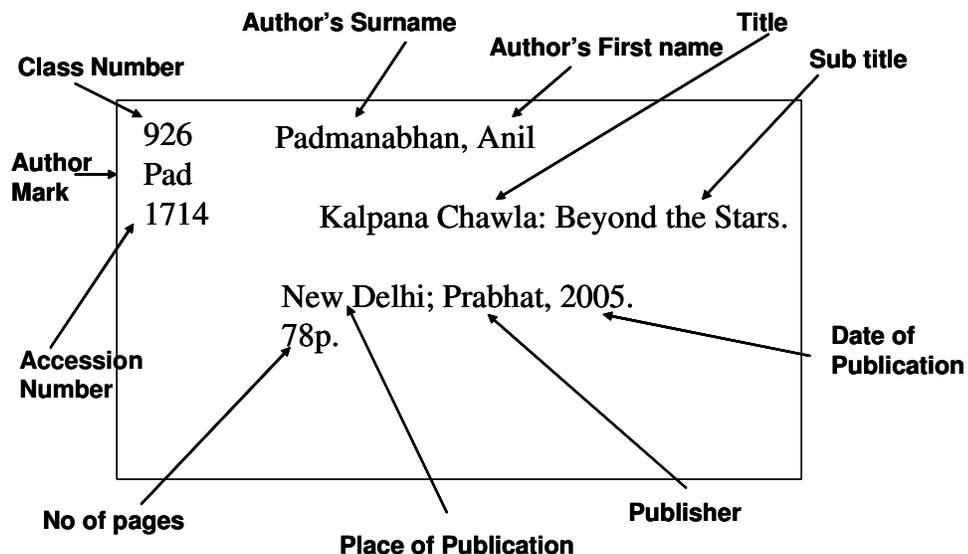
Looking through the content page it is found that the book is about gardens that were made by the Moguls in India.

Therefore the subject of the book will be gardens and gardening. According to DDC the book would be classified under 700 The Arts, and within it under 710 Civic and Landscape Arts.

Title of the book – Sunny Days

The book is an autobiography of Sunil Gavaskar and therefore its appropriate category would be biography. According to DDC the book would be classified under 900 History, Geography and Biography and within it under 920 Biographies and Autobiographies.

Simple Catalogue Card indicating different elements





Chapter 4

Circulation Work

The image of the library is dependent on how efficient or user friendly the services are. The loan or circulation system of a library is particularly important since a large number of users make use of the borrowing facility a library offers. This is so because library users are satisfied when they get the books, periodicals, clippings, etc. that contain the information they need. They may refer to this material on the library premises or take it out. Every time a library member uses library material, be it in the library premises or out of it, it is a loan of library material. In other words, documents and users are brought together through a document circulation or loan service.

The service involves a number of jobs:

1. Preparing the library stock for loan.

In addition to writing the class number on the title page, the organization also puts its stamp on select pages such as the title page, the last page, and some special page such as 51, 101, etc.

In addition, it is necessary to put in a book pocket which will contain a book card. When this book is borrowed, the signature of the borrower and the date when it is due will be written in the card and kept with the library. The card will be returned to the pocket, when the book is returned. The process of removing the card from the book on borrowing is known as 'charging' while the return process is known as 'discharging'.

Also pasted in the book is a due date slip on which the librarian puts in the date by which the book is to be returned by the borrower. Since the book is with the borrower, the due date slip with the date written on it serves as a reminder to the reader. The due date slip is usually pasted on the last page or front inside cover of the book

Book Card (5x3")

Due Date Slip (5x3")

Register of Statistics (Include books, magazines, newspapers, reference materials & other materials used in CLC & borrowed)

Month & Year _____

Date	No. of Items Used	Date	No. of Items Used	Date	No. of Items Used
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	
				31	

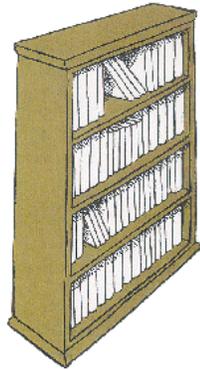
4. Receiving back or discharging of documents.
When a book is returned, the book card is located from the card tray, and replaced in the book pocket before returning the book on the shelf.

5. Other Work
Large libraries send reminders for overdue items; since the set of book cards of borrowed books is maintained by due date, it is easy to locate the non return of books by a certain time. Many libraries have a fine for delayed return e.g. Re 1/- for each day. Members usually have the facility of renewing a borrowed book.
When a member wants to borrow a book and it is issued out, it is possible to reserve it. The librarian pins a note on the book card so that when the book is returned, the member who has reserved the book can be informed.

Basic guidelines to be followed:

- Use minimum stationery
- Record each detail only once

- Save your time and the reader's time
- Treat each reader with respect
- Know your library stock and be alert to bring about a proper match between documents and the reader.



Chapter 5

Readers' Services

In addition to circulation, a typical library adds value for the member by offering several other services. These include: Reference and Information Service, Readers' Guidance, Extension services, etc.

Reference and Information Service

Reference and information service is used to refer to the direct, personal aid given within a library to persons in search of information for whatever purpose. It also includes various library activities especially aimed at making information as easily available as possible. The distinguishing feature of reference services is that it ensures the optimum use of information resources through substantive interaction, direct and indirect, with the users.

The kinds of reference services performed would vary from library to library and would depend on many factors such as the local situations, the kinds of users, the needs of users, size of library and its resources etc. However, generally speaking, reference services may be divided into three broad groups:

1. Fact Finding Services and general information services

- Provision of general information - i.e. answering queries posed by readers (There are some types of books which help in this area of work and are known by librarians as Reference Books. Some common types are described in the next chapter.)
- Assistance in the location of documents.

2. Bibliographic Services

- Compilation of bibliographies - on demand or in anticipation
- Maintenance, in an organized manner, of clippings from newspapers, magazines, and of vertical file materials such as pamphlets, reports, etc.
- A Current Awareness Services to keep the users well informed through a list of recent additions.
- Routing of periodicals
- Special library displays.

An example of a bibliography prepared by a school library may be:

Highly Recommended Books for Girls

Henkes, Kevin. *Chester's Way*. 1988. Greenwillow. Ages 3-7.
The mouse Lilly is one of the bravest, most flamboyant young females around. She rescues her friends from bullies, teaches them how to do wheelies, and always carries a loaded squirt gun. Everyone should meet her!

Pinkney, Brian. *JoJo's Flying Side Kick*. 1995. Simon & Schuster. Ages 3-7.
In order to earn her yellow belt in Tae Kwon Do, young JoJo must break a board with a flying side-kick. With the help of her family, she masters her fears and succeeds. A real winner.

Nash, Ogden. *The Adventures of Isabel*. Illustrated by James Marshall. 1991. Little, Brown. Ages 3-8.
In this funny poem, Isabel conquers a bear, a witch, a giant, a doctor, and a nightmare. The pictures will make children laugh while they learn to banish their own nightmares. Not to be missed.

Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*. 1989. Philomel. Ages 4-8.
Exquisite illustrations accompany this Chinese folktale about a girl who outwits a nasty wolf and saves her sisters. Winner of the Caldecott Medal.

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3. User Education / Orientation

- Instruction in the use of the library & library tools e.g. how to use the card catalogue, bibliographies etc.
- Assistance in the use of reference works.

Readers' Guidance

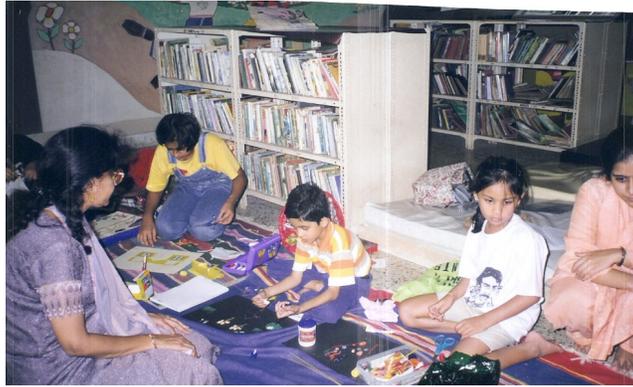
Reader's guidance is also known as "reader's advisory, or simply "reader's services". This public service initiative is based upon three assumptions:

1. Library users need help in finding that "right book for the right time [some would say for the right mood]
2. Guidance will encourage and result in users trying new authors, themes, and genres
3. Guidance activities can turn random readers into purposeful readers who will read works of greater quality [this is controversial and was more popular in the earlier days of reading guidance]. It is particularly useful in children's libraries.

Extension Services

The provision of library materials and services outside the library's regular service center or outlet is often referred to as extension or outreach services. The term is also used for activities which increase the number of users coming to the library or even the increase in the use of the library by existing users.

Thus developing an extension centre, or a mobile service or even “barefoot librarians” who go into the community with bags of books are part of extension. So also are activities in the library including storytelling, competitions, exhibits and displays.



Chapter 6

Reference & Information Sources

Although all books contain information and may be referred to, some books are specially prepared for reference only and not for continuous reading. Reference and Information sources may be broadly divided into two groups - information sources and bibliographic sources. Information sources include encyclopedias, dictionaries, directories, yearbooks, statistical sources, geographical sources, and biographical sources. Bibliographical sources include bibliographies, indexes, abstracts union catalogues, etc.

ENCYCLOPEDIAS

An encyclopaedia gives summaries about all fields of knowledge. It is divided into articles which are usually arranged alphabetically e.g. Encyclopaedia Britannica. Some encyclopaedias deal with only one subject (Banking) or a group of related subjects (Social Sciences). Some encyclopaedias are small, others are large; e.g. Encyclopaedia of Economics (2 volumes), the International Encyclopaedia of Education (10 volumes). An encyclopaedia article gives an extended summary of its topics including a few references to follow up. A larger encyclopaedia often has an index volume and it is useful as it may contain cross-references, not repeated in the body of work. Related topics may be grouped together under a particular subject heading rather than appearing in a strictly alphabetical sequence. An annual supplement may be published with larger encyclopaedias to keep them up to date.

Examples:

- Encyclopaedia Britannica. vol. 1-32. London: Encyclopaedia Britannica Inc, 1997.
- Encyclopedia of Banking & Finance. New Delhi: Galgotia Publ., 1994.

DICTIONARIES

Dictionaries give the definition, spelling, pronunciation and explanation of words in one or more languages. The words are usually arranged in alphabetical order. The definition, explanation, etc. may be in the same language (e.g. English words explained in English) or in another language (e.g. English words explained in Marathi). Some dictionaries are limited to a specific subject and explain the special words used in that field.

Examples:

- The Oxford English Dictionary. Vol. 1-20. Oxford: Clarendon Press, 1989.
- A Dictionary of International Finance. London: Macmillan, 1986.

DIRECTORIES

Directories list people, organizations, products, researches, etc. and are arranged either in alphabetical or subject order. They generally give useful information such as name of person, address, brief information about the organization, etc.

Examples:

- Kothari's Industrial Directory of India 2008-09. Madras: Kothari Enterprises, 2009.
- .Directory of Bank Offices. Mumbai: Reserve Bank of India, 2006.

STATISTICAL SOURCES

These are special information sources which collect, classify, analyze, and interpret numerical facts or data. Some statistical sources cover many areas (e.g. Indian Statistical Yearbook), others are more specialized (e.g. Educational statistics). There are many statistical sources that compile economic and social data. Scientific and technology data are also gathered and indexed in more specialized sources. In statistical reference books it is necessary to examine the source from which the statistics have been compiled.

Examples:

- Statistical Outline of India 2004-05. Mumbai: Tata Services Ltd., 2006.
- Statistical Tables Relating to Banks in India. Mumbai: Department of Statistical Analysis and Computer Services, 2006-07.

YEAR BOOKS

Yearbooks, annuals or almanacs contain current information of a variable nature in brief descriptive and/or statistical form. As its name suggests, it is published every year. Often, yearbooks review the major events of a year. India: a Reference Annual, Manorama Yearbook are very useful sources.

Examples:

- Manorama Year Book. Kottayam: Malyalam Manorama, 2009.
- India: Economic Information Year Book 2007-08. New Delhi: National Publishing House, 1993.
- The World Almanac and Book of Facts 2008. Mahwah (NJ): World Almanac Books, 2008.

BIOGRAPHICAL SOURCES

As the name suggests, these sources provide information in brief or in detail about well-known people in general or in particular fields. They may be current, giving information about living persons, their address, present positions, books written, etc. (e.g. India:

Who's Who) or may deal with people from the past (e.g. The Dictionary of National Biography gives brief information about all well known Indians of the past).

Examples:

- India Who's Who 2007-08. New Delhi: INFA Publications, 2008.
- Who's Who in Economics: A Biographical Dictionary of Major Economists 1700-1980. Cambridge: MIT Press, 1983.

GEOGRAPHICAL SOURCES

Gazetteers, travel guides, maps and atlases give information about places, their location, climate, how to reach them, where to stay, etc.

Example:

- The Gazetteer of India. New Delhi: Ministry of Information & Broad-casting, 1992

BIBLIOGRAPHIES

This term is used to mean several things:

1. list of references consulted by the author or recommended to the reader. It is usually near the end of the book or may be split to follow each chapter or placed as footnotes.
2. a list of books of any author or subject (e.g. A Bibliography of Family Studies)
3. a general list of books on all subjects published in a country or by a publisher. Such bibliographies generally appear at regular intervals and are known as serial bibliographies (e.g. Books in print). Retrospective bibliographies are those which list publication for a certain period e.g. Bibliography of Nursing Literature, 1859-1960.

Examples:

- Bibliography of Doctoral Dissertations 1993: Social Sciences and Humanities. New Delhi: Association of Indian Universities, 1993.
- International Bibliography of the Social Sciences: International Bibliography of Economics. London: Tavistock Publ., Annually published
- Annual Bibliography on Banking. Pune: National Institute of Banking Management, 1988.

INDEXES

An index is a systematic guide to the location of words, concepts and other items contained in books, chapters in books, articles in journals, etc. It consists of a series of entries appearing in some logical order, usually alphabetical, with an indication to show where each item is located. This enables users to find them easily.

Indexes to periodicals help one to trace articles on a given topic in a number of periodicals. Some of the indexes are very broad and general in coverage, e.g. Guide to Indian Periodicals Literature (GIPL). Others are restricted to particular subjects e.g. Artha Suchi.

Examples

- Guide to Indian Periodical Literature. Gurgaon: Indian Documentation Service. (Quarterly)
- ISID Index Series: volume two; Sixteen Economic Journals. New Delhi: Institute for Studies in Industrial Development, 1998.

ABSTRACTS

Abstracts are abbreviated, accurate representations of documents that have been recently published in a wide range of journals. They are accompanied by adequate bibliographical description to enable the user to trace the articles. They are frequently arranged in classified order. Abstracts are themselves usually published as journals and are devoted to a particular field e.g. Sociological Abstracts

Examples:

- Sociological Abstracts. San Diego : Sociological Abstracts, Inc. (Bi-Monthly)
- ICSSR Journal of Abstracts and Reviews: Economics. New Delhi: ICSSR, 1998.

Chapter 7

Physical Organization & Maintenance

Organizing

Organizing the collection refers to arranging the material in an orderly manner on the shelves.

Stack Arrangement: The physical placing of the stacks should be convenient to the readers. The following guidelines may be used:

1. Stacks should accommodate all types of materials, including oversize books, audio-visuals, etc.
2. Stacks must be planned to give easy physical access to every volume. Space between two rows of stacks should allow for easy movement of readers. Normally, a minimum of 2½-3 feet aisles between rows is recommended.
3. The ventilation system in the stack area must be good, ensuring free circulation of fresh air.
4. There should be good lighting system, to enable members to browse and select titles for borrowing.
5. While direct sunlight should be avoided, since it damages books, indirect sunlight is helpful to keep the books fresh.
6. When a new stack area is being created, there should be adequate provision for expansion.
7. Adequate signage and stack labels should be provided. Care should be taken to modify these as the materials are shifted, due to growth or movement of the collection.

Arranging the Books on Stacks: Books can be arranged on the shelves in various ways. They are known as shelving methods.

1. Classified Arrangement Books are arranged according to classification numbers in an unbroken order with some exceptions like oversize books or atlases.
 2. Broken Order Certain books, e.g. books which are in demand, may be separated in order to save the time of the readers.
 3. Parallel Arrangement Books are first divided into broad groups by size, language or any other criteria. Each group is further arranged according to classification numbers.
- For small special libraries, a simple classified arrangement with clear and legible shelf guides is most useful.

Stock Maintenance

Reviewing the stock, repair, binding and preservation methods, weeding or withdrawal of items are all part of stock maintenance. Stock maintenance is closely related to the selection and acquisition policy, utility of the material, cost of items and needs of the users. This activity includes stock verification, weeding of materials, repair and binding and general preservation issues.

Stock verification Stock verification is like inventory control; it checks that all items acquired by the library are accounted for. In stock verification the material on the stacks are physically checked against the existing records. In large libraries, the stock is usually checked against "shelf list" cards that are prepared at the time of cataloguing. The shelf list is arranged to reflect the stack arrangement. In small libraries, verification may also be carried out using the accession register.

When conducted at regular intervals, say annually, stock verification also helps the librarian to review the collection. Decisions on items to be discarded or permanently preserved may be taken during this activity. It can also be used to separate out torn, mutilated, damaged and worn-out material. It can be used to identify material that needs major or minor repairs, binding, preservation treatment, etc.

Weeding/Withdrawal Outdated, superseded, damaged or worn-out materials beyond repair, identified during stock verification can be weeded out or withdrawn from the collection after approval from the proper authorities. At the time of withdrawal, consideration must be given to whether it needs to be replaced by a new copy, a new edition or a new title in that field. Care must be taken that rare or valuable documents are not withdrawn.

Repair and Binding Books which are slightly damaged, pages torn or binding becoming loose and which need minor repairs can be handled internally. However, good quality material viz. thread, adhesives, transparent tape, tissue paper must be used. Some important and rare documents may be laminated; this process involves sandwiching each sheet of the document between two cellular acetate tissues under pressure. When minor repairs are internally done, space and tools such as scissors, boards, paper cutters, needles, etc have to be provided for.

Decision for rebinding items need to consider the value, physical condition, replacement cost and use of the item. If it is decided to get an item bound, the nature of binding needs to be considered. Cloth binding can be full cloth or half-cloth. In full cloth binding, the card boards are covered with cloth; whereas in half-cloth only the spine and corners

of the boards are covered with cloth. Leather binding is more lasting but is very expensive. Before binding is done, all pages should be checked; the availability of sufficient margins required for binding must also be confirmed. Books of permanent value, however, may be leather bound. If items are sent out for binding, proper records need to be maintained.

General Guidelines for Preservation for proper maintenance, include:

- Regular dusting of shelves
- Proper shelving of books, neither too tightly packed nor too loose
- Spraying of insecticides, during pest control, in the stack area and not on the books
- Placing of naphthalene balls or bulbs on the stacks.
- Using good quality adhesives during repair etc.
- Prohibiting the use of eatables in the stacks.

Policy Decisions Most of the issues of stock maintenance -be it weeding, stock verification, binding or other preservation techniques - need the support of policy statements, approved by senior management.

Proper stock management ensures that the collection is active and in good condition, so that the users find it a pleasure to locate, find and use the materials of their choice.

Chapter 8

Libraries of the Future

The Changing Context

Libraries are social institutions. Their form, functions and activities depend upon the social context in which they are situated. The context in which libraries function is fast changing significantly in many ways.

Libraries originally developed in societies, which were characterized by information scarcity. The demand for information greatly exceeded its supply. Libraries spent their time and expertise in acquiring information. This could be characterized as the acquisitive phase of information accumulation. In the course of one generation, we have experienced the transition from a condition of information scarcity to one of information surplus. The increase in the quantity of information is compounded by the multiplicity of channels.

The second major change has been the technology used for handling information. Digitization of information has revolutionized the way information is recorded, stored, manipulated and communicated. Technology has broken the boundaries of space and time in making information available.

Today the traditional ways of handling library routines have all changed. Computers are extensively used in libraries. From collection development to services, all areas of libraries have been affected.

Library resources include a variety of digital media; many periodicals are available as e-journal or e magazines. Detailed information on books and magazines, even their reviews are available online. Online purchase of books is increasingly becoming possible.

Catalogues are on computers and frequently available on the Internet to search. These catalogues allow a user to search in many new and different ways (often including any word in the title, date or publisher). There no longer is a need to make three types of catalogue cards. When the resources are in digital form one can directly go the full text with a click of the mouse.

Circulations systems are computerized and the use of bar codes on books and member cards. With more materials available in electronic format, the reading room has changed in design and look. The reading room has to provide workstations to access different resources - both internal and external

Internet provides several alternatives to owning reference sources; remote use of commercial services, which host the sources over networks, free use of sources owned by individual libraries and use of information provided on home pages by individuals and organizations.

Delivery of library services to remote users is becoming possible with electronic document delivery (i.e. scanning the material needed and emailing the same to the member)

In the age of surfeit of information, the main need experienced by users is not locating but filtering of information. For the users, information is the raw material for the creation of knowledge. For it to be useful, it must be further structured and processed. Users need assistance in analysis, repackaging and consolidation of information. The library has always been a value adding service provider. In a time of information scarcity, it added value by locating information; today in a time of information plenty, it has to add value by reducing the number of documents the user has to personally go through.

The Future Identity

Several adjectives have been used to describe the library of the future – electronic, virtual, global, digital, and library without walls. All these convey the presence of an agency (not necessarily a physical space) providing access to material in electronic form to remote users.

Several forecasts have been made about the future identity of the library, as an institution, and of the librarian, as a profession. Some of the forecasts are gloomy, others more promising. Libraries are losing their monopoly as institutionalized retailers of information and documents and some people have forecast the extinction of the library. This is unlikely to happen in the next few years.

A fundamental level change is likely to occur. It is very probable that since libraries are support services, their future will depend in turn on the shape of the original activities. Trends in publishing, education, training etc. will shape the future of libraries. They may become a gateway, a kind of “cyber-cafe” to global information and the librarian a facilitator.

"...the fact that the modern library is changing into something else does not imply that there will be no phenomenon in society called the library, as some have suggested. It means only that the expression of what the library is, the nature of the library era, will change."

F Miska: The Cultural legacy of the 'modern library' Journal of education for library & information science v.37 Spring 1996. p.100-19.



Individual Child Profile

Name:-
 Code for the Child:-
 Division:- Date of Birth:-
 Date of joining/enrollment:- Telephone:-
 Address:-

School going/ non-school going _____

Documents:-Birth Certificate _____ School Leaving Certificate (if any) _____

Family Information:- Who stays with you at home

Name	Age	Relationship to you

Family income:-

Father's Occupation:-

Father's Education:-

Mother's Occupation:-

Mother's Education:-

Any information about family:-

Hobbies of the child:-

How does the child spend time apart from schooling?

Is the child attending coaching/tuitions apart from school?

Educational Information about the child:-

Name of the school	Private/Municipal	Standard/Medium	Place/Address	Drop out Yes/No	Years of schooling	Reason for leaving

Is the child involved in any earning work?

If Yes, Which work?