

# EVALUATION OF STATUS AND SERVICES OF KENDRIYA VIDYALAYA SANGATHAN LIBRARIES: A SURVEY BASED ANALYTICAL APPROACH

N. K. Pachauri\*, Sunil Saini\*\*, Mujib Rahiman K. U.\*\*\*

**Abstract** School library is regarded as the hub of all the teaching learning process of an institute. It provides the full range of print and not print material to the staff and the students to support teaching learning and other educational functions. This article deals with an analytical approach to user base studies of 235 Libraries of Kendriya Vidyalaya Sangathan - KVS. KVS is a pioneer and well established school education system governed by the Government of India under the Ministry of Human Resource and Development. The paper discussed about the main objectives of KVS libraries, computerisation, man power, services, infrastructure, available for the students and staff. Paper also presents the study about open access, purchasing procedure, library operation, library collection, staffing, library activities etc. Online and other library work also evaluated in the study. The evaluation of status and services is based on various guidelines formulated by National and International agencies. The present work refers various policies like ALA, IFLA/UNESCO, UK School Library Association CBSE, MHRD and KVS. On the basis of analysis various suggestions and recommendations are also included at the end of this research paper.

**Keywords:** Library, User, Digitalization, Automation, Collection Development, Training, E-Resources, ICT, Blog, Library Advocacy, Library Standards

## INTRODUCTION

The school libraries are recognised as a foundation of educational system. Libraries provide the resources and access to national and global knowledge to their user. Kendriya Vidyalaya Sangathan is the pioneer in school education system in India and it is one of the longest chain of the schools in the world. KVS is registered as a society under the society registration act XXI of 1860. All the Kendriya Vidyalayas are governed by Ministry of Education under the department of Secondary Education and Literacy. KVS came into existence in 1963 with the name "Central Schools". All the KVs are affiliated to Central Board of Secondary Education – CBSE and follow the policies and guidelines of Ministry of Education. The main motto of the schools are to provide the education to the wards of Defence Personnel who are often posted to border and remote area. The head office of KVS is situated in New Delhi and the Chairman of the body is always the Minister in charge of Education Ministry of Government of India. As on 31<sup>st</sup> October 2020, there are total 1222 schools, total 1292767 students and 45477 teachers are serving in all over India. There are 25 Regions and 5 training institutes have been setup by KVS and three schools established in abroad also namely KV Moscow, KV Tehran and KV Kathmandu.

Libraries work as the laboratory for the students and the function of a library teacher is to guide and facilitate them in using library resources for the improvement of the knowledge. All the Kendriya Vidyalayas have enriched and well equipped libraries. In the KVS the collection of libraries are very good and all the Library Teachers are aware of their duties and responsibilities so that teaching and learning process may be done effectively. All the students and young learners can get the opportunity to enhance their reading and writing skills. The Libraries of KVs have variety of collection includes Books, Journals, CD, DVDs, Maps, Atlas, encyclopaedias, yearbooks, dictionaries, biographies, material on games and sports, drawing, career guidance and counselling, music, culture, competitive exams, e-books and magazines etc for the students from class 1 to 12. KV follows the three language system, so the educational resources are available in Hindi, English and Sanskrit. KVS follows the open access system and books are kept in books shelves without any lock and students may browse the resources themselves.

KVS authorities inspect library minimum twice in a year to know the updates, management techniques, functioning, upkeep, services and to observe the performance of the Library Teachers. Every year KVS organise In-service course, training programs and workshops for the library

\* TGT - Librarian, Kendriya Vidyalaya, Ordnance Equipment Factory Hazratpur, Uttar Pradesh, India. Email: nkpagra@gmail.com

\*\* Training Associate (Library), Zonal Institute of Education & Training, Kendriya Vidyalaya Sangathan Firozabad, Chandigarh, India. Email: sunillibrarian@yahoo.com

\*\*\* TGT - Librarian, Kendriya Vidyalaya, Kanjikode, Palakkad, Kerala, India. Email: kvklibrarian@gmail.com

teachers to acquaint them with the latest development of the subject and refresh their knowledge at regular intervals. Such type of orientation and training programs are very useful for the library teachers for providing the best services to the students, staff and teachers.

The main features of the KV libraries are as follows:

- Keep latest and updated collection to frequent addition of new material.
- Offer broad range of reading material.
- Cost effective services.
- Inculcate reading habits, quest for knowledge and thirst for life long reading.
- Well qualified library personnel.
- To pursue excellence and set the pace in the field of school education.

## REVIEW OF THE RELATED LITERATURE

School libraries have an important role and positive impact on student's literacy and learning outcome. Priti Mahajan in 2010 discussed present day scenario of school libraries in India. According to her study, schools are the gateways to knowledge and studies about extension services, blogs and library activities. She emphasised the importance of extension services of the school libraries. Ruchi Walia and Dr. Krishan Gopal studies the Status of thirteen School libraries in Kurukshetra includes government and private schools in 2008. They observe that the condition of libraries in Kurukshetra are not satisfactory. In 2006, Sanjeev Karan studied the status, condition, infrastructure, staffing etc. of public libraries of Jharkhand. He also gave some recommendations on the basis of analysis for the improvement. K S Lalitha and I Rabia conducted a user survey to know the impact of Electronic Services on Users in 2010. Abhijeet Chakrabarti and Sudin Kumar Sardar in 2015 conducted a User-based study of Five Jawahar Navodaya Vidyalaya of West Bengal. They observed the better library services and infrastructure of JNV libraries. In 2015, Dr. N K Pachauri discussed various aspects, problems, challenges and suggestions about the school library system in India. Further he stated that school libraries play an important role in teaching learning and information literacy program of the schools. According to Manish Garg in 2015, libraries are the corner stone of the education system. The study shows that the condition and status of school libraries in rural India is not satisfactory and proper funding and concrete policy is required to upgrade them. Priti Bhandarkar discussed various aspects related to the status of Secondary School Libraries in Chhattisgarh in 2013. Audrey P. Church conducted a study on performance-based evaluation of school Librarians in 2015 in Virginia and he evaluated the school library services for three years. Ali biranvand and Aliakbar khasseh

conducted a study based on condition of school libraries in Shiraz, Tehran. In this study they used IFLA standards for evaluation the library and library services.

## OBJECTIVE OF THE STUDY

School library is the place of opportunity provides the quality collection of printed and e-resource to support both curricular and co-curricular activities. This study has been conducted to know need, status, condition, collection and role of KV libraries in all over India keeping following objectives in view:

- To know the status of infrastructure available in the Vidyalaya's.
- No. of Library users.
- Total number of books and magazines.
- To observed the qualifications of the Librarians.
- Library services.
- Status of Classification, cataloguing and reference services.
- Automation status and software.
- Availability of ICT infrastructure in the school.
- Digitalization.
- Status of Extension Service like creation of blog and websites.

## SCOPE

KVS has a large range of the vidyalayas throughout the country from Kashmir to Kerala and Gujrat to Arunachal Pradesh. KV follow the similar syllabus, pattern, time-table, infrastructure and services in all over the country. This study conducted on 235 KV Libraries from the different regions of KVS.

## METHODOLOGY

Questionnaire based survey method is used because it is very useful and easy access tool for data collection. It is also very effective and less time consuming. Data collected from 235 school libraries by creating online google sheet through questionnaire method. The questionnaire comprises various questions on status of infrastructure, number of user, qualification of librarians, library services, automation, collection development and ICT infrastructure. Data about activities, purchasing procedure, technical processing and digitalisation also invited for response. Data analysed, tabulated and presented in a meaningful order.

## STANDARDS FOR EVALUATION

Evaluation serves accountability purposes and it helps to determine if the school library services and programs

are meeting the needs of the school community. Kendriya Vidyalaya Sangathan (KVS) is the pioneer organisation in the school education in India. KVS has its own standards for the setup, functioning and evaluation the services of the library and information centres. The objectives of the KVS library is to be the knowledge hub of the school and disseminate knowledge as widely as possible. KVS issues detailed Library Policy entitled “Library Policy: Adoption and Incorporation in Education Code for KVS” on dated 17<sup>th</sup> July 2008 in the 17<sup>th</sup> BOG meeting. Its revised and updated version issued under the title “KVS Guidelines for School Library & Procedure Manual, 2014”. These guidelines are based on various National and International policies framed by reputed organisation and associations. These standards, policies and guidelines are discussed following in the brief:

- *American Associations of School Librarians – AASL*: American Association of School Librarian is a division of American Library Association – ALA. This association has issued National School Library Standards, including school librarian and school library evaluations and checklists of particular interest to administrators. As per the guidelines “Most of the standards are not content-based but address how we approach learning and interact with content” , AASL has also released a School Library Evaluation Checklist, which assesses areas such as environment, curriculum and “commitment to maintaining intellectual freedom.”
- *IFLA/UNESCO Library Manifesto*: IFLA/UNESCO Library Manifesto was published in 1999, it is the primary guideline for functioning of school libraries. In this manifesto various guidelines issues regarding the minimum standards for setup a new school library. We can discuss these guidelines in the following points:
  - Supporting and enhancing educational goals
  - Student centric approach
  - Offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment
  - Promoting reading and the resources and services
  - Organisation of activities
  - Access to global, local and regional resources
  - Staffing pattern
  - Funding and managerial policies
- *IFLA School Library Guidelines*: IFLA School Library Guidelines issues by the IFLA School Libraries Section Standing Committee editor Barbara Schultz-Jones and Dianne Oberg, with contributions from the International Association of School Librarianship Executive Board published in June 2015. In this policy the school library evaluation is called a critical aspect

of an ongoing cycle of continuous improvement. As per the IFLA evaluation policy “Evaluation demonstrates to students and teachers, to library staff, and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve programs and services and also helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services, as well as development of new programs and services.”

It is further stated in the policy that evaluation of a school library should be based on the following parameters:

- Role of School Library in the School.
- Instructional role of a school librarian.
- Competencies needed to provide school library programs, it includes Librarian’s qualifications, his/her communication and collaboration skills and digital literacy.
- Planning for existing and future policies.
- Infrastructure and future development plans.
- Availability of collection in terms of available resources like books, magazines, pamphlets, encyclopaedias, and other reading material.
- Promoting library programs and services.
- Implementation of school library programs and services.
- Stakeholder perceptions.
- *Primary School Library Guidelines*: “Primary School Library Guidelines” issued by School Library Association, UK in 2017. According to these guidelines the standards of the school library must be evaluated on the basis of checklist available over the official website of the association. Some of the important points include staffing pattern, job description, environment, design and development of basic infrastructure, budgeting policies, library management, services, number of uses, volunteer students, opening hours and circulation policy.
- *Guidelines for Library Grant and Promoting Reading in Schools – MHRD, Government of India*: These guidelines issued by Ministry of Human Resources Development, Government of India in 2019. According to this policy the school library must be child friendly, attractive and colourful. Reading corners, excellent literature, class library, display area, library committee including students called “Bal Sansad” and activity based library services must be developed in the library. These may be the criteria for evaluation of library services.

- As per CBSE Organising School Library Manual: Various criteria has been suggested to evaluate the standard and status of school library services. According to the manual school library must be the hub of all the activities planned and executed in school. If teaching-learning process are focused around the school library, definitely the library is providing excellent services. Library must be evaluated on the basis of number of users, number of services provided, users satisfaction, collection development plan, standards technical processing followed by the library, funds and future planning of the library administration. Various standards issued by Bureau of Indian Standards (BIS) has been also suggested for the setup of new school library in CBSE affiliated institutes.

new schools are running in temporary campuses also. It is observed by analysing Fig. 1, that 66.8% schools have permanent room for library, 14.9% have temporary room followed by separate room from building is 11.9%.

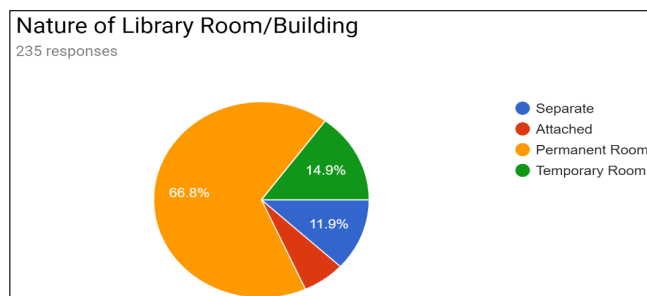


Fig. 1: Status of Library Room

## DATA INTERPRETATION AND ANALYSIS

### Basic Infrastructure and Size of School

Size of the school is key factor for the data interpretation. Almost all the KVs has permanent building but some

All KVs have librarian post from class VI onwards. There is a provision of class library setup for each and every class and section. It is revealed that 80 schools (34%) having one section, 58 schools (24.7%) are two sections, 57 schools (24.3 %) having three sections and approx. 23 schools (10%) have four sections. Only 17 schools (7.2%) schools having more than four sections. (See Fig. 2)

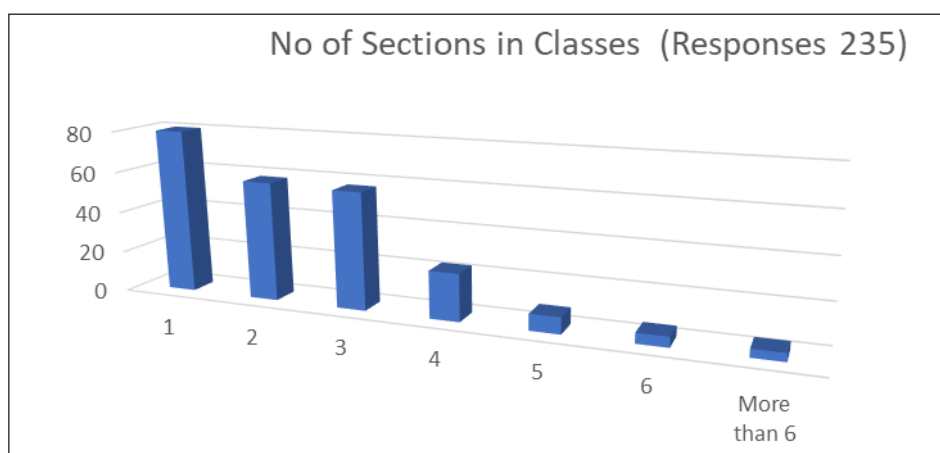


Fig. 2: Number of Sections in the Schools

It is observed by analysing Fig. 3, that 77 (32.8%) schools providing services to 500 user, 61 (26%) school are providing the services to 1000 users and 51 (21.7%) schools are providing services to 1500 users. 46 (19.6%) schools are large in size and having more than 1500 users including staff members.

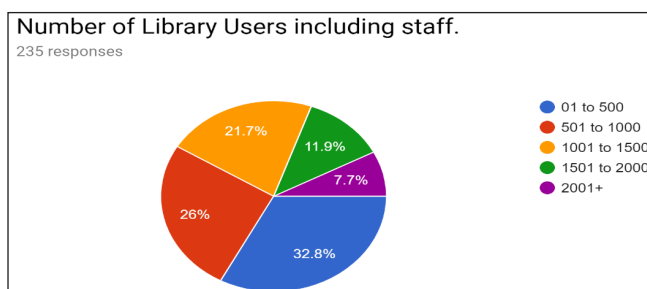


Fig. 3: Number of Library Users Including Staff

## Library Collection

The study reveals that 49 (20.9%) of libraries have a good collection of books and resources more than 10500, 40 (17%) schools having more than 7500 books, 88 (37.5%) schools have more than 3000 books and only 28 (11.9%) schools opened recently having 1500 books only.

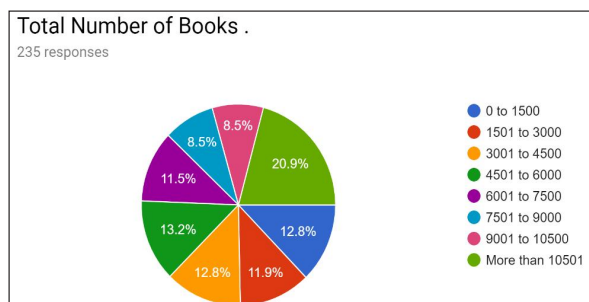


Fig. 4: Number of Books

## Journal and Magazine Subscription

By analysing the following table (Table 1), we may observe the magazine and journals subscription pattern in various

schools. It is observed the 39.57% schools subscribing 21 to 30 periodicals, 21.70% schools subscribing 31 to 40 periodicals and only 7.23% schools having the annual subscription for more than 41 periodicals.

Table 1: Journal/Magazine Subscription Pattern

Number of Periodicals	0 to 10	11 to 20	21 to 30	31 to 40	More than 41	Total
No. of Schools	30	44	93	51	17	235
Total (%)	12.77	18.72	39.57	21.70	7.23	100

## Book Procurement

Fig. 5 clearly indicates book procurement and acquisition (Purchasing) pattern in the Kendriya Vidyalayas Libraries and it is observed that majority 75.30% schools are purchasing the books from local vendor, 52.30% schools are directly purchasing the books from publishers, and 14.90% libraries are purchasing via online portals. Only 18.70% libraries are procuring the books from other methods like book fair, purchasing by teachers and school authorities.

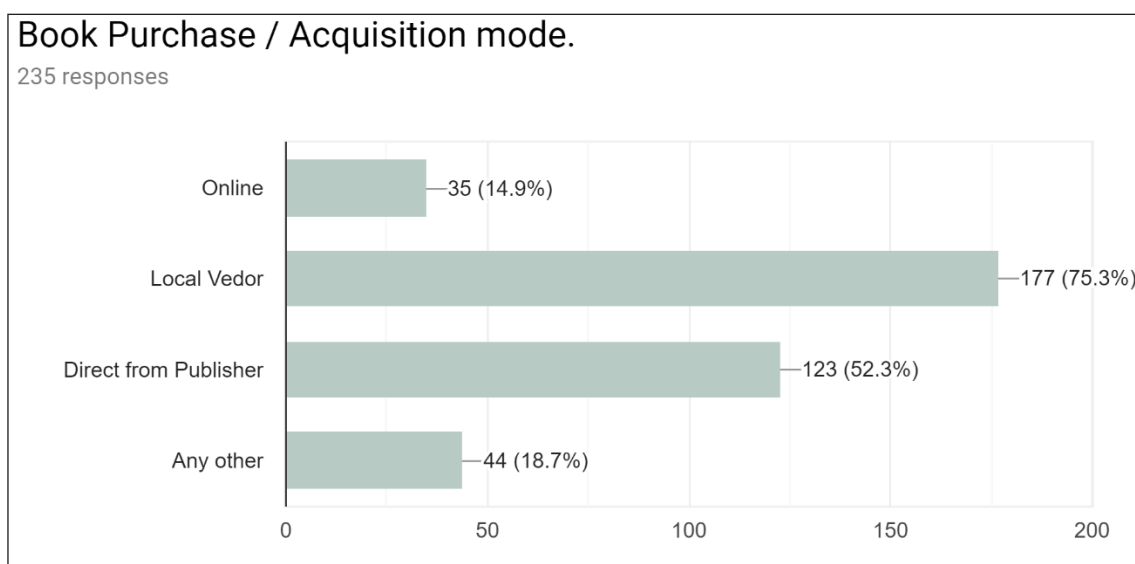


Fig. 5: Book Purchasing Mode

## Digital Collection

Out of total 235 responses, it is observed by analysing data (Table No. 2) that 144 (61.28%) school having very less collection of digital media and only 12 (5.11%) schools have satisfactory collection of DVDs and CDs.

Table 2: Status of Digital Media Collection

Number of CDs/DVDs	0 to 25	26 to 50	51 to 75	76 to 100	More than 101	Total
Number of Schools	144	45	23	11	12	235
Total (%)	61.28	19.15	9.79	4.68	5.11	100

### Library Services

The data analysis of library service is provided for study in the Fig. 6. As we know that Circulation service is the basic feature of any library and 233 (99.1 %) schools are providing issue and return services to the students and staff. Only two newly opened schools could not started the circulation services due to some local issues like temporary building, less collection and no basic infrastructure availability in

the school. 93.60% schools providing reference services, 48.10% schools organising CAS and SDI services, 75.30% schools providing newspaper clipping services, online service are being given by 76% schools, 73.60% schools having book reservation feature, 55.30% schools issuing magazines and journals for home use and 17% schools are providing binding services also. It is a notable feature of KV libraries that 18.30% schools are providing the xerox facility to their users.

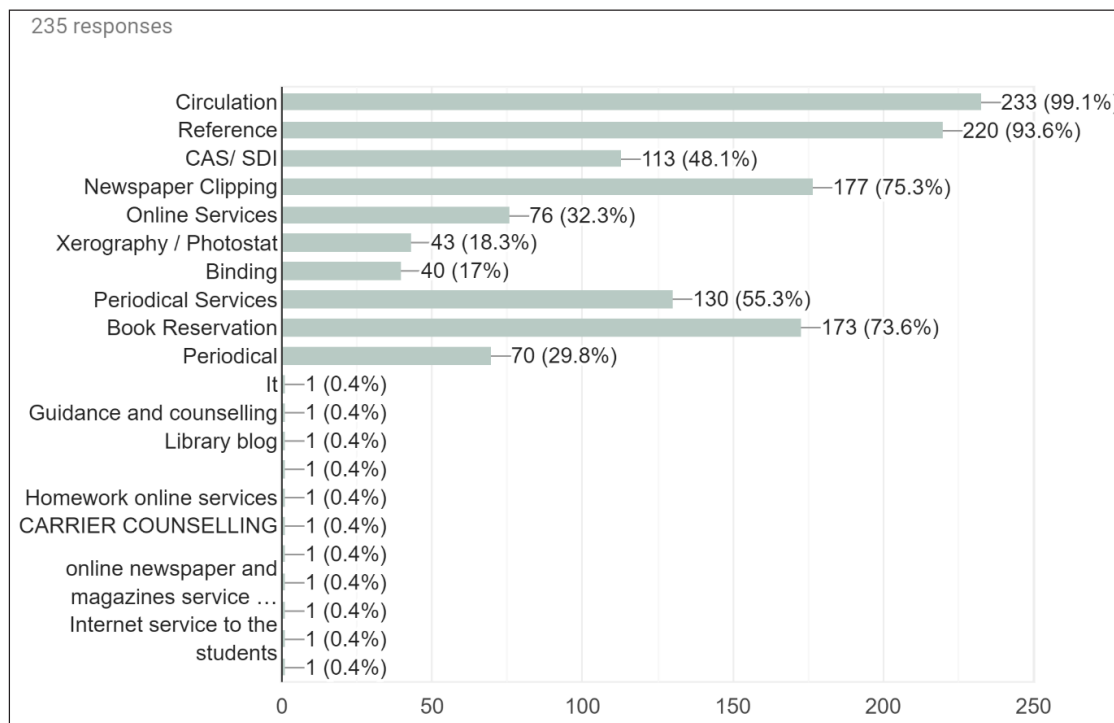


Fig. 6: Library Services

### Library Activities

It is observed by analysing following Table 3 that KV libraries are playing excellent role in the teaching learning process of the school. They are completely fulfilling the goals of organisation and cater the need of the user. Book Exhibition, Book Review, Book Mark making, important day celebration, motivational lectures, book fair, quiz and storytelling, creation of Readers club, new arrival display/corners, library advocacy, user education and career guidance and counselling are the commendable achievement and marvellous work are being done by the libraries. Almost all the libraries are providing above mentioned service with responsibility and zeal. Library teachers are also playing a significant role in all the academic and administrative area of the schools like examination, class teachership, co-curricular activities, games and sports, discipline, exhibitions etc.

Table 3: Library Activities

Library Activities	Responses out of 235	Percentage
Book Fair	224	95.32
Meet the Author	56	23.83
Book Review	230	97.87
Book Mark Making	193	82.13
Word Hunting	106	45.11
Important Day Celebration	214	91.06
Skit/ Plays	98	41.70
Motivational Videos/Documentary Show	145	61.70
Quiz/ Story Telling/Talks	228	97.02
Scrapbook	142	60.43
Book Exhibition	205	87.23
Readers Club	195	82.98
Career Guidance Counselling	225	95.74
User Education/ Orientation	204	86.81
Information Literacy	112	47.66
Library Advocacy	106	45.11
New Arrival Display/Creation of Corners	225	95.74

## Staffing

Father of Library Science Dr. S. R. Ranganathan enunciated Fifth law of Library Science – “Library is a Growing Organism”. Here he used the word “organism” instead of organisation, means he compared library growth to an organism’s growth. As an organism attains growth in its size, internal organs and style of living with the passage of time so as the libraries also attain growth in their size, services, users, management and collection etc during the passage of time as per the need and role of the organisation. There should be proportionate increase in library personnel also otherwise

library may fail to provide and achieve the maximum output. When KVS was established many school have few hundred books in their libraries. The number of students was about 200 and total staff did not exceed twenty five. With a period of last 40 years in spite of meagre grants, the number of volumes reached approx 10000-12000 and average number of users reached 1250 including staff and students, but during the period there is no increase of library staff.

As per New Library and Procedural Manual 2015, there is a provision of Sub Staff deployment in each and every library, but during the survey it is observed that out of total 235 responses 189 (80.40%) schools do not have sub staff in their libraries.

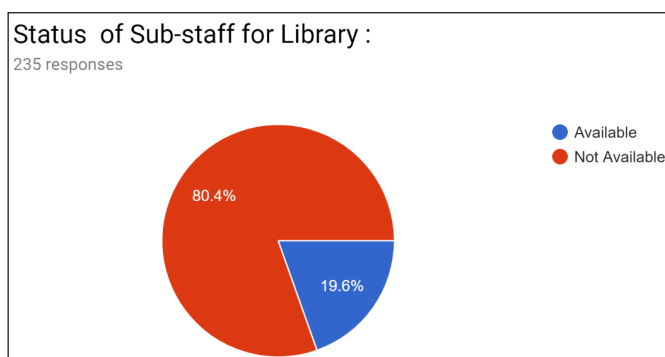


Fig. 7: Status of Sub-Staff

## ICT Infrastructure Availability

The Figure no. 8 presents the ICT infrastructure facility available in the KV school libraries. It is observed that 200 (85.10%) school have internet and facility while only 66 (28.90%) libraries have the LAN connectivity. Inverter and power backup facility is lacking and only 74 (31.50 %) school libraries have the power backup/ inverter

facilities. Bar Code printers and scanner are also not available in some libraries and approx. a half of the schools do not have the inkjet and laser printer facility. As per the KVS library policy minimum 5 computers should be allotted to each and every library but only 27 (11.50%) school libraries have such provision. Speaker, CCTV camera, projector etc did not adequately provided as a basic infrastructure.

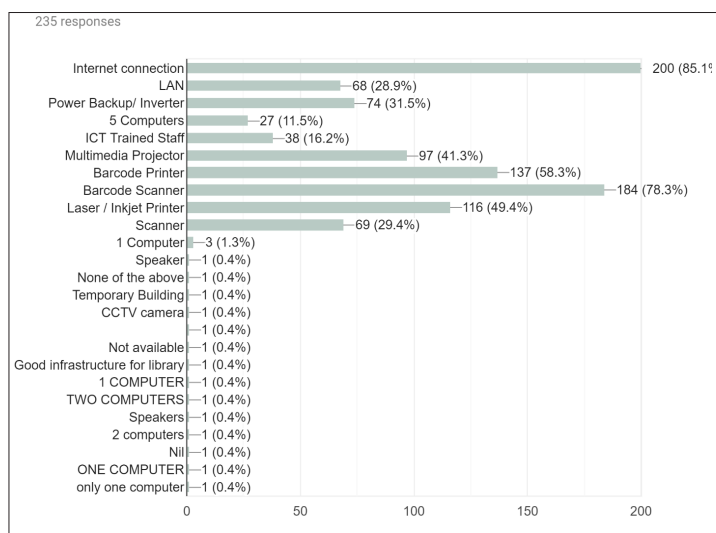


Fig. 8: ICT Infrastructure

## Status Creating Digital Libraries

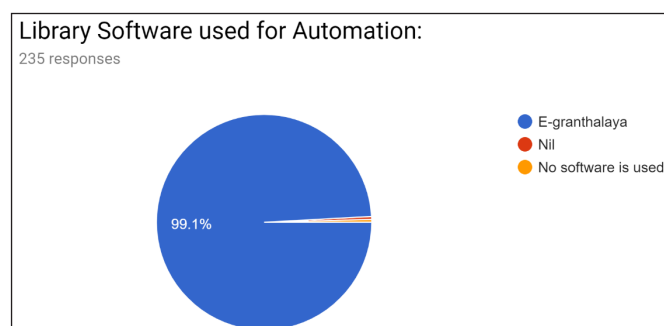
Some KV libraries are using D Space and Greenstone digital software in very initial stage. They have created 20-30 documents in digital forms by using above digital library software. The following status of digitalization may be observed by analysing the Table 4.

**Table 4: Status of Digital Library**

Digital Library Created	Schools	Percentage
NO	184	78.30
YES	51	21.70
<b>Total</b>	<b>235</b>	<b>100.00</b>

## Automation

In spite being a single staff “do all”, the librarian of KV libraries completed library automation without spending a single penny with the help of E-granthalaya library management software provided by National Informatic Centre (NIC), New Delhi at free of cost. It is clearly observed by the survey that out of 235 responses 233 (99.10 %) libraries has competed the automation process and all the housekeeping activities and library services are being given to the user through e-granthalaya.



**Fig. 9: Automation Software**

## Library Blog and Blogging Platform

Out of 235, all 235 school library gave their response about the details of creation of blog and blogging platform. 184 (78.30%) schools have the library blog while 51 (21.70%) did not created the library blog till date. Among them 57.90% (136) schools libraries used Blogger to create thier blogs, 31.10% (73) schools libraries are using wordpress as a platform and and other 1% libraries are using other service providers for cretaing blogs like weebli, edublog etc. Only 10 % libraries are using vaious other availbale platforms for bolg creation.

**Table 5: Blog Details**

Creation of Blog	Yes	No	Total
	184	51	235
<b>Percentage</b>	<b>78.30</b>	<b>21.70</b>	<b>100</b>

## SUGGESTION

- Library Teachers should redesign the strategies according to need and demands of the users in the present electronic environment.
- The collection of Electronic media, e- books, e- journals and online resource do not found as a major collection, it is recommended that KV libraries should increase the digital collection to cater the information needs of the users.
- Uniform and specified digital library collection software should be introduced and librarians should be encouraged to create digital collection by providing training.
- Library blog must be the unique feature of each and every library to keep up to date and inform to the user about the recent activities, planning and development of the library and information centre.
- Class library may be an effective tool for inculcating reading habits among the students. This can also serve as a ready reference service for the studies, if the sufficient number of subject and reference books are available in each and every class room.
- To avoid duplication work and man power like creating digital library collection for sample papers, question papers, important office resources etc, it is suggested that KV authorities should start a project of Institutional repository for better use of human resources and effective utilization of library services.
- Data base connectivity, crash of database and link error are the common problems of e-granthalaya software, therefore KVS should opt the cloud based services of NIC for the e granthalaya.
- Now KVS has completely implemented e-granthalaya for automation, we should not switch to any other ERP software due to complexities, avoid duplication, wastage of human resource, difference in configuration, lack of training etc.
- OPAC and Mobile app based services may also be provided by the KV libraries.
- It is high time for the higher authorities to realise the necessity of adequate staff and to ensure the best implementation of library policy, it is very much essential step towards the smooth functioning of the school library. It is suggested that at least One Librarian, One Professional Assistant and One Sub staff must be deploy in the library for the effective management of the library.

KVS should also introduce the channel of promotion for the Librarian like other teachers of the organisation.

- There should be a separate library establishment for the primary section is required. In this library a PRT (Library) should be appointed due to the need of the day and to relax overburdened Librarian of the schools. This step will provide the best services to the primary section user including students and staff.
- At present Diploma in Library Science (D.Lib.) or Bachelor Degree in Library and Information Science (B.Lib.I.Sc.) is the minimum qualification for the selection and recruitment for the post of Librarian in the KV Libraries. Knowledge of D.Lib. and B.Lib.I.Sc. Student has no relevance and this qualification is not suitable in the present scenario for the School Librarian because ICT, E library, online recourses, blog, digitalization, institutional repositories, Open Source Software, data mining and other important topics are not included in D.Lib. or B.Lib.I.Sc. Syllabus. Therefore, Masters Degree in Library and Information Science must be the basic qualification for the fresh recruitment.
- High speed Internet and LAN connectivity must be provided to each and every library with all ICT infrastructure like Laser printer, Bar Code printer, Xerox machine, scanner, speaker, projector etc.
- Library Teachers may be exempted from other office and administrative work so they can give their best to the all the library concerned activities.
- KVS authorities should think and take a concrete decision for creating a library network by joining all the KV libraries.

## CONCLUSION

Education is a process of learning with the objective of developing effective skills and capabilities in the people. Learning is a lifelong process and school libraries support and create a habit of lifelong reading. KV libraries are providing excellent services to their user and acting as a role model in school education system in India. The main objective of this study was to know the actual need of library teacher's and status of existing infrastructure, ICT tools, services, collection, extension programmes etc. Other school education system and libraries authorities in India may also get benefitted with present study and they may change themselves as per the KV libraries. It may be used as to study the need analysis tool for the improving the library services, library planning and to understand the demand of users.

## REFERENCES

- Mahajan, P. (2010). School libraries in India: Present day scenario. *Library Philosophy and Practice*, 1-16.
- Walia, R., & Gopal, K. (2008). Status of school libraries in Kurukshetra: An analytical study. *ILA Bulletin*, 44(1-2), 37-39.
- Karan, S. K. (2006). Status of public libraries in Jharkhand. *ILA Bulletin*, 42(2), 24-26.
- Lalitha, K. S., & Rabia, I. (2010). Impact of electronic services on users: A study. *Journal of Library and Information Science*, 1(2), 263-276.
- Chakrabarti, A., & Kumar, S. S. (2015). An analytical approach to user-based study of five Jawahar Navodaya Vidyalaya of West Bengal: Stark realities. *Journal of Indian Library Association*, 51(2), 5-10.
- Pachauri, N. K. (2015). School library system in India: Challenges, problem and suggestions. *Journal of Indian Library Association*, 51(1), 34-39.
- Garg, M. (2015). School libraries: Current scenario in rural India. *International Journal of Library and Information Studies*, 5(4), 1-7.
- Bhandarkar, P. S. (2013). Status of secondary school libraries in Chhattisgarh. *Asian Journal of Multidisciplinary Studies*, 1(3), 91-99.
- Audrev, P. (2015). Church. performance-based evaluation and school librarians. *School Library Research*, 18(2015), 1-36.
- Biranvand, A., & Khasseh, A. (2012). Evaluation of school libraries according to IFLA standards (Case Study: Elementary Schools of Shiraz). *J. Basic. Appl. Sci. Res.*, 2(4), 3785-3791.
- KVS Library Policy. (n.d.). Retrieved September 10, 2019, from <http://kvsangathan.nic.in>
- American Association of School Librarian – AASL. (n.d.). Retrieved July 30, 2020, <http://www.ala.org/aasl/>
- IFLA/ UNESCO Library Manifesto. (n.d.). Retrieved July 30, 2020, from <https://www.ifla.org/publications/iflaunesco-school-library-manifesto-1999>
- IFLA School Library Guidelines. (n.d.). Retrieved July 30, 2020, from <https://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf>
- Primary School Library Guidelines – UK. (n.d.). Retrieved July 30, 2020, from <http://primaryschoollibraryguidelines.org.uk/>
- Guidelines for Library Grant and Promoting Reading in Schools. (n.d.). Retrieved July 30, 2020, from [https://ses-hagun.gov.in/sites/default/files/update/lib\\_grants.pdf](https://ses-hagun.gov.in/sites/default/files/update/lib_grants.pdf)
- CBSE, Organising School Library Manual. (n.d.). Retrieved July 20, 2020, from <http://cbse.nic.in/LIBRARY-1-99.pdf>