

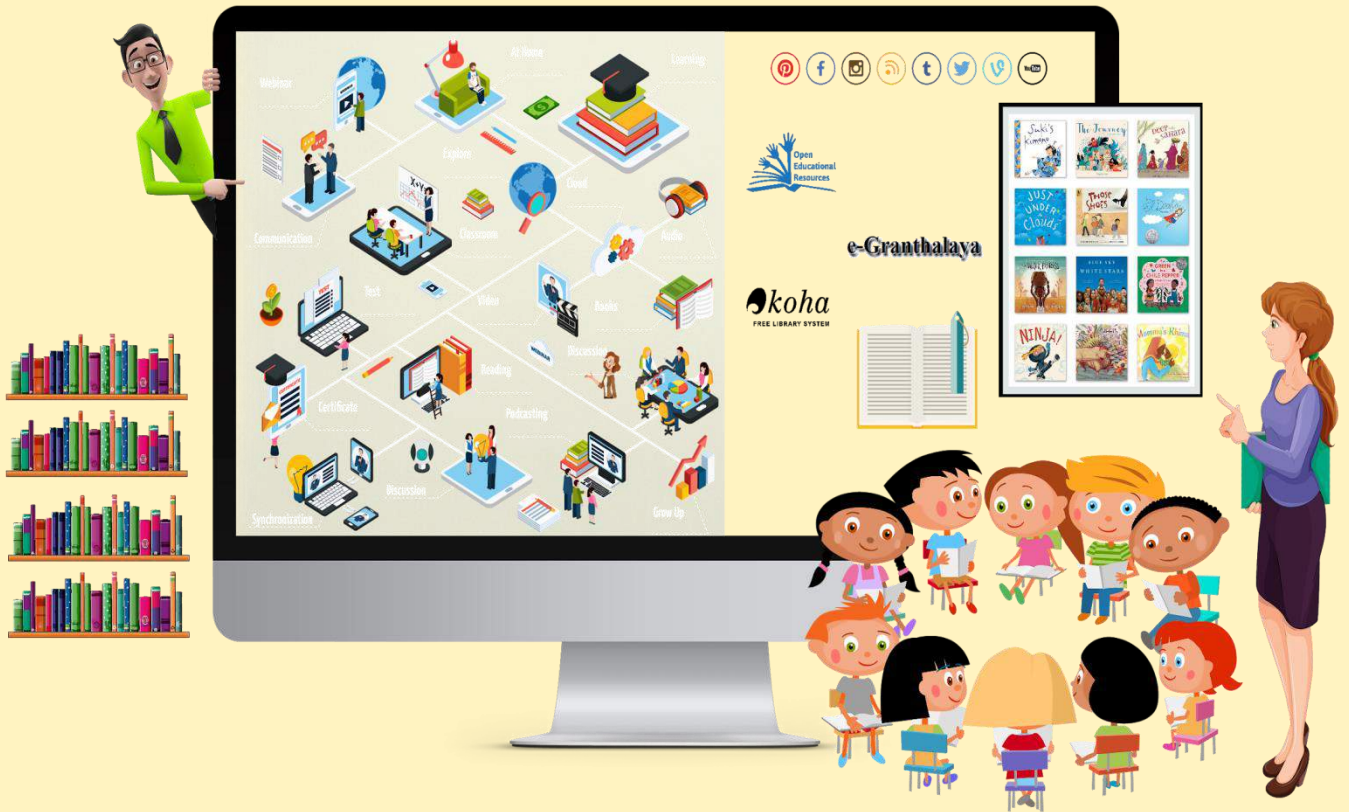


INTER-UNIVERSITY CENTRE FOR TEACHER EDUCATION
अंतर विश्वविद्यालय शिक्षक शिक्षा केंद्र
REGIONAL INSTITUTE OF EDUCATION
क्षेत्रीय शिक्षा संस्थान
(National Council of Educational Research and Training)
(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्)



CERTIFICATE IN SCHOOL LIBRARY **[CSL]**

An online programme with a focus on professional skills and competencies required for organisation and management of school library in the digital environment



Offered by

INTER-UNIVERSITY CENTRE FOR TEACHER EDUCATION
REGIONAL INSTITUTE OF EDUCATION (NCERT)
Manasagangothri,
Mysuru-570 006

SCAN FOR COURSE DETAILS



ABOUT THE PROGRAMME

Certificate in School Library (CSL) is an online programme designed for the target group working in the school education system as Teacher librarians/In-charge Librarians and Librarians in school libraries. The course is also open for those who would like to choose School Librarianship as a profession. This is a 16 credit course of Six months' duration organized under two modules. However, the registration for the programme is valid for a maximum period of two years. The programme is designed on e-Learning environment, wherein the major instructional inputs are provided online on the Moodle platform. The certificate course can be pursued on a part-time basis.

THE TARGET GROUP

- This Certificate course in School Library is meant for the Librarians, In-charge Librarians, Teacher Librarians, Administrative staff of primary, upper primary, secondary and senior secondary schools.
- They may also be Librarians, Teacher Librarians, In-charge Librarians, Teacher trainers and Administrative staff working in school education systems such as BRC, DIET, CTE, IASE and SIE/SCERT.
- Apart from the government sector, this certificate course is intended for Librarians, Teacher Librarians, In-charge Librarians, Teacher Trainers and Administrative staff working in the non-governmental and private institutions and agencies.
- The programme is also meant for individuals who have an interest to choose School Librarianship as a profession.

OBJECTIVES

The objective of the Certificate Course in School Library is to develop essential professional skills and competencies among the participants to:

- Plan and acquire a good collection for the school library.
- Organize and manage the school library effectively and efficiently.
- Provide better library services to school children and teachers in the web environment.
- Nurture reading among school children and initiate collaborative learning.
- Promote the use of Web Resources among the school Children and Teachers.
- Organize Information literacy programmes for the benefit of Students and Teachers for the effective use of Digital and Web Resources.

DURATION

- The course is of **six** months' duration.
- Course work may also be spread out over a maximum period of two years for those who could not complete course work within six months.

ELIGIBILITY

- The certificate course will be for both deputed candidates from the school education system and non-deputed candidates.
- The candidates aspiring to join the certificate course should have a Bachelor's degree in any discipline with basic computer skills.

PROGRAM OUTLINE

- The Certificate in School Library is organized under 2 modules, 6 blocks and 18 units.

Module	Blocks	Units
Module I: School Library: Collection, Organization and Management	Block I: Fundamentals of School Library	Unit 1: School Library: An Introduction
		Unit 2: School Librarianship: Roles, Responsibilities, Skills and Competencies
		Unit 3: School Library Infrastructure: Standards and Practices
	Block II: Collection Development in School Libraries	Unit 4: Collection Development: Principles, Policies and Procedures including Selection Tools
		Unit 5: Strategies and acquisition processes
		Unit 6: Print and Electronic Resources for a School Library
	Block III: School Library Organization and Management	Unit 7: School Library Management
		Unit 8: Classification, Cataloguing and Physical Processing
		Unit 9: Introduction to School Library Automation
Module II: School Library: Activities, Services and Technologies	Block IV: School Library Activities	Unit 10: Activities to inculcate and enhance Reading habits
		Unit 11: Collaborative Learning
		Unit 12: Promotion, Publicity and Advocacy
	Block V: Planning and Designing of School Library Services	Unit 13: School Library Services
		Unit 14: Introduction to Web based Library Services
		Unit 15: Library Instruction and Information Literacy
	Block VI: Technologies for a School Library	Unit 16: Web based Tools for a School Library
		Unit 17: Blog and Social Networking for a School Library
		Unit 18: Management of School Library Automation

MODULES, BLOCKS AND CREDITS OF THE COURSE

Module	Blocks	Credits	
		Theory	Practicum
Module I: School Library: Collection, Organization and Management	Block I: Fundamentals of School Library	2	
	Block II: Collection Development in School Libraries	2	
	Block III: School Library Organization and Management	2	1
Module II: School Library: Activities, Services and Technologies	Block IV: School Library Activities	2	
	Block V: Planning and Designing of School Library Services	2	
	Block VI: Technologies for a School Library	2	1
	Fieldwork report/Viva-voce		2
	Total	12	4

TRANSACTION METHODOLOGY

- The CSL is offered as an online programme for the period of six months.
- A candidate who has enrolled for the CSL would be provided with online access to the learning material specially designed for the programme.
- The student has to complete the assigned activities under each of the units/modules as per the instructions provided from time to time.

SCHEME OF EVALUATION:

The following modes will be employed for deciding the CGPA for the entire course. Which includes Block-end Assignments, Online Quiz on the Blocks, participation in the practical work, library activities, submission of term end project/field report and Viva-voce.

ASSESSMENT:

S.No	Items of Assessment	Weightage
1.	Block End Assignments (20 x 6)	120
2.	Online Quiz on the Blocks	180
3.	Practicals: Library Classification and Cataloguing	25
4.	Practicals: Library Automation	25
5.	Library Activities: Library Blog and Facebook page	50
6.	*Project work/ Field Work	50
7.	Viva-voce	50
	Total	500

**The project work shall be completed within 6 months i.e. within the stipulated time of the course.*

AWARD OF THE CERTIFICATE

The certificate shall be awarded at the end of the programme to those students, who have fulfilled all conditions and requirements.

Award of grades and grade points shall be done in the following manner.

Letter Grade	Grade Points
O (<i>Outstanding</i>)	10
A+ (<i>Excellent</i>)	9
A (<i>Very Good</i>)	8
B+ (<i>Good</i>)	7
B (<i>Above Average</i>)	6
C (<i>Average</i>)	5
P (<i>Pass</i>)	4
F (<i>Fail</i>)	0
Ab (<i>Absent</i>)	0

A candidate obtaining Grade 'F' shall be considered failed and will be required to reappear in the Examination.

SYLLABUS OF THEORY AND PRACTICUM

MODULE I: SCHOOL LIBRARY: COLLECTION, ORGANIZATION AND MANAGEMENT

Block I: Fundamentals of School Library

Unit 1: School Library: An Introduction

Meaning and Definition of School Library, Role and Importance of a School Library, Objectives of a School Library, Functions of a School Library.

Unit 2: School Librarianship: Roles, Responsibilities, Skills and Competencies

Management of School library, Leadership and collaboration, Community Engagement, Promoting Library Services. Roles and competencies of the paraprofessional school library staff, Roles and competencies of the volunteer library worker. Ethical standards for school Librarian, Duties of the School Librarian, Knowledge and skills required of a School Librarian, Competencies needed of a School Librarian.

Unit 3: School Library Infrastructure: Standards and Practices

Layout of the library; Furniture required for School Library; Essential equipment required for school Library system.

Block II: Collection Development in School Libraries

Unit 4: Collection Development: Principles, Policies and Procedures including Selection Tools

Need and benefits of collection, Core definitions and concepts. Principles, Purpose, Functions, and Elements of the Collection; Policies, Process, and Implementation for collection development. Standards/Practices/Benchmarks. Technological tools.

Unit 5: Strategies and acquisition processes

Factors involved in Book Selection, Book Selection Policy and Procedure, Book Selection Strategy, Book Selection Tools, Acquisition Process, Evaluation of Collection, Standards and best practices.

Unit 6: Print and Electronic Resources for a School Library

Core definitions and concept of Library resources. Print Resources: Wordless Books, Picture Books, Chapter books, Nonfiction, Graphic novels, Poetry Books, Plays and Dramas, Activity Books, Magazines and Comics, Reference Books, Myths, legends, folk tales, fairy tales, fantasy, Newspapers and magazines. Digital resources, Resources for the differently-abled, Searching and finding digital resources.

Block III: School Library Organization and Management

Unit 7: School Library Management

Concept of school library management, Organization of stack room, Conservation of books and their supervision, Role of Management in Library Collection, Maintenance, Duties of Maintenance Section, Activities of the maintenance section, Coordination with other sections, Process of managing maintenance, Stacking Principles and System, Fixed Shelving, Double row system, Rolling Stacks, Hinged Stacks, Multilayer Stack, Compact Storage, Conventional Storage, Storing, Shelving and Arrangement of other Current Documents. Library Records: Records of Books and Non-Book Resources, Cost Records, Service Records. Functions of Library Collection Maintenance, Maintenance management. Stock Verification, Methods of Stock Verification, Advantages and Disadvantages of Stock Verification, Loss of Books, withdrawal and weeding of books. Library Committee and its role, Budget planning for School Library, Staffing and Human resource, Evaluation, Evaluation of Collection:

Unit 8: Classification, Cataloguing and Physical Processing

Classification: Concept and Definitions, Need for Library Classification, Importance of Library Classification, Library Classification Schemes, Dewey Decimal Classification System (DDC), Features of Dewey Decimal Classification (DDC), Structure and Notation of DDC, DDC Tables, Number Building, DDC Classify Online, Book Number. Library Cataloguing: Meaning and Definitions, Objectives of library catalogue, Forms of Catalogue, Book Catalogue, Card Catalogue, Microform Catalogue, Online Catalogue. Arrangement of Entries in a Catalogue, Classified Catalogue, Alphabetical or Dictionary Catalogue, Anglo-American Cataloguing Rules, Levels of Description, Indentions in Card Catalogue. Sears List of Subject Headings. Physical Processing Work: Stamping, Date Slip, Book Pocket, Book Card, Barcode Labels.

Unit 9: Introduction to School Library Automation

Library Automation: Functional Modules in ILS: Acquisition Module: Serials Control or Serials Management Module: Technical Processing or Cataloguing Module: Circulation Module: OPAC Module: Administrative Module.

MODULE II: SCHOOL LIBRARY: ACTIVITIES, SERVICES AND TECHNOLOGIES

Block IV: School Library Activities

Unit 10: Activities to inculcate and enhance Reading habits

Need for inculcating Reading habit among School Children, Benefits of Reading, Core Definitions and Concepts of Reading. Readers, Resources, Components of Reading, Process of Reading, Types of Reading, Reading Strategies, Activities to Enhance Reading, Scheduling reading sessions and events, Systematic planning of use of resources, Designing appropriate assignment, Book Reports, Book Reviews, Examples of Reading Activities, Basic and Primary, Secondary and interactive, Tertiary and Contributive, Standards/ Best Practices/Benchmarks: Technological Tools.

Unit 11: Collaborative Learning

Need for collaborative learning, Benefits of Collaborative Learning, Collaborative learning, Core definition and concept, Role and Functions, Library, Teachers and Students, Library and Teachers: Library and Students, Fellow librarians, School Library and Collaborative Learning, Implementation: Planning phase, Executing phase, Documentation phase. Standards/ Best Practices/Benchmarks, Educational Technological Tools.

Unit 12: Promotion, Publicity and Advocacy

Need for promotion and publicity of school library, Benefits of promotion and publicity of school library, Core Definitions and Concepts, Marketing: Public Relations: Publicity: Promotion: Advocacy, Role of School Library Promotion and Publicity, Functions of Librarians to promote and publicize school library activities: Processes in promoting and publicizing school libraries: Understanding of the collection: Designing and delivering need-based services, Designing promotional activities, Designing promotional materials, Library Newsletter, Library Blogs, Library Brochure, Book exhibition, Implementation of Promotional Activities, Standards and Best Practices for Promotion of School libraries, Technological Tools for Promotion of School Library Activities.

Block V: Planning and Designing of School Library Services

Unit 13: School Library Services

Library Services, Need of Services in School Library, Book Lending Service, Interlibrary Loan, Reference Service, Stages of Reference Service, Library Period, New Arrival Service, Book jacket display service, Book Exhibition, Book Talk, Story Hour, Document Alert Service, News Paper Clipping Service, News Digest Service, Library Orientation Service, OPAC and Web-OPAC Service, Reprographic Service, Best Practices.

Unit 14: Introduction to Web based Library Services

Web Based Services in Library, Web 2.0, Library 2.0, Library Website Services, Web-OPAC service, Bulletin Board Service, Virtual Reference Desk, Virtual Library Tours, Email Alert Service, Library blog, Library Wikis, Podcasts Service, Social Network based service, Instant Messaging Service, Streaming Media Service, Mobile-based Services of the library, Web-based User Education, Future of Web Based Library Services, Infrastructure for Web Based Library Services, Advantages and disadvantages.

Unit 15: Library Instruction and Information Literacy

Introduction, Freshman Initiation or Library Orientation, Right Place for Initiation, Initiation in School Library, Aims of Library Orientation, Contents in a Library Orientation Programme, User Education, Definition, Need for User Education, Objectives of User Education, Dimensions of User Education, Methods of User Education, Information Literacy – Meaning, Definition, Origin of Information Literacy, Need for Information Literacy, Types of Information Literacy Skills, Objectives of Information Literacy Programmes, Information Literacy Model for School Library, Advantages of Information Literacy, Information Literacy Curriculum, A Course Structure for Use Education and Information Literacy.

Block VI: Technologies for a School Library

Unit 16: Web based Tools for a School Library

Web Tools and their applications in a School Library, Audio and Podcasting Tools, Blogs (Weblogs), Calendars, Task Management Tools, Curation Tools, Drawing, Charting & Mapping Tools, Instant Messaging Tools, Online Productivity Tools, Photo or image sharing Tools, Presentation Tools, Quiz & Polling Tool, RSS, News Feeds & Aggregators, Social Bookmarking Tools, Social Networking Tools, Video Tools and Video Sharing, Web page and Portal Starting Tools, Wikis, Benefits of web tools in a school library, Integrating web tools or services in a School Library.

Unit 17: Blog and Social Networking for a School Library

Creating a School Library Blog, Structure of a WordPress Blog, setting up the Blog, Creating the content, Publicizing the Blog, creating a Social Networking Page for Library, Book Reviews, Tips for successful Social Media use in Libraries

Unit 18: Management of School Library Automation

Phases in Library Automation Project, Software for School Library, Automation, Open Source Integrated Library Systems (OSILS), Free Integrated Library Systems (Free ILS), e-Granthalaya – an overview, Koha – an overview, Product Profile, Functional Features in e-Granthalaya and Koha, Acquisition Module, Technical Processing / Cataloguing Module, Serials Control or Serials Module, Circulation Module, OPAC Module Administration Module, System Requirements

ABOUT THE INSTITUTION

The Ministry of Education, Govt. of India has established the Inter University Centre for Teacher Education (IUCTE) in the Regional Institute of Education, Manasagangothri, Mysuru with Southern India as its jurisdiction. Since its inception, the IUCTE, RIE Mysuru has embarked on several initiatives and programmes to achieve the objectives for which it has been established. The details of programme organised by the IUCTE, Mysuru is available on the website <http://iucte.riemysore.ac.in/>

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