



एक कदम स्वच्छता की ओर



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GOVERNMENT OF INDIA
MINISTRY OF EDUCATION

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

SHASTRI BHAVAN
NEW DELHI-110 115

D.O. No. 14-2/2020.-IS-4

Dated: 28th October, 2021

Respected Ma'am/Sir,

The library grant component was introduced under Samagra Shiksha, in the year 2018-19, to inculcate the reading habits among students of all ages and strengthening of school libraries in government schools. Accordingly, guidelines for library grant were issued to States and UTs on 3rd Oct. 2018. These guidelines were revised vide letter No.22-4/2019-IS.4 dated 21.01.2020.

2. The National Education Policy, 2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country. States and UTs have been finding it difficult to procure books in regional languages with the existing guidelines. In view of the above, the guidelines for Library Grant and Promoting Reading in Schools have been further revised.

3. The revised guideline delineates the procedure for Identifying, Printing and Procuring Library Books; Ways for setting up and managing libraries; List out the various Library activities; Provisions for promoting a culture of reading; and the monitoring mechanisms to be adopted to facilitate optimum utilization of Library Grant under Samagra Shiksha. The guideline outlines various activities for the various stakeholders, i.e., the States and UTs, School Headmasters/Principals, teachers, educational administrators and students to make reading a joyful experience and eventually improve learning levels of children.

4. The revised guidelines for Library Grant and Promoting Reading in Schools are enclosed for necessary action by the States and UTs.

With Regards,

Yours sincerely,

Encl: As above.

(Santosh Kumar Yadav)

The Additional Chief Secretary/Principal Secretary/Secretary (Education)
All States and UTs

28/10



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Revised Guidelines

SAMAGRA SHIKSHA

**Building an inclusive and joyful
reading culture for children**

**GUIDELINES FOR LIBRARY GRANT AND
PROMOTING READING IN SCHOOLS**



Department of School Education and Literacy
Ministry of Education
Government of India

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'A book is a dream that you hold in your hand'.

1. The Context

1.1 Why is reading important?

The contribution of reading in improving learning outcomes has been demonstrated in various research studies. Reading helps young learners in **developing foundational literacy skills** such as understanding and interpreting text. It is a step towards developing **command over language and writing skills**.

Unlike speaking, reading is a skill which does not come naturally to humans and needs to be learnt. Reading is an interaction between the text and the reader, which involves not just understanding the meaning of the words but also grasping the multi-layered meaning behind the text. It requires continuous practice, development and refinement.

Children who read often become better readers, which leads to success in school and other areas of life.

Reading motivates students to read books independently, develop creativity, critical thinking, vocabulary and the ability to express both verbally and in writing. It helps children to relate to their surroundings and real life situation. Thus, there is a need to create an enabling environment in which students read for pleasure and develop their skills through a process that is enjoyable and sustainable and which remains with them for life.

1.2. Why do we need libraries?

Children need access to quality books and other reading material to develop and grow as readers, thinkers and writers. This might seem obvious, but it is not that simple - the key point being abundance of reading material! Children thrive in reading when the environment contains a lot of interesting and engaging books and other reading material. In other words, this means a large collection of books organized as per reading levels and interest of the students in a special and inviting place to enjoy independent reading time and book-related activities with peers. Such a place is called a 'Library'.

The need for this special place called ‘**Library**’ in every school is recognised by the National Curriculum Framework, 2005, the Right of Children to Free and Compulsory Education Act, 2009 and the National Education Policy, 2020. The library is an essential component of the school, providing not only resources for joyful learning, but also equipping children with sustainable reading skills to make them enthusiastic and independent readers. Libraries create resources for learners and teachers while extending support to schools in achievement of the curricular goals.

Findings of the National Achievement Survey 2017 have clearly brought out that school children who have access to a school library and who read story books have higher levels of learning.

1.3 Provisions in NEP 2020

The NEP 2020 has emphasised on the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country.

The policy also highlights that steps will be taken to ensure the accessibility of books to disable and differently-abled persons. The government, with the help of both public and private sector institutions, will devise strategies to improve the quality and attractiveness of books.

NEP Para	Provisions regarding libraries and books
Para 2.8	<ul style="list-style-type: none"> • Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. • Public and school libraries will be significantly expanded to build a culture of reading across the country. • Digital libraries will also be established. • School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. • A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.
Para 5.9	<ul style="list-style-type: none"> • The first requirement in this direction will be to ensure decent

NEP Para	Provisions regarding libraries and books
	<p>and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.</p>
<p>Para 6.15 (Pertains to NIOS)</p>	<ul style="list-style-type: none"> • Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. • Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.
<p>Para 7.5</p>	<ul style="list-style-type: none"> • By 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. • The objective behind this intervention would include adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.
<p>Para 21.6</p>	<ul style="list-style-type: none"> • Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. • A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities.
<p>Para 21.9</p>	<ul style="list-style-type: none"> • Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. • This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. • The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. • Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. • Steps will be taken to enhance online accessibility of library

NEP Para	Provisions regarding libraries and books
	<p>books and further broad basing of digital libraries.</p> <ul style="list-style-type: none"> • Other steps will include: <ul style="list-style-type: none"> ○ strengthening all existing libraries, ○ setting up rural libraries and reading rooms in disadvantaged regions, ○ making widely available reading material in Indian languages, ○ opening children’s libraries and mobile libraries, ○ establishing social book clubs across India and across subjects, and ○ fostering greater collaborations between education institutions and libraries.
Para 4.14	<ul style="list-style-type: none"> • All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
Para 4.31	<ul style="list-style-type: none"> • Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities’ needs.
Para 6.11	<ul style="list-style-type: none"> • Different categories of children with disabilities have differing needs. • In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. • NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language.
Para 22.6	<ul style="list-style-type: none"> • Teaching and learning of Indian languages need to be integrated with school and higher education at every level. • For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. • Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages.

2. Initiatives by Department of School Education & Literacy

Keeping in view the findings of the National Achievement Level Survey, 2017 linking reading to learning achievement, the Samagra Shiksha scheme was revised in 2018 to include the provision of library grant to all government schools. The vision of this component is to develop school libraries as learning spaces that nurture life-long readers and seekers of knowledge and promote reading ability through relevant, age-appropriate, diverse and engaging books and other reading material. In the year 2018-19, under Samagra Shiksha, library grant was provided for the first time covering all government school from classes I to XII. This provision has been made to strengthen library infrastructure and add newer books to the library collection in an effort to perpetuate reading and learning.

The fund for library grant ranges from ₹5000/- in a primary school to ₹20000/- in composite senior secondary school. The details are given below:

Category of School	Library Grant
1 Primary School (Class I to V)	₹ 5,000/-
2 Upper Primary School (Class VI to VII)	₹ 13,000/-
3 Secondary Schools (Classes IX and X)	₹ 15,000/-
4 Senior Secondary Schools only (class XI to XII)	₹ 20,000/-

The Guideline issued earlier with regard to utilization of Library Grant under Samagra Shiksha was largely limited to procurement. In the present guidelines, emphasis is being given for promotion of reading as a whole apart from development of libraries, selection and procurement of library books.

Under the component 'strengthening of existing schools' of Samagra Shiksha, a provision has been made **to provide library room in schools where library rooms are not available**. Sanction of library rooms may be proposed in schools not having library rooms in the annual work plan and budget proposal of the States/UT for consideration. The proposal may include the cost for civil work, furniture, almirah, racks, fixing and fittings. **(NEP Para 5.9 & 7.5)**

The Department of School Education & Literacy has initiated a massive integrated teacher training programme, **NISHTHA**– *National Initiative for School*

Heads' and Teachers' Holistic Advancement to build the capacities of around 42 lakh teachers and heads of schools, faculty members of SCERTs, DIETs and Block Resource Coordinators (BRCs) and Cluster Resource Coordinators (CRCs). **The modules include sensitizing the teachers on the importance of reading and how to manage libraries and carry out reading-based activities to develop a culture of reading amongst children and help improve the learning outcomes.**

3. Procedure for Identifying, Printing and Procuring Library Books

- A Book **Selection Committee will be constituted** at the State and UT level to select books for school libraries under the library grant of Samagra Shiksha. The Secretary Education shall be the chairperson.
- States and UTs are encouraged to **develop their own story books including local lore and folk tales** through SCERTs and DIETs by involving teachers, parents and others. **Famous stories from the paired State/UT under Ek Bharat Shreshtha Bharat (EBSB) may also be selected.** Children can also develop story books for other children.
- **All procurement of library books shall be subjected to the following conditions which are mandated for this purpose:**
 - The process of procuring library books will be made online and transparent.
 - A Book Selection Committee (BSC) consisting of State Project Director, Samagra Shiksha, Director, SCERT, experts of the various subjects and representatives from SIS etc. may be constituted to evaluate and select age-appropriate books. Eminent children's literature writers, school principals, teachers, educationists, Academicians from Higher Education Institutions and other persons associated with children's education and learning should be part of the Book Selection Committee. The committee may be expanded according to the needs of the respective States and UTs. The committee of selectors constituted should be such that it has larger representation of society. **(This is a suggestive committee).**
 - Age-appropriate and child friendly books developed by NCERT/SCERT/NBT may be given priority. Story Books, magazines and comics published by National Council of Educational Research and Training (NCERT), National Book Trust (NBT), Central Institute of Indian

Languages (CIIL), State Council of Educational Research and Training (SCERT) and other Central and State Government agencies can be considered for selection, including Publication Division of Ministry of Information and Broadcasting.

- The States and UTs may utilise up to 50% of the funds for procurement of library books in regional/local languages from publishers who publish books in regional/local languages. Books purchased from private publications should be age-appropriate, child friendly, and in local/mother tongue/regional/tribal Language. **(NEP Para 2.8, 5.9, 22.6)**
 - The books selected should strictly abide by the ethos of the constitution and shall promote harmony and the spirit of common brotherhood amongst all the people of India.
 - The entire list of the books approved by the committee shall be made available in public domain/website of the State/UT education website.
 - The monitoring of utilization of library grant and its availability at schools will be done through PRABANDH portal.
- The books that can be procured under the library grant of the Samagra Shiksha include the following:
 - Story Books
 - Reputed Children's Magazines and Comics
 - Referral books for Secondary and Senior Secondary students.
 - Other books that are considered essential for the holistic development of the child, such as, books on mental health and well-being, sports, arts, music, design thinking, etc.

However, the funds cannot be used to procure textbooks, reference books, exam related publications or any material unsuitable or inappropriate for children till the age of 18.

- All books procured for libraries under Samagra Shiksha scheme must be procured at State and UT level by the Committee.
- States and UTs may place direct orders with NCERT/NBT/CIIL/I&B/SCERT and other publishers for procurement of the books or obtain the copyright of books.
- Supply of books ordered should be at State and UT Head Quarter level, or at district level in larger States. States and UTs are to distribute the books school-wise as in the case of textbooks.

- For visually impaired children, library collection should include tactile map books and Barkha Series from NCERT as well as audio books from National Institute of Open Schooling (NIOS) and NCERT.
- MoE has uploaded soft copies of textbooks, graphic novels, etc. on the DIKSHA portal (<https://diksha.gov.in>). States and UTs can download these, translate if required, and print and distribute these books.
- e-books may also be preloaded on digital devices and provided to schools.
- An e-library system or Digital Library system may be introduced in the Schools under which digital reading/learning materials such as Story books, visuals, videos, audios, etc. may be stored in the computers of the libraries. e-library system may be utilised to store the content at a central location and providing access on multiple devices. It will also provide means for organizing, storing, and retrieving the contents. It should also cater to the needs of Children with Special Needs (CWSN) or Divyang. **(NEP Para 2.8, 6.11 & 21.9)**
- The book suppliers may also be asked to supply books in electronic format so that the same can be utilised under e-library system.

4. Setting up and Managing Libraries

4.1 Creating a vibrant library

A library must be child-friendly, attractive and colourful. Adequate and suitable space is a prime requirement of a school library. Special care should be taken to arrange the books and furniture. **Children are more attracted towards libraries that are vibrant and child friendly.** For creating such libraries management of physical space should ideally meet the following requirements:

Focus of the library should be on displaying children's work in a meaningful manner

- Good ventilation and ample day light along with adequate lighting.
- Accessibility to all children including children with special needs.
- Sufficient floor area for students to sit comfortably either in groups or individually.
- Basic civil work (painting, flooring, preventing leakages).

- Safe and child-friendly furniture(reading tables, chairs, mats) which help children to read books in comfort).
- Storage and display of children’s books, group activities and projects (book shelves & display units, pin-up boards etc.).
- Sufficient work space for the staff to receive books on approval and undertake accessioning, classification, cataloguing, minor repair, issue and return, and reference service activities.
- Sufficient stack area and furniture so as to organise the books in open shelves.
- Counter/enclosure for keeping personal belongings.

Libraries may be of different kinds:

- A standard physical library with reading area, display shelves, stock room, issue/receipt counter.
- Classroom library inside a classroom where books can be accessed during class period or during breaks.
- Rotating library where books are interchanged between classes/ sections and students.
- An e-library system or Digital Library system under which digital reading/learning material such as story books, visuals, videos, audios, etc. may be stored in the computers of the libraries.

Two standard-sized classrooms can be designated as a standard physical library by removing the inner partition wall to organize Library and Reading Room in a Secondary or Senior Secondary Schools. The Bureau of Indian Standards (BIS) provides that a Secondary and Senior Secondary school library building should have a Stack Room, a Librarian’s Room and a Reading Room having a capacity of seating 40 to 120 students at a time. The stack room should be big enough to accommodate between 10,000to15,000 volumes. The size and seating capacity of the Library or Reading Room would depend on the optimum number of students that a school usually admits.

For Reading Room, a provision of 10 sq.ft floor area per pupil is considered adequate. However, where space is not available in the school, class room libraries and reading corners may be setup. **(NEP Para 5.9 & 7.5)**

Details for setting up reading corners is available at Section 6.2.

Classroom Library

Although library should be the focal centre of reading in the school, it needs to extend to the classrooms as well. A strong interaction and understanding is needed between the librarian and class teacher. Selective fiction books, non-fiction, and reference material should find a place in every classroom under the direct control and supervision of the class teacher and a student librarian of the class.

These class libraries can be used by students who finish their class work or as loan service for the class to supplement the books they read from the main library, or when a teacher is absent and no other substitute can be arranged during that period. The collection of these class libraries can be interchanged section-wise and new ones added each year so that the class has a wide variety of reading material available to them at any time. Dictionaries, atlases, globes and maps should form a part of the classroom libraries.

4.2 Developing library as a 'Learning Centre'

To develop library as a learning centre, it is important to ensure that all children have access to books and the library has a wide variety of collections. Here are a few suggestions to achieve this end:

- A wide range of age appropriate and culturally relevant books for children may be provided.
 - Collection of books may include storybooks, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopaedias, audio visual material, as well as access to digital resources wherever possible. **Reading/Learning material such as story books, visuals, videos, audios, etc. in electronic**

Stories help children to learn about new concepts, new ideas and open up the windows of their imagination.

form to be provided through e-library system.(NEP Para 2.8,6.11 & 22.6)

- Newspapers and magazines popular with the students may be provided.
- The collection should celebrate unity in diversity by addressing inclusion of the individual needs of all children and be sensitive to the linguistic, social, religious and gender diversity of the classroom.
- Primers, textbooks and dictionaries in local/mother tongue and tribal languages may be considered while adding reading material for the library.
- Books are to be displayed in open shelves within the reach of children and to be leveled as per children's reading level.
- Children can be allowed to read outside the library and encouraged to take books home to read.

4.3 Processes for Management of Library

4.3.1 Why is Library Management Important?

Library plays a critical role in developing in children the habit of reading and contributing to their overall literacy development. Even though library management may seem like 'extra work', it is extremely important to ensure an efficient and highly functional space where:

- Data of available books is maintained
- Children and the teachers can find a book with ease.
- Reading area is well ear-marked.
- Process of check-in and check-out of books is smooth

Teachers who are entrusted with library responsibilities should encourage children in managing the library and in taking ownership of the libraries. At the same time parents, communities and SMC members can be involved.

For effective management of libraries, the schools can constitute a Library Management Committee and Students' Library Council (SLC).

4.3.2 Library Management Committee

A Library Management Committee at the school level may be constituted with the following composition:

- i. Principal/Headmaster
- ii. One representative from each of the Subject Departments,
- iii. Three to five student members from different classes to be library captains.
- iv. Librarian/Teacher(s) in-charge of library
- v. A member from SMC

The mandate of Library Management Committee shall be -

- Developing a general programme of library services to suit the interest and requirements of different students of the school.
- Framing student-friendly library rules.
- Providing students equal access to all library resources.
- Making the library inviting and comfortable with proper furniture and lighting etc.

4.3.3 Students' Library Council (SLC)

Any learning becomes enrichment, when it is constructed through proactive engagement and the learner takes ownership of this learning and owns it. Children must be encouraged to think of a library as their very own knowledge and reading space. A Students' Library Council (SLC) facilitates this process.

The SLC is a group of children who represent the students of the school and support the school in library management and functioning. They support the teachers in maintenance and management of the library. At the same time, a sense of ownership and responsibility is inculcated among the students towards the library.

The role of SLC is important for keeping library functional and sustainable. SLC can support the library in the following ways:

- Keeping the library organised and clean.
- Providing support to Library teacher in maintenance and display of books in the library.
- Encouraging other children to read books and to use library
- Providing support in checking in and checking out of books.
- Helping younger children select books

The following points regarding SLC may be kept in mind:

- Appropriate representation of children with equal participation of boys and girls.
- The SLC members should be able to read and write so that they can help in check in/ check-out of books (This is not necessary for grades 1 and 2 children).
- Class teacher/library-in-charge should help children in checking out books.
- SLC members should come to the library regularly.
- Members of the SLC should be rotated so that each child can get an opportunity to serve as a member.

4.3.4 Role of library in-charge/Librarian

A school librarian has an important role to play in developing and managing the library, some of which are-

- Provide access to a comprehensive range of learning materials in different formats
- Promote the effective use of the library learning resources.
- Promote and foster the enjoyment of reading from the earliest age and cultivate in students a lifelong habit of reading.
- Organize all learning and teaching materials within school to facilitate their accessibility, location and use.
- Keep abreast of new learning resources and publications.
- Liaise with outside agencies and information networks and encourage their use by the school community and thereby extend the range of resources available in the school library.
- Advise staff members in the selection of appropriate reading materials to enhance their work skills.
- Recommend books and other reading material to the state selection committee to consider for selection and procurement.
- Catalogue reading material, supervise shelving of books/periodicals as per their sequence
- Issue books and reading material and maintain records
- Maintain Reading Room and conduct stock taking with the help of teachers,

- Maintain conducive atmosphere and decorum in the Library
- Prepare lists of books requiring discarding, weeding or withdrawal.
- Other functions in connection with improvement of School Library services as may be entrusted by the Principal from time to time.
- Ensure Library Rules are followed for smooth functioning of Library.

4.4 How to make library functional

To make libraries functional and vibrant, schools may take such steps as shown below:

- Schools must devote a minimum of two periods in a week as library period for every class.
- In case there is no separate library room, a reading corner may be created so that children can easily access the books and read independently as well as engage in group reading activities.
- For class projects, children should be encouraged to look up reference books in the library.
- Children should be asked to write a literature review of the book they read from the library to help develop analytical and writing skills.
- Children can also be asked to share a story they have read with the other children in class.
- During vacations or after school hours, school library may be kept open for students having keen interest in reading as one or two library periods in the entire week may not be sufficient for the students to use reference books and do curriculum related work in those periods, or to have access to story books for the sheer pleasure of reading. If not libraries, reading corners may remain open after school hours for students to read the books they have been issued during school hours.
- Where there is no librarian, one teacher in each school may be given the additional responsibility as library in-charge for safe keeping of library books, issuing them and receiving the books back from students.
- The teacher in-charge of the library may be given relaxation from teaching for two periods in a week.
- There should not be any penalty on the student or library in-charge teacher for any wear and tear of books by the students.
- School grant may also be used for repairing of damaged books procured from the library grant.

4.5 Managing the Display and Maintenance of Books

- Books should be displayed in a way that children can choose the book they like.
- Displaying the books with visible cover pages further helps children choose their books
- Displayed books should be rotated regularly so that children get opportunity to read more and more books
- Multiple copies of the same title should be stacked behind one copy so that more titles can be displayed.
- The books should be displayed at the eye level of the child. This becomes more important for the primary grade section.
- Books should not be locked away or kept out of reach of children in cupboards or boxes.
- Innovative and low-cost display method such as hanging books on strings or in foldable cloth or jute bags with pockets may be adopted.
- School grant may also be used for arranging facilities for display of books.

5. Library Activities

5.1 Need for Library Activities

Library activities play an important role in generating interest and developing the habit of reading amongst children. They help to build children's engagement with the books, contribute to the development of their literacy skills, improve their vocabulary and build their knowledge base.

5.2 Library Activities

Various library activities can be conducted both by the teacher and the children:

Teacher plays an important role in encouraging students to read library books.

5.2.1 For Primary Classes:

The objective of a library at the level of primary classes is to engage children with books to support early literacy and to expand their reading skills.

Some suggested activities are:

- (i) **Read Aloud:** The teacher reads a story book to children and encourages them to engage with it through questions and oral discussions. Children are encouraged to predict what happens in the story through discussion on the picture, title etc.

After the story is read, the children are expected to ask questions that encourage them to reflect on the story, relate to their life and share their thoughts.

- (ii) **Shared Reading:** Shared reading is important for **early literacy and most effective for Grade 1 and Grade 2 children**. When a teacher reads books to children while simultaneously bringing their attention to the text and pictures of a book, the children tend to match the spoken words with the written word and slowly try to read the book.

Through this process children learn how teachers read the books from left to right with expressions.

- (iii) **Paired Reading:** Children read one book together as a pair. This activity helps children to listen and support each other while reading. Children learn from each other, enhancing their own reading levels. The teacher during this time goes around in the library and talks to the pairs about what they have read and asks them questions about their book.

Teachers should ensure that the reading levels of children in a pair are not so different that they are not able to learn from each other.

- (iv) **Independent Reading:** Children are given an opportunity to read the books by themselves. This activity increases children's engagement and attraction towards books.

- (v) Reading by older students to younger students. Such an engagement with peers helps them to enjoy reading in a related environment.

After the reading activities, whether independently or with the teacher, children can be encouraged to think and express their thoughts through activities such as those given below:

- i. **Summarizing the Story:** Children are encouraged to summarize the story in about 5 sentences. Such an activity helps them to think about the story from its beginning to its end. It also helps them in understanding and differentiating between the important and not-so-important elements of the story.

ii. **Title Tree:** Children can be encouraged to think of alternate titles of the story, based on its plot and characters. This can be done through discussion while the teacher draws the title tree on the board.

Language festivals, monthly story-telling sessions, reading events and literature fairs may be carried out for promoting reading

iii. **Character Mapping:** Children can be encouraged to identify the main characters of the story and their attributes.

iv. **Extending/rewriting the Story:** Children can be encouraged to either extend the story or rewrite it by changing the end of the story or by changing the character or an event. They can further be asked to write the new version and display it on the wall.

Children can be also asked to share a story they have read with the other children in this class.

v. **Creating a newspaper of the week** - Children can write about the stories they have read in the last week or month, in a way that it becomes a newspaper of the library.

5.2.2 For Upper Primary, Secondary and Senior Secondary Classes

The major objective of a library in the higher classes is:

- To expand children's experience in variety of literature through widening the genres of books they read.
- To introduce children to complex writing styles, metaphors and symbolism in the books.
- To generate linguistic, reflective and critical perspective on writings.
- To encourage children to write expressive and meaningful pieces of literature.

Various activities can be conducted in the library to engage children deeply with the books and develop the skills mentioned above.

(i) **Monthly Projects:** In classrooms library books especially non-fiction can be used as reference books. For class projects children should be encouraged to look up reference books available in the library.

- (ii) **Talking hour:** Children should be encouraged to talk about the books that they have read in library. A designated time should be assigned for the same.
- (iii) **Book Reviews:** Activities like talking hour can be concretized by encouraging children to review the books they read, beginning from content comprehension to critical appreciation.
- (iv) **Book Making Activity:** Children can be encouraged to be the author and illustrate story books for primary grade children. This can help them channelize their writing styles by creating meaningful pieces of literature for an audience.
- (v) **School Magazine:** Schools may release annual/Bi-annual magazine which may contain articles, stories, poems composed by children and edited by Children themselves.
- (vi) **Integrating drama with library activities:** Teachers can ask children to improvise scenes, create plays and dramatize situations from books to enhance their engagement with books.
- (vii) **Theme based reading related activities** can be conducted round the year. Some examples are books related to Mahatma Gandhi, Swachh Bharat Mission, Ek Bharat Shrestha Bharat, Constitution and fundamental duties, national holidays, sports and famous players around the world, Olympic and Common Wealth Games and tournaments, books related to art, culture and festivities.
- (viii) Get peers to prescribe books as “book doctor” based on their interest where fond readers can become “book doctors”.
- (ix) *The allotted library period can host a number of reading related activities every month for example: host a book quiz, play library treasure hunt, battle of readers (book-reading competitions etc.), read books and write review, spelling bee, essay and poetry writing etc. for children at all levels.*

6. Promotion of a Culture of Reading

Developing a culture of reading within the school environment and the community becomes imperative as reading skills and habits are more likely to be sustained when they are fostered continuously within the immediate

Promoting a reading culture in the school is a great way to get students interested, and motivated to read.

environment of the child.(NEP Para 21.9)

To promote a culture of reading among students, schools need to establish vibrant libraries as a learning centre, set up reading corners, and create print rich environment. Overall, schools should ideally provide the following to create an environment conducive for promoting reading:

- A welcoming, caring and emotionally safe atmosphere.
- A warm pupil-teacher relationship.
- A non-threatening, non-discriminatory (irrespective of identity, gender, religion, caste, race, language, place of birth etc.) non-exclusionary environment.
- Communicative spaces for dialogue, open communication and sharing by teacher to child and child to child.
- Celebration of diversity and sensitivity to social differences – background, gender, caste, religion, class, community, and literacy levels at home.
- Sensitivity of teacher to the children’s natural learning processes, to their home backgrounds, and their individual differences and diversity in classroom while fostering meaningful and purposeful ways of engagement.
- A welcome space for parents and community members in classrooms.

6.1 Creating a Literate/Print Rich Environment

Bring colors to the library, but make sure you bring children’s world to the space called library!

One of the major ways in which a library contributes to a child’s world is by exposing him/her to a room full of words. Exposing children to meaningful texts is an important step in creating print rich environment for children. For this, there should be ample reading material displayed in the library. Such material encourages children to read and also creates a reading environment for children.

Various child-friendly components such as poem corners, message boards, theme boards, various charts like class responsibility chart, mid-day meal chart, chart of stories etc., display boards (children’s writings, drawings, collections, variety of texts, pictures with captions, instructional material

developed by teacher etc.) may be developed and displayed on walls at the eye level of children.

6.2 Setting up Reading Corners

A Reading Corner is different from a library and is a part of the classroom where books are easily accessible to the children. Reading Corners provide opportunities for children to read independently as well as engage in group reading activities. They allow freedom of mobility to children in class along with choice of books from a range of attractively displayed books.

With the availability of reading corners children can get into the world of interesting stories, pictures, books and other reading materials.

In developing a reading corner, the following may be kept in mind.

- Creating a reading corner in the classroom requires space for keeping and displaying books.
- Classroom must be conducive for reading and writing with appropriate lighting.
- Books can be displayed in a variety of ways.
- If any shelf or furniture is used the teacher must ensure that it is safe for children and books are within the reach of children.
- Activities and learning tasks should be participatory.
- BalSansads (Child Cabinets) in the schools may be given responsibility to maintain the books in the reading corner.

Books can be displayed in different ways:

Pictures to be inserted

Setting up Readers Club/Topic Circles

- Readers clubs and/or Topic Circles can be set up in schools independently or with the help of National Centre for Children's Literature (NCCL), a wing of National Book Trust India (NBT).
- Schools may follow various activities to enhance reading habit amongst children-reading a story or poem, story-telling session, story writing, poetry writing, or preparing a wall magazine etc.

6.3 Capacity Building of Teachers

Teachers should understand what a good library is and what its objective is. For this, teachers should be oriented regularly on the objectives and aspects of library along with engagement with children through reading activities. It is also important that the teachers learn to manage the library to facilitate children's reading. The focus of capacity building of teachers could be on the following:

- Managing library and engaging the children with books.
- Understanding the natural learning behaviour of children and their home learning environments through experiential methods.
- Understanding how the oral/ spoken language lays the foundation for early reading and writing with development of comprehension including multi-lingual capabilities.
- School heads should simultaneously be encouraged to extend systemic support towards the library.
- Along with face-to-face professional development programs, Library Management Manuals should be developed which will also help the schools in further supporting the new teachers and other staff.

6.4 Community Involvement

Schools need to raise community awareness and promote community ownership on reading culture to ensure long-term impact and sustainability. This can broadly be done through community participation and contribution. Some of the measures for the same may be:

- Organizing collaborative community-wide reading events and literacy fairs involving parents and community members.

- Organising monthly story-telling or reading sessions in schools by involving parents and community members.
- Encouraging parents to read to their children at home, wherever feasible.
- Showcasing children’s accomplishments (in reading, writing, numeracy etc.) in community events.
- Facilitating scheduled meetings on a regular basis with families and community members to help promote the active use of a library.
- Connecting reading and writing with parents, community life, festivals, current events and engagement with local knowledge needs.
- Facilitating crowd-sourcing contributions in kind for library development such as books, furniture, lamps/lights, fan etc.

Further, two innovative steps could be helpful for community involvement in promoting reading:

6.5 Celebrating Language Festivals

Language Festivals reinforce the spirit Ek Bharat Shreshtha Bharat. The key resources in this programme are the children themselves, who are adept at learning new languages and are very sensitive to the nuances of accents and dialects. Through interactive games, storytelling and story writing, children step into a world of languages that makes them aware of their own language abilities and encourages them to learn more about their heritage and about the people who surround them.

Language festivals can promote reading culture in the following ways:

- Children learn about diverse cultures and languages through art making, music and dance, drama, debate, dialogue and folk literature
- Children get exposed to creative writing such as poems, short stories and folktales based on their imagination and experience.

Ek Bharat Shreshtha Bharat Integration of BhashaSangam with Reading Culture

BhashaSangam aims to celebrate cultural, ethnic and linguistic diversity by introducing school students to the regional/local language of the paired State/UT to enhance linguistic tolerance and respect, inculcate interest in language and reading and promote national integration.

6.6 Encouraging Voluntary participation

This is an initiative to boost community and private sector involvement in Government-run elementary schools across the country. Under this, volunteers, including retired teachers/government officials/professionals, youth icons, alumni, parents and college students offer their voluntary services in conducting various co-scholastic activities revolving around reading for school children. Examples of such activities are:

- Reading to children
- Helping children with creative writing
- Public speaking
- Play acting
- Preparing story books with children

7. Monitoring Mechanism

- States will keep complete records of library books school-wise and these shall be uploaded on the UDISE+ and **PRABANDH**.
- Questions related to library grant and library books have been incorporated in **UDISE+, Shagunotsav, District PGI** and **bi-monthly reporting of Head Masters and Principals** for monitoring of grants and availability of books in the school.
- States and UTs are to ensure regular visits to the schools by CRCs, BRCs and DEOs and send reports on utilisation of library grant and availability of books on a common platform to be shared by MOE.
- Monitoring may be conducted regularly to check the progress of library grant utilisation, availability of library room, reading corners and other library related infrastructure in schools and their usage.
- **GIS based mapping** gives the location of all schools along the length and breadth of the country. The Report Card facility of the GIS system also provides vital basic information on the school. The report card is generated by the information provided in the UDISE+.
- Third party **mobile based application** will be used to ensure accuracy of data provided through UDISE+ system. The application has a provision for crowd sourcing information through the feedback mechanism on interventions such as Library Grant of Samagra Shiksha. This enhances

transparency and also helps in validating the information thereby making it more robust and credible.

States and UTs are advised to nominate a State and UT Nodal officer who is a single point contact person for MoE for library and reading.

8. Conclusion and way forward

This guideline has been prepared to encourage and motivate schools to develop libraries and foster a culture of reading among school children, teachers and community and at the same time, facilitate optimum utilization of Library Grant under Samagra Shiksha. It outlines various activities for the various stakeholders, i.e, the States and UTs, School Headmasters/Principals, teachers, educational administrators and students to make reading a joyful experience and eventually improve learning levels of children.

To take forward the joy of reading, a massive reading campaign for all schools will be launched in the coming year with competitions and month-wise activities for the whole year. Outstanding performances of the States will be given due recognition.

Happy reading to all.