



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

केन्द्रीय विद्यालय संगठन, नई दिल्ली

१८ इन्स्टिट्यूशनल क्षेत्र शहीद जीत सिंह मार्ग नई दिल्ली

११००१६



प्रशिक्षित स्नातक शिक्षक (पुस्तकालय अध्यक्ष) हेतु
२१ दिवसीय सेवा-कालीन प्रशिक्षण कार्यक्रम
13. 09. 2016 से 03. 10. 2016 तक

**21 DAY IN-SERVICE COURSE FOR
TGT (LIBRARIAN)**

FROM 13.09.2016 TO 03.10.2016

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुम्बई

ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI

NCH Colony, Kanjurmarg (West) Mumbai- 400078

संरक्षक

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Hon'ble Commissioner
KVS New Delhi



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डॉशची कान्त
संयुक्त आयुक्त (.प्रशि)
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Dr.Shachi kant
Joint Commissioner (Trg.)KVS New Delhi



डॉविजयलक्ष्मी.वी.

संयुक्त आयुक्त (शैक्षिक)

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डॉप्रभाकर .ई .

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Dr.E.Prabhakar

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केनई दिल्ली .सं.वि .

Mr.M.Arumugam

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केनई दिल्ली .सं.वि .

Mr. S. Vijay Kumar

Joint Commissioner (Admin)

KV5 New Delhi



आभारोक्ति

ACKNOWLEDGMENTS

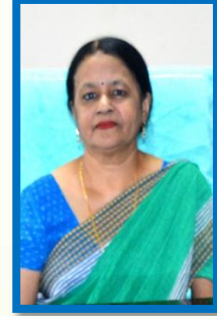
सुश्री ऊषा अश्वत्थ अय्यर

उपायुक्त एवम निदेशक ऑ मुम्बई .सं.प्र.शि.

पाठ्यक्रम निदेशक

MS.USHA ASWATH IYER

DEPUTY COMMISSIONER & DIRECTOR ZIET MUMBAI
COURSE DIRECTOR



श्री शशिकांत सिंघल,

स्नातकोत्तर शिक्षक वाणिज्य ,सह -निदेशक

MR. SHASHI KANT SINGHAL,
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Associate Course Director



संसाधक

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1. श्री राजेश शर्मा

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MR. RAJESH SHARMA
TGT(LIBRARIAN) K.V. BILASPUR,
RAIPUR REGION



2. श्री नरेश कुमार,

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MR. NARESH KUMAR
TGT(LIBRARIAN) K. V. KHETRI NAGAR ,



COURSE CO-ORDINATOR

श्री हरमन छुरा ,

प्रधान अध्यापक, जीट मुंबई

MR.HARMAN CHHURA
H.M ZIET, MUMBAI



SUPPORTED BY FACULTY & STAFFZIET MUMBAI

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MRs Pushpa Verma , PGT Economics



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MRS R JAYALAKSHMI, HM



श्रीमति कांता बारा, पुस्तकलय अध्यक्ष

MRS. KANTA BARA, LIBRARIAN



श्री धर्मेन्द्र कुमार, अनुभाग अधिकारी

MR. DHARMENDRA KUMAR, SECTION OFFICER



श्रीमति जोयस जे.पी ., स्टेनो

MRS JOYCE J.P SR.STENOGRAPHER



श्री प्रभाकर जिल्ला, प्रवर श्रेणी लिपिक

MR. PRABHAKAR JILLA, U.D.C



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MR. KISHEN NAWLE, SUB STAFF



श्री गोपीराम बाल्मीक , सब स्टाफ-

MR. GOPIRAM VALMIKI, SUB STAFF



From the Director's Desk...

Ms. Usha Aswath Iyer
Director, ZIET, Mumbai

The 21 day in-service course for Librarians started on 13 September 2016. The 42 participants from various regions and the two Resource Persons were ready to take up the baton.

The sessions were a mix of general topics and topics related to library science. It is imperative that the librarians, a part of the KVS system are kept abreast of the latest developments in the field of education. It is equally necessary that they are familiar with e-Granthalay and its latest additions.

The librarians were also kept busy with a variety of group and individual work. They prepared blogs, created slogans, read a book and reviewed it, used their creative skills to make book jacket covers and scrap books. The morning assembly, conducted each day by one group saw the gradual climb in terms of quality. The librarians put in their best efforts to make the morning assembly a treat for the ears, eyes and the soul. Good thoughts, inspiring stories and special items and video clippings kept the audience enthralled.

The challenge for today's librarian is that he is not just a custodian of books; he has to be a master of all information services. It is therefore necessary that the librarian keeps himself updated in the use of e-technology to store, disseminate and retrieve information.

सह पाठ्यक्रम निदेशक की कलम से

जिस प्रकार एक मंदिर में पुजारी का महत्व होता है उसी प्रकार एक विद्यालय में पुस्तकालयाध्यक्ष का महत्व है। शिक्षा की वर्तमान एवं भविष्य की आवश्यकताओं को ध्यान में रखते हुए केंद्रीय विद्यालय संगठन अपनी प्रशिक्षण विंग से अपने सभी कर्मचारियों को पूर्व में ही इन आवश्यकताओं का सामना करने हेतु तैयार करता रहता है। पुस्तकालयाध्यक्ष हेतु आयोजित दिवसीय सेवाकालीन प्रशिक्षण 21 कार्यक्रम इसी का एक भाग है जिसके तहत जीट मुम्बई द्वारा इस दिवसीय सेवाकालीन प्रशिक्षण कार्यक्रम के सभी प्रतिभागियों को वर्तमान एवं भविष्य में उपयोग आनी वाली सभी तरह की जानकारी से सुसज्जित करने का प्रयास किया गया है।



इस दिवसीय सेवाकालीन प्रशिक्षण कार्यक्रम में जितने भी सत्रों का आयोजन किया गया वे 21 सभ्ी सत्र सभी प्रतिभागियों हेतु अत्यंत उपयोगी रहे साथ ही सभी प्रतिभागियों ने पुस्तक समीक्षा, पुस्तक कवर, स्ट्रेप बुक एवं अन्य समूह कार्यों आदि सभी में उच्च कोटि के कार्य का निष्पादन किया है जिस हेतु वे सभी बधाई के पात्र हैं।

मैं संस्थान की निदेशक महोदया सुश्री उषा अश्वत्थ अय्यर, निदेशक एवं उपायुक्त का हृदय से आभार व्यक्त करता हूं कि उन्होंने मुझे इस कार्यक्रम में सह पाठ्यक्रम निदेशक के रूप में कार्य करने का अवसर प्रदान किया साथ ही सभी प्रतिभागियों, संसाधक द्रय एवं कार्यक्रम समन्वयक सभी को इस दिवसीय सेवाकालीन प्रशिक्षण में योगदान देने एवं कार्यक्रम के 21 सफलता पूर्वक सम्पादन हेतु धन्यवाद ज्ञापित करता हूं।

मैं यह आशा करता हूं इस दिवसीय सेवाकालीन प्रशिक्षण 21 कार्यक्रम में भाग लेने वाले प्रतिभागियों ने इस कार्यक्रम के दौरान जो ज्ञान एवं अनुभव अर्जित किया है उसका उपयोग वे अपने विद्यालय में तो करेंगे ही साथ ही अपने अन्य साथियों को भी इससे अवगत कराएंगे।

धन्यवाद।

शशीकांत सिंघल

सह पाठ्यक्रम निदेशक-

जीट मुम्बई

From Mr. Naresh Kumar, Resource Person

I give my sincere thanks to Madam USHA ASHWATH IYER Director & D.C of ZIET Mumbai for selecting my name as resource person for librarian in-service course held at KVS ZIET Mumbai for 21 days from 13/09/2016 to 03/10/2016



I also give my sincere thanks to Shri JAIDEEP DAS D.C & Madam Dr. V. Gowri A.C Jaipur region and my worthy Principal Shri LR Saini K.V Khetri N for showing confidence in me and proposing my name as resource person for librarian from Jaipur region

I give my sincere thanks to Shri S.K SINGHAL PGT(Com.) (associate course director) and co-coordinator Shri HARMAN CHHURA (H.M) sir of this course. Both are very intellectual persons and they help me in all aspects. I am also thankful to all staff members of ZIET Mumbai who have helped me directly and indirectly in this course.

I also give my sincere thanks to all the participants from different regions (Ahmadabad, Jaipur, Mumbai, Raipur and Patna) they have supported and cooperated with me.

During this course I try to cover many aspects of the library & information science. Classroom management and discipline, stock maintenance and condemnation, blogs, newsletters, some aspects of e-granthalaya, digital media literacy. I have learned more (knowledge) & experience of others to promote changes in ideas, opinions & behaviour. I am professionally enriched by this in-service course.

I hope all the librarians from different KVAs will be benefitted. They implement all the learning things from this course in their KV. Then KVAs achieve their goal in the library field.

At last I am very thankful to my family to cooperate & support in this work.

.

Naresh Kumar

Librarian, KV Khetrinagar

Jaipur Region

Resource Person

From Mr. Rajesh Sharma, Resource Person



The primary goal of any school library should be to maximize user satisfaction and to potentially exceed the expectations of their users. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. When librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

I express a deep sense of gratitude to Hon'ble Director Ms. Usha A. Iyer, ZIET Mumbai for selecting me as Resource Person for the 21-Day In-service Course for Librarians 2016 conducted by ZIET Mumbai. I express my heartfelt thanks to Hon'ble Deputy Commissioner Mrs P .B. Usha , ACs Shri S. K. Chopdar, Sh. Tajuddin Shaikh, Sh K. Sashindran, of Raipur Region and Principal Sh J R Dash KV Bilaspur for having faith and allowing me for this assignment. I am thankful to my family members for supporting me in this endeavour. During this course, I tried to cover many aspects of Library and Information Science like Guidelines of School Library and Procedure Manual, Creation of Blogs, Creation of Newsletter, Information Sources and services for emergence of Quality Education, Internet Resources for Librarians, Annual Activity Library Plan (ALAP), Different Types of Operating System, e-granthalaya Library Software of NIC Module wise along with practical sessions, Quiz on e-granthalaya. I assisted participants during practical session my level best.

Sessions were designed as per the current trends involving and giving more emphasis on the practical. The Eminent and highly qualified intellectuals in the field of Library Science and related field visited and interacted with the participants. Yoga session conducted regularly for the sound mental health and physical health.

Hon'ble Director Madam Usha Aswath Iyer Lectures cum demonstrations on various topics were excellent, motivating and very interactive. The Sessions by all the ZIET Mumbai staff were interactive and very useful for the participants. Participants updated their existing knowledge and I am sure the participants will implement all the skills and new knowledge they learned during this course of 21 days in their respective vidyalayas.

I am also thankful to Sh Harman Chhura (Coordinator) and Mr. S.K. Singhal (Associate Course Director) ZIET Mumbai for their kind support and guidance during the inservice course.

I wish all the participants will create and share new knowledge for the benefits of students and all types of users of their libraries.

Rajesh Sharma

Librarian, KV Bilaspur Raipur Region Resource Person

From Co-Ordinator's pen



It is really a great opportunity for me to co-ordinate an Inservice Course other than the my subject where I have a little experience in it. Intially it was a top job for me contact NIC and Guest Lectures for the Course. With the Guidance of the Director, whole hearted support from the Resource Persons and Associate Course Director I could succreffuly conducted the course for 21 Day. Credit goes to the participants who put their best efforts to prepare their individual assignment as well as Group work of Newsletter, Scrap Book Preparation and I am happy that I could provide them the opportunity to work in condusive atmosphere.

I sincerely thank my colleagues who supported for the successful completion of the course.

*Harman Chhura,
Co-Ordinator
HM & Faculty ZIET Mumbai*

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TIME TABLE

			Session-1			Session-2			Session-3			Session- 4	
Day		9.00-9.30	9.30-11.00 Hrs		15 min	11.15-12.45 Hrs		1 Hr	13.45-15.00 Hrs		15 min	15.15 TO 17.30	
1	13.09.2016 Tue	Inauguration & Aims and Objectives		Tea Break	ICE- Breaking / Group Formation / Group Work Distribution	Lunch Break	PRE -TEST						
2	14.09.2016 Wed	Prayer / Report	Code of Conduct- MS		Guidelines for School Library- Mr Rajesh Sharma (RP)		Newsletter-HC	Tea Break	Newsletter-HC				
3	15.09.2016 Thurs	Prayer / Report	Classroom Management & Discipline- Mr Naresh Kumar (RP)		Library Blog Creation- Mr Rajesh Sharma (RP)		PRESENTATION OF NEWSLETTER		PRESENTATION OF NEWSLETTER				
4	16.09.2016 Friday	Prayer / Report	Yoga and Stress Management-Ms Kaushal(Yoga TGT)		Personality Development- Mr H Chhura-HM		ICT-Blog Creation		ICT-Blog Creation				
5	17.09.2016 Sat	Prayer / Report	Corporal Punishment-UAI		Use of Hindi in Computers- S K Singhal (PGT Comm)		ICT- Use of Hindi		ICT- Use of Hindi				
6	18.09.2016 Sunday	Prayer / Report	Resource Sharing- Ms Sujata Mehta (GL)		Annual Library Activity Plan- Mr R Sharma & Mr N Kumar (RP)		Group Work- ALAP		Group Work- ALAP				
7	19.09.2016 Mon	Prayer / Report	Information sources and Service for Quality Education in KVS-Mr Rajesh Sharma		Communication Skills- Eugene D Leen-PGT ZIET (1)		PRESENTATION OF ALAP		PRESENTATION OF ALAP				
8	20.09.2016 Tue	Prayer / Report	Child Rights- Pushpa Verma		Stock Verification & Condemnation- Mr N Kumar(RP)		ICT_Word		ICT-Word				
9	21.09.2016 Wed	Prayer / Report	Leave Rules- S K Singhal PGT Comm		Internet Resources for the Librarian-Mr R Sharma (RP)		ICT_Word		ICT_Word				
10	22.09.2016 Thurs	Prayer / Report	Communication Skills- Eugene D Leen-PGT ZIET(2)		Operating System for Library		ICT_Word		Web 2.0- GL				
11	23.09.2016 Friday	Prayer / Report	MID TEST		ICT MS EXCEL	BOOK JACKET COVER PREPARATION							
12	24.09.2016 Saturday	Prayer / Report	EDUCATIONAL TOUR										

KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI

VENUE: ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI

In-service Course for TGT Librarians 2016-17

Time Table 13.09.2016 to 03.10.2016

Day	9.00-9.30	Session-1 9.30-11.00 Hrs	15 min	Session-2 11.15-12.45 Hrs	1 Hr	Session-3 13.45-15.00 Hrs	15 min	Session- 4 15.15 TO 17.30	
13	25.09.2016 Sunday	Prayer / Report	Tea Break	Innovation & Experimentation-Ms Sujatha Mehta (GL)	Lunch Break	e-Granthalaya			
14	26.09.2016 Mon	Prayer / Report		Communication Skills- EDL(3)		e-Granthalaya	Tea Break	e-Granthalaya	
15	27.09.2016 Tues Day	Prayer / Report		Classroom Library in Primary under CMP-Ms Kanta Bara (Lib)		Guidance & Counselling- MG Reddy –PGT Phy		e-Granthalaya	e-Granthalaya
16	28.09.2016 Wed	Prayer / Report		Digital Media Library N Kumar		E Granthalay		New Trend in library (2.0) Web 2.0	First Aid-GL Dr. Ravi lavankar Mahajan Hospital
17	29.09.2016 Thurs	Prayer / Report		Gender Sensitisation		Professional Development Activities		e-Granthalaya	e-granthalay
18	30.09.2016 Friday	Prayer / Report		POCSO Dr Nayreen Daruwalla		Communication Skills-EDL(4)		Scrap Book	Scrap Book
19	01.10.2016 Saturday	Prayer / Report		READING CARDS-Ms Jayalakshmi (HM)		Summer Reading Programmes		Personal Claims S K. Singhal PGT (Comm)	Personal Claims S K. Singhal PGT (Comm)
20	02.10.2016 Sunday	Prayer / Report		Post TEST		Post TEST		Group Work Presentation	Group Work Presentation
21	03.10.2016 Monday	Prayer / Report	Scrap Book Presentation	Preparation for Valedictory	PLENARY SESSION	Valedictory			

Kendriya Vidyalaya Sangathan, New Delhi
Zonal Institute of Education and Training, Mumbai
21- Day In-service Course for TGT (LIBRARIAN)
Date: 13-09-2016 to 03-10-2016

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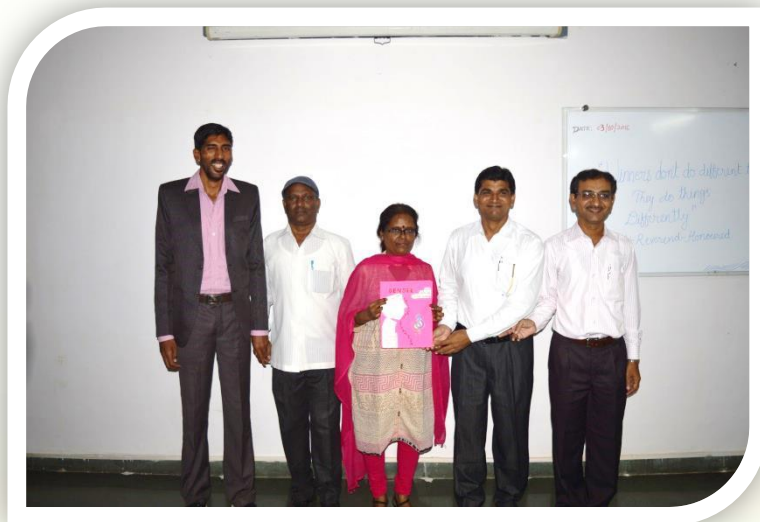
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केंद्रीय विद्यालय संगठन आंचलिक शिक्षा एवं प्रशिक्षण संस्थान मुम्बई
पुस्तकालयाध्यक्ष हेतु दिवसीय सेवाकालीन प्रशिक्षण 21
दिनांक 102016/03 से 2016/09/13

1. भोजन समिति)Food committee)

क्र सं .	सदस्य का नाम	केंद्रीय विद्यालय
1.	श्रीमती तेजिंदर कौर	आय वालसुरा .एस.एन.
2.	सुश्री अंकिता चौहान	कैम्बै
3.	श्री कुलदीप सिंह	लालगढ जाटन
4.	श्री निर्मल सागर	राजगीर

2. सम्पादन समिति)Editorial Board)

क्र सं .	सदस्य का नाम	केंद्रीय विद्यालय
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2.	श्रीमती प्रियंका विश्वकर्मा	अम्बिकापुर
3.	श्री एम अहमद . एम.	औरंगाबाद
4.	श्री आर वर्मा .के.	बांसवाड़ा
5.	श्री एस परिहार .एस.पी.	सोलापुर

3. भ्रमण समिति)Excursioin committee)

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4.	श्री पी मलिक .	बरगढ

4. समन्वय समिति)Cordination committee)

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3.	श्री बृजभान राम	झगराखंड
4.	श्री डीसिंह .के.	महाराजगंज

दैनिक प्रतिवेदन(2016/09/13-दिनांक)

दिनांक 09 :को प्रात 2016/09/13बजे केन्द्रीय विद्यालय संगठन,आंचलिक प्रशिक्षण संस्थान, मुंबई के शिवाजी सभागृह में दिवसीय पुस्तकालयाध्यक्ष 21सेवाकालीन प्रशिक्षण कार्यक्रम का शुभारंभ माननीया सुश्री ऊषा अअय्यर ., निदेशक,केन्द्रीय विद्यालय संगठन , आंचलिक प्रशिक्षण संस्थान , मुंबई के द्वारा दीप प्रज्ज्वलित कर किया गया । तत्पश्चात प्रार्थना सभा का आयोजन किया गया । इसके पश्चात निदेशक महोदया द्वारा सहायक निदेशक श्री एस. के. सिंघल (कोर्स), कोर्स संयोजक श्री हरमन चूरा, संसाधक श्री नरेश कुमार शर्मा, श्री राजेश कुमार शर्मा एवं संस्थान के अन्य सदस्यों का परिचय कराया । इसके बाद 15 मिनट का अल्प विराम दिया गया । तत्पश्चात, माननीया निदेशक महोदया द्वारा विभिन्न प्रतिभागियों को अलग अलग कार्ड देकर आठ समूहों में विभाजित किया गया । प्रत्येक समूह में पाँच - पाँच प्रतिभागी चुने गए । समूहों के नाम निम्न प्रकार से हैं -:

1. डॉ. ए. पी. जे. अब्दुल कलाम समूह ;
2. सरदार भगत सिंह समूह ;
3. सी. ए. कटर समूह ;
4. एच. डब्लू. विल्सन समूह ;
5. जे. डी. ब्राउन समूह ;
6. महात्मा गांधी समूह ;
7. डॉ. एस. आर. रंगनाथन समूह ;
8. स्वामी विवेकानंद समूह ।

समूह निर्माण के बाद प्रत्येक समूह ने अपने नेता का चुनाव किया एवं अपने सदस्यों का मंच पर परिचय कराया । तत्पश्चात निदेशक महोदया द्वारा पुस्तकालय के उद्देश्य एवं क्रिया कलापों पर पावर पॉइंट प्रस्तुति दी गयी । जोकि बहुत ही सारगर्भित एवं ज्ञानवर्धक थी । साथ ही निदेशक महोदया द्वारा सभी प्रतिभागियों को प्रोत्साहित किया गया एवं कोर्स की रूपरेखा भी बताई गयी ।

इसके बाद सभी प्रतिभागियों का पंजीकरण किया गया । तत्पश्चात एक घंटे के लंच ब्रेक के बाद प्रतिभागियों की पूर्व प्रशिक्षण लिखित परीक्षा का आयोजन किया गया ,जिसकी अवधि दो घंटे थी । तत्पश्चात, शाम पाँच बजे सत्र का समापन किया गया ।

धन्यवाद ।

द्वारा

डॉ. ए. पी. जे. अब्दुल कलाम समूह

दैनिक प्रतिवेदन,

14.09.2016

केंद्रीय विद्यालय संगठन के आंचलिक शिक्षा प्रशिक्षण संस्थान मुम्बई में आयोजित पुस्तकालयाध्यक्षों के २१ दिवसीय सेवाकालीन प्रशिक्षण के दूसरे दिन कल दिनांक १४.०९.२०१६ को प्रातःकालीन सभा का प्रारंभ ए.पी.जे.अब्दुल कलाम समूह के द्वारा किया गया। सर्वप्रथम प्रार्थना सभा का प्रारंभ प्रार्थना से

शुरू हुआ। विशेष प्रस्तुति के अंतर्गत शबीना अजहर मैडम के द्वारा हिंदी की एक कविता प्रस्तुत की गई, जो कर्णप्रिय होने के साथ साथ मन में हिंदी के भाव जगा गया। प्रार्थना सभा के बाद माननीय श्री एम. श्रीनिवासन सर के द्वारा केंद्रीय विद्यालय संगठन में शिक्षकों के लिए निर्धारित आचार संहिता विषय पर व्याख्यान दिया गया। इससे हम सभी लाभान्वित हुए तथा कई नए नियमों से परिचित हुए। इसके साथ ही आचार संहिता की ऑनलाइन प्रश्नोत्तरी प्रतियोगिता ने प्रतिभागियों के मूल्यांकन के साथ साथ इस विषय को रोचक और सुग्राह्य बना दिया। चाय विराम के बाद हमारे संसाधक महोदय श्री राजेश शर्मा सर ने विद्यालय पुस्तकालय की दैनिक कार्य दिशा निर्देशिका (स्कूल लाइब्रेरी गाइड लाइन्स) २०१२ के संदर्भ में प्रत्येक बिन्दुओं पर विषद रूप से चर्चा की तथा हम लोगों के अपेक्षित कर्तव्यों की याद दिलाई। पुनः भोजनावकाश के बाद हिंदी पखवाडा के अंतर्गत हिंदी नारा प्रतियोगिता का आयोजन किया गया जिसमें सभी प्रतिभागियों ने भाग लिया। श्री हरमन चूरा हेडमास्टर महोदय ने समाचार पत्रक (न्यूज़ लैटर) निर्माण प्रक्रिया के बारे में विस्तार से बताया तथा प्रायोगिक सत्र में कुछ कार्य भी सम्पादित कराया। हम लोगों ने प्रायोगिक सत्र में संसाधकों की सहायता से न्यूज़ लैटर बनाए। अंत में श्रीमती शबीना अजहर द्वारा धन्यवाद ज्ञापन के साथ कल के प्रशिक्षण की समाप्ति हुई।

द्वारा शहीद सरदार भगतसिंह समूह

प्रतिवेदन

Day-315.09.2016

सत्र कि शुरुवात प्रार्थना सभा से की गई जिसकी प्रस्तुति सरदार भगत सिंग समुह द्वारा दी गई ! तत्पश्चात सत्र के प्रथम कालांश में संसाधक श्री. नरेश कुमार शर्मा जी के द्वारा क्लास रूम मंनेजमेंट ऑन्डडिसिप्लिन फोर टिचर / लयब्ररियन विषय पर तथ्यपरक व्याख्यान की प्रस्तुति दी गई.

इस विषय को अपने विशेष अंदाज में एक ओडिओ क्लिप के माध्यम से और भी रोचक बनाया . प्रतिभागियों की सहभागिता के कारन पठन-पाठन जीवित हो उठा.

प्रथम सत्र के द्वितीय कालांश में संसाधक श्री राजेश शर्मा जी द्वारा ब्लोग क्रियेशन के संबंध में प्रायोगिक पहलूओं पर विशेष बल देते हुये बिंदुवार प्रस्तुति दी गई जो काफी उपयोगी एवं सराहनीय थी.

भोजनोपरांत सत्र के द्वितीय कालांश के संसाधक की देखरेख में संगणक कक्षा में ब्लोग क्रियेशनका प्रयोगिक कार्य सभी प्रतिभागियों द्वारा किय गय ।साथ ही विभिन्न समूहों द्वारा बनाये गए न्युज लेटर की सॉफ्ट कापि समन्यवक को प्रेषित की गी.

इस प्रकार यह दिन काफी उपयोगी साबित हुआ

धन्यवाद

सी.ए.कटर समुह की प्रस्तुति .

सुविचार

पुस्तको का मूल्य रत्नों से भी अधिक है ,क्योंकि पुस्तकें हमारे अंतःकरण को उज्ज्वल करती हैं.

-महात्मा गांधी.

शब्द:- नैसर्गिक :-प्राकृतिक

REPORT Day-4

16.09.2016

दिनांक १६/९/२०१६ का प्रतिवेदन

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई में आयोजित पुस्तकालयध्यक्षोंके २१ दिवसीय सेवाकालीन प्रशिक्षण कार्यक्रम के चौथे दिन कि शुरुआत प्रतिदिन कि तरह प्रार्थना सभा से हुई जिसका संचालन सी ए कटर समूह के द्वारा अत्यंत ही प्रभावपूर्ण ढंग से किया गया।

इसके बाद प्रथम सत्र में अतिथि व्याख्यान के अंतर्गत श्रीमति के जे कौशल (योग शिक्षक, के वी आइ आइ टी, पवाड़) का योग एवम तनाव मुक्त कार्य जीवन विषय पर आख्यान हुआ जो कि अत्यंत उपयोगी था। उन्होंने बहुत ही सरल तरीके से बिना कहि गये अपने कार्य स्थान पर बैठे रह कर योग करने के बहुत सारे आसन बताये । उन्होंने ने कुल १६ आसनो की व्याख्या प्रदर्शन के साथ की । जैसे की अनुलोम विलोम, प्राणायाम आदि और उन आसनो को उन्होंने प्रतिभागियो से प्रत्यक्ष रूप से करवाया । उन्होंने अपने व्याख्यान में आंतरिक खुशि के महत्व पर तथा व्यावहारिक जीवन में सकारात्मक सोच अपनाने पर विशेष ज़ोर दिया । यह सत्र सभी प्रतिभागियो को अत्यंत पसंद आया।

ततपश्चात १५ मिनट अल्पविराम के बाद ११ बजे पुनः द्वितीय सत्र की शुरुआत श्री हरमन छूरा (एच एम ZIET Mumbai) द्वारा व्यक्तित्व विकास विषय पर आख्यान से हुयी । इस सत्र की शुरुआत उन्होंने एक मनोरंजक स्काउट गीत से की। उन्होंने शुरु से आखरी तक प्रतिभागियो को अपने प्रभावशाली आख्यान से बांधे रखा । उन्होंने प्रतिभागियो को एक अच्छे व्यक्तित्व में आवश्यकगुणो के बारे में विस्तार से बताया । उन्होंने विभिन्न महान विभूतियों के उदाहरण दे कर यह समझाया की व्यक्ति की पहचान उसके बाहरी दिखावे से नहीं होती बल्कि आंतरिक गुणों से होती है। और हम अपनी वाणी और व्यवहार पर नियंत्रण करके अच्छे व्यक्तित्व का निर्माण कर सकते है। इसके पश्चात 15 मिनट के बचे समय में उन्होंने हमें एडोब फोटोशॉप की सहायता से बैनर बनाना बताया और प्रतिभागियोन की जिज्ञाषा पर किसी फाइल को गूगल में कैसे अपलोड करें ये भी समझाया। साथ ही उन्होंने सभी प्रतिभागियों द्वारा बनायी गयी समाचार पत्रको को भी दिखाया । द्वितीय सत्र के बाद 1 घंटे का भोजावकाश दिया गया । और उसके बाद का सत्र संगणक प्रयोगशाला में चला जहाँ सभी प्रतिभागियों को पुस्तकालय ब्लॉग बनाने का कार्य दिया गया और साथ ही दोनों संसाधको ने इसमें प्रतिभागियों की सहायता की । इस प्रकार प्रशिक्षण का चौथा दिवस अत्यन्त ही रोचक और ज्ञान वर्धक रहा।

दैनिक प्रतिवेदन

जे. डी. ब्राउन समूह

17.09.2016

स्नेहिल अंजलि है सुकमार, श्रद्धा पुष्प भरे अपार ।

रोम रोम प्रगटे उदगार, स्वागत अभिनंदन साभार । ।

२१ दिवसीय पुस्तकालय अध्यक्षा के प्रशिक्षण कार्यक्रम के पांचवे दिन का आरंभ एच.डब्लू विल्सन समूह के द्वारा प्राथना सभा के साथ किया गया । समूह सदस्यों के द्वारा सभा में प्रेरणादायक सुविचार, ज्ञानवर्धक शब्द , दैनिक समाचार प्रस्तुत किए गये , साथ ही एच.डब्लू विल्सन के जीवन पर भी प्रकाश डाला गया । इस के अतिरिक्त समूह की सदस्य श्री मति मोनिका नियोगी द्वारा भक्ति गीत प्रस्तुत कर संपूर्ण वातावरण को भक्तिमय बना दिया , तत्पश्चात दैनिक प्रतिवेदन प्रस्तुत किया गया ।

प्राथना सभा के उपरांत संसाधक श्री नरेश कुमार शर्मा द्वारा योगाभ्यास करा कर प्रतिभागियों को योग भगाये रोग के लिए प्रेरित किया , जिसमें सभी प्रतिभागियों ने अपने कौशल का प्रदर्शन किया ।

प्रथम सत्र की शुरुआत श्री शशिकांत सिंघल द्वारा एक शिक्षाप्रद कहानी के साथ की गई , इस कहानी के माध्यम से हमें यह शिक्षा दी गई कि जो मजबूत है , दृढ़ निश्चयी है , वह स्वयं आगे आ जाता है , तत्पश्चात उनके द्वारा राजभाषा अधिनियम के बारे में महत्वपूर्ण जानकारी प्रतिभागियों को दी गई । इसके माध्यम से प्रतिभागियों को ये बताया गया कि सभी कर्मचारियों को कार्यालयीन पत्र व्यवहार हिन्दी में करना आवश्यक है ।

इसी विषय को आगे ले जाते हुए, संगणक में हिन्दी के प्रयोग पर व्याख्यान दिया गया , इसमें हिन्दी में कार्य की आवश्यकता , एवं संगणक में हिन्दी का विकास , राजभाषा अधिनियम १९६३ में संगणक के प्रयोग से संबंधित प्रावधानों की जानकारी दी एवं हिन्दी टंकण की समस्याओं के समाधान पर भी प्रकाश डाला गया । उनके द्वारा दी गई जानकारी से सभी प्रतिभागी अत्यधिक लाभान्वित हुए ।

अल्प विराम के पश्चात आंचलिक शिक्षा एवं प्रशिक्षण संस्थान की निदेशक एवं उपायुक्त महोदया उषा अश्वत्थ अय्यर द्वारा बहुत ही प्रभावशाली तरीके से शारीरिक दंड पर व्याख्यान दिया , इसके अंतर्गत शारीरिक दंड से संबंधित कानूनों की जानकारी , बच्चों के अधिकारों से सभी प्रतिभागियों को अवगत कराया ।

बच्चों को शारीरिक दंड न देने हेतु कुछ सकारात्मक कदम भी बताए गये , जिसके द्वारा बच्चों के व्यवहार में परिवर्तन लाया जा सकता है , इस व्याख्यान में सभी प्रतिभागियों के अनुभवों को सम्मिलित कर सबका मार्गदर्शन भी किया । व्याख्यान इतना रोचक एवं प्रभावशाली था कि प्रतिभागियों को समय का पता ही नहीं चला ।

भोजनावकाश के बाद द्वितीयसत्र का प्रारंभ श्री शशिकांत सिंघल द्वारा लिखित प्रश्नोत्तरी से किया गया , जिसमें प्रतिभागियों की हिन्दी में दक्षता एवं निपुणता का आंकलन किया गया ।

इसके उपरांत सभी प्रतिभागियों को संगणक में हिन्दी टंकण पर प्रयोगात्मक सत्र के लिए संगणक कक्ष में ले जाया गया , इसमें सभी संसाधकों के द्वारा प्रतिभागियों को पूर्ण रूप से सहयोग एवं मार्गदर्शन दिया गया ।

इस प्रकार ज्ञान के आदान प्रदान के साथ एक और सार्थक दिन पूर्णता की ओर बढ़ा ।

धन्यवाद ,आपका दिन मंगलमय हो ।

Daily Report -6
18.09.2016

दिल से लिखी बातें , दिल को छू जाती हैं,
ये अक्सर कुछ अनोखी बातें कह जाती हैं,
कुछ लोग मिल कर बदल जाते हैं
कुछ लोगो से मिल कर जिंदगी बदल जाती है।

प्यारी सी सुबह का प्यार भरा नमस्कार, आज की प्रातःकालीन पुनीत बेला में मैं प्रार्थना प्रभा अपने पूरे समूह की तरफ से कल दिनांक १८-०९-२०१६ का प्रतिवेदन लेकर प्रस्तुत हूँ। कल के दैनिक कार्यक्रम का प्रारम्भ जे.डी ब्राउन समूह के द्वारा प्रार्थना सभा की प्रस्तुति के साथ हुई। विशेष कार्यक्रम में श्रीमती किरण शर्मा द्वारा मुंशी प्रेमचंद्र की बेहद मार्मिक तथा शिक्षाप्रद कहानी प्रस्तुत की गई, जो हमारे मन को भिगो गई। श्री नरेश कुमार शर्मा द्वारा कार्यक्रम का मूल्यांकन किया गया। सम्पूर्ण कार्यक्रम के दौरान आंचलिक शिक्षा एवं प्रशिक्षण संस्थान मुंबई, निर्देशिका महोदया सुश्री उषा अश्वत्थ अय्यर की उपस्थित मन को आह्लादित करती रही।

प्रथम सत्र की शुरुआत श्रीमती सुजाता मेहता, पुस्तकालय अध्यक्ष, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय द्वारा किया गया। उन्होंने आज की सूचना क्रांति के दौर में रिसोर्स शेयरिंग एवं नेटवर्किंग के बारे में बताया। किस प्रकार हम एक ही जगह रहकर दुनिया भर के ज्ञान को प्राप्त कर सकते हैं। उन्होंने बताया के हम कैसे दुसरे क्षेत्र के लाइब्रेरियन का संसाधन बाँट सकते हैं। उन्होंने कुछ नेटवर्किंग वेबसाइट का भी नाम भी बताया। हमें पूर्ण विश्वास है की यह जानकारी हमारे दैनिक क्रिया कलापों में सहयोग देगी। जब हमारे यूजर हमारे पास अलग अलग सूचनाओं के लिए आयंगे तो हम उनकी जिज्ञासा को शांत कर पायंगे।

द्वितीय सत्र की शुरुआत ALAP से हुई। इसमें हमारे संसाधक महोदय श्री नरेश कुमार शर्मा तथा राजेशशर्मा का ALAP का प्रदर्शन किया गया। सर्वप्रथम इसकी जरूरत के बारे में समझाया गया। ALAP बनाने के लिए जरूरी चीजों की जानकारी दी गयी जैसे समय सारणी, पुस्तकालय निर्देशिका, इत्यादि। इस सत्र से हमें नई नई पुस्तकालय गतिविधि के बारे में पता चला।

भोजनावकाश के पश्चात प्रायोगिक सत्र, संगणक कक्ष में हुआ। वंहा सभी समूह को एक ALAP बनाने को कहा गया साथ ही उसे मेल भी करने को कहा गया, जिसे सभी समूहों ने किया। इन गतिविधियों में सिंघल सर का पर्याप्त सहयोग मिला।

इस प्रकार हमने दिन भर की विभिन्न गतिविधियों में हिस्सा लेकर अपना ज्ञानवर्धन किया।

धन्यवाद

महात्मा गाँधी समूह, दिनांक १९-०९-२०१६

प्रतिवेदन-7

दिनांक :192016/09/

सत्र की शुरुआत प्रार्थना सभा से की गई। जिसकी प्रस्तुति महात्मा गांधी समुह द्वारा की गई।

तत्पश्चात् सत्र के प्रथम कालांश की शुरुआत resource person श्री नरेश शर्मा की प्रेरणादायक पंक्तियों से हुई उसके पश्चात् संसाधक श्री राजेश शर्मा के द्वारा Information sources and service for quality education इन KVS विषय पर तथ्यपरक एवं सर्गर्भित जानकारी दी गई । तथा उन्होंने concept of quality in library services, documentary info .Non documentary info, printed resources, types of inf. Sources इत्यादि के बारे में विस्तार पूर्वक बताया गया सर के व्याख्यान की विशेषता को इन पंक्तियों से व्यक्त करना चाहूँगा के “ गुरु तेज त्याग को, ऊर्जा शक्ति सत्कार को , परमार्थ के नियंता को, मर्यादा परोपकार को, सदा जीवन उच्च विचार को, हम भुला न पाएंगे ।

प्रथम सत्र के द्वितीय कालांश में श्री ऊजीन sir PGT ENG ने बहुत ही रोचक एवं रसप्रद तरीके से effective communication role of communication types of communication barriers of effective communication, इत्यादि के बारे में विस्तार पूर्वक उदाहरण सहित बताया गया। sir के marvellous lecture के लिए मैं कहना चाहूँगा की “गुजरते वक्त के साथ हर तरह कि यादें धुंधली पड़ती जाती है , लेकिन कुछ चहरे, और घटनाएँ ऐसी होती हैं जिस पर वक्त की धूल, कभी नहीं जमती

मध्यांतर के पश्चात् सभी प्रतिभागियों के संसाधकों की देखरेख में computer lab में प्रयोगिक कार्य के लिए ले जाया गया तथा book review एवं आलाप का कोई भी कार्य बचा हो तो उसको पूर्ण करने का निर्देश श्री हरमन साहब के द्वारा दिया गया। इस कार्य में सभी संसाधकों ने सभी का सहयोग किया। इस प्रकार सभी का दिन बहुत अच्छा रहा -कहते

हैं कि प्रसन्न मन से किए हुए कार्यों से कभी थकावट नहीं आती है। और कम समय में, कम मेहनत से अधिक कार्य होता है।

धन्यवाद, आपका दिन मंगलमई हों।

समूह-7डॉ एस आर रंगनाथन

दैनिक प्रतिवेदन - 8

२०/०९/२०१६

उठो ,जागो , और तब तक नहीं रुको,

जब तक लक्ष्य न प्राप्त हो जाये ।



आज की प्रातः कालीन प्रार्थना सभा की शुभ बेला पर मैं बृजभान राम अपने सहयोगी साथियों के साथ हृदय के गहन तल से सभी का स्वागत एवम अभिनंदन करते हुए, बीते हुए दिन के प्रतिवेदन के साथ आपके समक्ष उपस्थित हूँ । २१ दिवसीय पुस्तकालय अध्यक्षा के प्रशिक्षण कार्यक्रम के सातवाँ दिन का आरंभ डॉ . एस . आर . रंगनाथन समूह के द्वारा प्रार्थना सभा के साथ किया गया । समूह सदस्यों के द्वारा सभा में प्रेरणादायक सुविचार, ज्ञानवर्धक शब्द , प्रश्नोत्तरी व दैनिक समाचार प्रस्तुत किए गये , साथ ही डॉ . एस . आर . रंगनाथन के जीवन पर भी प्रकाश डाला गया । इस के अतिरिक्त समूह के सदस्य श्री राम किशोर वर्मा द्वारा “अरे द्वार पालों कन्हैया से कह दो” भजन प्रस्तुत कर संपूर्ण वातावरण को भक्तिमय बना दिया , तत्पश्चात उन्होंने दैनिक प्रतिवेदन प्रस्तुत किया

तदोपरांत चलचित्र के माध्यम से प्रशिक्षण के कार्यविधि को मनमोहक रूप से प्रक्षेपित कर चहु ओर सराहना प्राप्त की ।

प्रार्थना सभा के उपरांत संसाधक श्री राजेश शर्मा द्वारा प्रेरणा दायी और ओजस्वी विचार “ *जिंदगी काँटो का सफ़र है ,हाँसला उसकी पहचान हैं ,रास्ते पर सभी चलते हैं पर जो रास्ता बनाए वो महान हैं।* ” के द्वारा सबको सकारात्मक सोच विकसित करने के लिए उत्साह वर्धन किया

“*दीपक की लों के समान , ऊपर उठना हममे से हर एक की स्वाभाविक वृत्ति हैं , चलिये इस वृत्ति का पोषण करें।* ”

इसको चरितार्थ करते हुए प्रथम सत्र की शुरुआत श्रीमती पुष्पा वर्मा द्वारा ‘ बाल अधिकार ‘ विषय पर विस्तृत व्याख्यान प्रस्तुत किया गया ।

बचपन मनुष्य के जीवन में स्वर्ण जैसा बहुमूल्य रत्न है जिसे हर इंसान अपने हृदय में संजोके रखना चाहता हैं । बच्चे हमारे राष्ट्र का उज्ज्वल भविष्य हैं ,इसलिए उनके लिए अधिकाधिक प्रेम , वात्सल्य ,स्नेह और दुलार की आवश्यकता है । इसी विषय को आगे ले जाते हुए महोदया ने बाल संरक्षण और उनके संवैधानिक अधिकारों के बारे में विस्तृत चर्चा करते हुए ,भारत में हो रहे बाल शोषण पर चलचित्र प्रस्तुत कर समाज की वास्तविक तस्वीर को उजागर किया ।

द्वितीय सत्र की शुरुआत माननीय संसाधक श्री नरेश कुमार द्वारा stock maintenance and condemnation पर गहन चर्चा करते हुए उसका महत्व और उपयोगिता पर विस्तृत व्याख्यान प्रस्तुत किया ।stock maintenance and condemnation की समस्याओं के समाधान पर भी

प्रकाश डाला गया । उनके द्वारा दी गई जानकारी से सभी प्रतिभागी अत्यधिक लाभान्वित हुए ।

तृतीय सत्र में समन्वयक श्री हरमन छुरा द्वारा MS -Word की सैद्धांतिक एवं प्रायोगिक उपयोगिता पर व्याख्यान इतना रोचक एवं प्रभावशाली था कि प्रतिभागियों को समय का पता ही नहीं चला ।

इसके उपरांत सभी प्रतिभागियों को संगणक कक्ष में MS -Word पर प्रयोगात्मक सत्र के लिए ले जाया गया , इसमें सभी संसाधकों के द्वारा प्रतिभागियों को पूर्ण रूप से सहयोग एवं मार्गदर्शन दिया गया ।

इस प्रकार ज्ञान के आदान -प्रदान के साथ एक और सार्थक दिन पूर्णता की ओर बढ़ा।

धन्यवाद

आपका दिन खुशमय व मंगलमय हो ।

DAILY REPORT-9

(21/09/2016)

Good Morning to one & all present here, I Neemb Singh Rathore, Group Leader of Dr A P J Abdul Kalam is standing before you to present the report on yesterday's activities.

The morning session of '21 Days In-service course for Librarians' begin with beautiful assembly programme by 'Swami Vivekanand Group'. The theme was 'World Peace Day'. They sung a prayer 'Ae Malik Tere Bande Hum'. After that group members present various programme like thought, News etc. In special items, group members present beautiful poetry & a song.

After the completion of assembly programme, Mr Naresh Sharma, Resource Person asked to participants for doing yoga activities for relaxation of body.

In the first half of morning session, Mr Shashi Kant Singhal, ZIET faculty, presented a power point presentation on 'LEAVE RULE' as per CCS(Leave) rule, 1972. In this topic, Sir had given all information on deferent types of leaves & given the answer of

queries of participants. At last, he asked questions from participants for checking their knowledge. It was a very interesting & useful session to all the participants.

In the second half, Mr Rajesh Sharma, Resource Person given lecture on 'INTERNET AS RESOURCE FOR INFORMATION'. In this topics, he discussed on deferent educational websites which will be useful for librarian. This session was very interactive & joyful. Every participant take part in this session.

After the Lunch, Mr Harman Chhura, Convener of In-service program me had given demonstration on 'MS Word' in practical aspect. He described new application programme in 'MS Word', which was interesting & useful. After that, all participants went to computer lab for practical session, where practiced on 'MS Word' software. In this practice session convener & both the resource persons were guided them and solved the practical aspects.

So another day of teaching & leaning had completed successfully.

Thank you and have a nice day.

Presented by
Dr A P J ABDUL KALAM GROUP

REPORT -10

22.09.2016

Shaheed Bhagat Singh Group

The tenth day of the 21 day In-Service course for Librarians started with excellent Morning Assembly performed by A.P.J. Abdul Kalam group .The spiritual song sung by Ms. Sabina was the main attraction of the assembly.

The training programme proceeded with first session of the day with very important topic operating system presented by our resource person Mr. Rajesh Sharma. The knowledge shared about the history of operating system from its very beginning to the current generation with so much growth in so less time was apart from being informative, very impressive and thought provoking about the technical age we live in.

After tea break second session began with another interesting topic that is communication skill by Mr. Eugene by ZIET faculty. He emphasized outdoor activities. The gamification of basic communication through an interactive activity brought out the importance of communication skill and was interesting as well.

After lunch break, we had a combined session by two dynamic faculties of ZIET Mumbai, Mr.S.K.Sinhgal, PGT Commerce and Mr.Harman Chhura. They helped the participants work on online blog while Mr. S. K. Singh showed the answer script of previous quiz and organized an online quiz.

The last session of the day was again a very informative and interesting session by Mr. Trilok Chand Haldunia PGT (CS), KV, IIT Powai. He outlined the Web-OPAC system, its installation and uses .

Thus the 10th day of In-Service course came to an end after aparing a lot of knowledge to us.

REPORT -11

23.09.2016

The Morning Assembly was conducted by Group -2 on 23.09.2016. The morning assembly was informative oriented with news thought and special items. Mr. Rajesh Sharma RP addressed the assembly. After the assembly Mid Test was conducted. Every participants tried their level to attend the questions. After the tea session Mr H chhura, HM and Co-ordinator of the course took a session on ICT of Excel. He guided about how to work on the excel sheet. The post lunch two sessions were for Book Jacket preparation. Every participants prepared the book jacket they have issued.

REPORT -12

BY C.A. CUTTER GROUP

DATE 24/09/2016

The 12th day of the in-service course i.e. 24th September 26, 2016 was a day every participant of the in-service course was eagerly waited for i.e. the day of MUMBAI DARSHAN, The God OF Rain too showered his blessing by allowing to have our outings without any interruption , making it a memorable day. It was quite a exiting day . Perhaps the script of the day was pre-planned by GOD INDRA ,not to disturb the MASTI-MOOD, which every participants had lord CHERISHED.

The journey of the masti stated sharp at 8 am after having our breakfast and packet of lunch& water. Reaching first at GATEWAY OF INDIA and the most iconic . The Taj, we were witness the gentle kisses of the Arabian sea to the heart of the TAJ & the GATEWAY OF INDIA. The gift of nature was always at its BEST.

The mesmerizing view of Nariman Point and Marine Drive took out our youthful mingling's and we were taken aback down the scenic view of Girgaon Chowpati , where we too were dancing to the tunes of waves of Arabian Sea. Next was the visit to the Hanging garden where we too handed up our Boots for an hour and had our lunch with the nature, and having the snapshot at the Boot House,

Without the blessing of our "BAPPA" NOTHING COULD HAVE BEEN SO MEMORABLE.

We prayed to our 'BAPPA' at SIDDHIVINAYAK temple and took his blessings. After this the game of doting out our wallets began at Dadar marketing zone. Ones who are for away thinking of something new must come from MUMBAI as a taker of love.

Then the Journey of BANDRA-WORLI Sea link hypnotizes us with its scenic creation the great ending had dream of .Hope one and all ENJOYED this trip and we all the GHOSALA 's of ZIET were back in our GHOSHALAS, at 6 pm. The presence of our both resources person, coordinator , so and KANTA MAM is to be ice on The cake.

Thanking you

By : A.K.Singh

KV RHE Pune.

REPORT -13

25.09.2016

Group No.4 -H.W.WILSON Group (By H.N. Vyas)

Report is the mirror which reflects our daily routines.

The 13th day of the training programme commenced with a devotional prayer presented by the Group No.3 C.A. Cutter group "Hum ko Man ki Shakti dena" from film 'Guddi' was praiseworthy. The centre of attraction was the video of the tour day before yesterday, everyone cherished the memory and enjoyed a lot once again.

The C.A. Cutter group was appreciated by Resource person for their wonderful effort.

Session-I began with deliberation given by Mrs. Sujata Mehta, Coordinator, IGNOU on the topic "**INNOVATION OF FUTURE LIBRARY**" covering skills of Librarian like managerial skills, Inter-personal skills, written communication skills, teaching skills, networking skills, computer service skills, listening skills etc. which are useful for discharging our duty more effectively.

Session-II The session-II began with an account of development of **e-granthalaya in KVs** given by Mr. Naresh Kumar & Mr. Rajesh Sharma respectively, where in they covered following points: installation, configuration, installation steps, contact, hardware & software requirements, benefits of clouding, e-granthalaya forum & support etc. which is inevitable for Librarians of KVs nowadays.

Session-III: After lunch interval session-III was conducted in computer lab. Where each delegate tried to **install e-granthalaya** in computer and come across with practical problems & error occurred while installation and also learnt how to resolve it.

In the last session of the day Mr. Trilok, PGT (CS) KV IIT, Powai delivered lecture on **WEB 2.0 and LIB 2-0** wherein he covered following points;

What is Web 2.0?, social network websites, what are the uses of web 2.0, why web 2.0 important for Library, application of web 2.0 & key principles of library 2.0 etc. which are essentials for libraries of 21st century.

In this way another day of in-service course was over.

DAILY REPORT -14

26.09.2016

J. D. BROWN

The Days gone, never comes back, but its meaning still lingers”

The 14th day of 21 days in-service course started with wonderful morning assembly presented by H. W. Wilson group followed by beautiful thought, word, news and motivational video which touch the heart of the every participant.

The first session was handled by Mr. Eugene Leena (PGT – English, faculty, ZIET Mumbai) on communication skills, in which he focused on stress and intonation. Mr. Eugene composed the session in such a way that the participants were all eyes at him. His voice modulation, choice of diction and in depth knowledge of the communication skills will always indelible in our memory. The session ended with tea break.

After tea break another very important and sensitive session was taken by Ms. Usha Aswath Iyer(Director, ZIET Mumbai) on “Safe Schools”. She threw light on the importance of disaster management. Disaster can come in our life at any time. It is our duty to be alert and prepared. She explained what kinds of steps are to be taken and how we have to prepare ourselves for various types of disaster like Earthquakes, Floods, Fire and terrorist attacks. It is our responsibility to keep all the school children safe. During disaster our role is very important. We have to handle the situation patiently and calmly and save children and ourselves too. For this we have to practice mock drills in our school. Some of our participants along with Usha Ma’am shared their experiences too. At last, the 2nd session ended with small quiz based on disaster management.

After lunch, a fruitful lecture and wonderful live demonstration on how to install E-granthalya was given by one of our own Resource person Mr. Rajesh Sharma Sir. He along with our course coordinator Mr. Harman Churra Sir clears all the doubts of the participants regarding the installation of e- granthalya.

Then the last session after evening, again started with brief description of the Admin Module by MR. Rajesh Sharma Sir. He explained in details about sub modules of admin like system data, master data and database utilities. The participants were all eyes at the session as it was a very important session. Mr. Rajesh Sharma Sir carried the session in a very logical way, Layer by layer, clearing our doubts.'

Thus with all these activities, the day comes to end.

REPORT 15

FOR 27.09.2016

The 15th day of in-service course started with morning assembly by J.D. Brown group. The session begin with the chanting of prayer followed by beautiful thought on life, word, news and special item.

After assembly Ms. Usha Ashwath Iyer, Director, ZIET Mumbai suggested few tips regarding the morning assembly.

The 1st session was started by Mrs. Kanta Bara, Librarian, Ziet Mumbai on the topic "Class libraries in primary section under CMP. She discussed the various aspects related to primary class library like why we need class library, how to arrange it and problems and solutions related to it. In between Mrs. Jayalakshmi, Faculty, Ziet Mumbai, informed all the participants about different publishers for purchasing hindi books. The session ended with tea break

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By:-

Mahatma Gandhi Group

REPORT -16**REPORT FOR 28.09.2016**

The 16th day of in-service course started with morning assembly by Mahatma Gandhi group. The session begins with the prayer. After the prayer Ms. Usha Ashwathlyer, Director, ZIET Mumbai suggested few tips regarding positive attitude.

The 1st session was started by RP Mr. Naresh Kumar Sharma ,on the topic was digital library and Media Literacy “In this topic we learn about definition of digital Library,Storage of digital media, Contents ,Media Literacy, aims and objectives etc.All topics are delivered in very interesting manner with PPT.After this topic next lecture delivered by RP Mr. Rajesh Kumar Sharma, the was demonstration of Digital Library of India. In this topic all we learn about Digital Library of India, CMU, NSF, ERNET etc.through PPT in practical and interesting manner. Both RP’s lectures was very marvels and useful to us.After the tea break Mr. Shrinivasan delivered a lecture on the topic Guidance and counselling. In this topic Importance, scope, functions and planning of Guidance and counselling.This topic is very useful to us.

The 3rd session started after lunch. In this session a brief introduction on circulation of e-Granthalaya was delivered by our resource person Mr. Rajesh Kumar Sharma through live demo.How to issue and return books to students and Teachers. This demo is very fruitful for all participants. The session ended with evening tea break.

The last session begins with Dr. Ravi Lawankar, Mahajan Hospital Mumbai, on the topic First Aid. in his session he explained the concept of First Aids, aims and objectives with demo.Which is very useful to our life.The 16th day of the in-service course was completed successfully.

Thank You,

‘Have a nice Day’

Presented by Mr.R.K.Verma KV Banswara, Jaipur Region

Dr.S.R.Rangathan Group No.7

REPORT -17

29.09.2016

Group No.8*“Dream, Dream, Dream**Dreams transform into thoughts**And thoughts result in action”*

Hon’ble Director Madam, faculty members, resource persons and dear participants.Report is the mirror of activities which reflect the various sources of information and knowledge

*“Knowledge is power,**Power is confidence*

And confidence is gained by study and experience.”

The morning assembly conducted by S.R Ranganathan group, with knowledge thought, word and quiz. The most valuable and inspirational video of Shri Kalyansundaram, Librarian of the Year was projected by Mr. Kuldeep which touched every one's heart and mind; and we have inspired to do for our society and country. The birthday of great comedian Mahmood was celebrated among us with video.

The first session was taken by Hon'ble director madam, which was **Gender sensitization**. The lecture was very interactive and knowledgeable for all the participants. After tea break Shri S.K. Singhal sir conducted quiz competition among the participation on previous session which was informative and knowledgeable for us.

After the quiz, our resource persons Shri Naresh Kumar and Shri Rajesh Sharma have taken the session on "Professional Development Activities". All the participants were called to make list of activities for our professional development.

Third and fourth session were enjoyed and utilized in computer lab on e-granthalaya. Every Participants put their finger on important modules of e-granthalaya like cataloguing and circulation. In this way 17th knowledgeable day of 21day of In-service course training Programme put its steps towards completion.

"Have a great and wonderful day"

Thanking You

With Regards

SWAMI VIVEKANAND GROUP

REPORT -18

30.09.2016

Report of the 30th sept.2016 by Group No.1, 2, 3

The 18th day of the course started with assembly Programme nicely presented by Swami Vivekananda Group followed by Word, News Thought and special item with PPT.

The session started with the sensible topic "**Protection of children against sexual offences.**"

By Dr. Naireen.

The **POCSO** came into existence in 2012 by the Govt .of India .Dr.Naireen nicely taught the topic POCSO which includes different types like touching pvt .parts of the body, gesture, verbal abuse and bullying, online sexual abuse and showing pornography to the child etc.

The members of the course effectively communicated with the madam regarding said topic asking different questions followed by logical discussion in a fruitful manner.

The Hon. Director Madam also actively participated in the session and advised how to be protect child right in the vidyalaya.

After tea session, Mr.Ujjen taught the topic" **English communication skill** "with a dramatic approach .

The topic started with a play participated by 8 members of the course who had performed the role of husband and wife with dramatic communication skills .Each and every members of the course enjoyed the session and effectively participated with enthusiastic manner .Then Mr.Ujjen taught the different phonetic usage of reputed English dictionaries.

After the lunch all the members of the course started the work of scrap book in computer lab .by searching the related things of the aforesaid topics.

After tea the members of the course again performed the work of the scrap books group wise with enthusiastic manner .

Thank You.

REPORT -19

01.10.2016

By H.N. Vyas K.V.No.1, AFS, Bhuj

Date: 02/10/2016

REPORT

The 19th day of In-service course commence with morning assembly programmes jointly presented by group of members from Group No. 1, 2 & 3. The special item on "Navratri" was centre of attraction.

Session-I began with power point presentation given by Mrs. R. Jaya Laxmi, H.M. ZIET, Mumbai on the topic '**PRESENTATION ON READING CARDS**'. In her deliberation she informed about details of **400 READING CARDS** published by Orient Black Swan Publishers Pvt. Ltd. New Delhi (2009).These cards contains 02 sets, one for classes I-V and VI-X. She emphasized to purchase one or two sets of these reading cards for library so that children can be benefitted from it. She distributed reading cards and asked participants to write correct answer after reading the story. Everyone feel that really these cards can improve English language of the students.

Session-II conducted by resource person Sh. Naresh Kumar & SH. Rajesh Sharma, respectively on '**Summer Reading Programme**'. Under this topic they invited suggestions from all delegates about proposed activities for summer vacation can be given by Librarian to students of the Vidyalaya. All participants submitted their suggested activities in written.

Sh. Rajesh Sharma provided information about some useful website addresses and advised to become member of American Library etc. to utilize leisure time of the students during summer vacation in constructive manner.

Session-III on the topic " **PERSONAL CLAIMS** taken by Sh. S.K. Singhal, Asstt. Course director covering points like:

i) TA/DA ii) TA on tour iii) CEA IV) LTC etc.

He also answered queries raised by some participants regarding settlement of personal claims in satisfactory manner.

Session-IV: In the last session of the day all participants devoted their time for preparation of **Scrap book project** assigned to them on various subject learnt during in service course.

In this way the 19th day was concluded with a happy note.

REPORT -20

02.09.2016

Morning assembly was conducted by group no. 4,5,& 6. In which presented special item on mahatma gandhi& lal bhadur shastri. In first session post test was conducted from 9:30 to 11:30 am. Then after tea break in the next session time given for completion of the task of preparation of scrap book . Today is last day for submission of scrap book project.

REPORT-21

03.09.2016

Morning assembly was conducted by group no. 7&8 . In which presented praise worthy items followed by a quiz on e-granthalaya conducted by resorce persons. After the lunch valedictory function was held covering various programmes like dance, song, felicitation to the librarians who have retirements shortly and blessing of director. Vote of thanks was proposed by mr. H N Vyas Ahmedabad region.

The programme was ended with distribution of certificate to all participants with a happy note followed by National Anthem.

Ram kishore verma (librarian)
Group leader

GROUP WORK FOR ISC TGT LIBRARIAN 2016-17

13 SEPT 2016 to 03OCT 2016

1. Each group will prepare a newsletter on the content related to the library in softcopy.
(Last Date: 16SEPT 2016)
2. Every participant has to issue a book of their choice from the library ZIET Mumbai and to do the following activity.
 - a) Read the book thoroughly.
 - b) Prepare a book review of the same.
 - c) Prepare a book jacket for the same book.

Note

- i) Book review should be done by the participant and not a copy from the any sources or website.
(Last Date: 22September 2016)
3. Individual participant has to prepare a book jacket of your own imagination or the book issued for reading and review. (Last date 26.09.2016)
4. Scrap Book (Group Activity)

Sl	Topic	Allotted Group	Group No
1	Stress Management	C. A. Cutter	3
2	Communication Skills		
3	Corporal Punishment	H W. Wilson	4
4	Personality Development		
5	Rajbhasa Hindi	Sardar Bhagat Singh	2
6	Human Rights	Mahatma Gandhi	6
7	School Safety	Swami Vivekananda	8
8	Gendersensitisation	Dr. S. R Ranganathan	7
9	First Aid	Dr. A P J Abdul Kalam	1
10	Yoga	J D Brown	5

Instructions:

1. Language should be both Hindi and English
2. Write up should be in sketch pens.
3. Pasting and Decoration should be in uniformity i.e plain page for pasting or articles and Ruling page for write up
4. There should be title in the Cover page with covering the scrap book
5. List of Web reference should be there in the write up (In the last page of book)
6. Index should be maintained
7. Group Leader and member names should be in the 3rd page

Note: Last date of **SCRAP BOOK** submission is **02.10.2016**

BOOK REVIEW BY THE PARTICIPANTS

पुस्तक समीक्षा



पुस्तक का नाम -	वीरता की सच्ची कहानियाँ
संपादक -	श्याम दुआ
प्रकाशक -	टिनी टोट पब्लिकेशन्स, नोएडा-२०१३०१
संस्करण -	प्रथम, २०१२
मूल्य -	₹ १५०
पृष्ठ -	१४४

वीरता की सच्ची कहानियाँ ३४ कहानियों का एक संग्रह है। जो खतरों के समय बच्चों में बौद्धिकता और निडरता के गुणों का सही मिश्रण का विकास करती है। बच्चों के साहस को बढ़ावा देती हुई, सभी कहानियों में मूल पात्रों का सही चित्रण किया गया है। ये कहानियाँ बच्चों को सिखाती हैं कि संकट की घड़ी में सकारात्मक रुख अपनाते हुए स्वयं एवं दूसरों को जटिल परिस्थिति से बाहर निकालने के लिए अपना सर्वश्रेष्ठ करने का प्रयत्न करें।

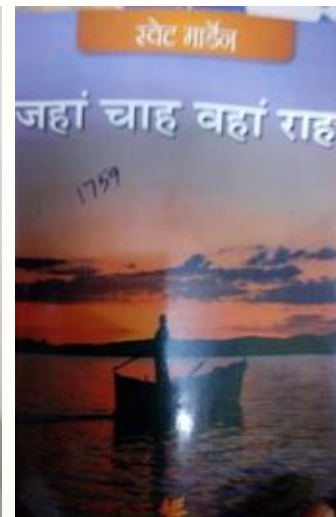
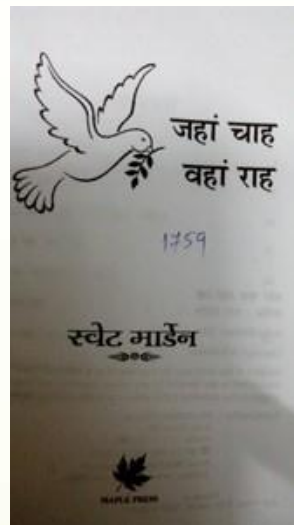
इस पुस्तक में कहानियाँ उन बहादुर बच्चों की हैं जो गणतन्त्र दिवस के अवसर पर भारत के राष्ट्रपति द्वारा वीरता पुरस्कार से नवाज़े गए हैं। इन बहादुरी भरे कार्यों से उन्होंने केवल अपना ही नहीं बल्कि अपने माता पिता और दूसरों का सिर भी गर्व से ऊँचा कर दिया है।

इस पुस्तक को सभी को अवश्य पढ़नी चाहिए।

आदित्य कुमार सिंह
पुस्तकालयाध्यक्ष

केन्द्रीय विद्यालय रेंज हिल्स इस्टेट, पुणे

TITLE- जहाँ चाह वहाँ राह



किसी भी काम में सफलता पाने के लिए सबसे जरूरी हैं आपकी इच्छा जिस किसी काम के प्रति आपकी चाहत । लेकिन एक इसके लिए रास्ते भी बन जाते हैं , होती हैं

चाहत को पूरा करने के लिए मन लगा कर काम करना पड़ता है। हमे किसी भी कार्य को करने से पहले उसकी सुनियोजित रूपरेखा बना लेनी चाहिए और उसके ही आधार पर एक योजनाबद्ध कार्यक्रम बनाकर उसे कार्यान्वित करना चाहिये यदि हम धनवान होना चाहते हैं तो सिर्फ सपने देखते रहने या हवाई किले बनाने । यदि हमारे मन में धन कमाने की इच्छा नहीं है तो संसार की ताकत हमे धन । से धनवान नहीं बन सकते कमाने के लिए प्रवृत्त नहीं कर सकता ।

लक्ष्य प्राप्ति के लिए व्यक्ति की क्षमता उतनी ही जरूरी होती है जितनी योग्यता और पात्र , किसी को जीवित रखने के लिए ओक्सिजन जरूरी होती है सफल होने की भावना ही नहीं बल्कि सफलता के प्रति पूरा विश्वास भी आपके मन में मजबूती के साथ रहना चाहिए ।

उम्मीद के सहारे ही व्यक्ति जिन्दा रहता है अगर मनुष्ये के अंदर उत्साह खतम हो जाता है तो उसकी उम्मीद धीमी पड़ने लगती है जीवन का यह नाटक सुखद हो या दुखद इसका पूरा उतरदायित्व अथवा , । आधार खुद मनुष्य हैं

आशा वह एक मजबूत नाव है जिसके सहारे व्यक्ति प्रेरणा की शक्ति लगाकर कर्म की पतवारो से कर्तव्यो के महासागर के उस पार जाया जा सकता है जहाँ सफलता उधमी कर्मवीर का स्वागत करती है ।

i याद रखिये मानसिक एकाग्रता जितनी मजबूत होगी सफलता मिलना उतना ही निश्चित है

By:- RAM KISHORE VERMA

K. V. BANSWARA

JAIPUR REGION

पुस्तक समीक्षा

नाम केन्द्रीय विद्यालया) निलेश आर पंड्या :, भावनगर परा, अहमदाबाद संभाग (

पुस्तक का नाम :जल जीवन का आधार

लेखक श्री कृष्ण कुमार मिश्र :

प्रकाशक नेशनल बुक : ट्रस्ट, इंडिया, नई दिल्ली।

आवृत्ति (2010) 4 :

किमत 106 : कुल पृष्ठ -/35 :ISBN: 978-81-237-3583-2

पुस्तक लेखन की शुरुआत लेखक ने जल के महत्व को स्पष्ट करने वाले महानुभावो के सुवाक्यो से की है .

पुस्तक का पठन करते हुवे मुजे जो बते, महत्वपूर्ण लगी वे इस प्रकार हैविश्व में शायद ही कोई . से भी ज्यादा आम हो वस्तु ऐसी होगी जो पानी, और इतना आम होते हुवे भी पानी में अनेकअनेक आश्चर्यजनक गुण है. लेकीन हम उनको गंभीरता से नहीं लेते हे। जल उनके असीम गुणों के कारण सोने से भीज्यादा मूल्यवान है, ऐसा केह सकते हे .अनेक विलकक्षण गुणों के कारण ही न केवलपृथ्वी पर जीवन है बल्कि इन्हीं के कारण धरती पर जीवन का प्रारंभ हुवा, विकास भी हुआ है। जल जीवन का आधार क्यों है? पुस्तक में ऐसे ही स्वाभाविक प्रश्नों में निहित विज्ञान की एक जलक सरल एवम रोचक प्रकार से दी है।

पुस्तक की विषय .वस्तु रुचिकर और पठनीय है -लेखक ने इसे बड़े रोचक, वैग्यानीक और सरल ढंग से प्रस्तुत किया है।

इस पुस्तक में मेरे अभिप्राय के मुताबिक पानी विशिष्ट गुणों तथा जीवन के उद्भव, विकास और जीवन को बरकार रखने में उसकी अहम् भूमिका का सरलता से वर्णन किया है। प्रकृति के इस सर्वसाधारण तथा मूल्यवान पदार्थ के पीछे बहुत बडा रुचिकर विग्यान हैये बाते पुस्तक पढ़ने से .प्रतिपादित होती है

पुस्तक स्पशट शैली में लिखी है, और आवश्यकता के अनुरूप चित्रों से सुसज्जित की गई है।

पानी और उसके गुणों के बारे में विशेष जानकारी प्राप्त कारने हेतु ये पुस्तक अवश्य पढ़ने योग्य एवम उत्तम कोटी की है .

- द्वारा के वी भावनगर परा) पंड्या .निलेश आर.:. अहमदाबाद संभाग (

पुस्तक समीक्षापुस्तक का नाम- गीतांजलि

लेखकरविंद्रनाथ ठाकुर -

हिंदी काव्य -रूपांतर -डॉक्टर हरिवंश तरुण

प्रकाशकलोक शिक्षा मंच शाहदरा -

मूल्य -150

संस्करण 2011

पृष्ठ संख्या -127

पुस्तक क्रमांक -1510

महाकवि रवींद्रनाथ ठाकुर अमर काव्य कृति गीतांजलि का यह हिंदी काव्य रूपांतरण अपने आप में अनोखा है इसमें मूल गीतों के आध्यात्मिक भावों का तो संरक्षणहुआ ही है, गीतों की मधुरता चंद्र की यह तो और भाषा की प्रांजल था को पूरी तरह बरकरार रखा गया है ऐसा लगता है कि यह कार्य रूपांतरण पाठकों कवि के भाव भूमि ले जाने में कार्य कार्य होगा ही मूल बंगला गीतों की सूरभी और मधुरता भी प्रदान कर पाएगा गीतांजलि बांग्ला की महाकवि रविंद्र ठाकुर का गीत विवाह का वेद इसके समस्त गीत उस परम सत्तासीन परमात्मा को समर्पित है निवेदित है सृष्टि के समस्त परिवर्तन, उसके सारे स्पंदन उसी की अद्भुत किरणा के विविध रूप हैं वही परम सत्य है, वही संपूर्ण ब्रह्मांड का सरसता है वही सर्व शक्तिमान नियता वही है वही सही है

वही प्रेम धन स्नेही है । और वही सर्वविनासक भी । वह ऐसा अवयक्त पारावार ,जिसमे सृष्टि की विविध रूप धाराएं समाहित होकर तदरूप हो जाती: हैं ।वस्तुतवह परमात्मा स्वयम में महागोपन है ।इन गीत :ों में उसी महागोपन में उतरने की ललक है , पिपासा है , ओर है एक भावनात्मक विकलता भी। इसलिए गीतांजलि के सारे गीत पुष्प उस परमपिता परमात्मा के पावनपुत्र के दिव्य चरणोमे अर्पितहै उसकी विस्मयकारी धुति पा लेने भरसे कवी अपार धन्यता की अनुभूति करता है ,विह्वल प्राण हो उठता हे गीतांजलि में भाव प्रवण गीत पुष्प सजाये गए हैं परम सत्तासीन सर्वनियन्ता के अक्षय दिव्य चरणोमे अर्पण के लिए पूजन के लिए गीतों का मूल बँगला स्वरूप को अक्षुण रखने के लिए भरसक प्रयास किया गया है ।भाषा की मधुरता की रक्षा करते हुए गेय छंदोंमें रूपांतर किया गया है ।

कुछ पंक्ति के साथ समाप्त करती हु ।

प्रभु मात्र निवेदन शेष यही

मम करो छींनता छीन सभी

दृण बल दो अंतरतर में भर

सह लूँ सुख और दू ख दंश सभी:

द्वारा किरन शर्मा:

केंद्रीय विद्यालय

बी इ जी ,

पुणे ०६

पुस्तक समीक्षा



पुस्तक लहरों के राजहंस : लेखक मोहन राकेश :,
कीमत -/२००रु. :
प्रस्तुत हिन्दी

नाटक लहरों के राजहंस मोहन राकेश द्वारा रचित एक ऐसे कथानक का नाटकीय पुनराख्यान है जिसमें

सांसारिक सुखों और आध्यात्मिक शांति के पारस्परिक विरोध तथा उनके बीच खड़े हुए व्यक्ति के द्वारा निर्णय लेने का अनिवार्य द्वंद्व निहित है इस । द्वंद्व का एक दूसरा पक्ष स्त्री और पुरुष के पारस्परिक सम्बन्धों का अंतर्विरोध है, जिसके कारण व्यक्ति के लिए चुनाव कठिन हो जाता है और उसे चुनाव करने की स्वतंत्रता भी नहीं रह जाती । चुनाव की यातना ही इस नाटक का कथा - बीज और उसका केंद्र बिंदु है। सुंदरी के रूपपाश में बंधे हुए अनिश्चित अस्थिर और संशयी मन वाले नन्द की यही स्थिति होनी थी कि नाटक का अंत होते होते उसके हाथों में भिक्षा पात्र होता और धर्म दीक्षा में उसके केश काट दिये जाते ।

इस नाटक के कथानक को आधुनिक जीवनके भाव बोध का जो संवेदन दिया गया है , वह इस ऐतिहासिक कथानक को रचनात्मक स्तर पर महत्त्वपूर्ण बनाता है ।

सभी देशों के नाटक साहित्य के इतिहास में विभिन्न युगों में जब भी श्रेष्ठ ऐतिहासिक नाटकों की रचना हुई है ,तब नाटककारों ने प्राचीन कथानकों को नई दृष्टि से देखा है और उनको नई अर्थव्यंजनाएँ दी है । उसी परंपरा में - मोहन राकेश का यह नाटक भी जो अध्ययन कक्षाओं तथा रंगशालाओं में पाठकों और दर्शकों दोनों को रस प्रदान करता है । इस नाटक की भाषा सरल, सुबोध एवं अलंकारों से युक्त है । नाटककार मोहन राकेश जी ने शब्दों का चयन बड़े ही अर्थ पूर्ण एवं प्रभावोत्पादक ढंग से किया है ।

डॉ. चन्द्र मोहन झा

(पुस्तकालयाध्यक्ष)

केन्द्रीय विद्यालय ए1.एस.एफ., कलाईकुंडा,

(अब्दुल कलाम.जे.पी.ए - समूह)

INSEARCH OF YOUR TRUE SELF: 21 INCREDIBLE INSIGHTS THAT WILL REVITALIZE YOUR BODY, MIND AND SPIRIT

BY

WALTER STAPLES

“Success is not an accident”, success is the result of cause and effect .our thoughts are the cause and our behaviour and circumstances are the effect but we can choose our thoughts and hence control their effects – as a result we can all learn to become more successful.....at anything !”

The present book admittedly represents an ambitious undertaking.If you are reading this book, consider yourself lucky- you have stumbled across one of the best books ever written. Walter Staples has put so much wisdom and so many practical strategies for success into this book.This book has an important message-how to master the process of personal empowerment to help ourselves and others live more productive lives. When you become master of your inner world, you become master of your outer world." So states Walter Staples in the present book. The author wants the reader to experience a spiritual awakening in order to develop a whole new sense of self, which affects every aspect of life. Everything is rooted in basic psychological principles, yet few people have been exposed to formal psychological education. As a consequence, most people live their lives without knowing who they really are, without knowing their true self. Everything necessary to find the true self comes from within: an open mind, curiosity, and ambition. This is the instruction book to use to achieve that goal. Dr. Staples is one of America's leading authorities on human potential and personal empowerment. An active speaker, he is the author of the international best seller, Think Like a Winner , and Power to Win , .

*This book takes you on spiritual journey of self discovery .it leads to a perceptual transformation and new understanding of **who** you are and **what** you can aspire to be , do ,and have . It shows that to be the instrument of change in your life , you must purposely go about developing a major asset : a greater sense of self.*

BOOK REVIEW

Book name	The Jungle Book
Author	Rudyard Kipling
Publisher	Collins classics Harper press London
Price	125rs
Pages	212
Accn no.	684
I.S.B.N	978-0-00-735085-8
Publication year	2010
Cover by	e- Digital Design

Cover photograph R. Reitmeyer

Gist -----

When the Jungle book is mentioned most people think of the Disney animated film. This actually has very little to do with the stories of Rudyard Kipling as Walt Disney only took the basic idea of anthropomorphic jungle animal and transform them in to lovable children characters. Best known for the Mogli stories Rudyard Kipling's the jungle book expertly interweaves myth, morals, adventure and powerful story-telling set in central India Mowgli his raised by a pack of Wolves along the way he encounters memorable characters such as the foreboding tiger Sher Khan, Bagheera the panther and Baloo the bear in cluding other stories such as the of Rikki-Tikki-Tavi, a heroic mongoose and Toomai, a young elephant handler, Kipling's fables remain as popular today a s they ever were.

About Author: Rudyard Kipling was born in Mumbai. He was born in 1865 at the age of 6 Kipling was send to England to continue his education. In 1907 he won the Noble Prize for Literature. And he died in 1936.

Moral : This book is all time favrioute book of children. It's a great entertainment to them and also provide moral lessons to them. A library without this book can not be imagined.

By:

Shashikala Mathur

Librarian

KV Uttarlai (Jaipur Region)

BOOK REVIEW

TITLE OF THE BOOK- **BODY LANGUAGE**

AUTHOR- JAGDISH KAULACHARYA

PUBLISHER- FUSION BOOKS

ACCESSION NO-871

EDITION-2010

PAGE- 151

ISBN-81-288-0115-5

CONTENT : THE BOOK CONSISTS OF THE BODY LANGUAGE OF A PERSON WHILE HE PERFORM THE DIFFERENT TYPE OF ACT DURING THE DAILY LIFE.THIS BOOK DEALS WITH COMMON INHERENT ACTIVITIES OF HUMAN BEING THROUGH WHICH ONE CAN UNDERSTAND PEOPLE AND THE NATURE & CHARACTERSTICS OF A PARTICULAR INDIVIDUAL. IT IS CITED ABOUT DIFFERENT TYPE OF POSTURES VIZ- PRANAAM, TOUCHING FEET, CONVERSION,DANCING ,SLEEPING ,CRYING SITTING , STANDING, WALKING DRIVING ETC.

BODY PARTS ARE THE ONLY MEDIUM OF ADAPTIVE BODY LANGUAGE WHICH IS GOVERNED BY THE CENTRAL NERVOUS SYSTEM, IN OTHER WORDS GOVERNED BY AN INDIVIDUAL'S INTELLECT.

THIS BOOK DEALS WITH COMMON INHERENT ACTIVITIES OF HUMAN BEINGS THROUGH WHICH ONE CAN UNDERSTAND PEOPLE AND THE NATURE & CHARACTERISTICS OF A PARTICULAR INDIVIDUAL.
PREPARED BY

PRAHALLAD MALLIK
KENDRIYA VIDYALAYA
BARGARH, RAIPUR REGION

IN SEARCH OF YOUR TRUE SELF: 21 INCREDIBLE INSIGHTS THAT WILL REVITALIZE YOUR BODY, MIND AND SPIRIT

BY

WALTER STAPLES

“Success is not an accident”, success is the result of cause and effect. Our thoughts are the cause and our behaviour and circumstances are the effect but we can choose our thoughts and hence control their effects – as a result we can all learn to become more successful.....at anything !”

The present book admittedly represents an ambitious undertaking. If you are reading this book, consider yourself lucky- you have stumbled across one of the best books ever written. Walter Staples has put so much wisdom and so many practical strategies for success into this book. This book has an important message-how to master the process of personal empowerment to help ourselves and others live more productive lives. When you become master of your inner world, you become master of your outer world." So states Walter Staples in the present book. The author wants the reader to experience a spiritual awakening in order to develop a whole new sense of self, which affects every aspect of life. Everything is rooted in basic psychological principles, yet few people have been exposed to formal psychological education. As a consequence, most people live their lives without knowing who they really are, without knowing their true self. Everything necessary to find the true self comes from within: an open mind, curiosity, and ambition. This is the instruction book to use to achieve that goal. Dr. Staples is one of America's leading authorities on human potential and personal empowerment. An active speaker, he is the author of the international best seller, Think Like a Winner, and Power to Win, .

*This book takes you on a spiritual journey of self discovery. It leads to a perceptual transformation and new understanding of **who** you are and **what** you can aspire to be, do, and have. It shows that to be the instrument of change in your life, you must purposely go about developing a major asset: a greater sense of self.*

I suggest all to read such a book for their self development. The book is published by Magna Publishing Co. Ltd., Mumbai and is being accessioned in the library of ZIET, Mumbai vide no 291.

I Mrs Bina Paleja, Librarian of Kendriya Vidyalaya No.1, Airforce Station Jamnagar (Ahmedabad Region) would like to convey sincere thanks from the core of my heart to the Director, ZIET Mumbai Miss Usha Aswath Iyer, Co-ordinator of the course Mr. Harman Chhura, Resource person Mr. Naresh kumar and Mr. Rajesh Sharma and Mrs. Kanta, librarian, ZIET Mumbai for issuing me such a wonderful book.

Mrs Bina Paleja, Librarian

Kendriya Vidyalaya No.1,
Airforce Station Jamnagar (Ahmedabad)

BOOK REVIEW

Book name	The Jungle Book
Author	Rudyard Kipling
Publisher	Collins classics Harper press London
Price	125rs
Pages	212
Accn no.	684
I.S.B.N	978-0-00-735085-8
Publication year	2010
Cover by	e- Digital Design
Cover photograph	R. Reitmeyer

Gist -----

When the Jungle book is mentioned most people think of the Disney animated film. This actually has very little to do with the stories of Rudyard Kipling as Walt Disney only took the basic idea of anthropomorphic jungle animal and transform them in to lovable children characters. Best known for the Mogli stories Rudyard Kipling's the jungle book expertly interweaves myth, morals, adventure and powerful story-telling set in central India Mowgli his raised by a pack of Wolves along the way he encounters memorable characters such as the foreboding tiger Sher Khan, Bagheera the panther and Baloo the bear in cluding other stories such as the of Rikki-Tikki-Tavi, a heroic mongoose and Toomai, a young elephant handler, Kipling's fables remain as popular today a s they ever were.

About Author: Rudyard Kipling was born in Mumbai. He was born in 1865 at the age of 6 Kipling was send to England to continue his education. In 1907 he won the Noble Prize for Literature. And he died in 1936.

Moral : This book is all time favrioute book of children. It's a great entertainment to them and also provide moral lessons to them. A library without this book can not be imagined.

Shashikala Mathur

Librarian

KV Uttarlai (Jaipur Region)

पुस्तक समीक्षा

कहानियाँ रिश्तों की बड़े बुजुर्ग -

प्रकाशक राजकमल प्रकाशन :

प्रकाशित वर्ष :2014

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पुस्तक क्रमांक १६०३ :



लेखक के बारे में:- अखिलेशजी का जन्म स.मे उ १९६० .न.प्रके सुल्ता .नपुर शहर में हुआ था(हिन्दी).ए.उन्होंने एम . में इलाहाबाद विश्वविद्यालय से (साहित्यकी. आदमी नहीं टूटता, मुक्ति, शापग्रस्त, अँधेरा। उपन्यास अन्वेषण। सृजनात्मक : (सं) श्रीलाल शुक्ल की दुनिया : वह जो यथार्थ था। आलोचना : गद्यये उनकी कुछ प्रसिद्ध कहानी संग्रह है. वर्तमान साहित्य, अतएव पत्रिकाओं में समयसमय पर सम्पादन। आजकल प्रतिष्ठित साहित्य-िक पत्रिका तद्भव के सम्पादक थे .

प्रस्तुत हैं पुस्तक के कुछ अंश

भारतीय समाज में रिश्तों को जितनी मजबूती, आत्मीयता और ऊर्जा हासिल रही है, वह विरल है। एक तरह से कहा जा सकता है कि इस देश के यथार्थ को रिश्तों की समझ के बगैर जानापिता-समझा नहीं जा सकता है। माँ-, भाईबहन-, दोस्त, दादीनानी-, बाबानाना-, मामा, मौसामौसी-, बुआफूफा-, दादा, चाचा, दोस्ती अनगिनत सम्बन्ध हैं जो लोगों के अनुभव-संसार बना है। इसीलिए हमारे देश की विभिन्न भाषाओं में लिखी गई -संसार में जीवन्त हैं और जिनसे लोगों का अनुभव कहानियों, उपन्यासों आदि में ये रिश्ते बारबार समूची ऊष्मा-, जटिलता और गहनता के साथ प्रकट हुए हैं। अतः रिश्तों पर रची गई कहानियों की यह श्रृंखला हमारी दुनिया का अंकन होने के साथसाथ हमारी दुनिया को पहचानने और उसकी -व्याख्या करने की परियोजना के लिए सन्दर्भ कोष के रूप में भी ग्रहण की जा सकती है।

समीक्षा:-

'कहानियाँ रिश्तों की' पुस्तक श्रृंखला की योजना सहसा नहीं बनी। यह अनुभव किया जा रहा है कि विभिन्न आर्थिक, सामाजिक और व्यक्तिगत कारणों से सम्बन्धों की अन्तः सलिला क्षीण हो रही है। सम्बन्ध वे सतरंगी सूत्र हैं जिनसे मनुष्यता का इन्द्रधनुषी पट बुना और बना है। व्यापक स्तर पर कहें, तो समग्र सृष्टि ही सम्बन्धों के सतत चक्र का प्रतिफल है। हमारा ध्यान हिन्दी कहानियों की ओर गया जिनमें सम्बन्धों की एक समृद्ध मंजूषा मौजूद है। साहित्य की यही विशेषता है कि वह विस्मृति का धुँधलका दूर कर पाठक को मनुष्यता की नई सुबह के लिए जाग्रत करता है।

यह पुस्तक अनेक कथा कहानियों का संग्रह है इस श्रृंखला में यह अनुभव किया जा रहा है कि विभिन्न आर्थिक .,समाजिक और व्यक्तिगत कारणों से सम्बन्धों की मिमिंशा कि गई है।

शिक्षा:-क्या बुढ़ापा केवल अंत की कतार परिक्षा की है ? उपेक्षित, लाचार होना बुढ़ापा है ? आखिर बुढ़ापा और बड़ें बुजुर्ग किसे माने ? ऐसे सवालों के जवाब बड़े मार्मिक कहानियों से देने का प्रयास किया है संपादक प्रियदर्शन ने 'बड़ें बुजुर्ग' संकलन

में। वे लाचारी को बुढ़ापे की मजबूरी मानते हैं लेकिन स्वभाव नहीं। रिश्ते की कहानियों में ये कहानियाँ आप को भी सोचने पर मजबूर कर देंगी।

श्रीमतीविद्या श्रीराम हिवराले.

पुस्तकालय अध्यक्षा

केजलगॉव.वि.

मुंबई संभाग.

BOOK REVIEW

TITLE OF THE BOOK- BODY LANGUAGE

AUTHOR- JAGDISH KAULACHARYA

PUBLISHER- FUSION BOOKS

ACCESSION NO-871

EDITION-2010

PAGE- 151

ISBN-81-288-0115-5

CONTENT : THE BOOK CONSISTS OF THE BODY LANGUAGE OF A PERSON WHILE HE PERFORM THE DIFFERENT TYPE OF ACT DURING THE DAILY LIFE.THIS BOOK DEALS WITH COMMON INHERENT ACTIVITIES OF HUMAN BEING THROUGH WHICH ONE CAN UNDERSTAND PEOPLE AND THE NATURE & CHARACTERISTICS OF A PARTICULAR INDIVIDUAL. IT IS CITED ABOUT DIFFERENT TYPE OF POSTURES VIZ- PRANAAM, TOUCHING FEET, CONVERSION,DANCING ,SLEEPING ,CRYING SITTING , STANDING, WALKING DRIVING ETC.

BODY PARTS ARE THE ONLY MEDIUM OF ADAPTIVE BODY LANGUAGE WHICH IS GOVERNED BY THE CENTRAL NERVOUS SYSTEM,IN OTHER WORDS GOVERNED BY AN INDIVIDUAL'S INTELLECT.

THIS BOOK DEALS WITH COMMON INHERENT ACTIVITIES OF HUMAN BEINGS THROUGH WHICH ONE CAN UNDERSTAND PEOPLE AND THE NATURE & CHARACTERISTICS OF A PARTICULAR INDIVIDUAL

PREPARED BY

PRAHALLAD MALLIK
KENDRIYA VIDYALAYA
BARGARH, RAIPUR REGION

- Name of Book ***Many Lives Many Masters***

- Publisher of Name **Touchstone**

Name of Author - Brian L. Weiss

In my project of book review I choose *Many Lives Many Masters* by the psychiatric Brian Weiss. It is a very wealthy book talking about regression in past lives, and it's amazing how actually, reincarnation exists!

There are different plains, masters, spirit etc...

Previously I've learned about 'soul', that is the human being has a soul dwelling in them. I accept this theory and also after the body dies the soul doesn't. It goes in another body to reap its 'karma'. But what happens during the time the soul leaves the body and the afterlife; I was unaware until I read this book.

Seriously, I was stunned!! Some people talking about it, then another. It cannot be a mere co incidence only. Hindus believe in reincarnation, now a non-Hindu psychiatric learned, experienced and talked about it, even scientifically!

In the book there is the character Catherine was suffering from recurring nightmares and chronic anxiety attacks. Dr Weiss used the hypnotherapy, when his traditional methods of therapy failed. At first he was astounded and doubtful when Catherine began recalling past-life traumas which seemed to hold the key to her problems.

Later on the scepticism of Dr. Weiss was eroded when Catherine began to channel messages from 'the space between lives', which confined amazing revelations about his very own life. Acting as a channel for information from highly evolved spirit entities called the Masters, Catherine revealed many secrets of life and death. She provided important information on the mysteries of the mind, the continuation of life after death and the influence of our past life experiences on our present behaviour.

Although I'm only about a third through the book, it's amazing to me just how thorough it is. The immense number of details help to paint a broad picture of the past lives and issues. I was even goose bumping throughout some scenes. Catherine not only scans the surface of her past lives, but she delves into them and illuminates their depths. She describes after death feelings, which seems to be rather pleasant and relaxing.

This elegantly written book really immerses the reader into an entirely different world; it's the kind of book that I just don't want to put down. I'll even read the other written books by Dr. Weiss. The more I read, the more I wanted to read.

About the Author of Many Lives Many Masters

Dr Brian Weiss is a psychiatrist who lives and practises in Miami, Florida. He is a graduate of Columbia University and Yale Medical School, and is the former Chairman of Psychiatry at the Mount Sinai Medical Centre in Miami.

BY:

Kuldeep Singh

Librarian

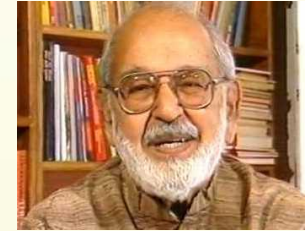
KV Lalgargh Jattan

केन्द्रीय विद्यालय संगठन, आंचलिक शिक्षण एवं प्रशिक्षण संस्थान, मुंबई

पुस्तक समीक्षा

पुस्तक का विवरण -:

नाम	:	'कितनी नावों में कितनी बार'
लेखक	:	'श्री सच्चिदानंद वात्स्यायनन अज्ञेय'
प्रकाशक:		भारतीय ज्ञानपीठ, नई दिल्ली
संस्करण:		(2012 वर्ष) सोलहवां
		: परिग्रहण संख्या 1516
मूल्य	:	रु १२० ००.; प्रष्ठ १००



पुस्तक के बारे में -:

प्रस्तुत पुस्तक 'कितनी नावों में कितनी बार', ज्ञानपीठ पुरस्कार से सम्मानित (१९७८), श्री सच्चिदानंद वात्स्यायनन 'अज्ञेय' द्वारा लिखी गयी कविताओं का संकलन है।

इस पुस्तक में 'अज्ञेय' जी द्वारा वर्ष १९६२ से १९६६ के बीच रचित कविताओं को संकलित किया गया है। प्रस्तुत कवितायें जीवन के विभिन्न पहलुओं का प्रतिनिधित्व करती हैं, जिसमें 'उधार, कितनी नावों में कितनी बार, उलाहना, ग्रहस्थ, युद्ध विराम, यात्री, जो रचा नहीं' आदि कवितायें मन को छू लेने वाली हैं। कविताओं में प्रयुक्त शब्दावली विशुद्ध रूप से साहित्यिक है, जोकि आपको विभिन्न रसों जैसे श्रंगार रस, करुण रस, आदि से भी परिचित कराती है। इस पुस्तक में सम्मिलित सभी ४४ कवितायें 'अज्ञेय' जी की जीवन दृष्टि की परिचायक हैं। जो मानव जीवन की विभिन्न अवस्थाओं को दर्शाती हैं।

उपसंहार -:

'अज्ञेय' जी एक विद्वान साहित्यकार रहें हैं, जिसकी पुष्टि उनकी रचनाओं के माध्यम से होती है। प्रस्तुत पुस्तक साहित्यिक रूप से सर्वोत्तम है। संकलित कवितायें जीवन दर्शन कराती हैं, अतः इस पुस्तक का पठन एक अविस्मरणीय अनुभव साबित हो सकता है। :

धन्यवाद।

प्रस्तुति द्वारा

एस पी एस परिहार

केन्द्रीय विद्यालय, श्योपुर, आगरा संभाग

डॉ ए पी जे अब्दुल कलाम समूह

पुस्तक समीक्षा

हिन्दी पखवाड़ा के अन्तर्गत मैने जिस पुस्तक का चयन किया है वह हिन्दी के प्रसिद्ध गीतकार फनकार और लेखक श्री गुलजार जी द्वारा रचित एक पुस्तक है जिसका शीर्षक है 'परिचय'।

पुस्तक का नाम : परिचय

लेखक का नाम : गुलजार

पुस्तक क्रमांक : 1640

प्रकाशक : राधाकृष्ण , नई दिल्ली

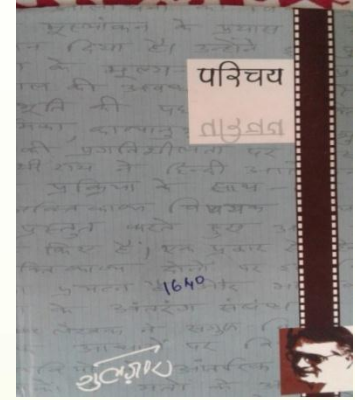
आइ एस बी नंबर : 978-81-8361-465-8

संस्करण: प्रथम

पुस्तक का मूल्य : 150/- रुपया

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पात्र परिचय: जितेन्द्र-रवि, जयाबच्चन-रमा, प्राण-राय साहब, बीना-सति, संजीव -नीलेश, इत्यादि



लेखक का परिचय: गीत संगीत के साथ-साथ यदि साहित्य के क्षेत्र में गुलजार जी का नाम ना ले तो शायद यह एक बड़ा अन्याय होगा। गुलजार एक मशहूर फनकार और अप्रतिम फ़िल्मकार है जिनकी रचनाये सबके दिलों में बसती है। अनूठे संवाद, अविस्मरणीय पटकथा प्रचलित है। 1934 में पाकिस्तान में जन्मे गुलजार ने फिल्मों के साथ-साथ कुछ किताबे भी लिखी जैसे मीरा, खुशबू, इजाजत, मेरा कुछ सामान, खराशे, अंगूर इत्यादि। उनमें से प्रसिद्ध रचना 'परिचय' रही है।

पुस्तक का सारांश एवं कुछ दृश्य : एक कर्नल साहब थे जो कि अँग्रेजों के भारत से जाने के बाद फौज कि सर्विस छोड़ अपनी हवेली में रहते थे बहुत ही जिददी स्वभाव के थे और अब लोग उन्हें राय साहब के नाम से पुकारते थे उनका एक बेटा था नीलेश वह कर्नल साहब कि तरह ही जिददी था वह संगीतकर बनना चाहता था किन्तु वो उसे कुछ और बनाना चाहते थे और फिर उसने अपनी मर्जी से सुजाता नामक महिला से शादी भी कर ली और उनके 5 बच्चे भी हुए जो अपने पिता और दादाजी कि तरह ही जिददी थे और पढ़ने पढ़ाने के नाम पर बहुत से शिक्षक आए पर टिक नहीं पाए और इन सब घटनाओं के इर्द गिर्द ही पूरी कहानी घूमती दिखाई देती है।

समीक्षा : जो नजर आता है उसे मंजर कहते हैं और मनाज़िर में कही गयी कहानी का नाम है मंजरनामा। जिसे अँग्रेजी में हम सेनरिओ यानि दृश्य, अर्थात् सुबह, दोपहर, शाम, रात के समय पर आश्रित इस कहानीको लिखा गया है परिचय नामक गुलजार की यह कहानी साउंड ऑफ़ म्यूजिक नामक पुस्तक से प्रभावित होकर लिखी गयी है परन्तु इस कहानी के किरदार उससे बिलकुल अलग है इस कहानी में बच्चों एवं शिक्षकों तथा बच्चों के दादाजी के बीच के संघर्ष को दर्शाने का प्रयास लेखक के द्वारा किया गया है जिस पर लेखक ने बाद में अर्थात् 1972 में एक फिल्म का भी निर्माण किया जो काफी लोकप्रिय रही एवं उसका एक गीत आज भी हमारी जवान पे रहता है जिसके बोल कुछ इस प्रकार हैं 'मुसाफिर हु यारो ना घर है है ठिकाना " इत्यादि। कुल मिलाकर इस कहानी के दृश्य काफी रुचिपूर्ण हैं। मुझे उम्मीद है की मेरे इस प्रयास से आप सभी इस सभी इस पुस्तक को पढ़ने के लिए प्रेरित होंगे। यह पुस्तक हमारे आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई के पुस्तकालय में उपलब्ध है अतः आप सभी इस पुस्तक को पढ़ कर इस समकालीन विषय पर आधारित कहानी संग्रह का लाभ उठा सकते हैं तथा इस पुस्तक की पुस्तकालय में उपलब्धता को सही मायने में चरित्रार्थ कर सकते हैं।

द्वारा- धर्मेश कुमार सिंह

केंद्रीय विद्यालय महाराजगंज, पटना संभाग

BOOK REVIEW

NAME OF BOOK: "A Better India A Better World"

Author : N R Narayan Murthy

BOOK NO. : 1672

PUBLISHER: Penguin Books

PLACE OF PUBLISHER: New Delhi

EDITION: 2010

ISBN: 9780143068570

PRIZE: Rs=/325

NUMBER OF PAGES: 290P.

CHARACTERS: N.R. Narayan Murthy & Youths of India and world.

CONTENT:

This book is dedicated to Akshata Rohan, young Infoscians, and the youth in India and the world, with confidence that you will create a better India and a better world.

This creation has ten parts which include as '*Address to Students, Values, Important national issues, Education, Leadership challenges, Corporate and public governance, Corporate social responsibility and philanthropy, Entrepreneurship, Globalization and Infosys.*'

Mr. Manmohan Singh, Ex PM of India tells about author "Narayan Murthy is a role model for millions of Indians.....This collection of speeches will inform, inspire and guide many in the years to come." And Mr. Bill Gates, Chairman of Microsoft Corporation says that Narayan Murthy.....delivers a timely message about the importance of values and leadership in business.

It shows a role model for millions of people and an iconic figure to all over the world. This is widely respected and looked up to not only for business leadership but also for its ethics and contents. This book represents the face of the new resurgent India to the world.

Its contents overcome many obstacles and demonstrated that it is possible to create a world class, values -driven company not only in India but in the world also. This book has new vision and leadership which sparks a wave of innovation and entrepreneurship that changes the way, we view ourselves and how the world views India. That's why this book is too important to read

for all readers. This creation is call for the youths of India to push our nation on the top of development in all fields.

CONCLUSION:

This book is built on Narayan Murthy's lectures which are delivered around the world, the architects of the future, and compelling arguments for why a better India holds the key to a better world. It draws attention towards on the remarkable Infosys story and lesson learnt from the two decades of post-reform India. Narayan Murthy lays down the grown rules that must be followed if future generation is to inherit a truly progressive nation.

SUGGESTIONS:

I suggest all readers to read this book for positive attitude towards country and its countrymen but it left me in sad feeling as this book will not be read by those in authority who I assume are mostly illiterate. Burning energy of this book includes an optimism and encouragers readers to realize what all they can do and start doing it.

BRIJBHAN RAM

EMAIL ID: r.brijbhan@gmail.com

LIBRARIAN, K V JHAGRAKHNAD, RO RAIPUR

GROUP NO.8: SWAMI VIVEKANAND

TITLE: *DR. BHIMRAO AMBEDKAR HIS LIFE AND WORK*

AUTHOR: *M. L. SHAHARE*

PUBLISHER: *NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING*

PRICE: RS 25.00

DATE STARTED: 16/09/2016

DATE COMPLETED: 18/09/2016

ABOUT THE BOOK:

The book I read is all about the great personality Dr. Bhimrao Ambedkar, his life and how he works in his whole life for the betterment of untouchables in India. Bhimrao Ramji Ambedkar (14 April 1891 - 6 December 1956), popularly known as Babasaheb, was an Indian jurist, economist, politician and social reformer who inspired the Dalit Buddhist Movement and campaigned against social discrimination against Untouchables (Dalits), while also supporting the rights of women and labor. He was Independent India's first law minister and the principal architect of the Constitution of India. He was posthumously awarded the Bharat Ratna, India's highest civilian honor in 1990.

Ambedkar was a victim of caste discrimination. His parents hailed from the Hindu Mahar caste, which was viewed as "untouchable" by the upper class. Due to this, Ambedkar had to face severe discriminations from

every corner of the society one of the incidents is that usually Ambedkar has to ask for water to school peon, and if the peon was not available then he had to go without water; the situation he later in his writings described as "No peon, No Water". His teacher, Mahadev Ambedkar, who was fond of him, changed his surname from 'Ambavadekar' to his own surname 'Ambedkar' in school records.

He also failed to work as a private tutor, as an accountant, and established an investment consulting business, when his clients learned that he was an untouchable.

INCIDENT I LIKED THE MOST:

Ambedkar had clearly told Sk. Abdullah: *"You wish India should protect your borders, she should build roads in your area, she should supply you food grains, and Kashmir should get equal status as India. But Government of India should have only limited powers and Indian people should have no rights in Kashmir. To give consent to this proposal, would be a treacherous thing against the interests of India and I, as the Law Minister of India, will never do it."*

He wrote three scholarly books on economics:

- Administration and Finance of the East India Company
- The Evolution of Provincial Finance in British India
- The Problem of the Rupee: Its Origin and Its Solution

Three days after completing his final manuscript *The Buddha and His Dhamma*, Ambedkar died in his sleep on 6 December 1956 at his home in Delhi. His birthdate is celebrated as a public holiday known as Ambedkar Jayanti or Bhim Jayanti.

RATING: ★★★★★

REVIEWER

DIVYA PARMAR

**Dr.S.
RADHAKRISHNAN:
REVIEW**

BOOK



AUTHOR: P. NAGARAJA RAO

PUBLISHER: PUBLICATION DIVISION

REVISED EDITION 2012

PRICE: RS. 110/-

PAGES: 120

This book focuses on each and every aspect of the great educationist Dr. Radhakrishnan which are chapterised under following headings The intellectual climate of the age, Early life, Political Career, Radhakrishnan as president, Radhakrishnan as educationist, Radhakrishnan's philosophy, concept of religion, on the meeting of religions and conclusion. It tells in detail and interesting facts about the personality, his contributions and make us known about the great features of his personality.

About Dr. Radhakrishnan:

The first vice president of free India who went on to become the president later, Dr. S Radhakrishnan was a great scholar and philosopher of our times. He picked up gems from the treasure of ancient Indian religious and philosophical literature like Bhagwat Geeta, Upnishads, Bhrahmsutra etc. and wrote commentaries on them. He was an erudite scholar on varied facets of Indian wisdom. The striking features of his works are the supremacy of spiritual values to be imbibed, the need for a positive attitude towards life and compassion for all. He received many honors including the knighthood and the BharatRatna.

While reading this book one will come across to some very interesting facts about Dr. Radhakrishnan like as follows:

Knighthood: His contribution towards the field of education earned Dr. Radhakrishnan several awards, including the Bharat Ratna. He even received the Knighthood from the British emperor King George V in 1931 for his excellence in teaching. Three decades later, Dr. Radhakrishnan was even honored with an 'Order of Merit' by the royal folks of Britain.

His father was opposed to his education: It was very interesting to know while reading this book that the great educationist of India Dr. Sarvapalli Radhakrishnan was born into an economically backward family in a village around the border of Tamilnadu and Andhra Pradesh and his father was opposed to his education. His father wanted him to turn into a priest at a temple rather than study at an institution, but destiny had other plans. The young Radhakrishnan enrolled into a school at Thiruthani and eventually became one of the most learned Indians.

About the author of this book:

The author of this book **Mr. P. Nagarajan**, is a distinguished scholar of philosophy and academician, was associated with several prestigious universities. He has written several books on ancient Indian philosophy and religion.

By: Priyanka Vishwakarma

KV Ambikapur

Title/Name of the book: **Break your Negative Attitude**

Author/Writer of the book: Mishra, C.S.

Edition of the book: 1st

Publisher of the book: Shroff Publisher and Distributor

Place of Publication: 2008

Cost of the book: Rs.125.00

Accession No. of the book: 700

Book review

This book offers a rainbow of hopes, happiness and heights to those who yearn to step out a negative mindset to meaningful and motivating moments or moulds in their personal and professional spheres of life. The author guides to lead from knowledge to the realization and also helps them in overcoming the negative attitude. This book is a practical approach to life. The author clearly brings about that optimism and pessimism is a state, which lies in the mind. It also help one to change one's mind set to inculcate positive thoughts and shred negativities of life and make not only his/ her life happy but also enrich the life of people around. The author emphasizes upon that we are not burdened with the baggage of the past forever. We have the option to leave the negative behind and carry the positive ones along with us. It is better to leave behind the sad memories. The baggage we carry shapes our attitudes, the negative contents of the baggage are insecurity, low self-esteem, fear, anger, suspicion, etc. Sometimes they are buried so deep in our sub-conscious mind that it is difficult to root them out. If we carry the baggage of negative attitude you are prone to think that what has happened in the past will continue to happen in future also. Most of the people see that their past failure would be repeated in future.

The book is written in a simple and lucid style and the stories and anecdotes and also the jokes make the book very interesting.

Life's battles don't always go,
To the strongest woman or man,
But sooner or later the person who wins
Is the person who thinks he can .

Gauri Mishra, Librarian, KV No.2 Jaipur,Jaipur Region.

नाम: हितेन्द्र व्यास (समूह 4)

के. वि. क्रमांक 1 वायु सेना स्थल, भुज

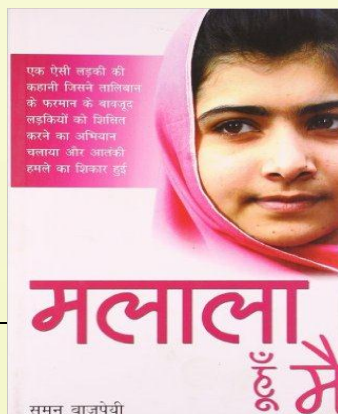
पुस्तक समीक्षा

पुस्तक का नाम	मलाला हु मै
लेखक का नाम	सुमन बाजपेयी
प्रकाशक का नाम	राजपाल एंड संस, पता : 1590, मदरसा रोड, कश्मीरी गेट- दिल्ली 110006.
पुस्तक का मूल्य	125 रुपये
संस्करण	प्रथम संस्करण
पुस्तक क्रमांक	1604

19 अक्टूबर 2012 को जब पाकिस्तान में मलाला पर पाकिस्तानी तालिबान आतंकवादियों ने हमला किया तो यह खबर पूरी दुनिया में फैल गई। जब दुनिया को इस पंद्रह साल की लड़की का कसूर पता चला कि वह रोज स्कूल जाने की इच्छा रखती है और लड़कों की तरह लड़कियों के लिए भी शिक्षा के अधिकार की बात करती है। तो पूरी दुनिया मलाला के साथ खड़ी हो गई। मलाला का जीवन बहुत संघर्ष और खतरनाक तकलीफों के साथ गुजरा है। खुशी की बात यह रही कि इन मुश्किलों और जानलेवा हमला झेलने के बाद भी मलाला के हौसले बुलंद रहे। ऐसा लगता है कि डर नाम की चीज जैसे मलाला की जिंदगी में कोई मायने ही नहीं रखती। आज मलाला दुनिया की एक बहादुर और अपने हक की लड़ाई लड़ने वाली लड़की के रूप में प्रसिद्ध हो चुकी है। लोग मलाला की बात को गंभीरता से सुनते हैं। उसके प्रयासों को सराहते हैं। और इतनी कम उम्र में मलाला की सोच और उसके हौसलों और सपनों की इज्जत करते हैं। मलाला के इन्हीं संघर्षों और प्रयासों की कहानी है – ‘मलाला हूं मैं’। किताब राजपाल एंड संस से आई है और सुमन बाजपेयी ने इसे लिखा है। किताब में कुल 19 शीर्षक हैं। किताब के अंत में मलाला को विश्व भर से मिले सम्मानों और पुरस्कारों की जानकारी भी दी गई है और निदा फाजली की मलाला पर लिखी एक गजल को भी किताब के अंत में शामिल किया गया है।

किताब मलाला पर हुए हमले से शुरू होती है। आगे बताया गया है कि किस प्रकार 19 साल की उम्र से ही उसने तालिबान के अन्याय के खिलाफ अपनी आवाज बुलंद करना शुरू कर दिया था। हिम्मत की मिसाल, स्वात की बेटी, चुना संघर्ष का रास्ता, उठाई आवाज, मेरा स्वात, शाइनिंग गर्ल, बढ़ती दहशत, हो गई चर्चित, राजनीतिक कैरियर, प्रसिद्धि बढ़ती गई, हुई क्रूरता की शिकार, पूरी दुनिया हो गई साथ जैसे कई चैप्टर हैं, जिनमें मलाला के जीवन संघर्ष, उसकी सोच, समाज के लिए चिंता और अपने लक्ष्य की दृढ़ता का पता चलता है। किताब में उस डायरी के अंश भी शामिल किये गये हैं, जो मलाला ने गुल मकई नाम से बीबीसी उर्दू के लिए लिखी थी। और उस भाषण को भी शामिल किया गया है, जो मलाला ने संयुक्त राष्ट्र में दिया था। ‘मलाला हूं मैं’ पुस्तक मलाला के संघर्ष और सपनों की कहानी को संक्षेप में पेश करती है।

शिक्षा: इस पुस्तक से मुझे यह शिक्षा मिलि कि हमे किसी से भी डरना नहि चाहिये



First International Malala Day

अलफाजे परवाज हैवानियत शर्मसाज

गुलामी परंपराओं की जंजीरों से जकड़ी धर्म के टेकोंदारों ने नारी मुक्ति थी पकड़ी परवाज भरती नारी के पंजा देख, मर्द बड़े हताश नारी ताबन की अधिकारी, सदा रहती रीत यही काश अरे नादानों ! बंदूके उठा कर बस दर्द ही मिलेगा नारी पढ़ाकर जमी पर स्वर्ग खिलेगा

एक गुरू, छात्र, कलम, किताब ही काफी चलटने को इतिहास जीने का अधिकार दो बेटियों को, खुली हवा में सांस अलफाज हैं जिसके हिमालय जैसे, लगाया हैवानियत के मुंह पे ताला अनपढ़ता के अंधकार से निकला सूरज सा उजाला किताबे कलम की लौ से रोशन बख्शी प्यारी मलाला बेटियां अब स्कूल जायेगी, भैंस सा नहीं अब अक्षर कला धमा दो कलम दवात, जगा दो उमंगें जजबात सकल होता यही वतन, नारी स्शक्तिकरण जिसका प्रयत्न एकसमान पोषण तालीम बेटा बेटा का करो भरपूर जतन नारी शक्ति ही बुलंदियों पे ले जाती है वतन

रजनी विजय सिंगल

पुस्तक समीक्षा

संपादकजितेंद्र श्रीवास्तव -:

प्रकाशक राजकमल प्रकाशन -: प्रा -न्यू दिल्ली .ली.110002

पुस्तक का नाम;- परिवार कहानियां रिश्तो की

संस्करण -:2014ब

मूल्य -:150.00

संख्या -:183

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इस संकलन की सभी कहानियाँ परिवार केंद्रित है। यह कहानियाँ परिवार नामक संस्था को समझने और समझाने का प्रयास करती है।

भारतीय समाज में रिश्तों को जितनी मजबूती, आत्मीयता और हासिल ऊर्जा रही है, वह विरल है। एक तरफ से कहा जा सकता है कि इस देश की यथार्थ को रिश्तों की समझ के बगैर जाना पिता -समझा नहीं जा सकता है। मां -, भाई बहन, दोस्त, दादी नानी-, बाबा नाना-, मामा, मौसी - मौसा फूफा -बुआ-, दादा,चाचा, दोस्ती- अनगिनत संबंध हैं जो लोगों के अनुभव संसार में जीवंत है और जिनसे लोगों का अनुभव संसार बना है। अतः रिश्तों पर -रची गई कहानियों की यह श्रंखला हमारी दुनिया का अंकन होने के साथ साथ हमारी दुनिया पहचानने और उसकी व्याख्या करने की परियोजना के लिए संदर्भ उसके रूप में थी ग्रहण की जा सकती है।

परिवार कहानियां रिश्तों की मैं आधुनिक समाज के परिवर्तन, विकास, नजदीकी मानव संबंधों का स्वरूप कोई स्थिर नहीं रहा है। तरह तरह के सामाजिक आर्थिक सांस्कृतिक परिवर्तनों के सापेक्ष उसमें बदलाव होते रहे हैं और उनके मानव आत्मा पर पडनेवाले असर को समझने में भी मददगार हो सकता है। आप सभी को सभी अनुरोध करता हूँ कि परिवार कहानियां रिश्तों की यह पुस्तक पढ़कर पारिवारिक संबंध समझने की कोशिशकरें अरे यह पुस्तकआंचलिक शिक्षा और प्रशिक्षण मुंबई के पुस्तकालय में उपलब्ध है।

अशोक इंगोले

पुस्तकालयाध्यक्ष

केंद्रीय विद्यालय

कॉलेज ऑफ मिल्ट्री इंजीनियरिंग

पुणे 31

पुस्तक समीक्षा

पुस्तक का शीर्षक :-आपके अवचेतन मन की शक्ति

लेखक डॉ. जोसेफ मर्फी :-

अनुवादक डॉ. सुधीर दीक्षित :-, रजनी दीक्षित

प्रकाशक मंजुल पब्लिशिंग हाउस :-, मलविया नगर ,
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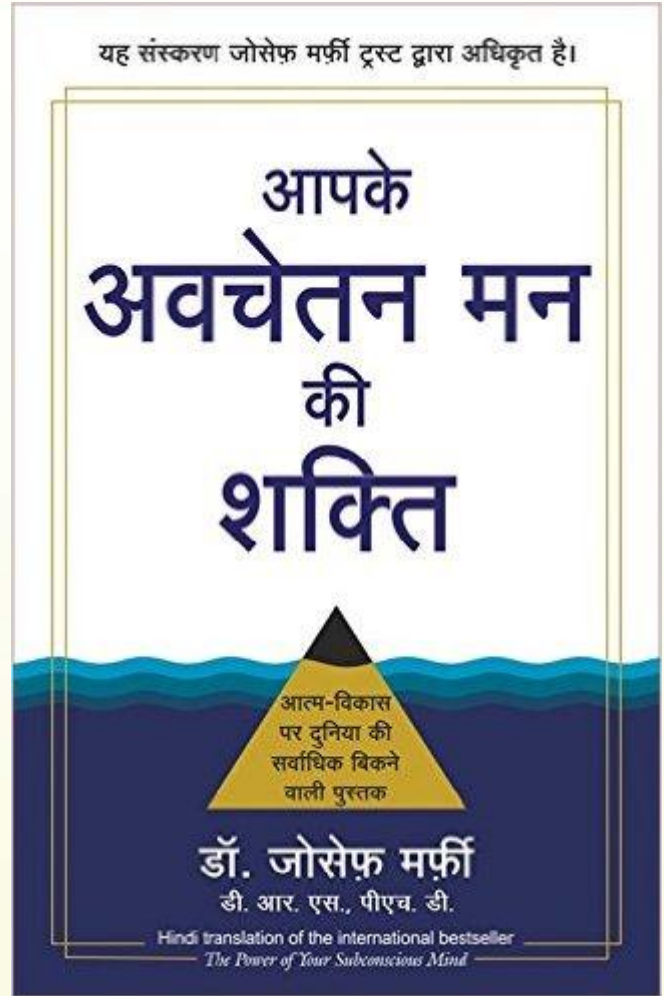
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प्रकाशन वर्ष २०१०:-

MAIN TITLE:- THE POWER OF YOUR
SUBCONSCIOUS MIND

प्रस्तुतकर्ता :-श्री जयंत परमार के वि. जेतपुर स्वामी

विवेकानंद , समूह क्रमांक ८



महात्मा बुद्ध ने अपने पूरा जीवन मानव समाज के दूःख दर्द को समझने के लिए सम्पूर्ण जीवन समर्पित किया। संसार में दूःख हैं, दूःख का कारण हैं और उनका निवारण भी हैं। इसी तरह लेखक डॉ. जोसेफ मर्फी इस पुस्तक के माध्यम द्वारा संसार भर के मनुष्यों को सिखाया है कि हमारे जीवन में विभिन्न तरह की समस्या है, लेकिन इन प्रश्नों का समाधान अपने अवचेतन मन की अविश्वसनीय शक्ति के प्रयोग द्वारा बताया है। हम अपने अवचेतन मन की अगाध शक्ति का महत्त्व उपयोग कैसे कर सकते हैं। लेखक डॉ. जोसेफ मर्फी आध्यात्मिक ज्ञान और वैज्ञानिक शोध के साथ स्पष्ट करते हैं कि अवचेतन मन आपके हर काम को किस तरह प्रभावित करते हैं? असली जीवन की सफलता की कहानियों से भरी यह पुस्तक पाठकों को अपने चुने हुए क्षेत्र में सफलता पाने के रहस्य सिखाएगी।

आपके अवचेतन मन की शक्ति पुस्तक के भीतर पाठक पाएँगे कि आप अपने अवचेतन मन की शक्ति का सदुपयोग करके

- छात्र अपना परीक्षा परिणाम सुधार सकते हैं।
- मनुष्य अपनी सेहत सुधार सकते हैं और शारीरिक बीमारियाँ ठीक कर सकते हैं।
- अपने दोस्तों का दायरा बढ़ा सकते हैं और अपने परिवार, साथी कर्मचारियों एवं दोस्तों से बेहतर संबंध बना सकते हैं।
- नित्य युवान रहने का रहस्य सीखा सकते हैं।

- अपने कार्यालय में प्रमोशन पा सकते हैं, वेतन बढ़वा सकते हैं, लोकचाहना प्राप्त कर सकते हैं।
- मनचाही दौलत पा सकते हैं।
- अपने वैवाहिक जीवन या प्रेम संबंध को सशक्त बना सकते हैं।
- अपने नकारात्मक मानस ,बुरी आदतों से छुटकारा पा सकते हैं।
- इस प्रकार आपके अवचेतन मन की शक्तिपुस्तक के मार्गदर्शन से पाठक को असीमित दौलत, खुशी और मानसिक शांति पा सकते हैं।

@ ग्रन्थ समीक्षा @

- ग्रन्थ का नाम .1 **आंधी मंजरनामा**

.2 लेखक का नाम गुलजार -

.3 प्रकाशन वर्ष 2005 -

.4 प्रकाशन का नाम - राधाकृष्ण प्रकाशन

.5 प्रकाशन का स्थान 17- राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड जी -जगतपुरी डेल्ही- ११

.6 संस्करण - प्रथम संस्करण

.7 मूल्य 125 -

.8 पेज संख्या 102 -

.9 पेज की क्वालिटी - बहुत अच्छी और मजबूत

.10 पंजीकरण संख्या - १५२६

.11 पुस्तक की कहानी के मुख्य पात्र - आरती देवी 4 चंदेरसन 3 जे के 2 ललू लाल जी



लेखक के विषय में

पुस्तक के लेखक गुलजार एक मसूर शायर है जो फिल्मे बनाते है गुलजार एक अप्रतिम फिल्मकार है जो कविताये लिखते है गुलजार ने अनेक फिल्मे लिखी उनमे प्रमुख है परिचयमें १९३४आदि ,इजाजत ,अंगूर ,नमकीन ,खुसबू ,किनारा ,मोसम ,आंधी , में जनम ह (पाकिस्थान) दीनाुआ गुलजार को रिश्ते और राजनीती दोनों की बराबर परख थी उन्होंने कई किताबे लिखी बाकि कामो के साथ साथ मिर्जा ग़ालिब जसे प्रसिद टीवी सीरियल बनाया अभी गुलजार साहब मुंबई के बांद्र में रहते है !

पुस्तक का संसितिकरण

अपने समय की बेहद चर्चित फिल्म आंधी का यह मंजरनामा वरिष्ठ साहित्यकार कमलेश्वर के उपन्यास काली आंधी से कुछ अलग भी है और नही भी फिल्म में किरदारों के चरित्र चित्रण से उपन्यास अलग है इसमे राजनीती के छलछदमो से भरी -

सलिल धरा भी बह रही है जो पाठको की सं:कथावस्तु के बीचदो दिलो के प्रेम की अंतवेदना को छू लेती है यह पुस्तक पूरी फिल्म की एक तरह से ओपन्यासिक परस्तुति है जो पाठको की अपेक्षओं पर खरा उतरती है

पाठक के विचार

आंधी नाम की इस पुस्तक का मेरे द्वारा पठन किया गया यह पुस्तक मुझे बहुत अच्छी लगी इस पुस्तक में राजनितिक चुनावी मुद्दों पर एक मार्मिक कहानी है जो दिल को छू लेती है इन सभी छदमो के बीच दो प्रेम करने वाले कैसे मिलते हैं इसका काफी अच्छा चित्रण इस पुस्तक में प्रस्तुत किया गया है

पुस्तक की सबसे अच्छी पंक्तिया

इस मोड़ से जाते हैं

कुछ सुस्त कदम रस्ते

कुछ तेज कदम राहे

पत्थर की हवेली को

सीसे के घरोंदे में

तिनको के नसे मन तक

इस मोड़ से जाते हैं

@ ग्रन्थ समीक्षाकार @

कमल कुमार मीना

केंद्रीय विद्यालय नसीराबाद

हिंदी पुस्तक समीक्षा

पुस्तक का नाम : **कपाल कुंडला**

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साहित्य की कालजयी कृति बंकिम चन्द्र चट्टोपाध्याय रचित प्रसिद्ध उपन्यास कपाल कुंडला का हिन्दी अनुवाद हंसकुमार तिवारी द्वारारचना प्रकाशन, रायपुर से प्रकाशित किया गया है। इस पुस्तक में लेखक ने विदेशी पठानों से आक्रांत और अर्थ लोलुप स्वेच्छाचारी मुगलों की ताजी गुलामी से विकल व उस समय के हिन्दू समाज में उत्पन्न धर्मांधता के फलस्वरूप रूढ़िगत अनाचारों और कलुषित संस्कारों से पीड़ित, असहाय जनता में स्वावलंबन, स्वाभिमान, राष्ट्रीयता तथा भारतीय मौलिक संस्कारों में आस्था का वर्णन किया है। बंकिमचन्द्र चट्टोपाध्याय ऐतिहासिक अर्द्ध ऐतिहासिक और सामान्य घटनाओं को, रूमानी कल्पना के आकर्षक रंगों में इस तरह रंग कर प्रस्तुत करते हैं कि पाठक इतिहास में रोमांस की अनुभूति करने लगता है। उपन्यास कपाल कुंडला भारतीय नारी के आदर्श रूप में मुगलकालीन एक ऐसी महत्वाकांक्षिणी अनिच्छ सुंदरी की रससिक्त व्यथा कथा है जिसको उसके पति ने परित्यक्त कर दिया था फिर भी उसने अपने पति को पुनः पाने के लिए भारत की साम्राज्य बनने तक का दुर्लभ सुंदर अवसर छोड़ दिया था। प्रस्तुत पुस्तक का कथानक, भाषा शैली और सरस प्रवाह पाठक को मनोरंजित करने के साथ साथ इस कथालोक में विचरण करने को विवश करता है। भारतीय नारी के आदर्श रूप को उकेरती यह कृति भारतीय नारी के सावित्री रूप के साथ महिषासुर मर्दिनी दुर्गा के रूप को भी दर्शाती है। मृण्मयी (कपालकुंडला), एवं लुत्फुन्निया संघर्ष की नारी की प्रतिमूर्ति को दर्शाती इस (मोती बीबी) उपन्यास की कथा निश्चित ही पाठकों के मन को छूने में समर्थ है।

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(सरदार भगत सिंह समूह)

पुस्तक समीक्षा

पुस्तक का नाम मेनी मेनी मास्टर्स

लेखक का नाम ब्रायन वीज

प्रकाशक का नाम इंदिरा हाउस हाउस न्यू दिल्ली यह

यह पुस्तक डॉ ब्रायन वीज द्वारा लिखी गई है जो कि पेशे से एक मनोचिकित्सक है जो मियामी फ्लोरिडा में रहते हैं लेखक कोलंबिया यूनिवर्सिटी और हेल मेडिकल यूनिवर्सिटी स्कूल से ग्रेजुएट हैं अंतरराष्ट्रीय ख्याति प्राप्त मेनी लाइव्स मेनी मास्टर्स , इन टू हीलिंग , ओनली लव इज़ रियल सेम सो मेनी बॉडीस और मैसेज फ्रॉम मास्टर के लेखक के रूप में भी प्रसिद्ध है वर्तमान पुस्तक मेनी लाइव्स मेनी मास्टर्स का हिंदी अनुवाद इंदिरा पब्लिकेशन इंदिरा पब्लिशिंग द्वारा प्रकाशित किया गया है इस पुस्तक में बताया गया है कि मनोचिकित्सक डॉक्टर ब्रायन विज 18 महीनों से अपनी एक युवा मैरिज कठिन का प्रचार कर रहे थे तीन बार बाद दिखाई देने वाले बुरे सपनों और गंभीर बेचैनी के दौरों का शिकार थी जब उस तरफ पारंपरिक मनो चिकित्सा पद्धति असफल हो गई तो डाक्टर वीर सम्मोहन की ओर मुड़े और इसके बाद जब कैथरीन ने अपने पुराने जीवन का जीवन का जीवन कालों के सदमे को दोहराया तो सामने आए खुलासों अचंचित और शिव से पैदा करने वाले थे आगे चलकर यह खुला से ही उसकी समस्याओं के हल बने डॉक्टर वीर शासन से सब दूर हो गया जब कैथरीन 2 जन्मों के बीच की अवस्था से मिलने वाले संदेशों की वाहक बनी इन संदेशों में उनके अपने जीवन के बारे में भी आश्चर्यजनक खुलासे थे कैथरीन उन्नति विषमताओं आत्माओं की वाहक बने जीने मास्टर या देवात्मा का नाम दिया था कैथरीन के जीवन और मृत्यु के कई रास्ते में पर्दा उठाया इस अचंचित कर देने वाले प्रकरण में कैथरीन और डॉक्टर दोड़ने के जीवन को नाटकीय रूप से बदल कर रख दिया और मन के रहस्यों के बारे में भी महत्वपूर्ण जानकारियां प्रधान के साथ ही साथ मृत्यु के बाद जीवन की निरंतरता और हमारे वर्तमान और पूर्व जन्म के अनुभवों के प्रभाव को भी बताया गया विश्व में एकमात्र हिंदू धर्म को छोड़कर पूर्व जन्म के बारे में अवधारणा के बराबर हैं इस पुस्तक के माध्यम से डॉक्टर ने पूर्व जन्म और उसका वर्तमान जन्म पर प्रभाव को देखने और समझने की कोशिश की है कैथरीन के द्वारा किए गए खुलासों से से डॉक्टर रिसॉर्ट आए थे उनके जीवन में नया उत्साह आया डॉक्टर रिजवी उपचार

वह केवल प्रारंभिक स्तर पर ही है इस विषय में और अधिक गहन अध्ययन करने की आवश्यकता है पुस्तक पाठक को शुरू से अंत तक समोहन में बांधे रखने का दम रखती है इसके माध्यम से हमें कठिन के पूर्व जन्म और वर्तमान जन्म के बीच में संबंध स्थापित करने का मौका मिलता है और उसकी और उसके द्वारा प्राप्त परिणामों के आधार पर हम वर्तमान जीवन के अंदर खुशियां भरने की कोशिश कर सकते हैं किसी भी पाठक के लिए इस विषय में जानना और समझना समझना बहुत ही लाभदायक और आकर्षक हो सकता है वह सब से भरी हुई है और और पाठक को रोल लोक की सैर कराती हैं और जीवन जीने की कला देने में भी सक्षम है धन्यवाद

द्वारा

कुलदीप सिंह

पुस्तकालयाध्यक्ष

केंद्रीय विद्यालय लालगढ़ जाटान

Lets Talk

Name of the Book:

Author: Mukta Mahajani

Edition: 2nd edition

Publisher: Jaico Publishing house

Pages: 287

Price: Rs.299

Access. No. 1824

Review:

Lets Talk is an immensely valuable guide for honing skills in students and professionals to better prepare them for the business world. The new approach that combines case studies and storytelling. This book will help young executives to cope with difficult people and situations in their new work environment, and teach them to better appreciate their work culture and colleagues.

Total 14 chapters like *Navigating small and medium and enterprise systems in India, Negotiation techniques for situation 1 and 2* etc. **BOOK REVIEW**

BOOK REVIEW

Lets Talk offers:

- 1) Effective communication and negotiation techniques for success in every work place situation.
- 2) Vital lessons in peoples skills for a positive work experience.

I am sure this book will prove to be a ready reckoner for those who want to understand the underlined value of effective communication in the present era.

About the author: *Mukta Mahajani* is a lawyer with degrees from India, UK and USA and training in negotiation from Harvard Law School. She is a member of Lincoln's Inn London and the Bar association of Maharashtra and Goa.

By:

Mrs Monika Neogi

Librarian

KV 2 KRIBHCO

Surat

Name of the book: - **Ignited Minds**

Author of the book: Dr. A.P.J. Abdul Kalam

Publisher of the book: Penguin Books India Pvt.

Ltd. Gurgaon, Haryana.

Accession No. 1690

Cost of the book Rs. 199/-

This book is written by Dr. A.P.J. Abdul Kalam and dedicated this book to a student of class 12 Master Snehal Thakur.

On April 2002 when he reached Anand under curfew. While talking to the student one question came that Who is our enemy? And correct answer was our enemy is **Poverty**.

In this book there are 9 very interesting, knowledgeable and useful lessons.

One of them is Dream and the message. In this lesson he expresses how he was impressed by five men Mahatma Gandhi, Albert Einstein, Emperor Ashoka, Abraham Lincoln and Caliph Omar.

He also quotes and gives the example of works of eminent persons like Thirukkural, Rabindranath Tagore, Abraham Lincoln, J. R. D. Tata, Vikram Sarabhai, Satish Dhawan and Dr. Verghese Kurien.

'Ignited Minds - Unleashing the Power Within India' is a manifesto for the youth of a new India, an India which rises to its potential harnessing all its resources in an optimal way and becomes a world leader. And how would we do that? The answer is by using the power of young minds. Before we can do that, we have to awaken the young minds, 'ignite' them and let them set aside the inertia that has crept in.

Throughout the book, Dr. Kalam talks about his vision to make India a developed nation by 2020. He narrates the fruitful messages he got after talking to influential industrialists, political leaders, scientists, and seers. We can find the great pride that he takes in India and its rich cultural heritage and uses them to evoke national pride and to exhort the citizens of the country to work towards a common national goal.

Dr. Kalam sets down the future of India on the young generation. The book is all about liberating our qualities. He explains how important it is for a child to have a role model and how they must have a dream. It is through dreams that actions happen. The main focus of the book is his interaction with children of our nation. He states that the young children are the first scientists. Science exists from questions. Children ask inquisitive questions.

Dr. Kalam has written this book with the solitary intention of motivating the minds of the young generation of India so that we can work together to take our country to greater and unimagined heights. At the heart of this book is the belief that the people of this nation have the power, by means of sheer hard work, to realize their dream of a truly good life.

He has specifically chosen to address the youth because in his distinguished career as a space and defence scientist he relied on the power and potential of the youth. He chose the youth and in doing so, he groomed the next generation of scientist who would take the mantle of being a space scientist from him and people of his generation.

In the course of the nine chapters of this book, we can find many thought-provoking incidents and instances where Dr. Kalam was left in awe of the untapped talent and resources of the country. He finds a unique mix of belief and knowledge that sets us apart from the other nations of the world.

This book is written for the common man. It is a reminder to all of us that a simple man from Rameshwaram made it to the Rashtrapati Bhavan of New Delhi with his hard work and dedication.

M.M.Ahmed
(Librarian) Shift-1
K.V.Aurangabad Cantt.
(Mumbai Region)

Name of the book :-

UNDER THE BANYAN TREE AND OTHER STORIES

Author – **R.K. Narayan**

Publisher :- Chennai : Indian Thought Publications

Price :- Rs. 115.00

Pages :- 193 p.

Accession no :- 1380

ISBN :- 978-81-85986-14-2

“Under the banyan tree and other stories” is a delightful collection from India’s foremost storyteller. This book adds twenty eight tales to the rich and colourful heritage of R.K. Naarayan’s fictional south Indian city, Malgudi.

Nararyana’s characters, observed with a wry and compassionate eye, come from every area of Indian society – merchants, beggars, herdsmen, hermits, teachers, rogues – and represent in miniature a wealth of human experience. A rebellious young man refuses to honor a vow made by his parents in an ancestral temple long ago in “Nitya”. A shopkeeper is made bankrupt by a charming stranger in a “A Career”. In other tales, a schoolteacher indulges for one traumatic day in the luxury of telling the truth; a nervous small boy, forced to sleep alone to prove his courage, catches a burglar; a browbeaten

book is the masterpiece “a horse and two goats”, drawn from a collection now no longer available, and the marvelous title story, about the divine gift of storytelling itself.

Like the storyteller in “Under the Banyaan Tree,” R.K. Narayan is an enchanter, a weaver of words who keeps his audience spellbound with the rhythms and haunting images of tales. Drawn from the market-place, the mountainside, the dusty street, the river bank, these gentle, ironic, finely observed stories of village and city life demonstrate the power of fiction at its best.

Prepared by – Prarthana Prabha, K.V. Maithon Dam

रूठी रानी और देवस्थान का रहस्य

प्रेमचंद

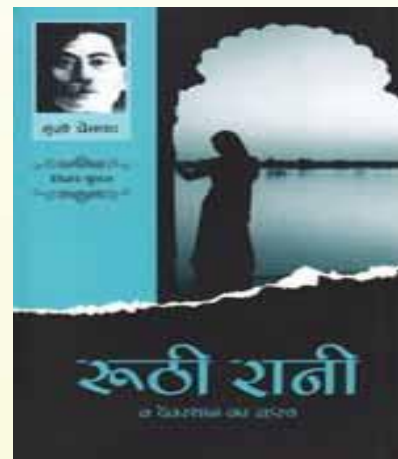
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परिग्रहण संख्या : 1033



हिंदी पुस्तक समीक्षा

जैसलमेर के रावल लोनकरन की अत्यंत सुंदरी बेटी उमादे की शादी मारवाड़ के राजा मालदेव के साथ तो हो गई, किंतु वह अपने पति से प्रथम मिलन को तैयारी करते पति का इन्तजार करते करते । करते ही कुछ ऐसी रूठी कि आजीवन उन से न बोली-उमादे जब थक गयी तो उसने अपनी सेविका को उसे बुलाने के लिए भेजा लेकिन मालदेव नहीं आये व नौकरानी को ही उमादे समझ बैठे व उसी के साथ रात गुजार दी उमादे को यह बात रानी इतनी नागावार गुजरी की पूरी जिंदगी ऐसे ही गुजार दी और मालदेव को कभी अपने निकट आने ही नहीं दिया। हाँ, पति के मरने पर सती अवश्य हुई।

कालांतर में उमादे का रूठना इतना प्रसिद्ध हुआ कि उस का नाम ही 'रूठी रानी' पड़ गया। इसी रूठी रानी के अभिमान और उसे मनाने के प्रयासों की रोचक कथा है प्रेमचंद का उपन्यास - 'रूठी रानी,' जिस में उपन्यासकार ने तत्कालीन राजाओं के आपसी वैरभाव का भी अच्छा चित्रण किया है। प्रेमचंद ने नाटकीय अंदाज में सुन्दर प्रस्तुति की है जिस से कहानी में तारतम्यता बनी हुई है व पाठक की रोचकता को बनाने के लिए पत्रों का चयन भी सटीक किया है।

'रूठी रानी' के साथ ही प्रेमचंद का एक अन्य उपन्यास भी संकलित है - 'देवस्थान का रहस्य,' जिस में उन्होंने देवस्थान में होने वाले व्यभिचार और कथित साधुसंन्यासियों की मानसिकता को उजागर करने का प्रयास किया है।

इस पुस्तक के द्वारा प्रेमचंद ने तत्कालीन राजनीतिक व सामाजिक स्थितियों का चित्रण सुन्दर व सजीव ढंग से किया है जिससे पाठकों को तत्कालीन सामाजिक व राजनीतिक स्थितियों को समझने में सहायता मिलती है ।

द्वारा

निर्मल सागर

के० वि०ओ०एफ०एन, राजगीर पटना संभाग

TITLE OF THE BOOK:-MASS MEDIA FOR WOMEN'S EDUCATION

AUTHOR OF THE BOOK :-AKILA SIVRAMAN

PUBLISHER:-T.R. PUBLICATION

COST OF THE BOOK :-250.00

PAGES OF THE BOOK :- 169

ABOUT THE AUTHOR:-

DR. AKILA SIVRAMAN IS M.A. IN ENGLISH & EDUCATION. OBTAINED DOCTORATE ON "THE ROLE OF MASS MEDIA IN THE COURSE OF WOMEN'S EDUCATION FROM MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL. SHE WAS FULLTIME BROADCASTER AND SERVED IN VARIOUS CAPACITY OF STATIONS OF ALL INDIA RADIO AND DURDARSHAN SHE HAS WRITTEN MANY POEMS , ARTICLES, BOOKS FOR CHILDREN AND IS A FREELANCER TRANSLATOR .

SUMMARY OF THE BOOK

THE BOOK DEALS WITH BASIC GUIDELINES IN THE FIELD OF EDUCATION INCLUDING LITERACY AND EDUCATIONAL OPPORTUNITIES FOR WOMEN WHICHES SIMILAR TO THAT PROVIDED TO MEN . IT IS THE RESULT OF DETAILED STUDY OF MASS MEDIA'S POTENTIAL FOR THE PURPOSE OF CAUSE OF WOMEN'S EDUCATION

IT IS THE RESULT OF DEEP CONCERN FOR WOMEN'S LIFE LONG EDUCATION WHICH IS HELPED BY MASS MEDIA INCLUDING COMPUTERAGE WHICH ALSO TRANSMITS THE MESSAGE THAT HOW WOMEN HAPPILY COMBINE HOME, CAREER AND EDUCATION

MORAL OF THE BOOK

WOMEN SHOULD ACCEPT CHALLENGES OF THE UNIVERSES, DEVELOP HERSELF AND ALWAYS LOOK AHEAD.

PREPAID BY SMT. KSHEMA SAWANT K. V. THANE MUMBAI REG.

पुस्तकसमीक्षा

आख्या :- **आधुनिक भारत के निर्माता सी.सुब्रमण्यम भारती**

लेखक :- **एस विजय .भारती**

अनुवादक बृज राज तिवारी :-

प्रकाशकप्रकाशक विभाग :-

अधिग्रहण संख्या १३०९ :-

संक्षिप्तपरिचय :-

सी.सुब्रमण्यम भारती इन्हें महाकवि भरतियार के नाम से भी जानेजाते हैं। भारती एक जुझारू शिक्षक, देशप्रेमी और महान कवि थे। उनकी देश प्रेम की कविताएँ इतनी श्रेष्ठ थीं कि उनकी भारती उपनाम से ही पुकारे जाने लगे। तमिल भाषा के

प्रेरित होकर दक्षिण भारत में आम लोग आज़ादी की लड़ाई में कूद पड़े। ये ऐसे महान कवियों में से एक थे, जिनकी पकड़ हिंदी, बंगाली, संस्कृत, अंग्रेज़ी आदि कई भाषाओं पर थी, पर तमिल उनके लिए सबसे प्रिय और मीठी भाषा थी।

सुब्रह्मण्य भारती का जन्म 11 दिसंबर

, 1882 को एक तमिल गाँव एट्टियपुरम, तमिलनाडु में हुआ था। शुरू से ही वह विलक्षण प्रतिभा के धनी थे और कम समय में ही उन्होंने संगीत का भी अच्छा ज्ञान प्राप्त कर लिया था। 11 वर्ष की आयु में उन्हें कवियों के एक सम्मेलन में आमंत्रित किया गया, जहाँ उनकी प्रतिभा को देखते हुए भारती को ज्ञान की देवी सरस्वती का खिताब दिया गया था।

भारती कई समाचार पत्रों के प्रकाशन और संपादन से जुड़े गये। इन समाचार पत्रों में तमिल दैनिक 'स्वदेश मित्रन', तमिल साप्ताहिक 'इंडिया' और अंग्रेज़ी साप्ताहिक 'बालाभारतम' शामिल हैं। उन्होंने अपने समाचार पत्रों में व्यंग्यात्मक राजनीतिक कार्टून का प्रकाशन शुरू किया था। वह स्वामी विवेकानंद की शिष्या निवेदिता को अपना गुरु मानते थे। निवेदिता ने उन्हें महिलाओं के उत्थान के लिए काम करने को प्रोत्साहित किया था। अंग्रेज़ी भाषा के कवि 'शेली' से वे विशेष प्रभावित थे। उन्होंने एट्टियपुरम में 'शेलियन गिल्ड' नामक संस्था भी बनाई तथा 'शेलीदासन्' उपनाम से अनेक रचनाएँ लिखीं। सुब्रह्मण्य भारती ने जहाँ गद्य और पद्य की लगभग 400 रचनाओं का सृजन किया, वहाँ उन्होंने 'स्वदेश मित्रम', 'चक्रवर्तिनी', 'इण्डिया', 'सूर्योदयम', 'कर्मयोगी' आदि तमिल पत्रों तथा 'बाल भारत' नामक अंग्रेज़ी साप्ताहिक के सम्पादन में भी सहयोग किया।

जिंदगी ने उनका ज्यादा साथ नहीं दिया उसी दौरान जिस हाथी लगातार जेल में रहने की वजह से वह बीमार रहने लगे थे। ने उन्हें कुचल दिया को वह रोज़ खाना खिलाया करते थे उसी, जिसके कुछ दिनों के बाद उनकी मौत हो गई।

विक्रान्त कुमार .वि .के , पुस्तकालय अध्यक्ष , आरा

पुस्तक समीक्षा

पुस्तक का नाम जलते हुए वन का वसंत :

रचनाकार दुष्यंत कुमार :

प्रकाशक वाणी प्रकाशन :

प्रकाशन वर्ष १९९९ :

विषय: कविताएँ

विधा छंदहीन :

मूल्य ००.७५ :

पृष्ठ ११२ :

कवि का परिचय १९३३ सितम्बर १ जन्म : , राजपुर , बिजनौर उत्तर प्रदेश । शिक्षा प्राप्त किया इलाहाबाद विश्वविद्यालय से , १९५४ मे स्नात्कोत्तर हिन्दी विषय मे । मृत्यु ३० दिसंबर १९७५ । मुख्य कृतिया : सूर्य का स्वागत (कविता), आवाज़ों के घेरे मे अन्य कई पुस्तके । (उपन्यास) छोटे सवाल (नाटक-काव्य) एक कंठ विषपायी (कविता)



जलते हुए वन का वसंत पुस्तक में कुल ४३ लघु कविताएँ हैं। अधिकांश कविताएँ यथार्थ से जुड़ी हुई हैं। हर कविता पहचानी हुई सी लगती है। लगता है जैसे पाठक से जुड़ी हुई हैं। पाठक को ऐसा प्रतीत होता है कि उसके ही मन की बात कही गयी हो।

भाषा सरल, संयत और आत्मीय है। कोई बनावट नहीं है भाषा और शिल्प हर धरातल पर बहुत ही सहज और अनायास है। कवि की सृजन क्षमता में जो सहजता है वो इसलिए कि इसके पीछे जीवन का सहज-ग्रहण है। काव्य बोध के संदर्भ में कवि प्रभावों और अनुभूतियों को बड़ी सादगी से उठाता है, अधिकांशतः शुद्ध भावों और अनुभूतियों को बिना किसी आलंकारिक प्रयोग के सहज और सरल शब्दों में अभिव्यक्त कर देता है।

इतिहास और सामाजिक स्थितियों के संदर्भ में साधारण आदमी की पीड़ा, उत्तेजना, दबाव और अभाव तथा सम्बन्धों के उलझाव को व्यक्त करता है। कवि ने सामाजिक, राजनैतिक और व्यक्तिगत हर तरह की पारिस्थितियों से जुड़ी कविताएँ लिखी हैं। कवि के लिए कविता यातना और वेदना से उत्पन्न होती है इसलिए कवि की पीड़ा सब की पीड़ा है। दुष्यंत कुमार की कविताओं में सम्पूर्ण मर्म आंदोलित हो उठता है उनपर किसी भी देशी-विदेशी का प्रभाव या साम्य नहीं है।

कविता पढ़ते हुए आप स्वयं उनके ही बीच का समझने लगते हैं। जिन पाठकों की रुचि काव्य-पाठ में हो, जो संवेदनशील हो वे इस पुस्तक को अवश्य पढ़ें।

द्वारा : रीता कुमारीपुस्तकाध्यक्षा, केन्द्रीय विद्यालय, बेला, सारण (बिहार)

जहां चाह वहां राह

में किसी भी मैं सफलता पाने के लिए सबसे जरूरी है आपकी किसी कके प्रति आपकी चाहत होती है के लिए रास्ते भी बन जाते हैं ** धन कमाना एक तरह की चाहत है लेकिन एक एक चाहत चाहत होती है के लिए रास्ते भी बन जाते हैं धन कमाना भी एक तरह की त को पूरा करने चाहत है लेकिन चाहे के लिए लगाकर ककरना पड़ता है सपने देखने से कोई धनवान नहीं हो सकता अगर आप का ** साथ सही रास्ते पर चलना भी जरूरी है तभी आप कामयाबी की मंजिल पर -मनोबल गिर जाएगा रास्ता भटक सकते हैं इसलिए साथ बनने की इच्छा पहुंच सकते हैं यदि आपके मन में एक अच्छे क्रिकेट खिलाड़ी है 19 आपको क्रिकेट के प्रति रुचि बढ़ानी पड़ेगी आपको अपनी मनोवृत्ति वैसी ही बनानी पड़ेगी और वैसी ही कोशिश करते रहना होगी यदि आप यहां से आए हैं क्रिकेट के खेल में दर्शाएं खेल पाएंगे और क्रिकेट आपका मन भटक जाएगा आपके सभी रास्ते बंद हो जाएंगे आपका जीवन हो जाएगा

द्वारा
रामकिशोर वर्मा
पुस्तकालयाध्यक्ष
केन्द्रीय विद्यालय बांसवाड़ा

पुस्तक समीक्षा

पुस्तक का नाम- महामात्य चाणक्य

लेखक - अशवनी कुमार

पुस्तक परिग्रहण संख्या- ०८८०

प्रकाशक- डायमंड पॉकेट बुक्स

पुस्तक का मूल्य -६०

पुस्तक की प्रष्ट संख्या-१४०

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महामात्य चाणक्य भारतीय इतिहास का अत्यंत विशिष्ठ चरित्र हैं यह चरित्र वक्तित्व और इन सबको अतिक्रमण करता हुआ एक युग बन गया चाणक्य के नाम के साथ अक नीति ग्रन्थ जुदा हुआ हैं

सुझाव :-

चाणक्य की शिक्षा कूटनीति राजनीति मित्र व शत्रु से व्यहार उस कल में बहुत उपयोगी थी आज भी हैं कालांतर में भी उपयोगी रहोगी

शिक्षा :-

जितात्मा सभी सम्पतिय प्राप्त करता हैं अर्थात इन्द्रिय जय का मूल विनय हैं

प्रस्तोता का नाम :-

महेश नारायण जोशी

पुस्तकसमीक्षा

आख्या : **रहमतों की बारिश**

कवियत्री : **परवीन शाकिर**

संपादक : **डॉवशीर बद्र .**

प्रकाशक: **वाणी प्रकाशन**

संस्करण : द्वितीय
वर्ष: २००७
परिग्रहण संख्या : १६०८
पृष्ठ : ८८
मूल्य: ४५ रुपया

इस पुस्तक की प्रस्तावना में परवीन शाकिर की शायरी के सम्बंध में संपादक डॉवशीर बद्र . ने अपने विचार व्यक्त किये हैं, इस में कुल ३४ नज़्म एवं ३७ गज़लों का बेहतरीन संग्रह है , इस पुस्तक में उर्दू एवं हिंदी भाषा का प्रयोग किया गया है , प्रत्येक नज़्म एवं गज़ल में प्रयोग किये गये उर्दू शब्द का हिंदी में अर्थ भी दिया गया है जो उर्दू की जानकारी ना रखने वालों को समझने में उपयोगी हैं ।,

इस पुस्तक की कुछ नज़्म मेरे मन को छू गई जिसमेंनिक्रम जिस के माध्यम से एक बेटी अपने पिता से अपना दर्द कहती है , “वर्किंग वूमन रत महिला के मन की व्यथा कहती हैजो किसी भी कार्य ”,एवं “सलमा कृष्ण”जिस के माध्यम से शायरा राधा को समझाती है कि कृष्ण ही उनका आधार है ,शामिल हैं, इस पुस्तक के द्वारा उर्दू भाषा के शब्द आसानी से सीखे जा सकते हैं , इस पुस्तक को सभी पुस्तक प्रेमी अपने के मनोरंजन के लिए पढ़ सकते हैं ।

“ इस के अतिरिक्त कुछ गजलें भी मुझे अच्छी लगी जिसमेंउम्र का भरोसा क्या पल का साथ हो जायेएक प्रेमी के ” मन की बात कहती है, “बिछड़ा जो इक बार तो मिलते नहीं देखा जो कि”अपनों से दूर हो जाने का दुख बताती है, “खुलीं आँखों में सपना झाँकता है”आदि शामिल है । कुल मिलाकर यह पुस्तक पढ़ने योग्य है ।

रेटिंग : ★ ★ ★ ★ ★

समीक्षक

हेमप्रभा जैन

पुस्तक समीक्षा

पुस्तक का नाम - दीवारों के बीच

लेखक का नाम - निदा फ़ाजली

पुस्तक संख्या १५४६-

प्रकाशन -वाणी

मूल्य -/२००-

लेखक के बारे में :-

निदा फ़ाजली उर्दू शायरी के क्षेत्र में एक लोकप्रिय नाम है |वे उर्दू भाषा में भरा सम्मान देते है | शायद इसी कारण से हिन्दी पाठकों के बीच वे उतने ही सम्मानित है |इनका जन्म १२ अक्टूबर १९३८ में दिल्ली में और प्रारंभिक शिक्षा ग्वालियर में हुई |ग्वालियर में रहते हुए ही निदा जी ने उर्दू भाषा में अपनी पहचान बनाई और आज आलम यह है की उर्दू शायरी में वे बेजोड़ है ।



लेखक के बारे में :-

हिन्दी में निदा फ़ाजली की पहली "दीवारों के बीच" गद्य रचना है। यह एक आत्मकथात्मक उपन्यास है, जिसमें निदा जी ने अपने बंजारा जीवन की धूप छाँव को मार्मिक अभिव्यक्ति दी है। उपन्यास में अतीत के एक बड़े हिस्से को अनेक चरित्रों के माध्यम से चित्रित किया गया है। इस उपन्यास का जानदार या बेजान हर एक दृश्य भी एक पात्र बनता महसूस होता है और दीवारों के बीच से झाँकता तमाम चरित्र, घटनाएँ और स्थितियाँ एकसाथ ऐसे कोलज का निर्माण करते हैं जो इंद्रधनुषी रंगों के साथ अंदरूनी जुड़ाव से ज़िंदगी के चेहरे को रेशे-रेशे उजागर करता है।

सरल भाषा के रंग और कथा कहने का बेहतर सलीका दीवारों के बीच" ये सब मिलकर-"उपन्यास को सहज ही अनूठा और मनोहारी बनाते हैं। साठोत्तरी पीढ़ी के लोकप्रिय शायर निदा फ़ाजली ने जब गद्य लिखा तो वह खूब विवादस्पद और बहुचर्चित हुआ। 'खोया हुआ सा कुछ' उनकी शाइरी का एक और महत्वपूर्ण संग्रह है। सन 1999 का साहित्य अकादमी पुरस्कार 'खोया हुआ सा कुछ' पुस्तक पर दिया गया है। उनकी आत्मकथा का पहला खंड 'दीवारों के बीच' और दूसरा खंड 'दीवारों के बाहर' बेहद लोकप्रिय हुए हैं।

निदा फ़ाजली द्वारा प्रकाशित कृतियाँ :-

- १ लफ्जों का पुल .
- २ मोरनाच .
- ३ आँख और ख्याब के दरमियाँ .
- ४ .चेहरे
- ५ खोया हुआ सा कुछ .

प्रस्तुतकर्ता प्रस्तुतकर्ता:- श्रीमति सोसन लाकरा

पुस्तकालयाध्यक्ष
के. वि. रायगढ़
रायपुर संभाग



e-Granthalaya

A Digital Agenda for Library Automation and Networking

Ver.3.0 (2007)

(Network Edition)

(Local/LAN Based Database Connectivity)

Installation Guide for 32 PC

(Windows Server 2003/Win XP/Vista/7/8/8.1)

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<http://egranthalaya.nic.in>

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C O N T E N T S

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Chapter 1

Introduction

1.1. Project Background

“**e-Granthalaya**” version 1.0. was released during Jan/2003 after selection by a “**Review Committee**” set up by DG(NIC). This version of “**e-Granthalaya**” was designed and developed by Karnataka State Unit (KSU) of NIC, Bangalore primarily for Public Libraries in Karnataka state.

NIC Library, New Delhi was also given the responsibility to implement “**e-Granthalaya**” in Northern part of the country. During implementation of this software, it was observed that the software was lacking many of the features and modules which are necessary to make this a standard package for Indian Libraries.

To implement these features, it was decided to **re-design** next higher version of the software by a team of experts from computer and library professionals working in NIC Library, New Delhi. As a result of this, the Ver.2.0 of the e-Granthalaya was released during 2005 by the Library and Information Services Division of NIC HQs, New Delhi. Later as forced by the new technologies and user requirements to cover-up the multi-lingual capability with UNICODE compliant data and for networking of libraries, a new upgraded version of the software was released during 2007 as named as “**e-Granthalaya Ver.3.0**”. The main changes done in the third version are:-

- To make the software multi-lingual, we have used the .NET technology from Microsoft for design and development of the software. Now the software supports the data entry in all the Indian languages supported by the Windows OS.
- To make the database UNICODE compliant, we have used the SQL Server 2005 which supports data in UNICODE
- We have used Crystal Reports for generating various reports in the software.
- PUB_CODE, VEND_CODE, AUTH_CODE, Bar Code Number have been omitted
- New look to the forms and screens of the Data Entry Program
- This is a Network Edition of **e-Granthalaya** where a cluster of the libraries can use the same/common/centralized database and thus can generate union catalog
- Web OPAC interface has been re-designed in ASP.NET with advance features and new look
- LAN/WAN based connectivity possible to update the remote database from client PCs
- New fields in various tables have been added like „Translated By”, Status of the Member, etc.

1.2. Purpose of this Document

Purpose of the “Installation Guide” is to enlist the procedures / steps required to install the components of “**e-Granthalaya**” ver.3.0. Main objectives of this document are:

- To provide an overview of the Project
- To define the Hardware Requirements
- To define Software Requirements
- To Set the Systems Settings

1.3. References

1. e-G3 PMP

1.4. Glossary

1. “e-G2” (e“Granthalaya, version 2.0)
2. AACR2 (Anglo-American Cataloging Rules 2nd Edition)
3. MARC21 (MACHINE Readable Catalog)
4. Customer : User Library
5. ODBC (Open Data Base Connectivity)

Chapter 2

Systems Requirements

e-Granthalaya runs only on Windows platform and not implemented in Linux. To implement the software successfully customers require following systems in their libraries:-

2.1. For Client/Server Mode of Implementation

2.1.1. Hardware Requirements

1. One Server PC with (Preferable Rack Server) (any CPU: 32 bit or 64 bit)
 - i. Standard Configuration
 - ii. Minimum 4 GB RAM or more
 - iii. 80GB or above HDD or more
 - iv. Network/Internet Connectivity
2. Clients PC with (As many as required by the library)
 - i. Windows Desktop with standard configuration
 - ii. Minimum 1 GB RAM
 - iii. Min 40/80 GB HDD
 - iv. Network/LAN (Internet Connectivity - optional)

2.1.1.1. Software Requirements

1. Server PC with (Operating System)
 - i. Windows Server 2008 or Higher
 - ii. MS SQL Server 2005/2008 /R2/2012 (Standard Edition) for Client/Server Mode
2. Clients PC with
 - i. Windows XP/Vista/Win 7/8/8.1

2.2. For Stand Alone Implementation

Windows Server 2003/2008, Win XP/Vista/7/8/8/1 with MS SQL Server 2005 (Express Edition) With Min 2 GB RAM/ 40/80 GB Hard Disk

NOTE: Those who do not possess license version of MS SQL Server 2005, they may use MS SQL Server 2005 (Express Edition) – given with the e-Granthalaya Software CD / free downloadable from Microsoft web site at

<http://msdn.microsoft.com/vstudio/express/sql/download/>

2.3. Optional Requirements

- 2.3.1. Laser Printer
- 2.3.2. Bar Code Printer
- 2.3.3. Bar Code Readers
- 2.3.4. Internet Connectivity

Chapter 3

Installation Summary

- **First Install MS SQL Server**
 - Express Setup from eG3 Cd – **Read Chapter 4**
 - Manual Installation / Setup – Read another Guide from web site/ eG3 CD – “**How to install MS SQL Server 2005 Manually?**”
- **Second Install „eG3 Client Program“ – Chapter 5**
- **Set Database Connectivity if required. – Chapter 6**
- **Install EG3OPAC – Read Chapter 8**

3.1. Installation of eG3 Components on 32 Bit PC

(Supported OS: Windows Server 2003/2008/Win XP/Vista/Win 7/8/8.1)

NOTE: No pre-requisites are needed on 32 bit PC as all the pre-requisites are included in Setup program.

1. Run Setup to Install **MS SQL Server 2005** (Express Edition) from CD to Install SQL Server 2005 Exp Ed Automatically – Read **Chapter 4**
2. Run **eG3 Client Program Setup** from CD to Install e-Granthalaya Data Entry Program – Read **Chapter 5**
3. Make Database Connectivity (If installed in Client/Server Mode) – Read **Chapter 6**

3.2. System Setup and How to Run e-Granthalaya Software – Read Chapter 7

3.3. Install of eG3 Web OPAC – Read Chapter 8

1. How to Install eG3 Web OPAC on Win XP/Windows Server 2003
2. How to Install eG3 Web OPAC on Windows Server 2008/Win 7

Chapter 4

How to Install Microsoft SQL Server 2005 – Express Edition Automatically From eG3 CD (Express Setup)

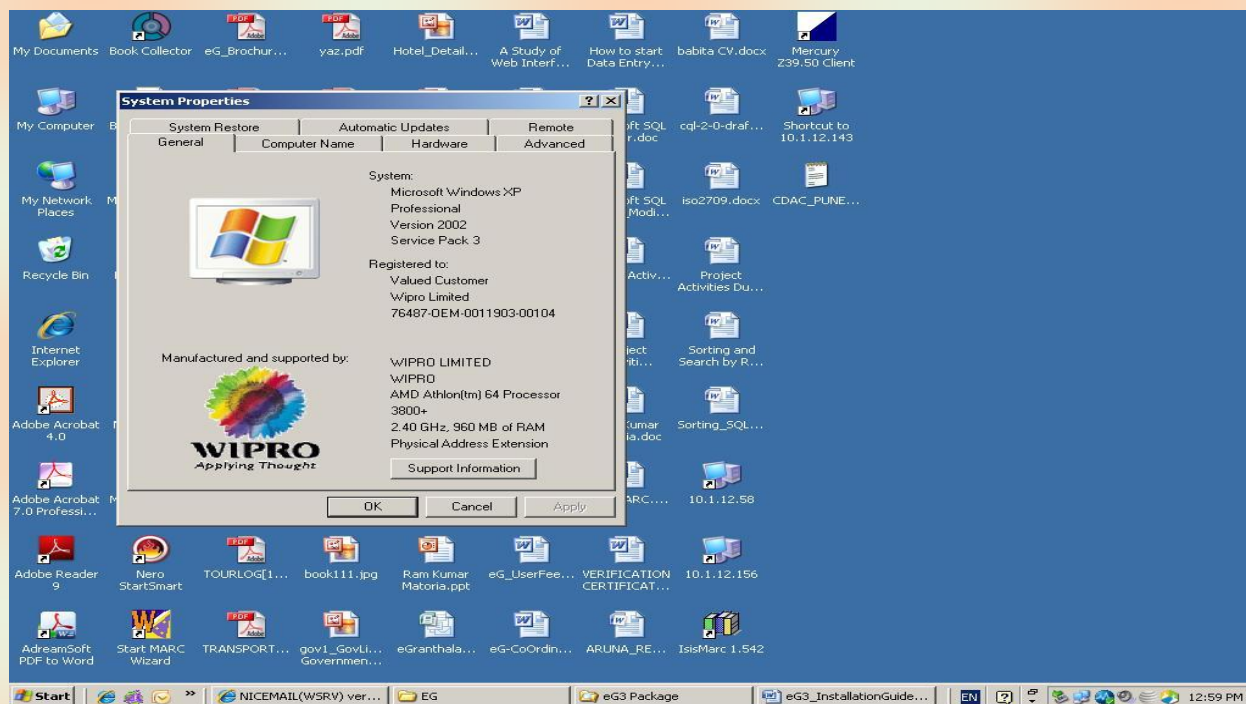
4.1. What is SQL Server 2005

To use the **e-Granthalaya** Software for automation of your library, you need to install the database management program i.e. “Microsoft SQL Server”. Data and library catalog info entered using the e-Granthalaya Data Entry program is stored in a database. We provide the

Expression Edition of **MS SQL Server 2005** in the CD which is free and can also be downloaded from e-Granthalaya Web Site as well as from internet. In case, you are having Standard Edition or Enterprise edition which are priced e-Granthalaya can also be run with these editions of the SQL Server. Free edition (Express Edition) can hold up to 4GB data. **Anyversion of SQL Server will work with e-Granthalaya.**

4.2. Processor of the PC

Before installing SQL Server 2005 you must identify processor type of your PC whether it is 32 Bit or 64 Bit. Then you must click the appropriate button to start the setup. To know your processor, right click „MyComputer“ icon from desktop and select PROPERTIES – new windows appears from where you can see your processor:



NOTE: In case you are installing SQL Server 2005–Expr Ed on 64 bit processor then you need to have a separate CD of e-Granthalaya from NIC

4.3. How to Install SQL Server 2005 from eG3 CD with Express Setup

In case MS SQL Server is already installed then you can skip these steps and can create/restore the database in SQL Server – How? Please Read the guide from CD / Web site “**How To Create and Restore Database Manually in SQL Server?**”

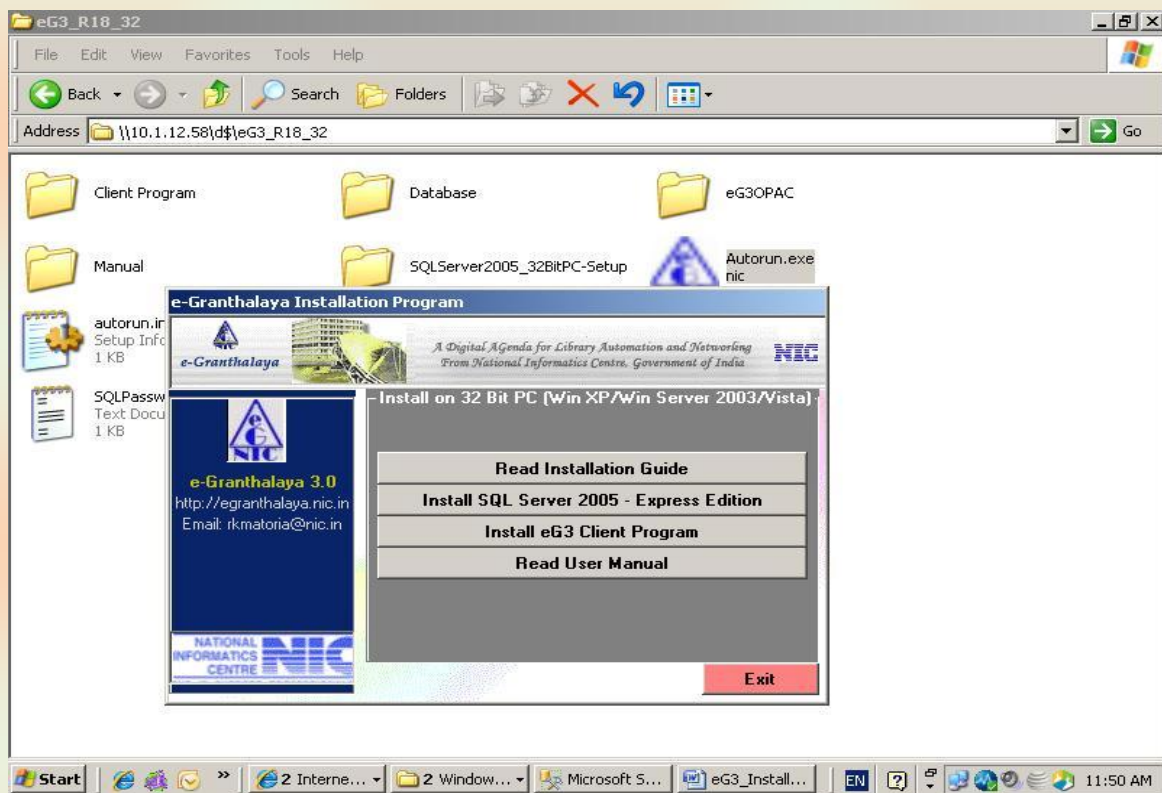
When you install the SQL Server 2005 – Express Edition from the CD of the e-Granthalaya, then following prerequisites /components will be installed automatically, no need of these components to install manually on 32 Bit PCs. In This case you can go directly on STEPS No.4.4 given below:.

On 32 Bit PC:

1. Windows Installer 3.1
2. .NET Framework 2.0

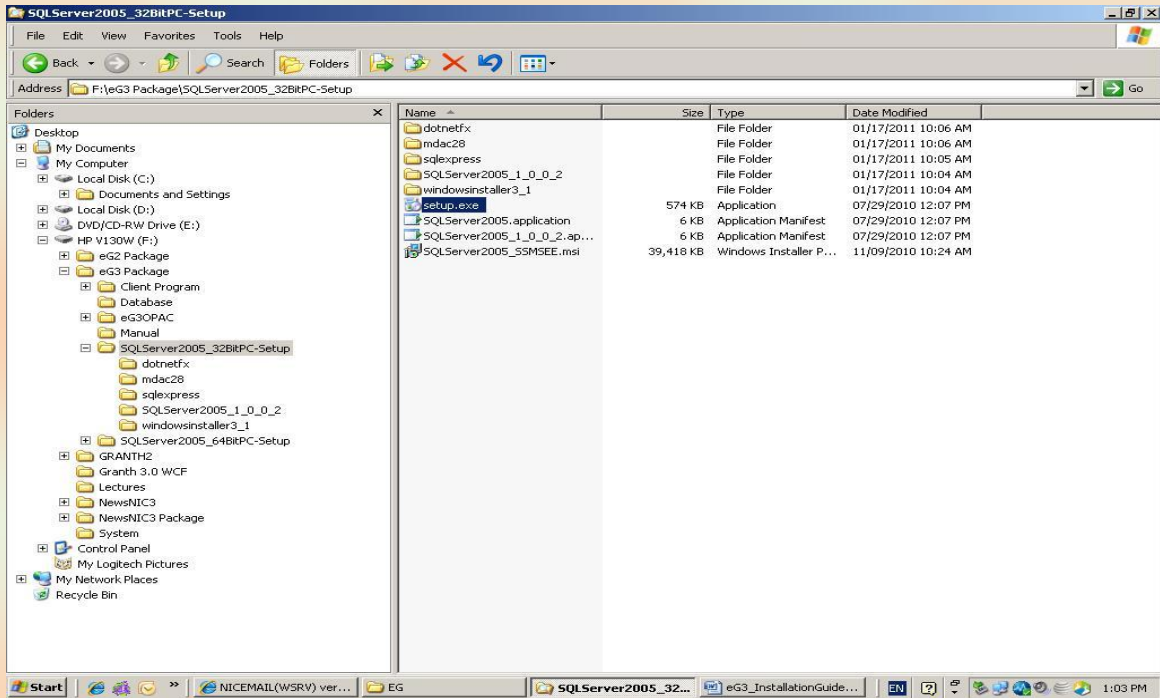
4.4. Steps

1. Insert the CD of the e-Granthalaya software into the CD Drive – It is Auto Run CD. Once it is run following screen will appear. In case auto run is not working as sometimes it is disabled then explore the CD contents and Double Click the **Autorun.Exe** from CD Root to run it.

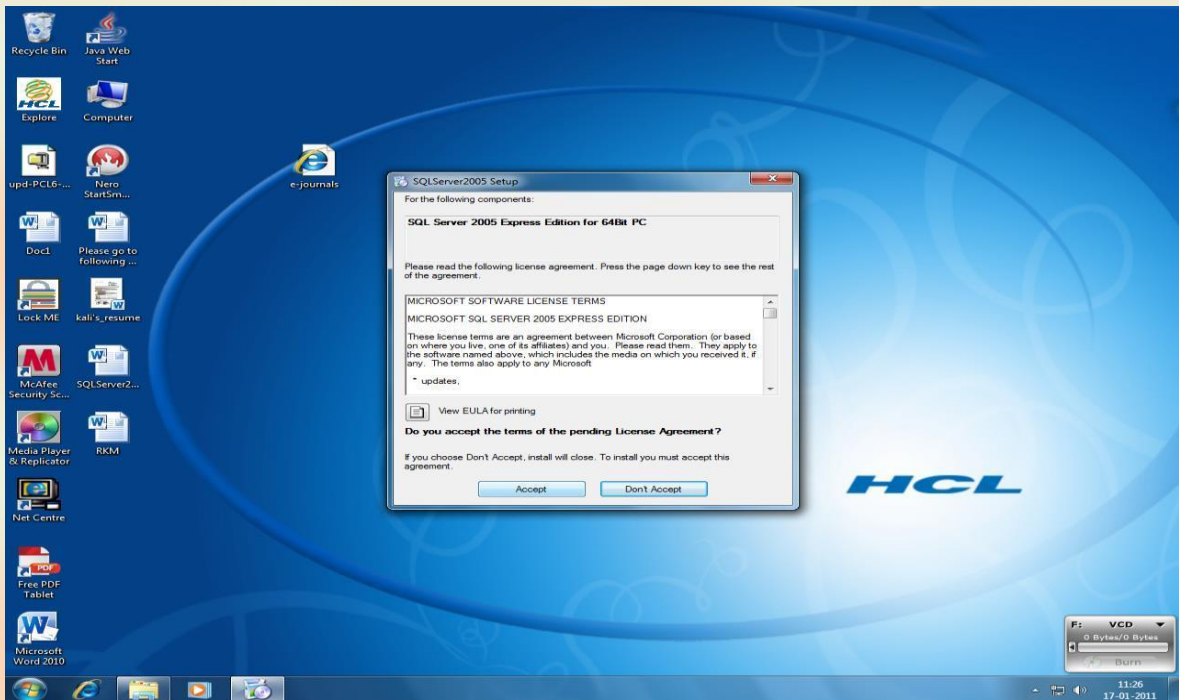


2. To start the installation of MS SQL Server 2005, click the button on the above Screen namely “**Install SQL Server 2005–Express Edition**” from the above menu in the appropriate category of processor type. In case, setup is not started from the above

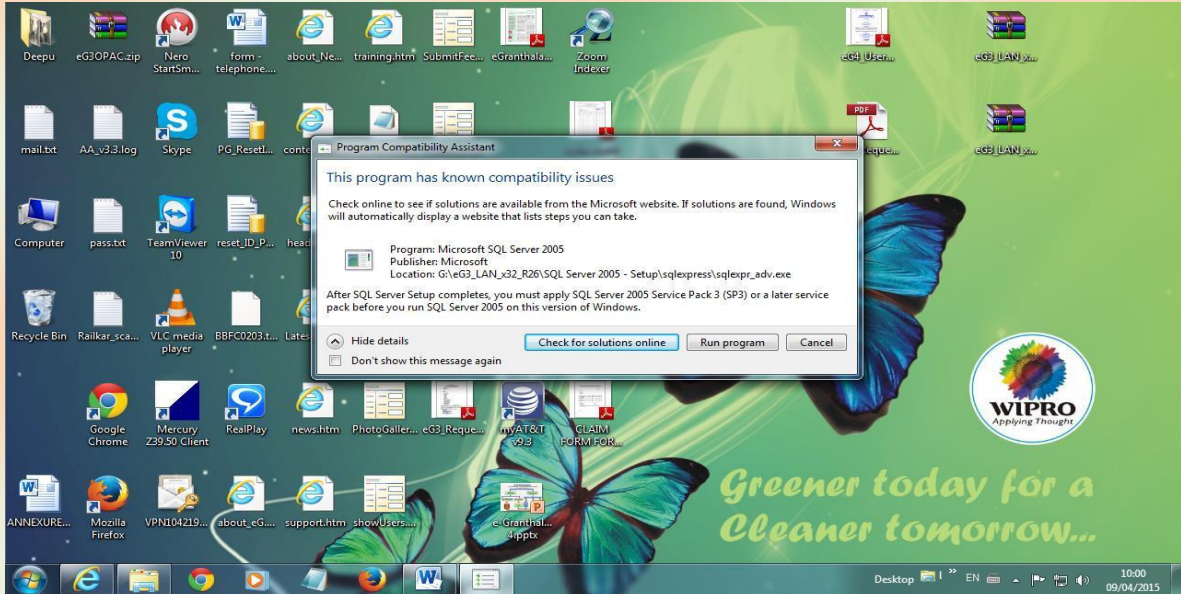
button then double click the “**Setup.exe**” file from the appropriate folder (depends on type of processor (32 bit or 64 bit)) namely - “**SQLServer2005_32BitPC-Setup**” folder of the CD:



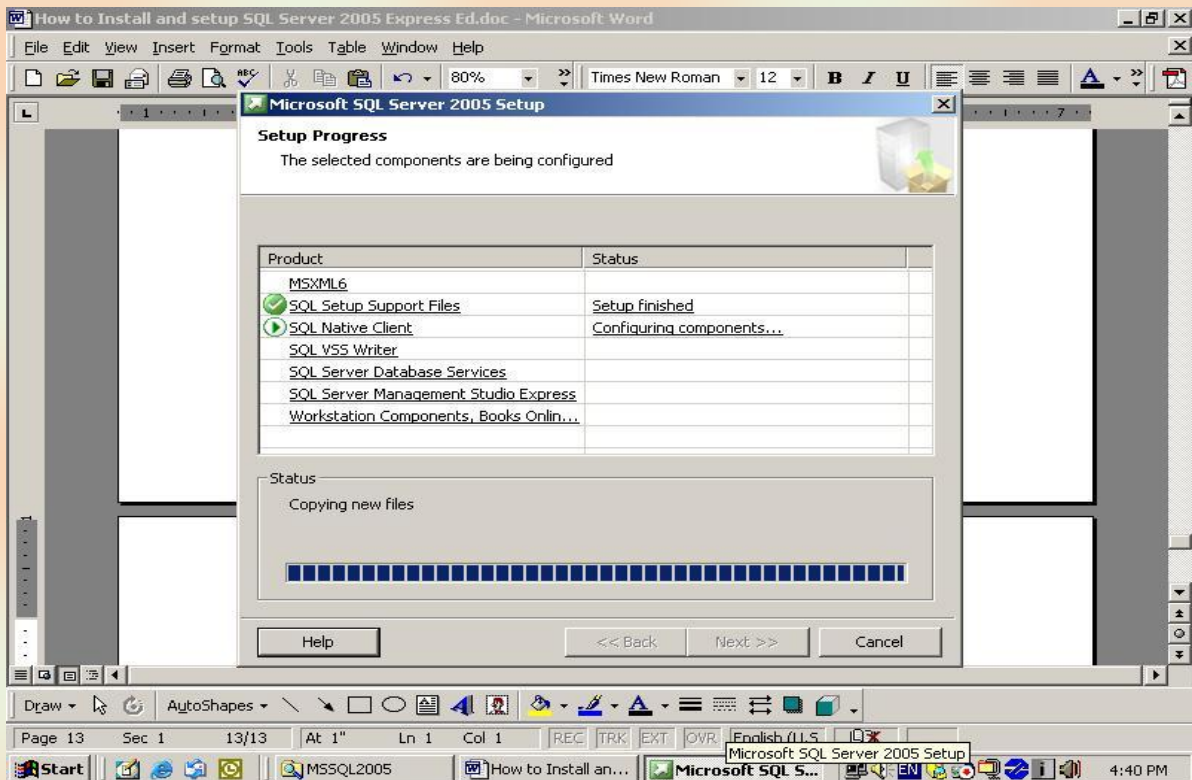
- Press „**Accept**“ button on License agreement if it comes, Accept Button may appear many times. On running of the Setup, it will installed all the components automatically without interfere of the user, as shown in the following screen:



NOTE: During installation a screen may appear many times as given below:

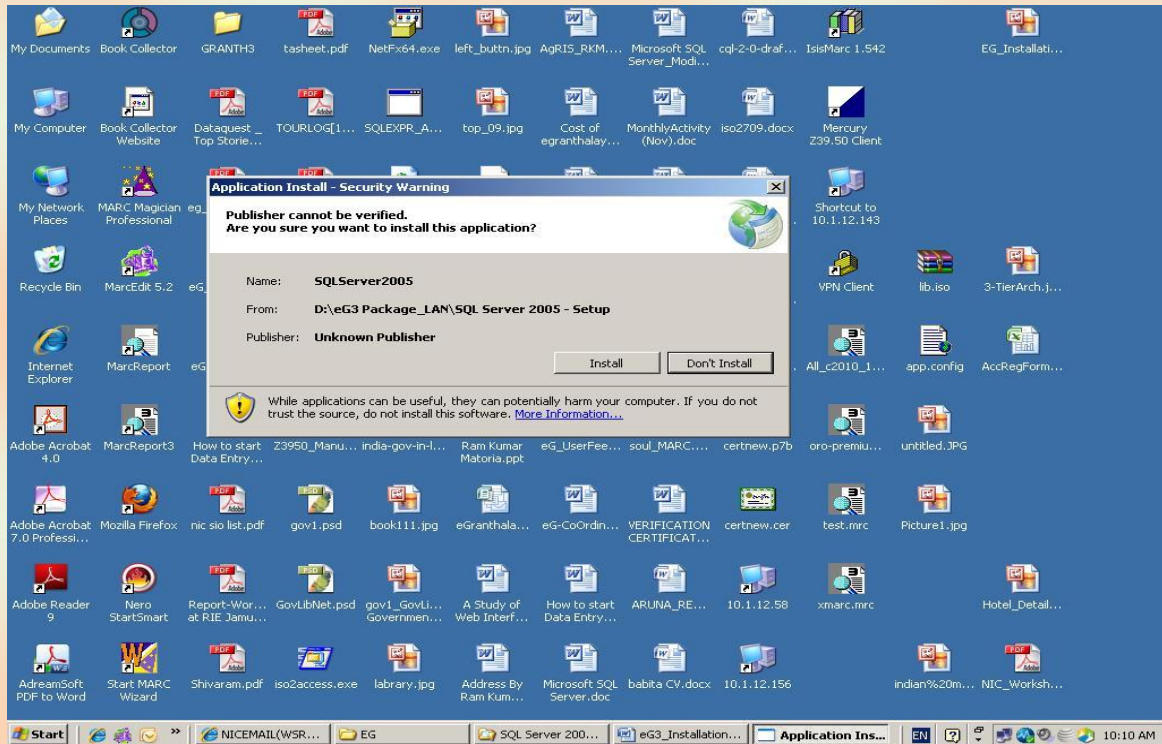


Always Press the option/button – “Run Program”

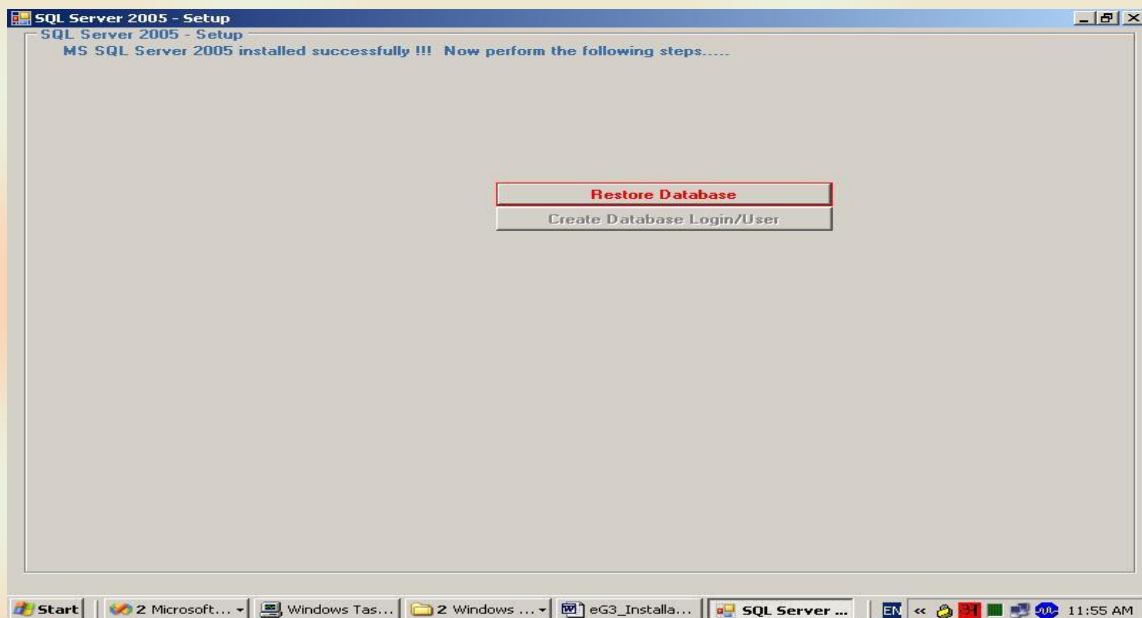


NOTE: In case “SQL Server Management Studio Express” item shown in above screen then you need to install it manually from CD by executing the File –“SQLServer2005_SSMSEE” available in the CD

- 5 After installation of all the services, following screen will appear



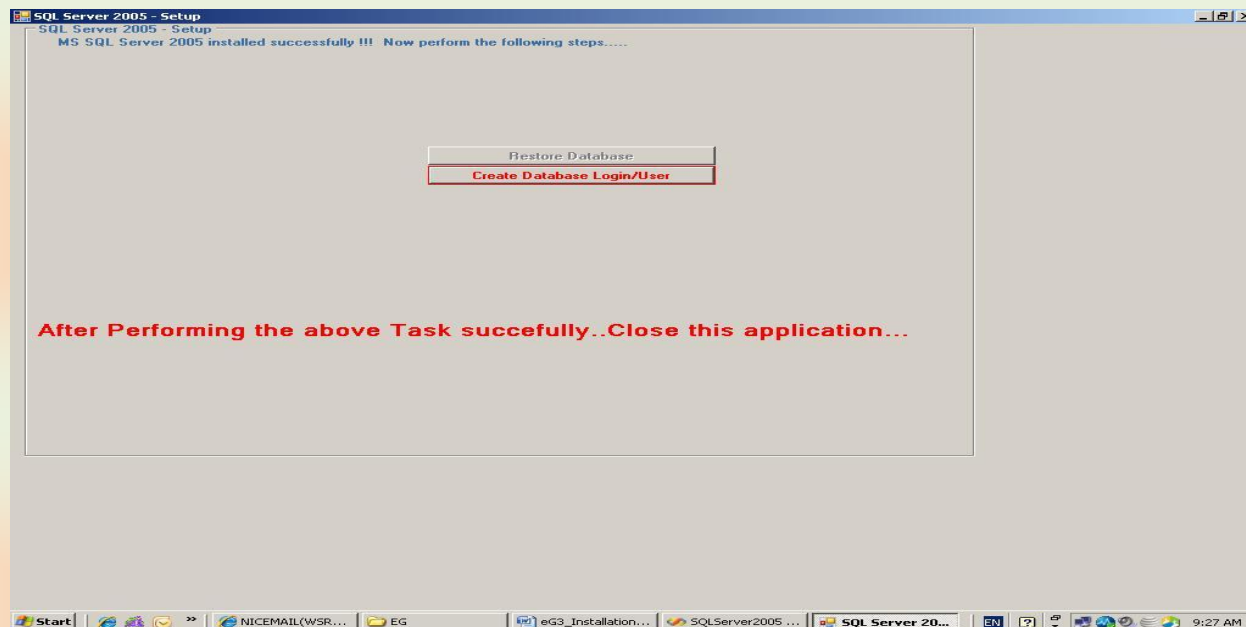
- 6 Press INSTALL button from above screen, following screen will appear



By pressing the above Button – It will Restore GRANTH3 Database in the newly installed Server. In case, you receive any error or message for Not Restoring the Database then you need

to RESTORE Database manually. How? Read the Guide – “**How to Restore Database in MSSQL Server 2005 Manually?**” . This guide is available in CD / web site.

Press **RESTORE DATABASE** Button to restore the new database of GRANTH3 automatically in the newly installed SQL Server 2005. This database will be used by the eG3 Software.



NOTE: In case above screen does not appear and you are not able to press the above two buttons then you need to do the following task manually:-

- a). Create a new and blank database in SQL Server 2005 and restore it with GRANTH3 database backup file from CD Database Folder – pl read the guide “How to Create and Restore Database Manually” from CD Manual folder
 - b). Create a database login with „granth3” name and password „granth3” - read the above mentioned guide
4. Then press **CREATE DATABASE Login/User Button** from above screen – it will create new database user with all permission automatically.

NOTE: Now your database is ready for use with the following info

Database Server Name:	(Local)\SQLEXPRESS
Database:	GRANTH3
Login/User:	granth3
Password:	granth3

NOTE: User of the software must note down the four parameters mentioned above to set the database connectivity later from eG3 Client Program, if asked.

5. Now close the screen and ready for eG3 Client Program Installation.

NOTE: In case your automatic setup is failed then you can install the SQL Server 2005 Manually as given in a separate pdf file available in CD as well as on <http://egranthalaya.nic.in>

NOTE: After Installation of SQL Server 2005—a short cut will be created in All Programs—Need to check whether SQL Server Management Studio is installed or Not installed. Got START >> All Programs >> SQL Server 2005 >> here should be atleast following two items:
>> Configuration Tools and SQL Management Studio Express.

In case “SQL Server Management Studio Express” item shown in above screen then you need to install it manually from CD by executing the File –“SQLServer2005_SSMSEE” available in the CD . This file can also be downloaded from Net.

Chapter 5

How to Install e-Granthalaya Data Entry Program in Client PCs

5.1. What is eG3 Client Program

eG3 Client Program is the Data Entry Program and Library Staff User Interface to use for data entry in the database as well to perform all the functions of the software. This program is installed on each client if eG3 is implemented in Client/Server mode where n number of Client PCs are connected with the Server PC where database is residing.

NOTE: For installation of the e-Granthalaya software 3.0 (Data Entry Program) in client PC with 32 Bit Processor, following components are required as pre-requisites, however, these components will be installed with the eG3 client setup automatically, no need to install these separately:-

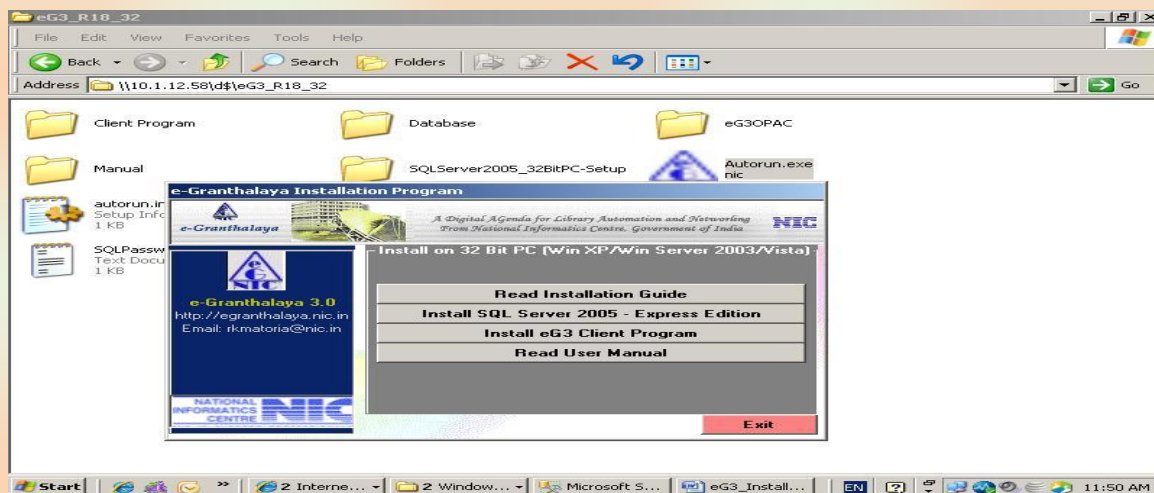
1. Windows Installer 3.1
2. .NET Framework 2.0

NOTE: In case the Client PC is with 64 Bit Processor, then there is no need of these prerequisites/components as these are already available in 64 bit PCs.

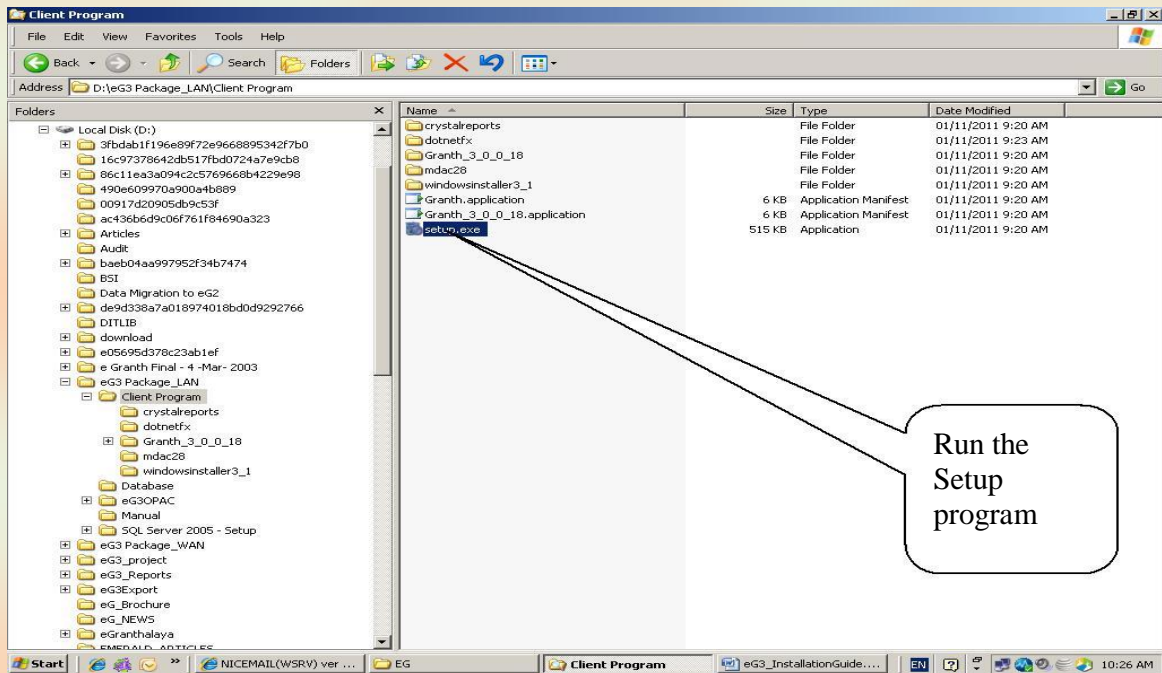
NOTE: There is a single setup program for installation of eG3 Client Program on both the processors i.e. 32 Bit and 64 Bit PC

5.2. Steps

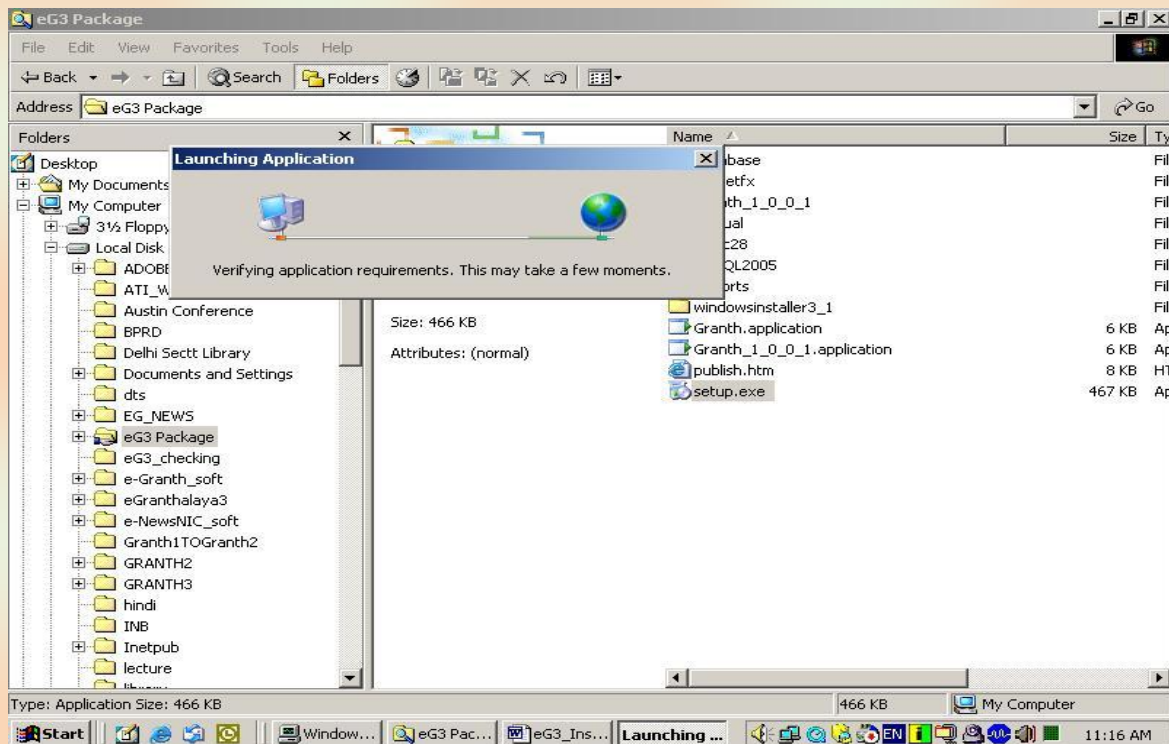
1. Insert the CD of the e-Granthalaya software into the CD Drive – It is Auto Run CD. Once it is run following screen will appear. In case auto run is not working as sometimes it is disabled then explore the CD contents and Double Click the **Autorun.Exe** from CD Root to run it.



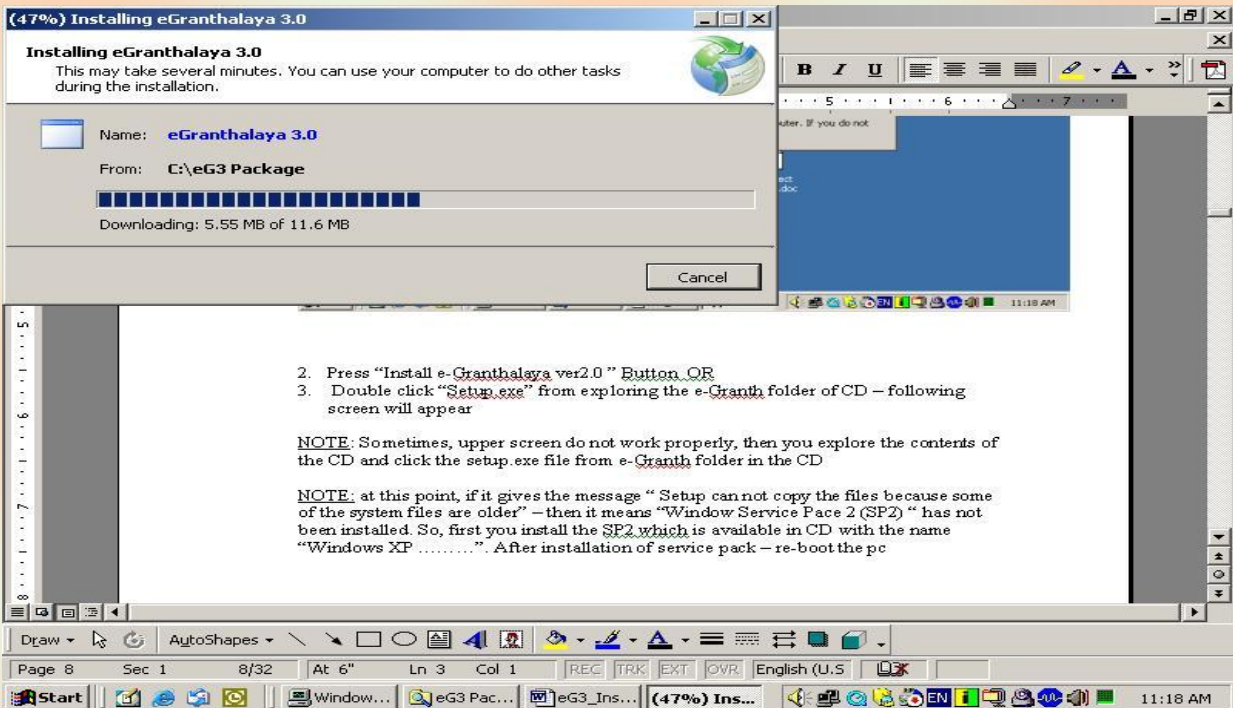
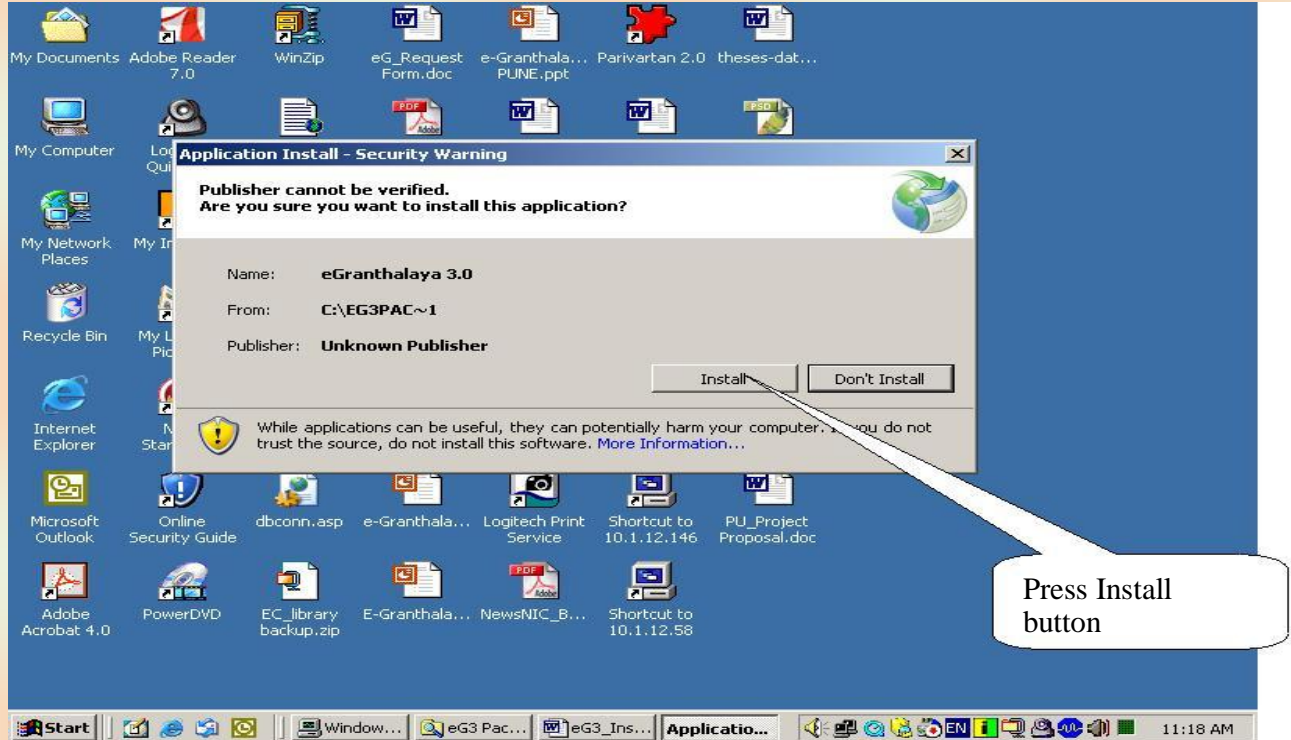
- To start the installation of eG3 Client Program, click the button "Install eG3 ClientProgram". In case, setup is not started from the above button then double click the "Setup.exe" file from the "Client Program" folder of the CD:



- On Running the setup following screen will appear

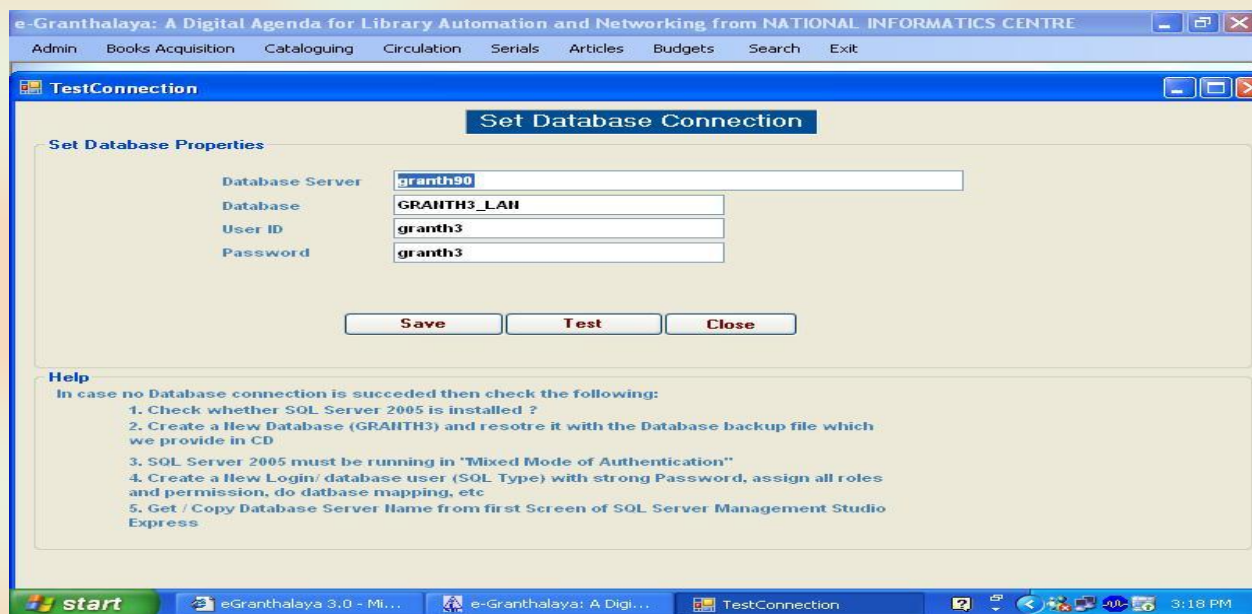


4. Click the INSTALL button from below screen



NOTE: In case eG3 is being implemented in Stand-Alone PC then the software will start automatically after installation successfully. In this case, now you are ready to work with e-Granthalaya Software.

NOTE: In case the eG3 is being implemented in Client/Server mode and your database is residing in the Server PC where you have installed SQL Server 2005 then following screen may appear first time (if database connectivity not set). To set the database connectivity Please read **Chapter 6**.



Chapter 6

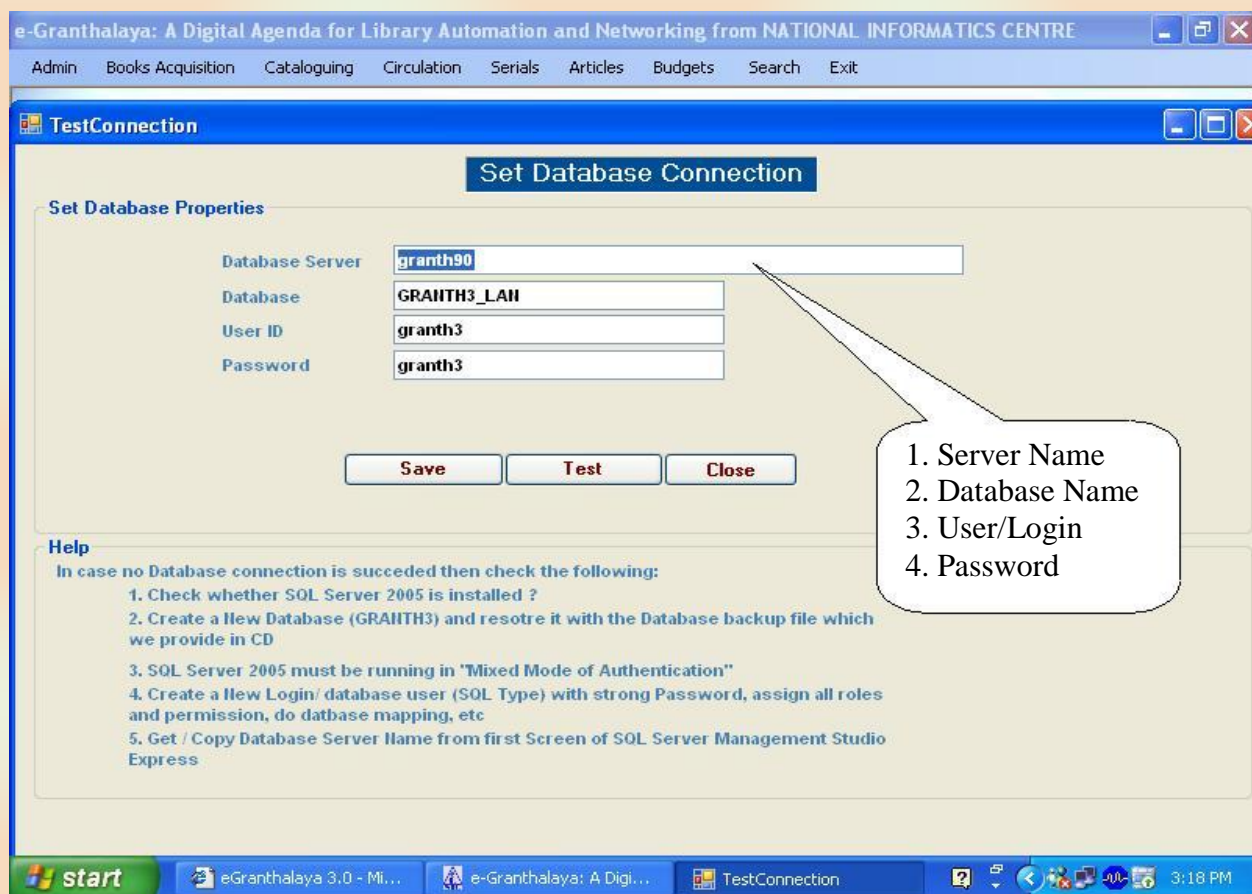
How to Set Database Connectivity from eG3 Client Program

6.1. How to set Database Connectivity in the Client Program

Whenever you will install the eG3 software on client PC or if already installed and whenever it does not find the database connectivity, the following form will be appear automatically where you will set the database connectivity.

To set the database connectivity, you need to type the following four parameters of the database which you noted down in **Chapter 4, after Step 5**

Database Server Name: (Local)\SQLEXPRESS or IP Address of Server Name of SQL Server Instance
Database: GRANTH3
Login/User: granth3 - it is case sensitive
Password: granth3 - it is case sensitive



After Typing the parameter press TEST button - if message comes “Connection Succeeded ” then press **SAVE** button to save the parameter. Now Close the screen and launch the application from All Programs >> National Informatics Centre >> eGranthalaya3.0

NOTE: In case your connections is Failed then try to give the correct parameter and also check the Services of SQL Server 2005 – running or stopped.

NOTE: In case, your going to install e-Granthalaya 3.0 in Client Server Mode then do the following steps:

- Install SQL Server in one PC – call it Server PC. Make the **Firewall off** in this Pc
- Install eG3 Client Program in all other PCs – call these Client PCs.
- Set Database Connectivity in all the Client PCs – use Server IP address or Name of server found at first screen of SQL Server Management Studio.

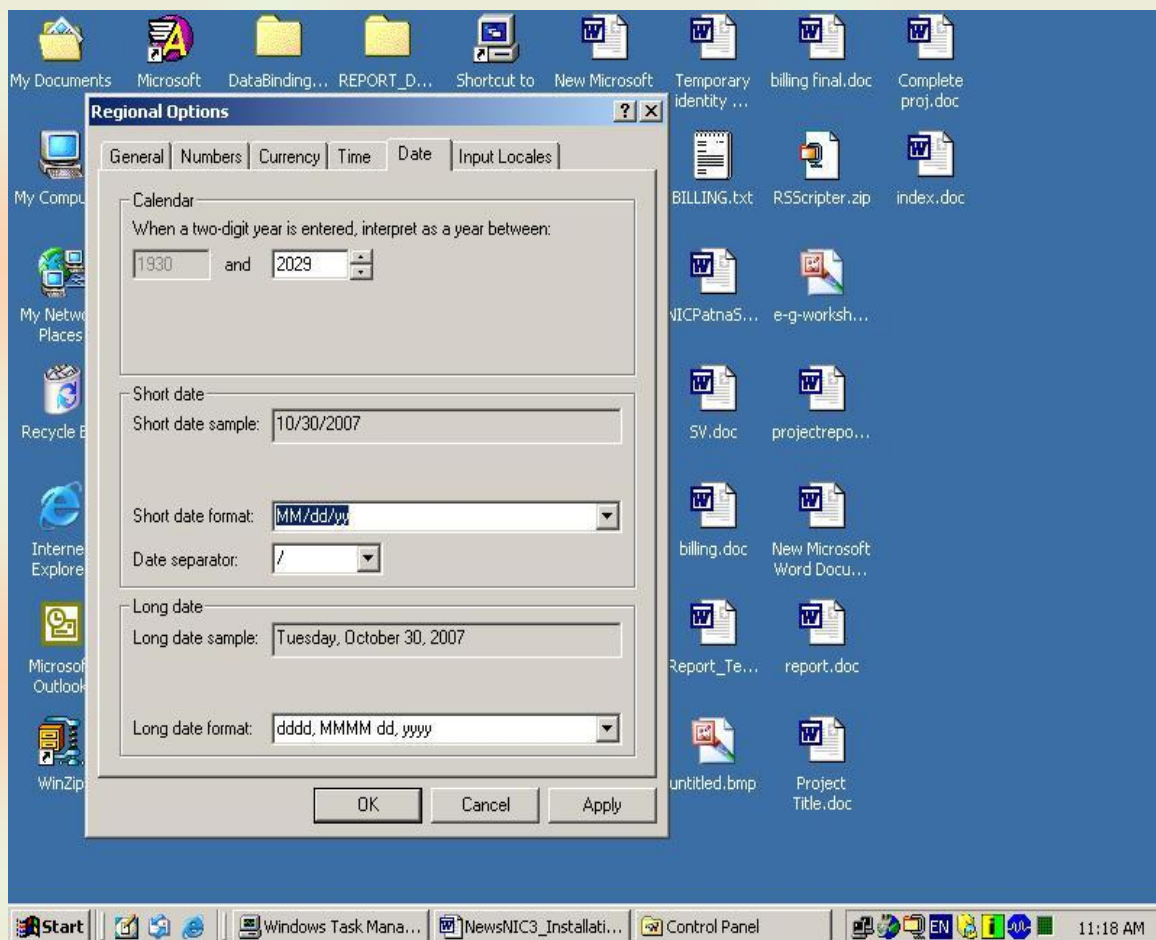
Chapter 7

System Settings and How to Start e-Granthalaya Program

7.1. DATE Setup

1. Before using the e-Granthalaya Software, you must set the **Short Date Format** as “MM/dd/yyyy” in Server PC as well as Client PCs

NOTE:For setting up the Short Date Format , Go to Control Panel >>RegionalOptions>>Advance Button >>Date Tab (change here the “Short Date Format settings” of the date and save it) – in both Server and Client PC. Date Separator must be “/”. However, while adding the Date in the data entry program you must enter it in Indian Style e.g. 23/01/2011 (Only 10 digits dates are accepted)



7.2. DISPLAY SCREEN

2. Display screen: Best viewed in 600x800 resolution settings of display screen

7.3. How to Display Logo in eG3

To display the logo of the organization in the eG3 software, copy the logo image file on the following location in each of the client PCs. The logo file name must be “Cleint_Logo.gif” only.

C:\Library\Client_logo.gif

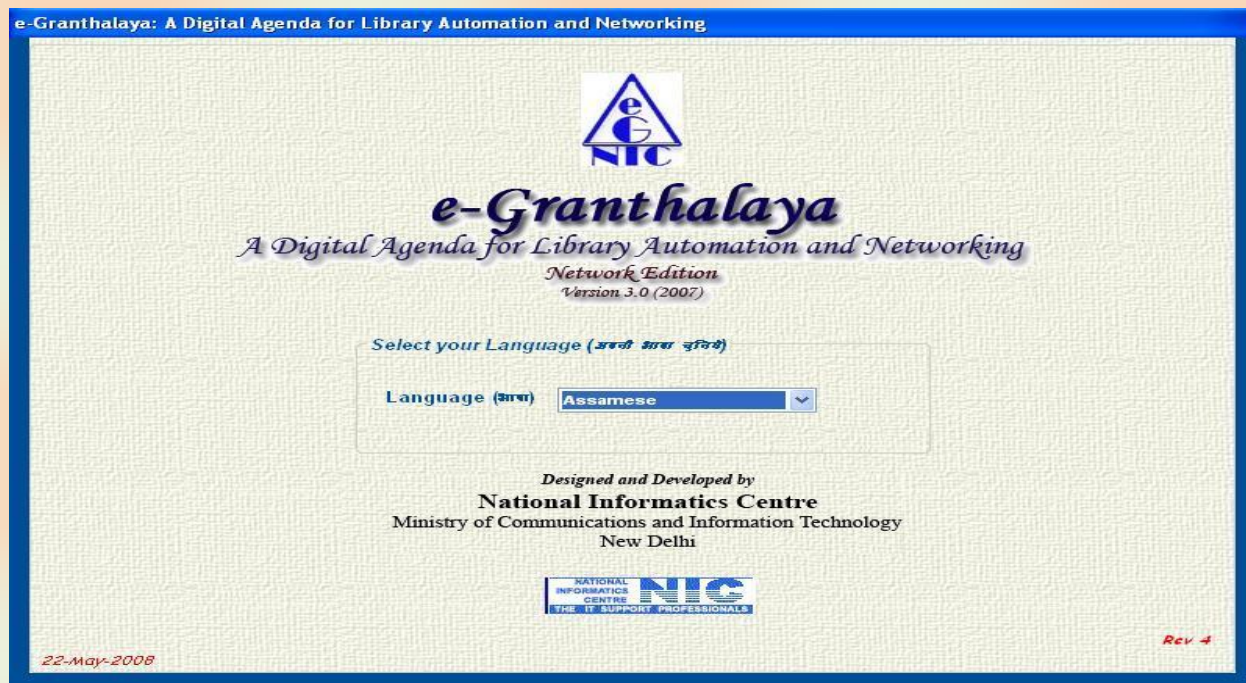
7.4. How to Display Background Picture in eG3

To display the background picture of your choice in the e-Granthalaya main screen, copy the image file on the following location in each of the client PCs. Image File name must be only “library.jpg”

C:\Library\library.jpg

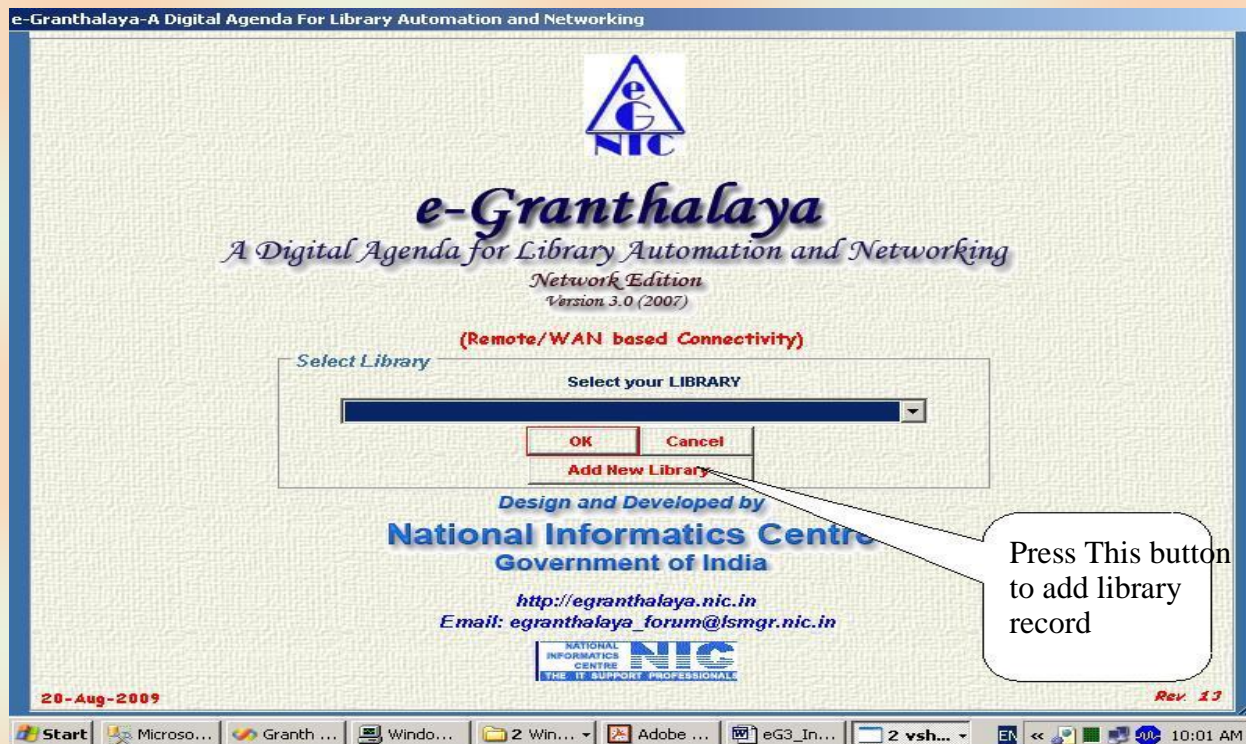
7.5. How to Start eG3

1. After successful installation of eG3 Client and setting up of database connectivity start the software from **START >> PROGRAMS >> National Informatics Centre >> e-Granthalaya3.0** Following screen will appear



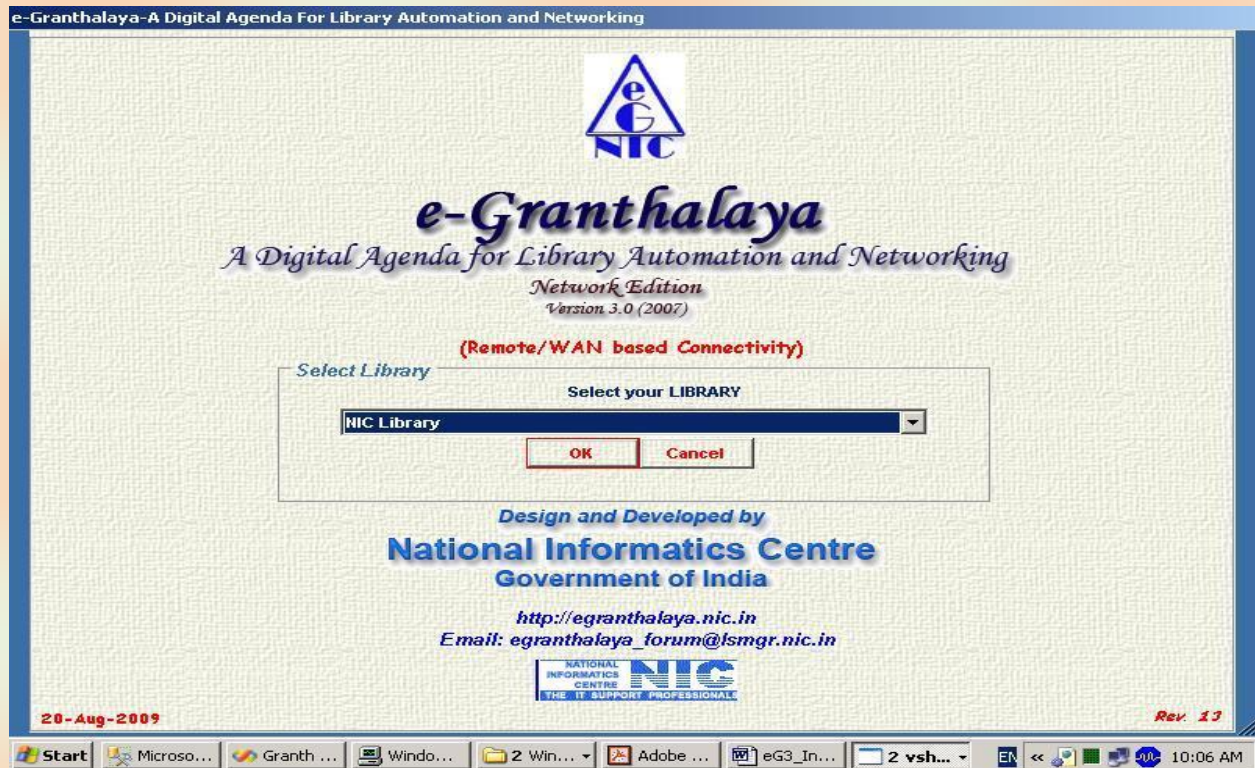
2. Select the **Language** from the Language Drop- Down in which you want to display the labels, next screen will appear

NOTE: In case, Languages are not filled in as above—it means database is not connected.

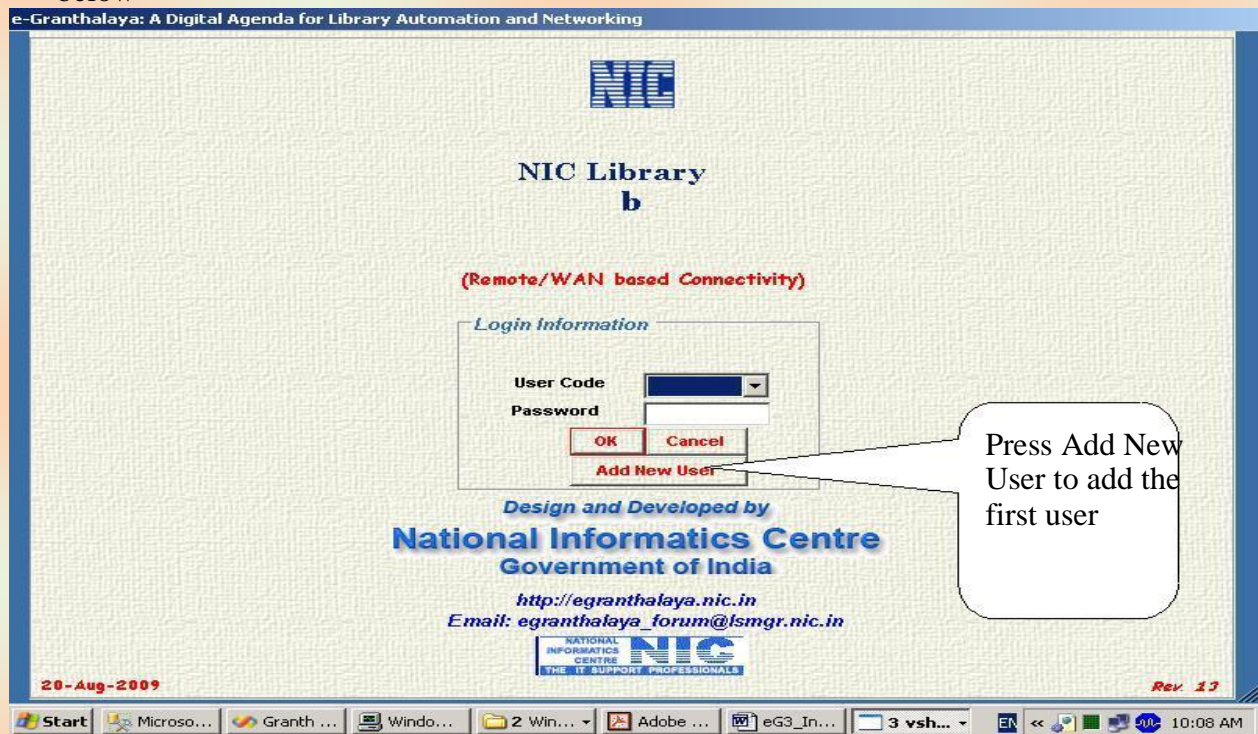


1. Press the „Add New Library“ Record for the first time..next screen will appear

2. Type the Library Details and press SAVE Button..then press EXIT button.. you will be back to select the newly added library



3. Select the Library and Press OK button ... You will be jumped to the next screen given below



4. Press ADD NEW USER button then next screen will appear

Users

Search

ID: System Generated

Code: (Len Ten Chr.alpha-numeric)

Name:

Action Buttons

Search
Add New
Edit
Delete
Print
Change Password

Add / Edit Records

ID: System Generated

Code: (Len Ten Chr.alpha-numeric)

Name: Ram Kumar Matoria

Password:

Retype Password:

Library code: NICLIB

Action Permission

Issue	<input type="checkbox"/>	(Y/N)
Return	<input type="checkbox"/>	(Y/N)
Reserve	<input type="checkbox"/>	(Y/N)
Search	<input type="checkbox"/>	(Y/N)

Module Permission

Admin	<input type="checkbox"/>	(Y/N)
Acquisition	<input type="checkbox"/>	(Y/N)
Cataloging	<input type="checkbox"/>	(Y/N)
Circulation	<input type="checkbox"/>	(Y/N)
Serials	<input type="checkbox"/>	(Y/N)
Articles	<input type="checkbox"/>	(Y/N)
Budget	<input type="checkbox"/>	(Y/N)
Search	<input type="checkbox"/>	(Y/N)

Action Buttons

Save
Update
Cancel
Clear
Save Password

- Add the User Details with password and press SAVE to save the record..then press EXIT button.. you will be back to the following screen

e-Granthalaya: A Digital Agenda for Library Automation and Networking

NIC

LIBRARY
HP secretariat
A-Block, 11th Stree, Shimla

Login Information

User Code: ADMIN

Password:

OK Cancel

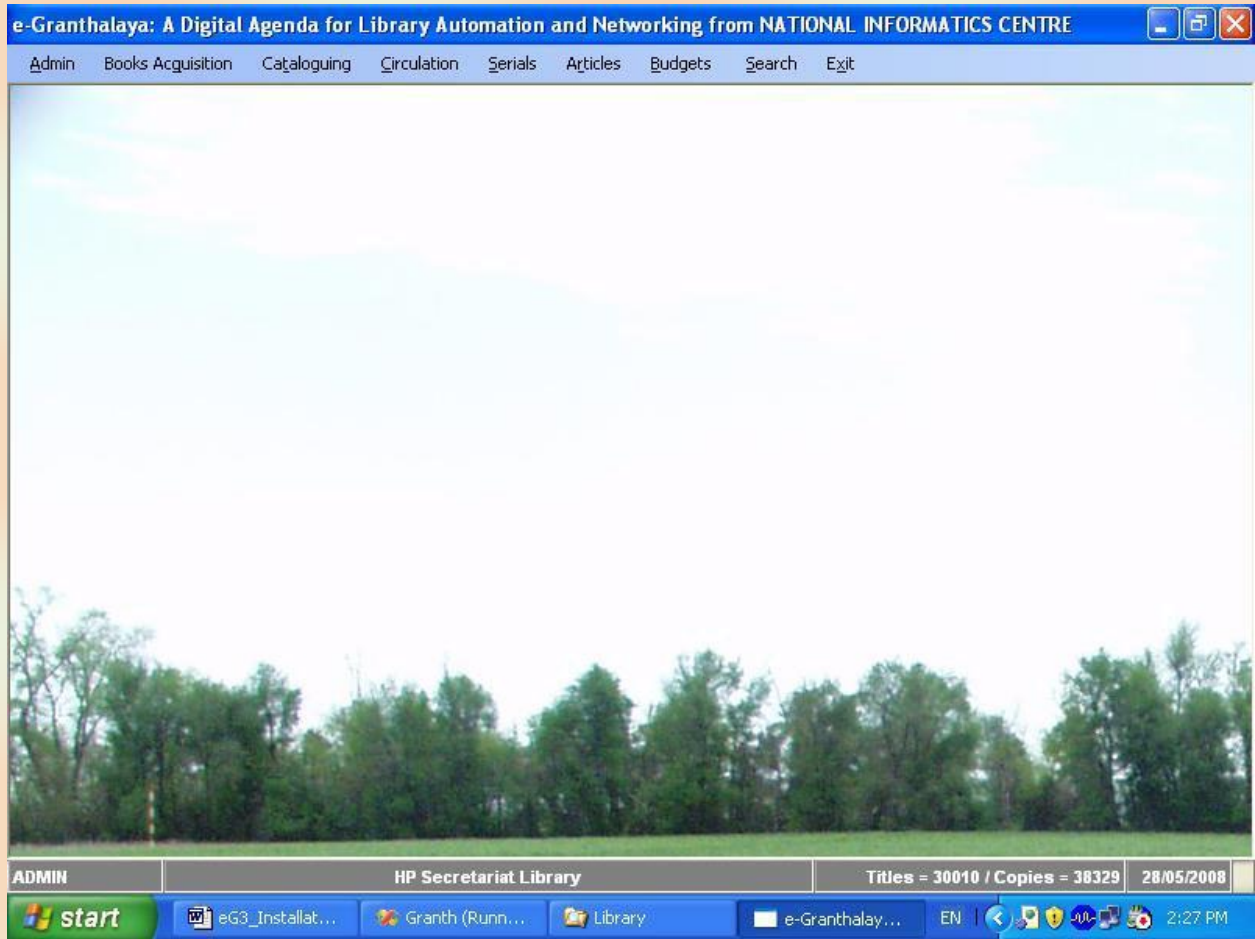
Press OK to enter

Designed and Developed by
National Informatics Centre
Ministry of Communications and Information Technology
New Delhi

NIC
NATIONAL INFORMATICS CENTRE
THE IT SUPPORT PROFESSIONALS

22-May-2008 Rev 4

- Select **User Code** and **Password** to further proceed



PLEASE READ USER MANUAL FOR DATA ENTRY

Chapter 8

How to Install and Run Web OPAC

The **e-Granthalaya** software provides “**Web OPAC**” – a web based search interface to access the library catalogs over Internet/Intranet. The Web OPAC is a useful tool to publish the library catalog to be accessed and search the library catalogs as well as to provide the member-specific information like books overdue, recent arrivals, etc. In case your PC is on LAN then WebOPAC interface may be available from any computer in the organization and thus user will be able to search the library catalog from his/her desktop.

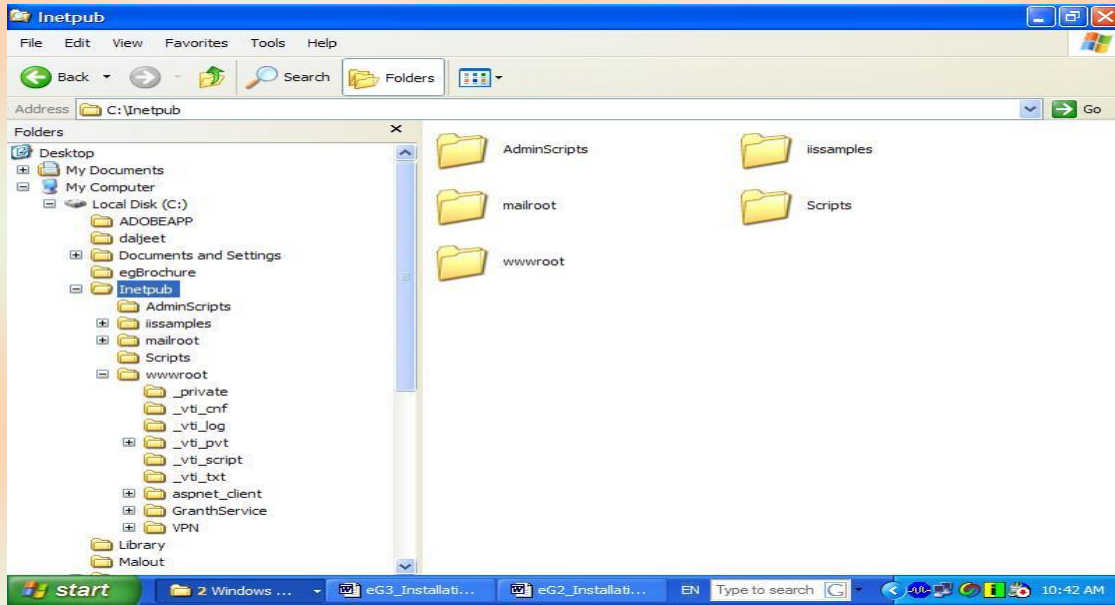
8.1. Pre-Requisites

The Web OPAC of e-Granthalaya is a “Server-Based” component and must be installed in Server PC, generally in the same PC where your database (GRANTH3) is residing. So in case you have implemented the e-Granthalaya software in Client-Server mode then it is advisable to install the WebOPAC interface in Server PC with the OS: Windows Server 2003/2008/2008R2. However, in case you have implemented the eG3 in Stand-Alone mode on single PC (Windows XP/Vista/7) then WebOPAC will be installed in these PCs only.

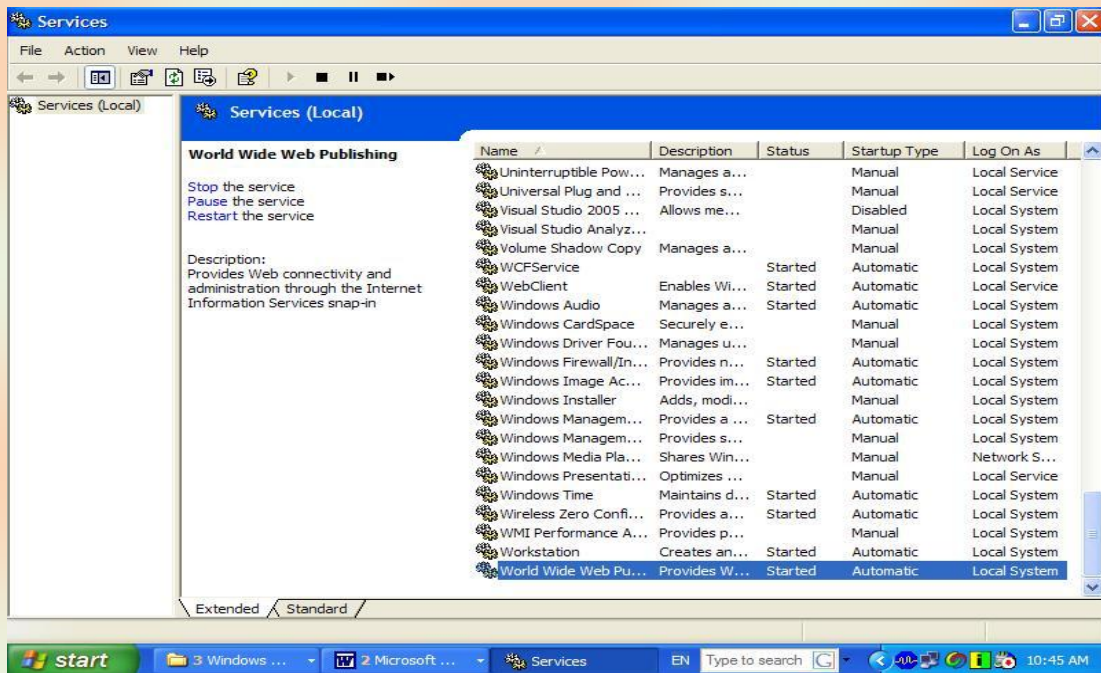
For installation and running successfully the WebOPAC interface, make sure that the PC must be installed with “**Internet Information Server (IIS)**”. In Server OS like Windows Server 2003/2008/2008R2, it is pre-installed while in Windows XP/vista/7 the IIS may be installed before installation of the WebOPAC.

You can check whether your PC is pre-installed with IIS or not with following procedure:-

1. Check whether “**InetPub/wwwroot**” folder/sub-folder exists in C Drive (C:\InetPub\wwwroot) – if available then it is assumed that IIS is already installed.



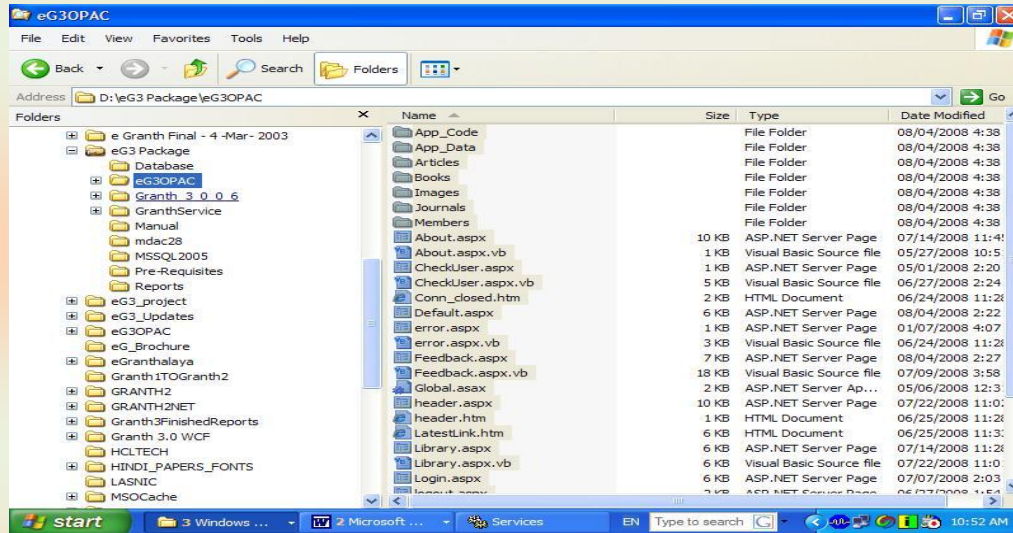
- Go to Control Panel >> Administrative Tools >> Services and double click it – all services will be displayed, go to the bottom of the services and check whether “World Wide Services” is available and in “Running” condition



In case “World Wide Service” is not available/running then you have to install the IIS. After installation of IIS, you can install the Web OPAC interface as given below.

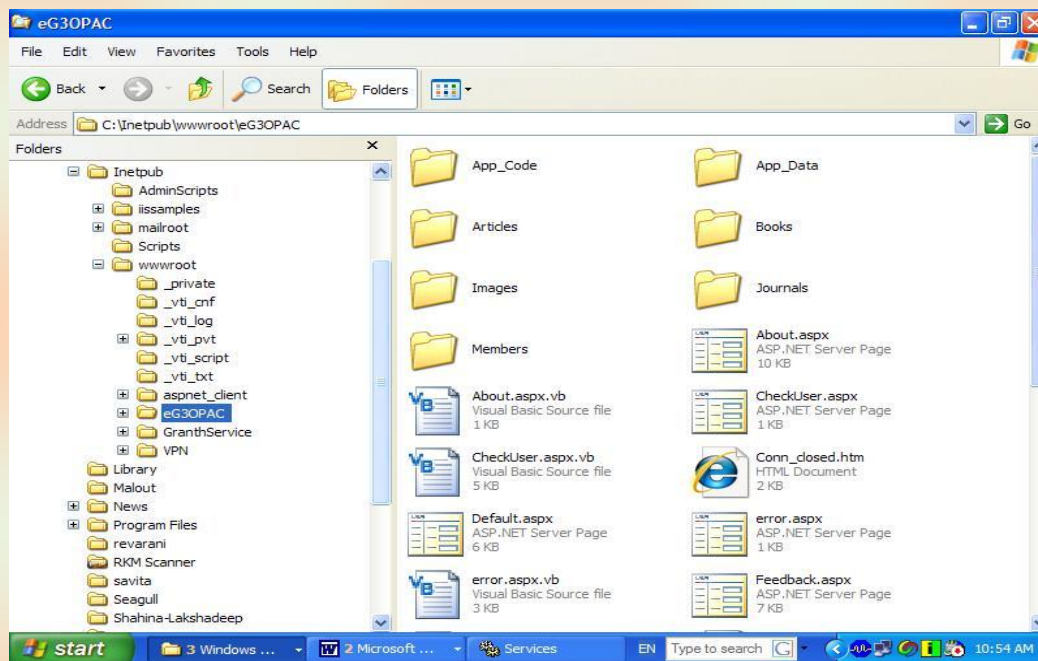
8.2. How to Install Web OPAC in Windows Server 2003/XP

The Web OPAC interface is available in the CD in “eG3OPAC” folder as well as available on our web site for download.

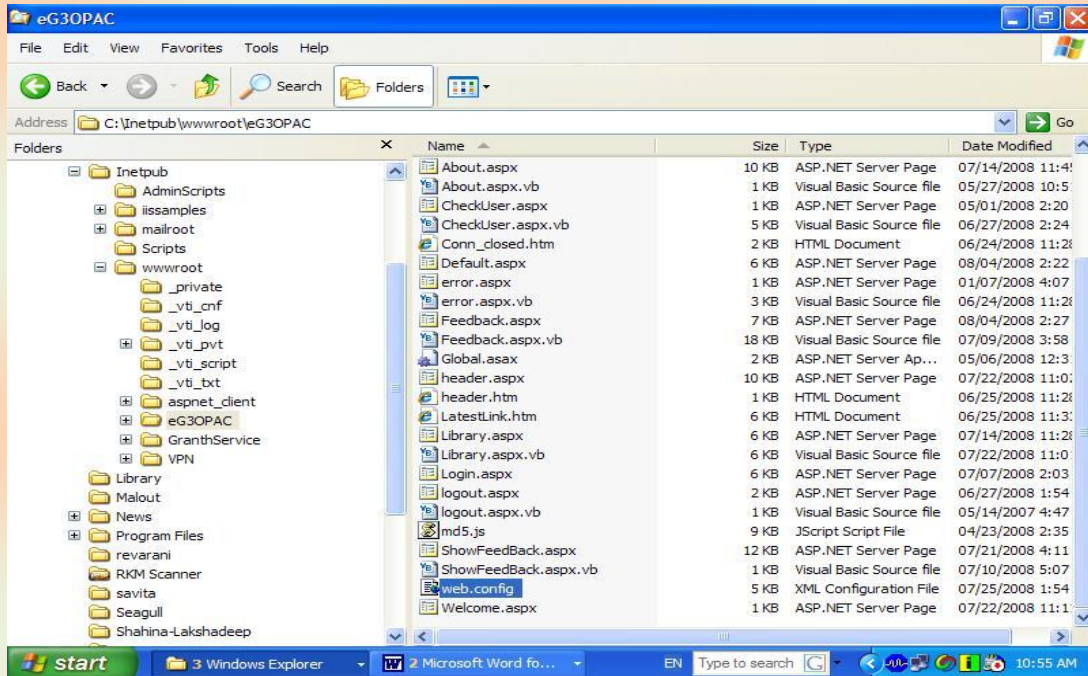


Step 1. Copy the entire folder (eG3OPAC) from the Software CD and past it under **C:/inetpub/wwwroot/** as given below

C:/inetpub/wwwroot/eG3OPAC/*.*



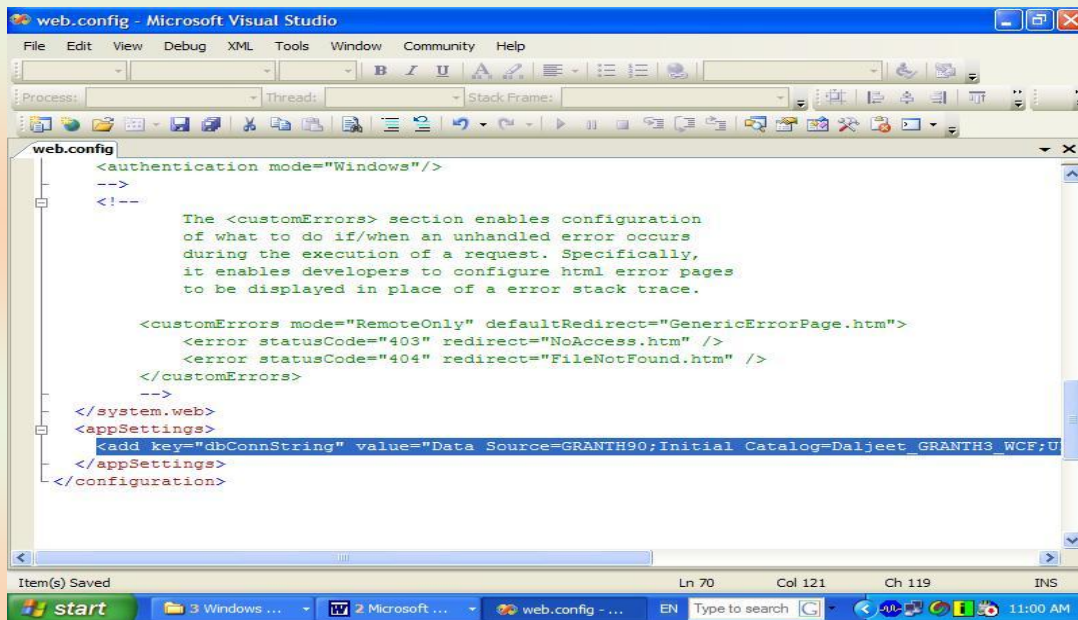
Step 2: Open the “**Web.Config**” file from “eG3OPAC” folder in notepad/ wordpad/Visual Studio



Step 3: Change the database connectivity by replacing the SERVER NAME, DATABASE NAME, USER ID and PASSWORD from the "Web.Config" file (in bottom part of the file)

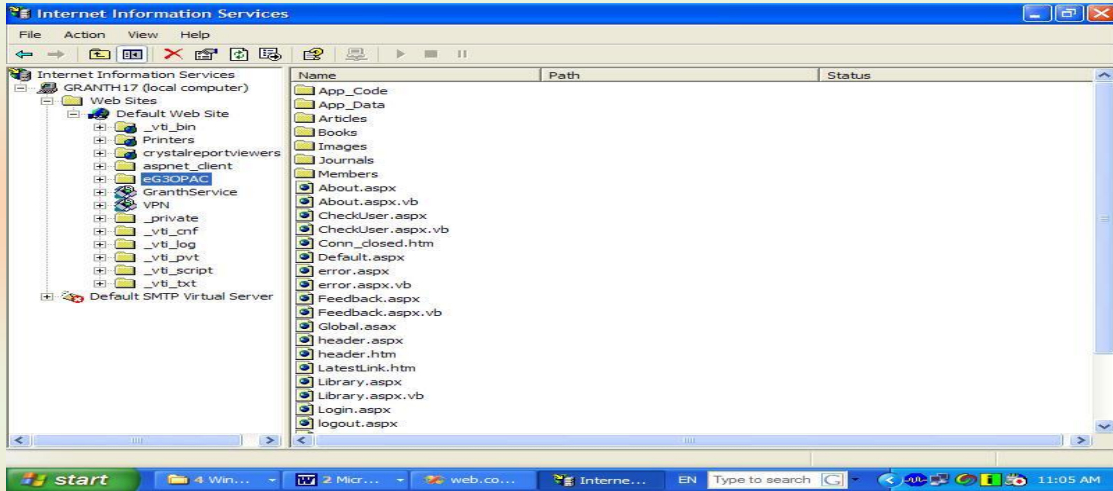
```
<addkey="dbConnString" value="Data Source=GRANTH90;Initial
Catalog=GRANTH3;UID=sa;pwd=granthxyz123"/>
```

NOTE: Need to replace green string only, Data Source means Database Server Name; Initial Catalog means Database Name and; UID means database/login User ID ; PWD meand Password. Do not delete punctuation marks like ",/>, etc

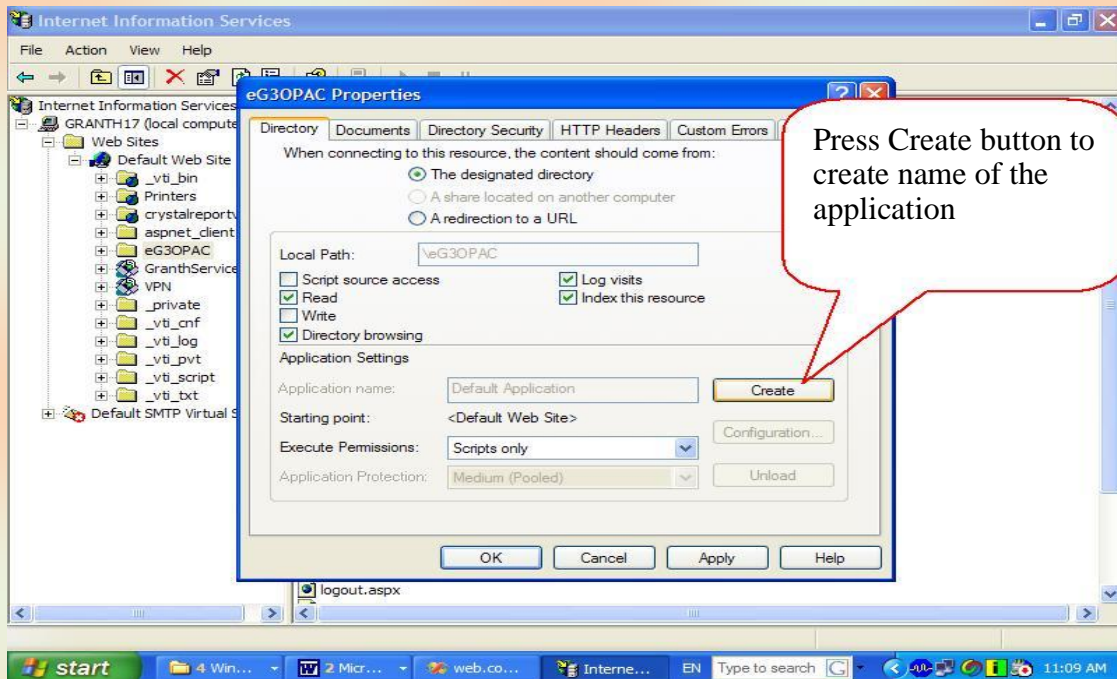


Step 4: Create the Application Name in the IIS :- as given below:-

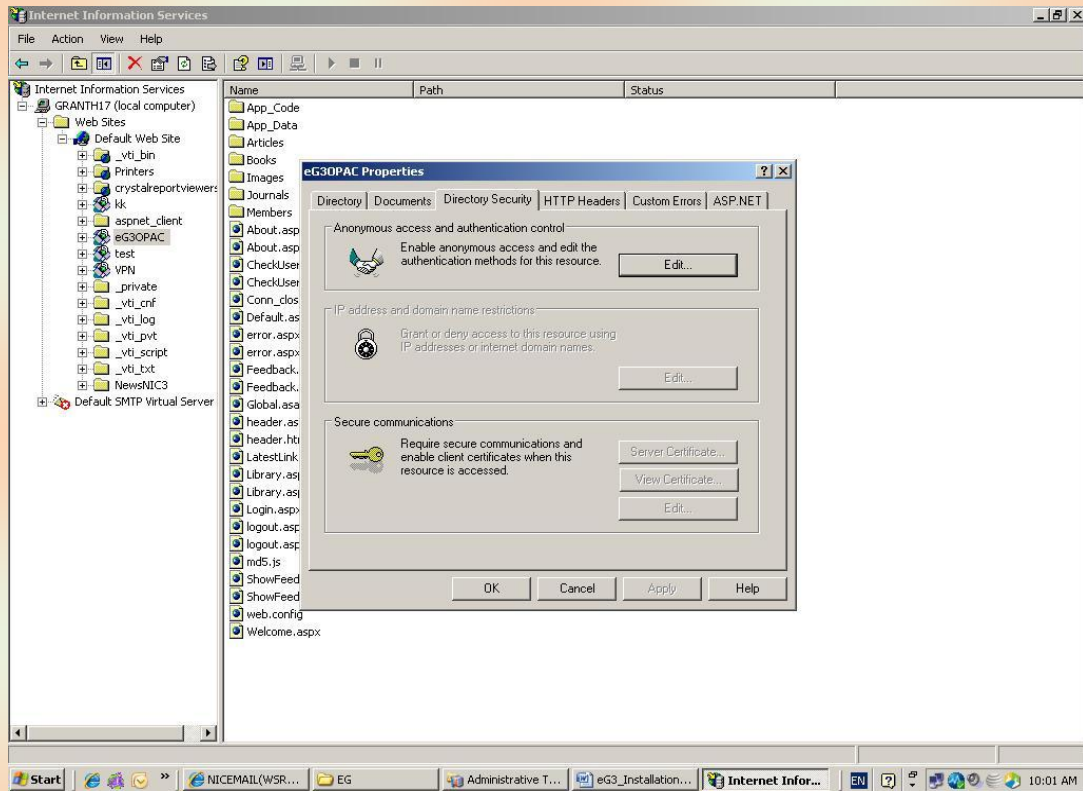
1. Go to START >> SETTINGS>>CONTROL PANNELS >>Administrative Tools>>Internet Information Services (double click it to open) and Select your folder (eG3OPAC) under “Default Web Site “ - Expand it by clicking + sign



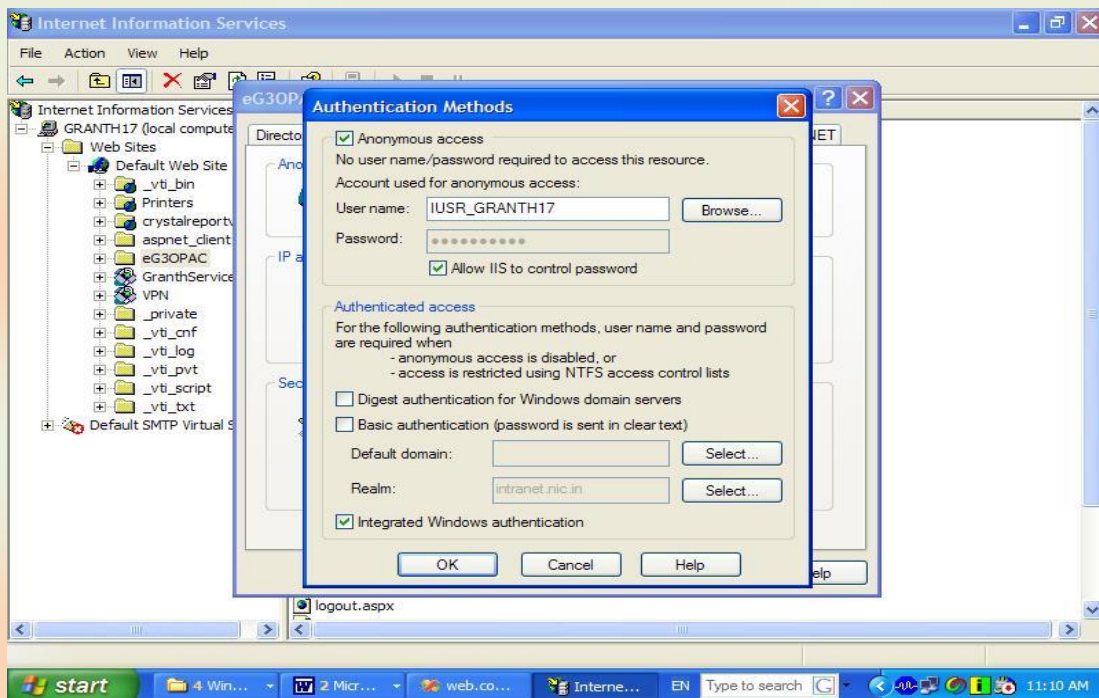
Step 5: Right Click the Folder “eG3OPAC” and click the PROPERTIES, a new windows will be opened as given below. Press the “Create” button to create an “Application Name”



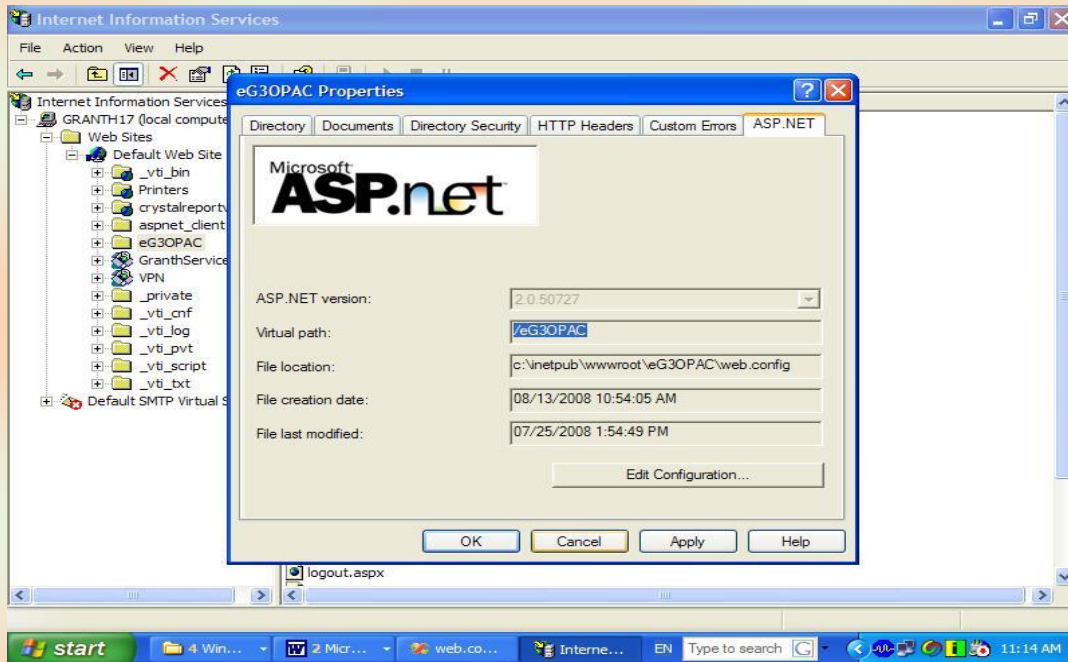
Step 6: After creating the “application name” , go to “Directory Security” tab following screen will appear



Step 7: press first “EDIT” button from above screen—next screen will appear as given below - Put the check box in “Anonymous Access” and “Integrated Windows Authentication” – as seen in the below screen

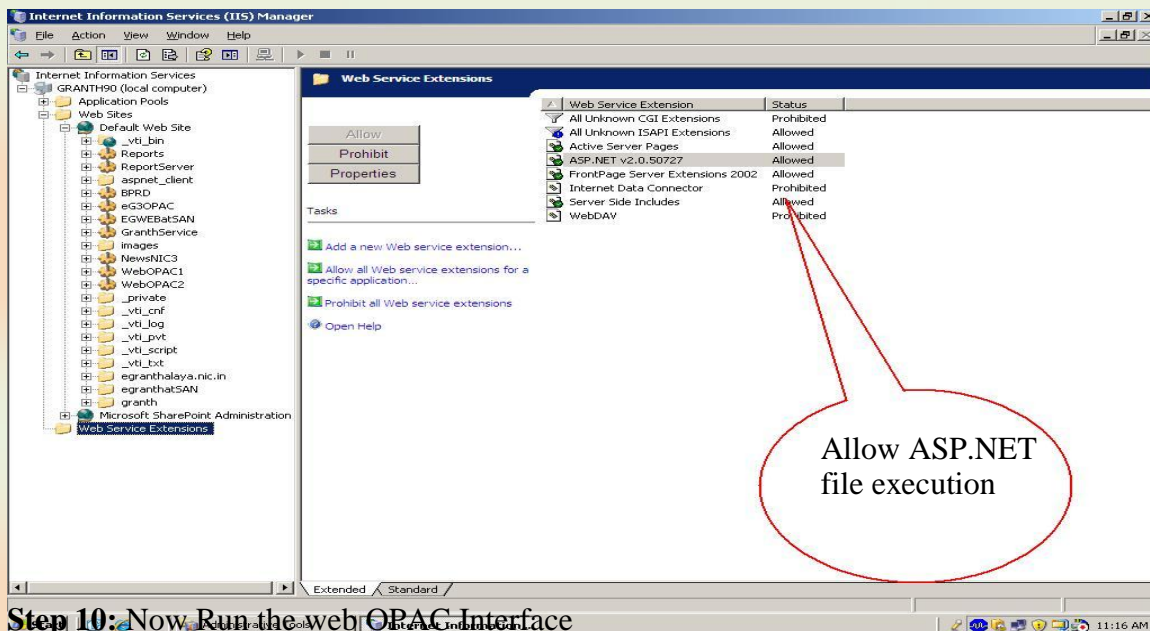


Step 8: Press OK to save the setting and then Click then ASP.NET tab to set the ASP.NETVersion 2.0 as given in the below screen



NOTE: In Windows XP only 8 Steps are required. Below step is only for Windows Server 2003:

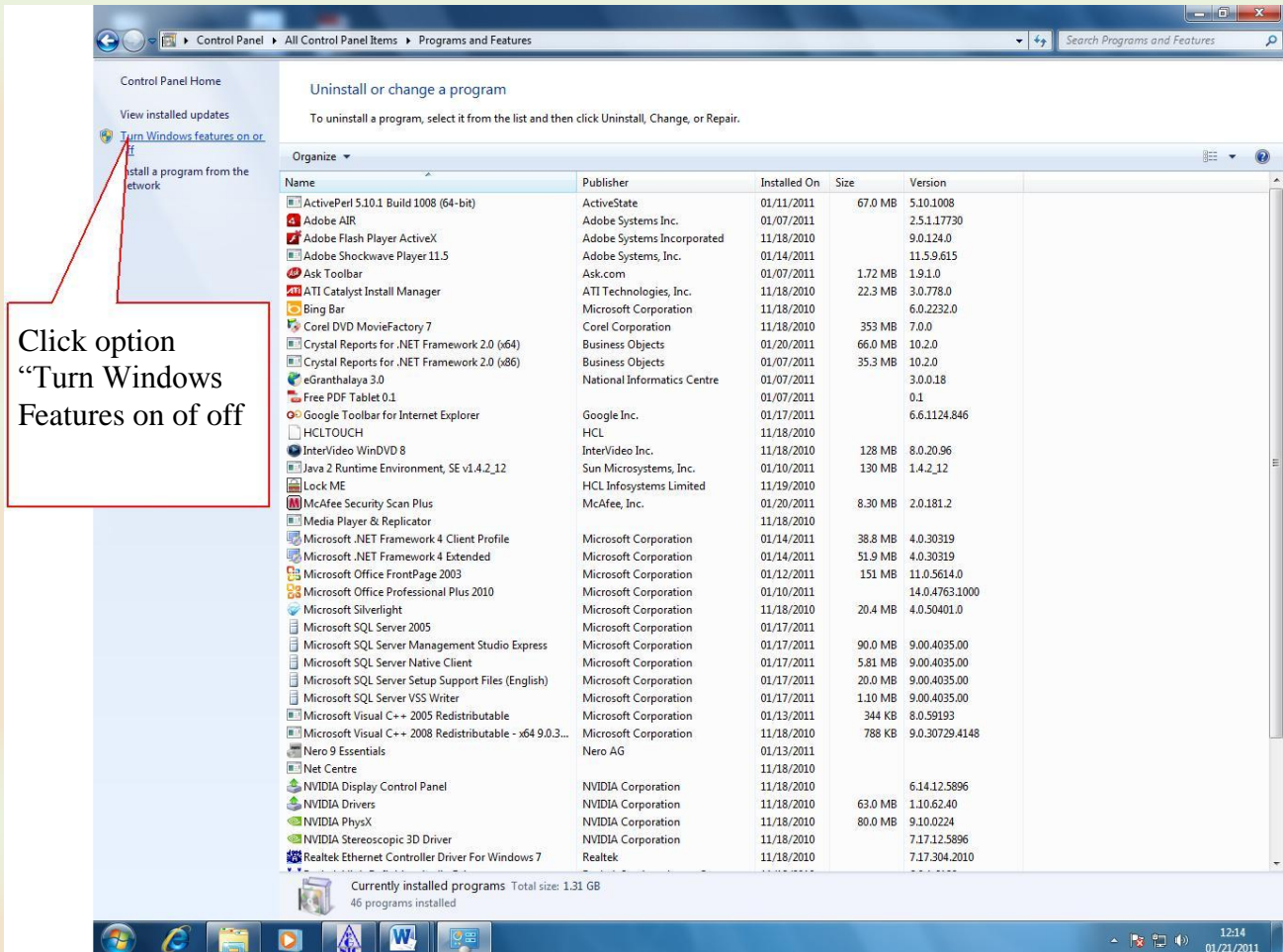
Step 9: Go to Web Server Extension and Check the Allow/disallow execution of the ASP.NET file. If not allowed to be run then right click the ASP.NET and Press „Allow”



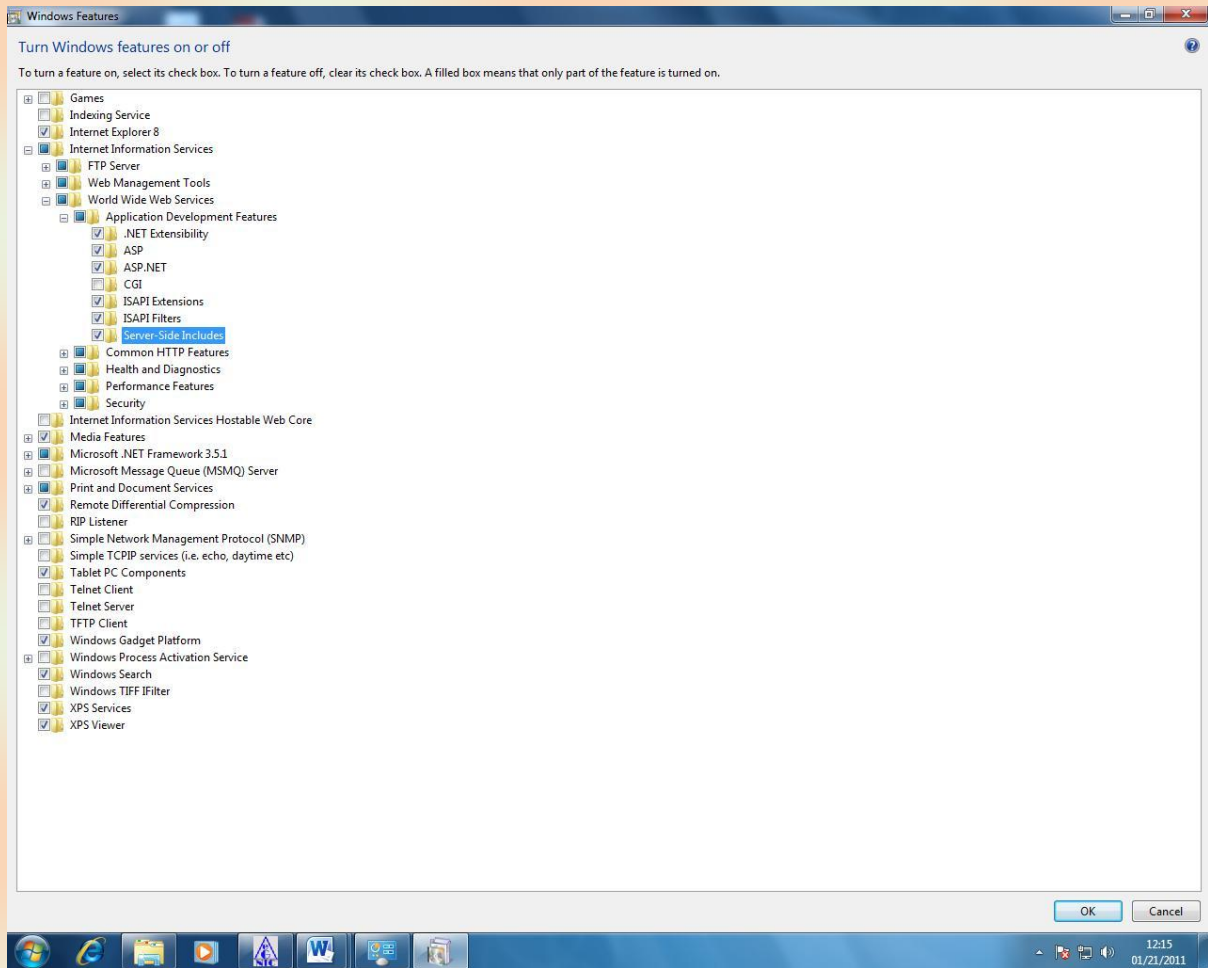
Step 10: Now Run the web OPAC Interface

8.3. How to Install Web OPAC in Windows Server 2008/Win 7

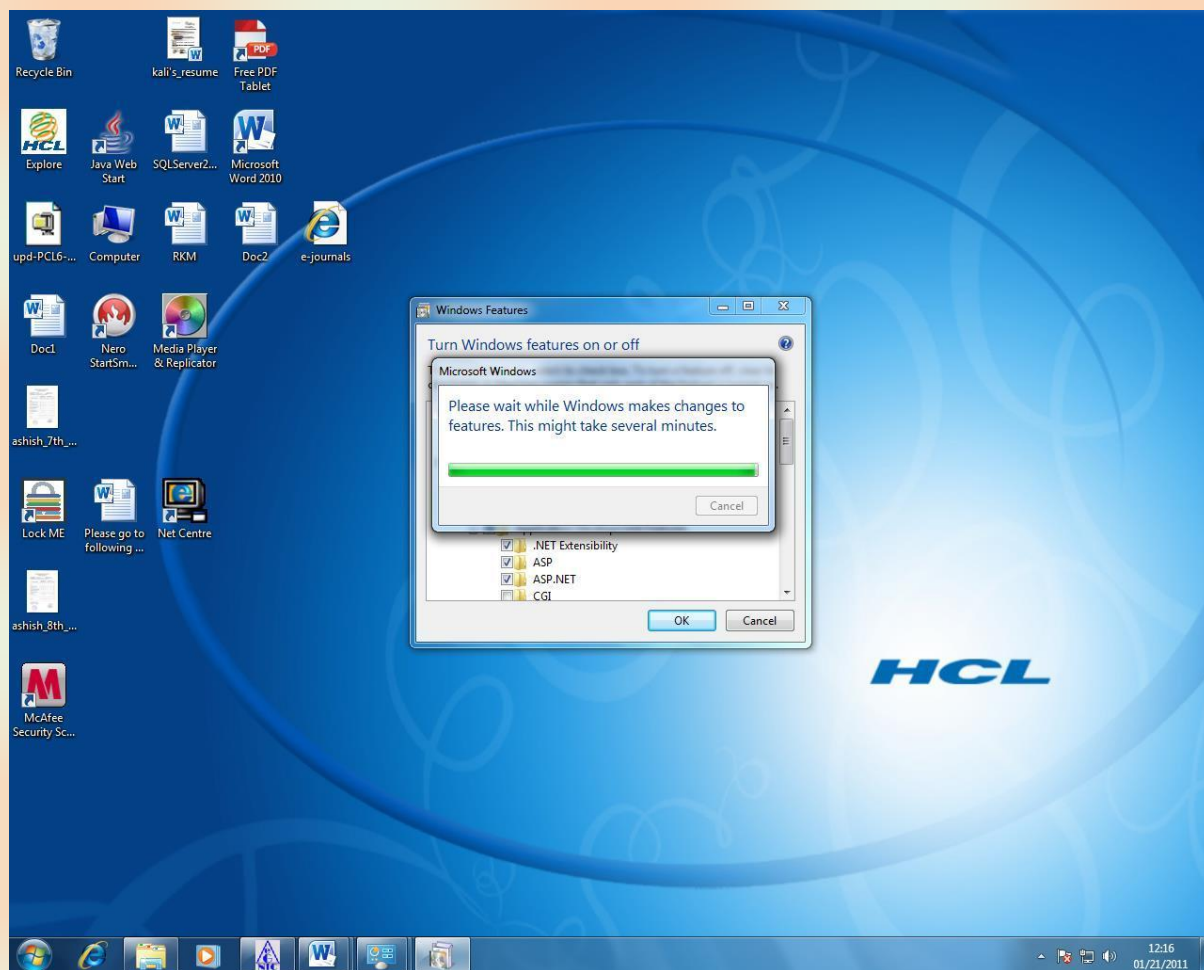
1. Install “**Internet Information Server (IIS)**” (if not already installed) from **Control Panel>>Program and Features** – on Double-Click the Icon following windows will appear



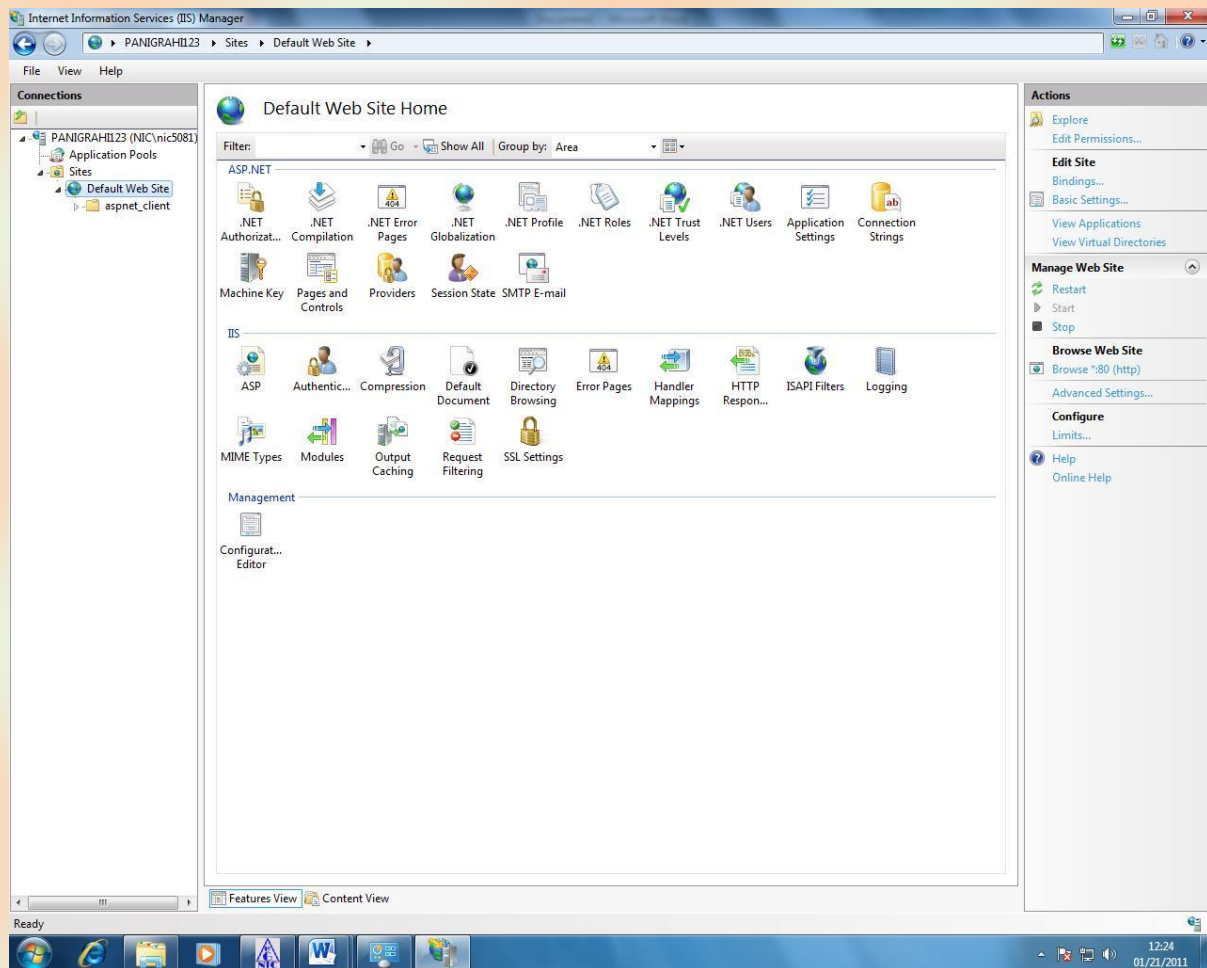
2. Click the option from Left Side of the above screen – “Turn Windows Features on of off”. A new Windows will appear from where u need to select and check the options under “Internet Information Services” >> “World Wide Web Services” >> “Application Development Feature” – select all except CGI as given below.



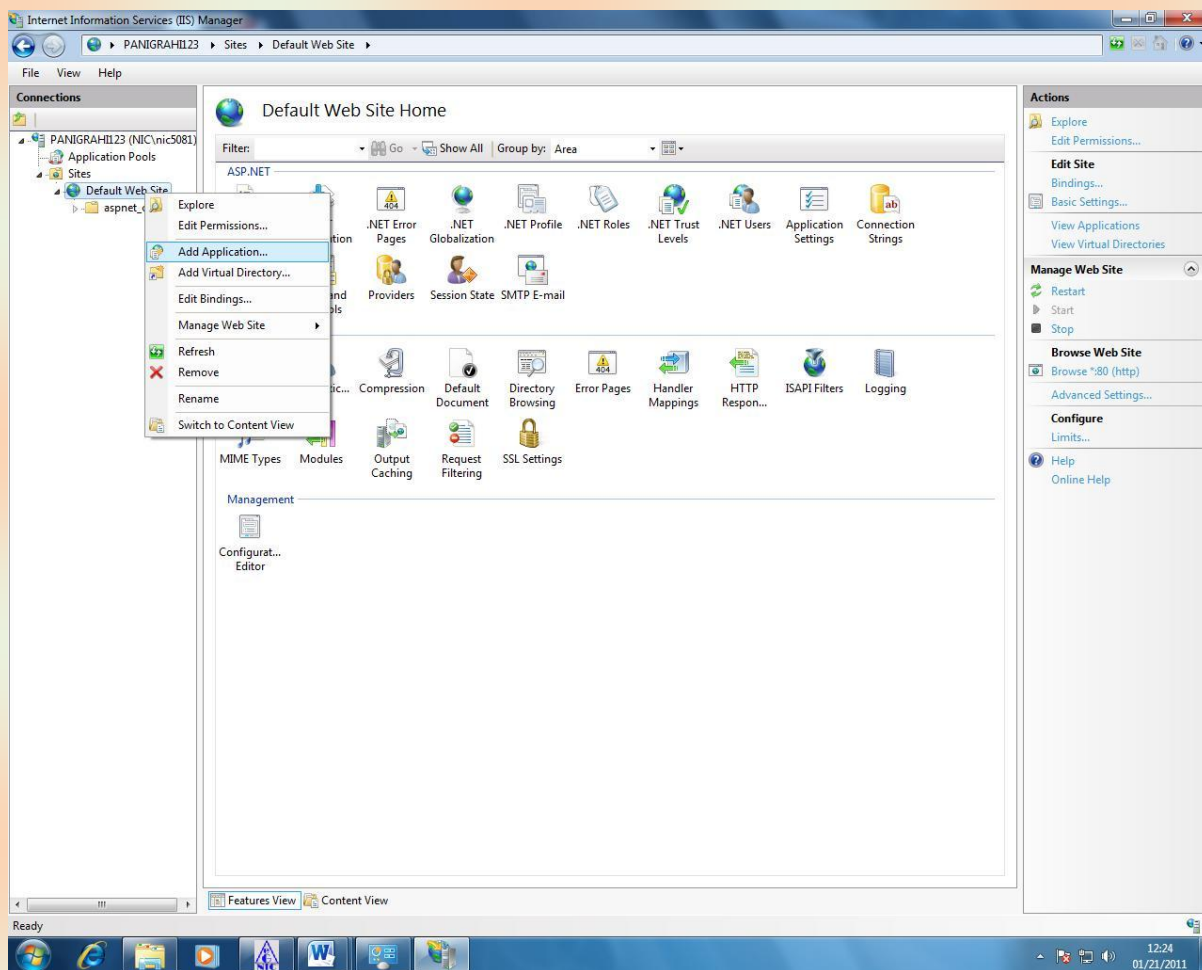
3. Press Ok after selecting all the features from above screen – it will start the installation of the components as shown below



4. After installation of the Internet Information Server, better to reboot the PC and then follow the steps given below
5. Now copy the “eG3OPAC” folder from e-Granthalaya CD in your PC where you want to run the OPAC. In fact, you can copy “eG3OPAC” folder in any drive of the PC (no need to copy in InetPUB folder) – u must remember the path
6. Go to **Control Panel** and double Click the **Administrative Tools**, new window will appear from which you need to expand the node from left just by double click the your computer name >> to Sites >> Default Web Site as shown below



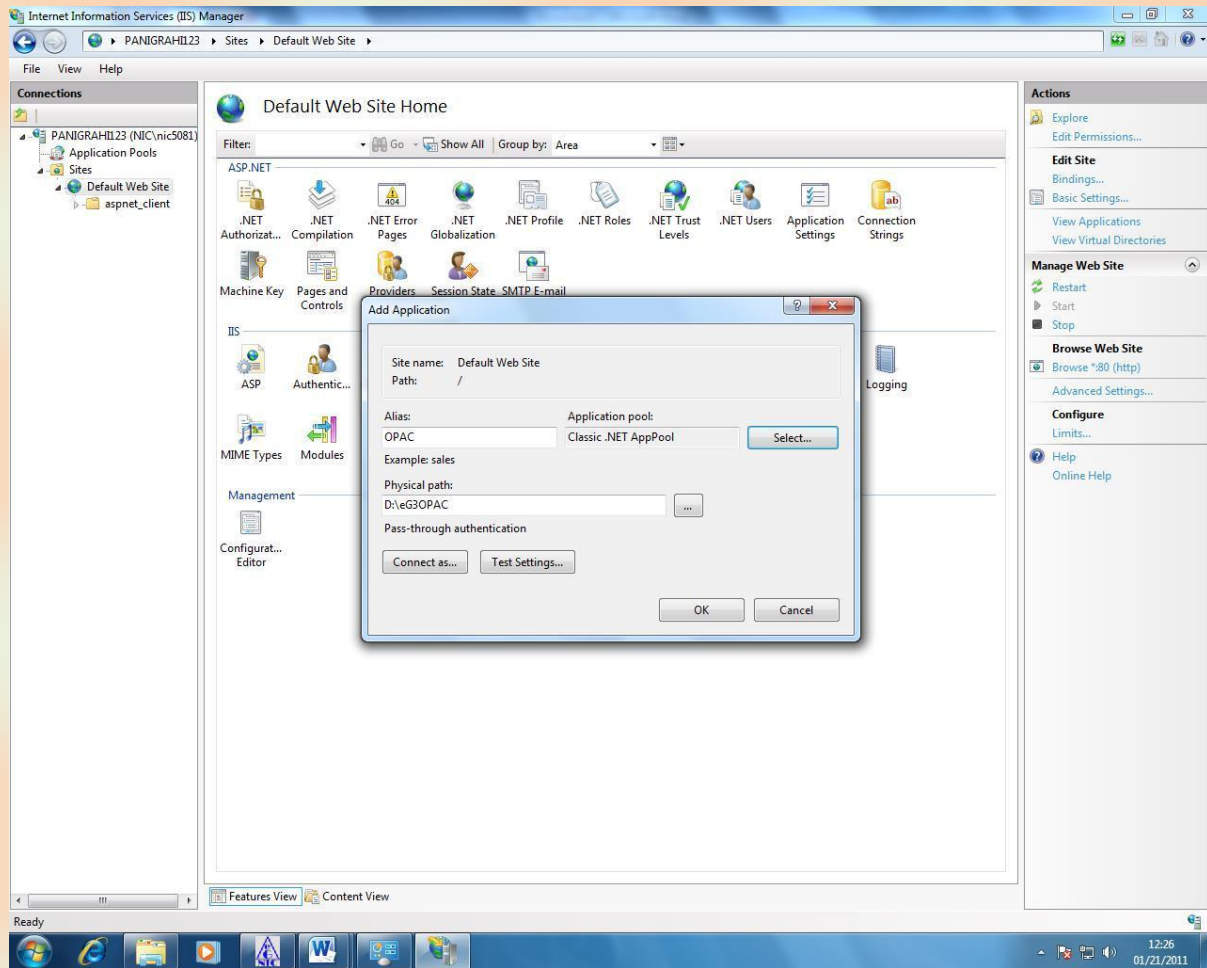
7. Right Click “Default Web Site” and select option “Add Application” –as given in following screen



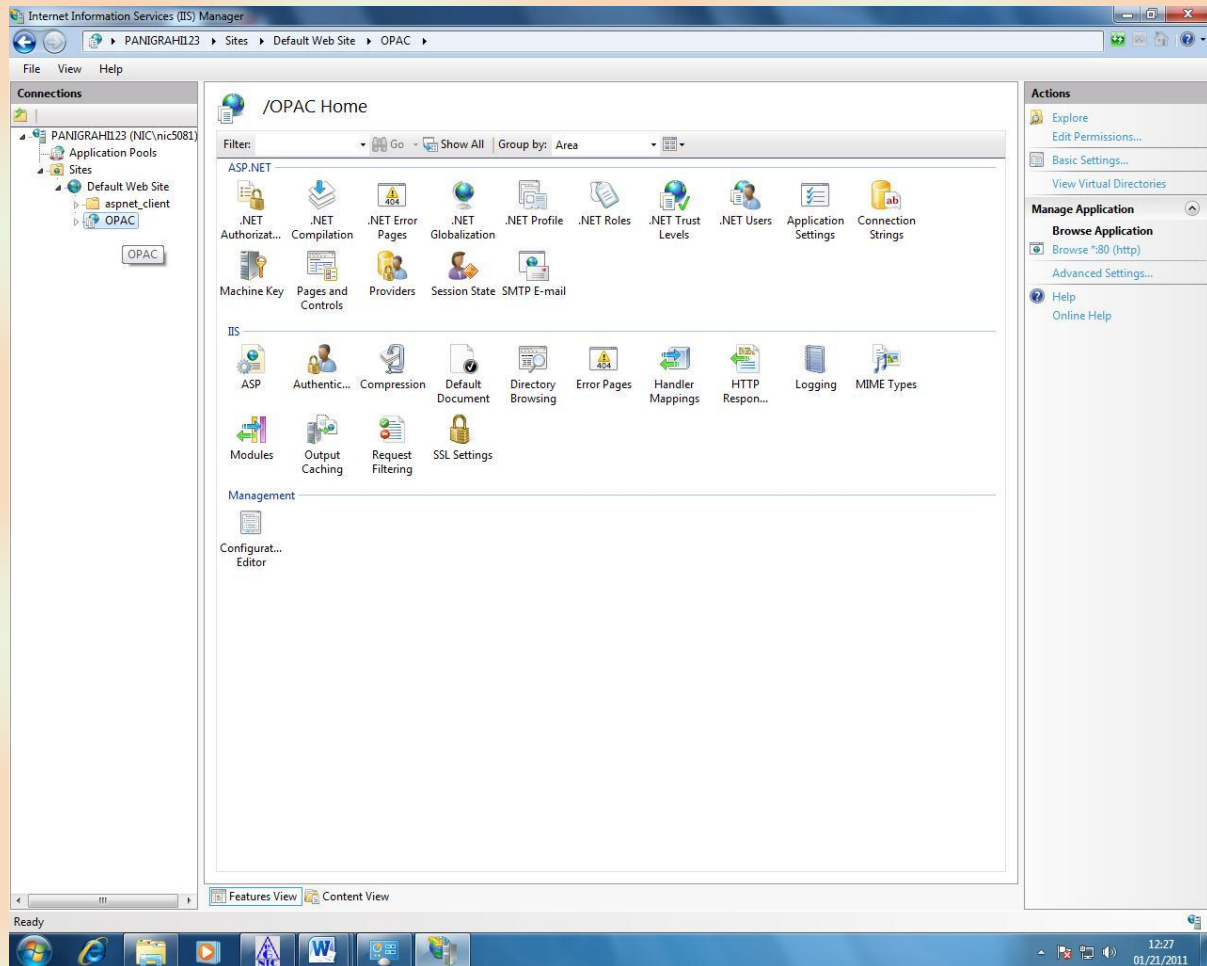
8. On selecting “Add Application” following screen will appear where you will enter :-
Alias : OPAC

Application Pool: Classic .NET AppPool (click SELET Button and pick from drop-down”
Physical Path: Browse the folder eG3OPAC which you copied from eG3 CD into your PC
(e.g. I have copied in “D:\eG3OPAC” drive)

Press OK button



9. After OK it will look like in the below screen



10. Now run Internet Explorer and give the URL to run the opac in browser:

<http://localhost/OPAC/> or

<http://<yourPc Name>>/OPAC>

e.g. <http://library/opac> Or <http://IP address/OPAC> e.g.

<http://10.12.146/opac/>




Fig. Web OPAC Interface of e-Granthalaya 3.0

KENDRIYA VIDYALAYA NASIRABAD
KVS
KENDRIYA VIDYALAYA , MALL ROAD , NASIRABAD. AJMER

Membership Card

6820
UTKARSH SHARMA
IX B
STUDENT
Ph.: 7247479047
Valid upto: March 31. 2018





(Borrower) (Signature)

KENDRIYA VIDYALAYA NASIRABAD
KVS
KENDRIYA VIDYALAYA , MALL ROAD , NASIRABAD. AJMER

Membership Card

19217
RAJESH SHARMA
LIBRARIAN
TEACHING
Ph.: 9770967678
Valid upto: March 05. 2026





(Borrower) (Signature)

Generated by
Mr Rajesh Sharma
RP

KVS LIBRARY GUIDELINES

Usha Aswath Iyer
Director

What do you say?
Agree, disagree or not sure?

1. A library should be neat and tidy.
2. The librarian should be helpful and cheerful.
3. The librarian should have read all the books in the library.
4. The library should have only tables and chairs for the users.
5. Cds, dvds have no place in a school library.
6. Safety of books is the prime duty of the librarian.
7. Linking of libraries is risky and should be avoided.
8. E-granthalaya is to be used by the computer pgt only.
9. Only primary classes should use the reading cards.
10. Libraries today are information centres and not merely stockers of books.

Focus areas

1. Physical space
2. Printed material
3. E-resources
4. Library related activities

Physical space:

1. Comfortable seating
2. Display of newspapers, magazines, new purchases
3. Carpet, rug for sitting or reading in groups
4. Librarian's counter and chair.
5. Cupboards
6. Lighting and air

Printed Material

1. Newspapers
2. Magazines
3. Books
4. Text books

5. Reference books
6. Dictionaries
7. Encyclopedias
8. Thesaurus
9. Journals
10. Teachers' manuals
11. Rule books
12. Circulars

e-resources

1. CDS
2. DVDS
3. E-books
4. E-content
5. Web directories

Library Related Activities

1. Meetings of library committee
2. Book exhibitions
3. Meet the writer day
4. Celebration of international book day
5. Book reviews
6. Quiz
7. Career development

कम्प्यूटर पर हिंदी में कार्य

शशीकांत सिंघल

स्नातकोत्तर शिक्षक, वाणिज्य
जीट, मुम्बई

➤ कम्प्यूटर पर हिंदी में कार्य की आवश्यकता

वर्तमान समय की आवश्यकता पेपर रहित कार्यप्रणाली की है जो कि कम्प्यूटर के प्रयोग से पूर्णतः संभव है : कम्प्यूटर पर जिस प्रकार अंग्रेजी में कार्य किया जा सकता है उसी प्रकार हिंदी में भी राजभाषा अधिनियम इस बात पर जोर डालता है कि सभी केंद्रीय संस्थानों में कम्प्यूटर पर अधिक से 1963 अधिक कार्य हिंदी में ही किया जाए

राजभाषा अधिनियमके कम्प्यूटर के प्रयोग से सम्बंधित प्रावधान 1963

प्रत्येक संस्थान के सभी कम्प्यूटरों यूनीकोड समर्थित होने चाहिए सभी संस्थानों में हिंदी का कार्य यूनीकोड में होना चाहिए ताकि फाईल भेजते अथवा डाऊनलोड करते समय फॉट की समस्या न आए

हिंदी में प्रवीणता प्राप्त सभी कर्मचारी अपना सम्पूर्ण कार्यालयीन कार्य हिंदी में ही करें

राजभाषा अधिनियमके कम्प्यूटर के प्रयोग से सम्बंधित प्रावधान 1963

‘क’ तथा ‘ख’ क्षेत्र में स्थित सभी केंद्रीय कार्यालयों में हिंदी में पत्राचार का न्यूनतम प्रतिशत क्रमशः 100 : एवं 90 मेल भी हिंदी में करने होंगे-मेल भी शामिल हैं अर्थात् इन क्षेत्रों में स्थित कार्यालयों को ई-है जिसमें ई ऐसे सभी कर्मचारी प्रवीणता प्राप्त के अतिरिक्त जिन्हें हिंदी भाषा का ज्ञान है को अपना कार्यालयीन कार्य हिंदी में करने का प्रयास किया जाना चाहिए

हिन्दी कम्प्यूटिंग की विकास यात्रा

हिन्दी कम्प्यूटिंग की आरम्भिक यात्रा पर नजर डाली जाए तो स्पष्ट रूप से देखा जा सकता है कि हिन्दी कम्प्यूटिंग का इतिहास भी लगभग उतना ही पुराना है जितना कि कम्प्यूटर का। यह बात अलग है कि कम्प्यूटर में केवल अंग्रेजी का ही वर्चस्व बना रहा और हिन्दी कम्प्यूटिंग कहीं पीछे हाशिए पर चली गई। किंतु धीरे-धीरे ही सही अब - उपस्थिति दर्जा करा रही है। इस क्षेत्र में भी प्रगति हो रही है और डिजिटल दुनिया में हिन्दी भी अपनी सशक्त

हिन्दी कम्प्यूटिंग की विकास यात्रा

हिन्दी टंकण की समस्याएं

हिन्दी की बोर्ड पर कार्य में कठिनता-

अंग्रेजी में टंकण की अपेक्षा अधिक समय लगना

हिन्दी की मात्राओं को लगाना एवं हिन्दी शब्दों की जटिलता

कुछ ही कर्मचारियों को हिन्दी टंकण कृति देव एवं अन्य फॉन्ट की जानकारी होना

कार्यालय अथवा विद्यालय में हिन्दी के फाईलों का नहीं खुल पाना यदि वे मंगल फॉन्ट में न हों

हिन्दी टंकण की समस्याओं का समाधान

जब कोई भी प्राप्त फाईल मंगल फॉन्ट में

ना हो अर्थात् किसी और फॉन्ट में हो

इसका समाधान राजभाषा विभाग द्वारा किया

गया है राजभाषा विभाग की वेबसाईट पर

आय टूल्स में .टी. TBIL Converter इस

समस्या का समाधान करता है यह सॉफ्टवेयर

किसी भी अन्य फॉन्ट को मंगल फॉन्ट में

परिवर्तित कर देता है

हिन्दी टंकण की समस्याओं का समाधान

.2राजभाषा विभाग भारत सरकार ने हिंदी टंकण का समाधान उन सभी कर्मचारियों हेतु निकाला है जिन्हें हिंदी टंकण तो नहीं आता है पर वे हिंदी बोल सकते हैं,जिस तरह अंग्रेजी में गूगल वॉयस टाईपिंग उपलब्ध है उसी तरह अब यह हिंदी टंकण हेतु भी उपलब्ध है :

श्रुतलेखन (दी टैक्स्टहिंदी स्पीच से हिं)

श्रुतलेखन)हिंदी स्पीच से हिंदी टैक्स्ट(

विशेषताएं:-

हिंदी में बोलने पर हिंदी में टंकण

जितना शुद्ध उच्चारण उतना ही शुद्ध टंकण

बोलने की गति पर आधारित टंकण

हिंदी बोल सकने किंतु हिंदी टंकण न कर सकने वाले कर्मचारियों हेतु अत्यंत ही महत्वपूर्ण साधन संपादित कर सकने हेतु फाईल बनती है

श्रुतलेखन (हिंदी स्पीच से हिंदी टैक्स्ट)

सीमाएं:-

केवल गूगल क्रोम पर ही कार्य करता है

सही टंकण हेतु शुद्ध उच्चारण की आवश्यकता

पूर्णविराम-,अल्पविराम-,प्रश्नमें लगाए जाते हैं चिन्ह इत्यादि बाद-

श्रुतलेखन (हिंदी स्पीच से हिंदी टैक्स्ट)

आवश्यकताएं:-

विंडोज वाला कम्प्यूटर जिसमें गूगल क्रोम कार्य करता हो 10 या 8

कर्मचारी की स्वयं की वैध ईमेल आय डी-

कम्प्यूटर में उच्च गुणवत्ता वाला माक्रोफोन.

आसअशुद्धि ना हो पास शांति का वातावरण ताकि उच्चारण में-

गूगल वॉयस टायपिंग

Effective Communication Skills

Compiled by Eugene Dulles Leen
Faculty, ZIET Mumbai

Everyone uses communication skills. We use them at home with our families, in the workplace with our bosses and co-workers, on our computers when we answer email, and on the telephone for various purposes. People send us messages in every interpersonal communication encounter. Those messages can be explicit (verbal comments) or implicit (nonverbal facial expressions, other body language, and physical space).

DEFINITION OF COMMUNICATION

Communication can be defined in many ways. In simple terms communication is:

- Information transmitted
- A verbal or nonverbal message
- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior

KEY ELEMENTS IN COMMUNICATION

There are three key elements in the communication process. They are:

- You
- Your audience
- Your message

YOU bring professional experience and education and training to the communication process. In order to be an effective communicator, you need to know who your AUDIENCE is. If your audience is a student, then you can talk effectively about various subjects. If your audience is the public, you need to switch from academic jargon to "plain English." The principles of effective interpersonal communication are the same whether your "audience" is one person, ten people, or one thousand.

The MESSAGE element is equally important. What do you want to say? What is the best way to communicate the message? There is a basic rule used by journalists for writing a newspaper story that can help you focus your message. A well-written

story should contain the who, what, when, where, why, and how of the story in the first paragraph or two. If it does not, it will not hold our attention.

The same principle applies to your message in the process of interpersonal communication. If you do not let your audience know quickly the who, what, when, where, why, and how of your message, you risk their losing interest, being inattentive, and tuning out. Therefore, whether spoken or unspoken, messages should contain most of these elements.

COMMUNICATION TOOLS

There are four basic communication tools:

- Listening
- Speaking
- Reading
- Writing

All four of these basic tools can be learned and improved. First, you must want to improve your communication skills. Next, you must understand them, and recognize their importance in the communication process. Then, you need to learn some new skills. Finally, you must practice good skills to become a better, more effective communicator.

At an early age we begin to learn to speak, early enough that it is difficult to remember the process. However, most of us can recall learning to read and write. These are skills we learn from parents and teachers. We spend most of our communication time listening. Yet, listening is a skill we are not taught, unlike writing, reading, and speaking. Probably, listening is the most important communication skill we can develop.

HOW WE GET AND USE INFORMATION

How much information we retain in the communication process depends on many factors. It is important for each of us to recognize how we learn best. Do we remember most of what we read? Most of what we hear? Do we learn more if someone shows us?

Typically, we retain information at these rates:

- 10 percent of what we read*
- 20 percent of what we hear*
- 30 percent of what we see*
- 50 percent of what we see and hear*
- 70 percent of what we see and discuss*
- 90 percent of what we do*

Another way to think about how we retain information is this adage:

*Tell me and I will probably forget,
Show me and I might remember,
Involve me and I will learn.*

NONVERBAL COMMUNICATION

Nonverbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Nonverbal communication is talking without speaking a word. It is very effective, may be even more so than speech. Some sources say that it may be 60 to 78% of communication between people. In other words, nonverbal communication may be the most important part of communicating with other people. Remember the saying, “Actions speak louder than words.”

You may be surprised to know that not only humans respond to this kind of communication. If you have a pet, especially a dog, it may follow directions and respond to hand and body movements more than your words. Dogs will even get confused if you say “sit” but give the hand motion that you usually use for “stay”.

There are **two main types** of nonverbal communication. **Body language** is the first. Body language is body movements that depend on a person’s attitude or feelings. Body language includes the way people walk, how they stand, and their facial features. In other words, any kind of meaning that is shown by a person’s body attitude or movements. For example, when a boy is sad he may droop his head and walk slowly. Or, if a girl is happy, she might run and jump or stand up straight

and put her hands in the air. People don't have to say anything to show how they feel about things. Body language can be voluntary (on purpose) or involuntary (a person can't help it). An interesting fact is that blind children will smile when happy even though they have never seen a smile.

The next main type of nonverbal communication is **gestures**. Gestures are communications like facial expressions, hand signals, eye gazing, and body postures. Examples include smiles, handshakes, waving, and raising certain fingers to say something.

SPACE

In order to communicate effectively with people, whether in our own culture or in others less familiar, we need to understand accepted boundaries. The use of space between people who are communicating has been studied extensively. Here is a brief description of how we use space in the communication process:

Public space ranges from 12 to 25 feet and is the distance maintained between the audience and a speaker, such as the President and reporters at a press conference, or a professor and students in a classroom.

Social space ranges from 4 to 12 feet and is used for communication among business associates, as well as to separate strangers using public areas such as beaches and bus stops.

Personal space ranges from 2 to 4 feet and is used among friends and family members, and to separate people waiting in lines at teller machines or fast food vendors for example.

Intimate space ranges out to one foot and involves a high probability of touching, as in whispering and embracing. We reserve intimate space for parents, our children, spouses, and close friends.

Use of public, social, personal, and intimate space is interesting to observe in all cultures.

SAFE SCHOOL

Ms Usha Aswath Iyer
Director

HOW AWARE ARE YOU?

2006 JULY 11	INDIA
2004 DEC 26	INDIA
2004 JULY 16	INDIA
2001 JAN 26	INDIA
1984 DEC 2	INDIA

SAFE SCHOOLS

WHEN THE EARTH QUAKES

TSUNAMI

If Disaster Strikes

Remain calm and be patient.

Follow the advice of local emergency officials.

Listen to your radio or television for news and instructions.

Give first aid and get help for seriously injured people.

Confine or secure your pets.

Call your family contact—do not use the telephone again unless it is a life-threatening emergency.

Check on your neighbors, especially those who are elderly or disabled.

ESSENTIAL SUPPLIES

Protective clothing, rainwear, and bedding.

Battery-powered radio, flashlight, extra batteries.

Special items for infants, elderly, or disabled.

AFTER A TSUNAMI

Help injured or trapped persons. Give first aid. Do not move seriously injured persons

Help infants, elderly and the disabled.

Use the telephone only for emergency calls.

Stay out of the building if waters remain around it. Tsunami waters can undermine foundations, causing buildings to sink, floors to crack, or walls to collapse.

When re-entering buildings or homes, use extreme caution.

ESCAPING FIRE

Once you are out, stay out!

If you see smoke or fire in your first escape route, use your second way out. If you must exit through smoke, crawl low under the smoke to your exit.

If smoke, heat, or flames block your exit routes, stay in the room with the door closed. Signal for help using a bright-colored cloth at the window. If there is a telephone in the room, call the fire department and tell them where you are.

Open the windows and doors to help dry the building.
Shovel mud while it is still moist to give walls and floors an opportunity to dry.

Check food supplies. Any food that has come in contact with flood waters may be contaminated and should be thrown out.

Important

Turn off electricity, gas and water if authorities advise you to do so. (remember, you'll need a professional to turn them back on.)

Identify where you could go if told to evacuate. Choose several places . . . A friend's home in another town, a motel, or a public shelter

Terror attack in school

Collect all students and stay in room.
Leave very quietly, only if exit is safe.
If exits are blocked, lie under the desks.

Maintain absolute silence.
Do not gather in open area.

Be prepared

Have mock drills for evacuation
Give simple instructions
Use gestures where possible

Follow a pattern so all know what to do in an emergency
Take care of the handicapped, the old, the little ones

At school

Teachers and staff should take the lead
Ensure all children are out of the building
Take roll call

Keep children calm with prayer, songs or stories
Hand over children to a responsible relative or to a parent

Integrate into daily life

Social studies, science teachers can highlight measures to be taken
Class projects can center around preparedness for emergency
Keep first aid kit ready at all times

Post reading test

State whether the following

Statements are true or false

- A) check up if your relatives/friends are safe by using the telephone constantly.
- b) Take care of your pets too.
- C) Always keep a first aid kit handy.

- d) Essential items for a family should include only medicines.
- e) It is our duty to take care of the disabled.

- f) Once flood waters recede, it is safe to enter your house.
- g) Food which is affected by flood waters should be thrown away.

- h) Shouting and screaming should be avoided.
- i) Practice drills for emergency situations are a waste of time.

- j) It is the social studies teachers' duty to teach preparedness to students.
- k) Keep students ready to face disasters by regular instructions and practice.

- l) A disaster is not the time to sing songs or tell stories.

CHAPTER- VI CODE OF CONDUCT

Article 59.

**Mr M Srinivasan,
PGT, Mathematics, ZIET Mumbai**

For teachers the provisions of the CCS (Conduct) Rules, 1964 shall apply mutatis mutandis to all the employees of the Kendriya Vidyalaya Sangathan. In addition to this, the following code of conduct shall also be applicable to teachers. Violation of these shall make an employee liable for action under the CCS (CCA) Rules, 1965.

1. Every teacher shall, by precept and example, instill in the minds of the pupil, entrusted to his care, love for the motherland.
2. Every teacher shall, by precept and example, inculcate in the minds of his pupils respect for law and order.
3. Every teacher shall organize and promote all school activities which foster a feeling of universal brotherhood amongst the pupils.
4. Every teacher shall, by precept and example, promote tolerance for all religions amongst his pupils.
5. No teacher shall be a member of any political party or carry on activities either openly or in camera in support of any such party. He shall also not have any association with either any political party or any organization which has been declared by the Sangathan to be carrying out its activities against the aims, objects and functions of Kendriya Vidyalayas.
6. The teacher shall always be on the alert to see that his pupils do not take active part in politics.
7. No teacher shall be a member of the State or Central Legislature. He shall resign his job before contesting for elections as a candidate.

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8. Every teacher shall take a stand against unhealthy and bad customs and practices in modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.
 9. Every teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.
 10. Every teacher shall be strictly impartial in his relations with all his pupils. He shall be sympathetic and helpful particularly to the slow learners.
 11. Every teacher shall be a learner throughout his life not only to enrich his own knowledge, but also of those who are placed in his care. He shall plan out his work on approved lines and do it methodically and vigilantly, eschewing all extraneous considerations
 12. Every teacher shall regard each individual pupil as capable of unique development and of taking his due place in the society, and help him to be creative as well as co-operative.
 13. Every teacher shall be temperate and sober in his habits. He shall scrupulously avoid smoking, chewing of betal leaves and such other undesirable habits in the presence of students and within the precincts of the Vidyalaya.
 14. Every teacher shall have an exemplary moral character. His dealing with the members of the opposite sex in the Vidyalaya or outside, shall not be such as would cause reflection on his character or bring discredit to the Vidyalaya.
 15. Every teacher shall take pride in his calling and try to promote the dignity and solidarity of his profession.
 16. Every teacher shall be an advocate of freedom of thought and expression and the development of scientific temper in himself and his students.
 17. No teacher shall indulge in or encourage any form of malpractice connected with examinations or other school activities.
 18. Confidential matters relating to the institution and the Department shall not be divulged by any teacher
 19. No teacher shall undertake private tuition or private employment or otherwise engage himself in any business.
 20. Every teacher shall be clean and trim. He shall not be casual and informal, while on duty. His dress shall be neat and dignified. He shall on no account be dressed so as to become an object of excitement or ridicule or pity at the hands of students and his colleagues.
 21. Every teacher shall be punctual in attendance in respect of his class work as also for any other work connected with the duties assigned to him by the Principal. He shall realize that he is a member of the team and shall help in developing a corporate life in the school.
 22. Every teacher shall abide by the rules and regulations of the Vidyalaya and show due respect to the constituted authority, diligently carrying out instructions issued to him by the superior authority.
 23. Every teacher shall avoid monetary transaction with the pupils and parents and refrain from exploiting his Vidyalaya influence for personal ends. He shall generally conduct his personal matters in such a manner that he does not incur a debt beyond his means to repay.
 24. No teacher shall prepare or publish any text-book or keys or assist directly or indirectly in their

25. No teacher shall engage himself as a selling agent or canvasser for any publishing firm/trader.
26. No teacher shall apply for an assignment or job outside the Sangathan directly. He shall invariably forward his application through proper channel.
27. No teacher shall present his grievances, if any, except through proper channel, nor will he canvass for any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya.
28. Every teacher shall consider Vidyalaya property and funds as if placed in trust with him and shall exercise the same with prudence and care as he would do in respect of his own property or funds.
29. No teacher shall accept or permit any member of his family or any other person acting on his behalf to accept any gift from any pupil, parent or any person with whom he has come into contact by virtue of his position in the Vidyalaya except as provided under Rule 13 of the CCS (Conduct) Rules, 1964.
30. No teacher shall, except with the previous sanction of the Sangathan, give any talk on the radio, publish any statement or document either in his own name or anonymously, pseudonymously or in the name of any other person, which has the effect of an adverse criticism of any current or recent policy or action of the Central Government or a State Government, or which is capable of embarrassing the relations between the Central Government and a State Government or between the Central Government and the Government of any foreign state.
31. No teacher shall, except with the previous sanction of the competent authority, ask for or accept contribution or other collections in cash or in kind in pursuance of any object whatsoever.
32. It shall be the duty of every teacher: (i) To respect the National Flag and the National Anthem. (ii) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities and to renounce practices derogatory to the dignity of women. (iii) To develop scientific temper, humanism and spirit of enquiry and reform. (iv) To safeguard public property and to abjure violence. (v) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.
33. If a teacher is convicted by a Court of Law or arrested, it shall be his duty to inform his immediate superior the fact of his conviction or arrest and the circumstances connected therewith as soon as it is possible for him to do so. Failure to do so, will be regarded as deliberate suppression of material information.
34. (a) Every teacher shall at all times (i) Maintain absolute integrity. (ii) Maintain devotion to duty. (iii) Do nothing which is unbecoming of an employee of the Sangathan (b) Nothing contained in part (a) of this Article shall be deemed to take away or abridge the right of a teacher:- (i) to appear at any examination to improve his qualification; (ii) to become or to continue to be a member of any Literary, scientific or professional organization; (iii) to make any representation for the redressal of any bonafide grievances, subject to the condition that such representation is not made in any rude or indecorous language.
35. Every teacher shall ensure that he/she should not use mobile phones in the class rooms in order to avoid teaching process.

36. It is the responsibility of the class teacher or the teachers to ensure security and safety of the children under his control and supervision in the discharge of his duties. The teachers who are to escort children to excursions, tours, Scout & Guide camp, NCC Camps, & Sports Meets, etc., shall ensure the safety and security of the children.
37. A teacher is described as a role model, a guru from time immemorial and he should maintain moral and ethical values and set an example to the children. He must not demonstrate unethical activities towards the children. He should keep reasonable distance from the female students and female teachers and shall not indulge in unwelcome sexually determined behaviour like (i) physical contact and advances (ii) demanding or requesting for sexual favours (iii) passing on sexually coloured remarks (iv) showing any pornography and (v) any other unwelcome physical, verbal or non verbal conduct of sexual nature.

CHILD RIGHTS

Compiled & Prepared by
Mrs Pushpa Verma
 P.G.T (Economics)
 ZIET, MUMBAI

Human rights are "commonly understood as fundamental rights to which a person is inherently entitled simply because she or he is a human being."

- These rights may exist as natural rights or as legal rights, in local, regional, national, and international law
 - **Right to Survival:**
 - Right to be born
 - Right to minimum standards of food, shelter and clothing
 - Right to live with dignity
 - Right to health care, to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy
 - **Right to Protection:**
 - Right to be protected from all sorts of violence
 - Right to be protected from neglect
 - Right to be protected from physical and sexual abuse
 - Right to be protected from dangerous drugs
 - **Right to Participation:**
 - Right to freedom of opinion
 - Right to freedom of expression
 - Right to freedom of association
 - Right to information
 - Right to participate in any decision making that involves him/her directly or indirectly
 - **Right to Development:**
 - Right to education
 - Right to learn

- Right to relax and play
- Right to all forms of development – emotional, mental and physical
- **Legal age of the child in Indian law** *the Constitution of India* impose on the State the primary responsibility of ensuring that all the needs of children are met and that their basic human rights are fully protected.

Constitution of India

The Indian constitution accords rights to children as citizens of the country, and in keeping with their special status the State has even enacted special laws. The Constitution, promulgated in 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy. Over the years, many individuals and public interest groups have approached the apex court for restitution of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be “fundamental in the governance of the country and ... the duty of the state to apply ... in making laws” (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children’s rights; no court can make the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children’s rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

Constitutional Guarantees that are meant specifically for children include:

- Right to free and compulsory elementary education for all children in the 6-14 year age group
- Right to be protected from any hazardous employment till the age of 14 years
- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength
- Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment
- Right to early childhood care and education to all children until they complete the age of six years

Besides, Children also have rights as equal citizens of India, just as any other adult male or female:

- Right to equality
- Right against discrimination
- Right to personal liberty and due process of law
- Right to being protected from being trafficked and forced into bonded labour
- Right of minorities for protection of their interests
- Right of weaker sections of the people to be protected from social injustice and all forms of exploitation
 - Right to nutrition and standard of living and improved public health
- Article 21 A free and compulsory education to all children within the ages of 6 and 14 in such

- Article 45 to provide early childhood care and education for all children until they complete the age of 6.
- Article 51 (k) lays down **a duty** that parents or guardians provide opportunities for education to their child/ward between the age of 6 and 14 years.
 - **The age at which a person ceases to be a child varies under different laws in India.**
 - **Child Labour Prohibition and Regulation Act, 1986, a child is a person who has not completed 14 years of age.**
 - **The Constitution of India protects children below the age of 14 from working in factories and hazardous jobs.**
 - **But below 14, they can work in non-hazardous industries.**
 - **An area of concern is that no minimum age for child labour has been specified.**
- **Criminal responsibility, the age limit is 7 and 12 under the Indian Penal Code, 1860.**
- **For purposes of protection against kidnapping, abduction and related offences, it's 16 years for boys and 18 for girls.**
- **The Juvenile Justice (Care and Protection of Children) Act 2000, the age is 18 for both boys and girls.**
- **Protection of Women from Domestic Violence Act 2005 defines a child as any person below the age of 18, and includes an adopted step- or foster child**
- **DIFFERENT ARTICLES ON CHILD RIGHTS:-**

PART-I

- **Article 1:** Definition of a child.
- **Article 2:** Children must be protected from discrimination.
- **Article 3:** The best interests of the child (taking into account the rights and duties of parents).
- **Article 4:** Legislative measures to implement the treaty.
- **Article 5:** The rights of parents.
- **Article 6:** The right to life.
- **Article 7:** The child's right to birth registration.
- **Article 8:** The child's right to a name, nationality and family relations.
- **Article 9:** The child's right not be separated from his or her parents against the child's will.
- **Article 10:** The child's right to maintain contact with both parents if they separate.
- **Article 11:** Measures against the illicit transfer of children abroad.
- **Article 12:** The child's right to be heard in any judicial and administrative proceedings.

- **Article 13:** The child's right to freedom of expression.
- **Article 14:** The child's right to freedom of thought.
- **Article 15:** The child's right to freedom of association.
- **Article 16:** The child's right to privacy.
- **Article 17:** The child's right to information from national and international mass media.
- **Article 18:** Parents or legal guardians have the primary responsibility for the child's upbringing.
- **Article 19:** State obligations to protect children against maltreatment and abuse.
- **Article 20:** State obligations to children temporarily or permanently deprived of their family environment.
- **Article 21:** State obligations to children with regard to adoption.
- **Article 22:** State obligations to children who are classed as refugees.
- **Article 23:** State obligations to children who are mentally or physically disabled.
- **Article 24:** State obligations to provide child health care services.
- **Article 25:** Children placed in physical or mental health care settings have the right to a periodic review of their circumstances and treatment.
- **Article 26:** The child's right to social security insurance and benefits.
- **Article 27:** The child's right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
- **Article 28:** The child's right to education.
- **Article 29:** The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions.
- **Article 30:** The rights of children belonging to ethnic, religious or linguistic minority groups.
- **Article 31:** The child's right to rest, leisure and recreational activities.
- **Article 32:** The child's right to be protected from economic exploitation.
- **Article 33:** State obligations to protect children from the illicit use of narcotic and psychotropic drugs.
- **Article 34:** State obligations to protect children from sexual exploitation and sexual abuse.
- **Article 35:** State obligations to prevent the abduction or trafficking of children.
- **Article 36:** State obligations to protect children from all other forms of exploitation prejudicial to the child's welfare.
- **Article 37:** State obligations to ensure that children are not subjected to torture, inhuman or degrading treatment or punishments, including capital punishment or life imprisonment without the possibility of release.

- **Article 38:** State obligations to ensure that children under fifteen years do not take a direct part in wars or other hostilities, and to protect and care for children affected by armed conflict.
- **Article 39:** State obligations to promote physical and psychological recovery of child victims of torture, degrading treatment or armed conflict.
- **Article 40:** State obligations concerning children who infringe penal laws.
- **Article 41:** No part of the Convention shall override provisions contained in State laws which are more conducive to children's rights.

PART II - Committee on the Rights of the Child

- **Article 42:** State obligations to make the provisions of the Convention widely known.
- **Article 43:** Description of the role of the United Nations Committee on the Rights of the Child.
- **Article 44:** Reports to the Committee.
- **Article 45:** The process by which the Committee evaluates reports.

PART III - Procedures for ratification, amendments, etc.

- **Article 46:** The Convention shall be open for signature by all States.
- **Article 47:** The Convention is subject to ratification.
- **Article 48:** The Convention can be adopted by accession (same as ratification but not preceded by signature).
- **Article 49:** The Convention enters into force on the 30th day after the 20th ratification/accession.
- **Article 50:** A State Party may propose an amendment.
- **Article 51:** A State Party may file reservations.
- **Article 52:** A State Party may denounce the Convention (i.e. announce termination of the State's participation).
- **Article 53:** The Secretary-General of the United Nations is designated as the depositary of the Convention.
- **Article 54:** The original of the present Convention resides with the Secretary-General of the UN.

Library Classroom Management for Librarians

Presented by

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Resource Person

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Why Are We Here

Learn..Improve..Sustain..Confirm

Discipline v. Management

Discipline: The reaction to misbehavior AFTER it has occurred.

Management: Actions that prevent misbehavior from occurring.

Management is identifying the problem and searching for the solution.

SEARCHING FOR

SOLUTIONS Management vs. Discipline

Three students Two books Both books belong to Mary Mary lends to Bob

Mary changes mind - lends to Chuck Bob and Chuck argue Teacher questions Bob

Bob and Chuck argue again Mary adds two cents All three are now arguing at once

What would you do? What's the problem? What's the solution? Management or Discipline?

Effective Manager Characteristics!....., Plan,, Routines , Rules, Positive Consequences

Negative Consequences, Behaviors are Taught, Comfortable, Consistent, Parental

Involvement, High Expectations, Climate of Management

RESEARCH

Research shows:

There are clear differences between the management practices of the more effective teacher and the less effective teacher.

When teachers learn to use the practices of the more effective teachers their classroom management problems decrease.

Classroom/ library Management

that Works:

Research-Based Strategies

for Every Teacher

Robert J. Marzano

The newest and most comprehensive source of information on what REALLY is effective and will get results!

Critical Role of Classroom / library Management

“One of the most important” of the various roles of a classroom /library teacher

Effects of a School & Teacher on Students:...Average S/Average T=50..Least S/Least

T=3..Most S/Least T=37...Most S/Most T=96...Least S/Most T=63

Critical Role of Classroom /library Management

Three Major Roles of a Teacher:

- Making wise choices about the most effective instructional strategies to employ
- Designing classroom curriculum to facilitate student learning Making effective use of library/classroom management techniques Critical Role of Classroom library Management..Meta-Analysis Research Method..Combines results from a number of studies

- Allows generalizations not possible in review of single studies

Four Key Management Factors:

- Rules & Procedures
- Disciplinary Interventions
- Teacher Student Relationships
- Mental Set

Rules and Procedures

Separates the unsuccessful from the experts

Refers to expectations regarding behavior

Rule: General expectations or Standards

Procedures: Communicates expectations for specific behaviors

Rules and Procedures

Research and Theory

- 28 Percentile Difference between classrooms with and without!
- Best involve explanation and group input

Rules and Procedures

Action Step 1

- Identify specific rules and procedures for your classroom and library

Categories:

- General expectations
- Beginnings and endings
- Transitions and interruptions
- Group work
- Seatwork and librarian teacher-led activities

Rules and Procedures

Action Step 2

- Involve students in the design of rules and procedures.

Discussion(s) with students

Real life examples/ connections

Disciplinary Interventions

Research...Ranking of + and - Consequences..Categories of Disciplinary Behaviors

Action Steps

- ⑩ Employ specific techniques that acknowledge and reinforce acceptable behavior and acknowledge and provide negative consequences for unacceptable behavior.
- ⑩ Establish clear limits for unacceptable behavior and an effective system to record these behaviors.

Teacher-Student Relationships

Research,Keystone to the other factors,Two dimensions to balance:

- Dominance: Clarity of purpose & strong guidance
- Cooperation: Concern for the needs and opinions of others

Impact of severe problems facing students

Program: TESA

Teacher-Student Relationships..Action Step 1:

- Use specific techniques to establish and appropriate level of dominance in the classroom.
 - Rules and procedures
 - Disciplinary interventions Exhibiting assertive behavior (eye contact, erect posture, facing students, facial expression, tone of voice, persisting)
- Establishing clear learning goals

Teacher-Student Relationships

Action Step 2:

- Use specific behaviors that communicate an appropriate level of cooperation.

- Using equitable and positive classroom behaviors..Responding appropriately to students' incorrect responses

Teacher-Student Relationships

Action Step 3:

- Be aware of the needs of different types of students.
 - Passive
 - Aggressive
 - Attention problems
 - Perfectionist
- Socially inept

Withitness.....Emotional Objectivity..Action Steps

- ⑩ Employ specific techniques to maintain or heighten your awareness of the actions of students in your classes (withitness).
- ⑩ Employ specific techniques to maintain a healthy emotional objectivity with students.

The Student's Responsibility for Management

Common theme: Students should be given the message that they are responsible for their own behavior and that they should be provided with strategies and training to realize that control.

Research

- Responsibility strategies = a decrease of 25 percentile points in disruptive behavior
- Strong research support BUT not done frequently!!!

The Student's Responsibility for Management

Action Step 1

- Employ general classroom procedures that enhance student responsibility.
 - The lib. classroom meeting,Using a language of responsibility,Written statements of beliefWritten self-analysesThe Student's Responsibility for Management

Action Step 2

- Provide students with self-monitoring and control strategies.
 - Designed for specific students for whom the general plan isn't working
 - Communicate intent of helping student succeed..Process described

The Student's Responsibility for Management

Action Step 3

- Provide students with cognitively based strategies....Social skills,Problem solving,Getting Off to a Good Start

Research....Review of Programs

Action Steps

- ⑩ Arrange and decorate your library room in a manner that supports effective classroom management.
- ⑩ Begin with a strong first day of class.
- ⑩ Emphasize Classroom lib. Management for the first few days.

Management at the School LevelThings are always better when we're all on the same page.

Management issues are no different!

Effective management is a composite of interacting elements.

Management at the School Level

Action Step 1

- Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines.

Action Step 2

- Establish clear schoolwide rules and procedures regarding specific types of misbehavior

Action Step 3

- Establish and enforce appropriate consequences for specific types of misbehavior.

Action Step 4

- Establish a system that allows for early detection of students who have high potentials for violence and extreme behavior.

Action Step 5

- Adopt a schoolwide management program.

Building a Solid Plan - Classroom

Routines....Rules

Positive Consequences

Negative Consequences

Establishing a library Management Plan:

Routines

THE PROBLEM IS NOT DISCIPLINE.....

Building Your Plan:

Procedures/Routines

Three Steps to

Teaching Procedures

1. Explain classroom procedures clearly.

State, explain, model, and demonstrate the procedure.

- Define the procedure in concrete terms.
- Demonstrate the procedure; don't just tell.
- Demonstrate a complex procedure step by step.

2. Rehearse classroom procedures until they become routines.

- Rehearse and practice the procedure under teacher supervision and direction.
- Repeat procedure until it becomes routine.

⑩ Reinforce a correct procedure and reteach an incorrect one..

Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

- Determine whether students have learned the procedure or whether they need further explanation, demonstration, or practice.
- Reteach the correct procedure if rehearsal is unacceptable and give corrective feedback.
- Praise the student when the rehearsal is acceptable.

DO NOW:

Selecting and Writing Routines

Establishing a Management Plan:

Rules

WHY RULES ARE NECESSARY

ESTABLISHING

BEHAVIOR RULES

RULES

Establish a fair and consistent way to deal with both positive and negative behavior.

The most successful classes/ libraries are those in which the teacher/librarian has a clear idea of what is expected from the students and the students have a clear idea of what the teacher/ librarian expects from them.

--Harry Wong

Establish Rules That Are: Observable, Stated Positively, Complete Thoughts & Sentences Reasonable

Choose Rules With Which You Are Comfortable.....

Always reinforce positive before negative.

**RULES OF THE CLASSROOM/LIBRARY
FOLLOW THESE RULES AT ALL TIMES.**

Establishing a Management Plan

Consequences

ESTABLISHING , CONSEQUENCES

The method of dealing with student behavior has little or no effect on how much change occurred.

No one consequence, positive or negative, is any better than any other consequence.

WHAT DID MATTER?

Successful behavior management is primarily a matter of

PREVENTING

problems before they occur, not the ability or technique to deal with them after they emerge.

PROACTIVE

ESTABLISHING , CONSEQUENCES

CONSEQUENCES

Both Positive and Negative

POSITIVE

Any action that puts the student in a position to realize that the identified behavior was appropriate and acceptable.

NEGATIVE

Any action that puts the student in a position to realize that the identified behavior was inappropriate and unacceptable.

Research in both education and psychology show:

When a verbal reinforcer follows a response or action, academic or behavior, the response or action is more likely to occur again. Whether the reinforcer is positive

or negative has little if any meaning.

POSITIVE BEFORE NEGATIVE

3 to 1

NO LESS THAN 50/50

Establishing a Management Plan, Negative Consequences

ESTABLISHING , CONSEQUENCES

NEGATIVE CONSEQUENCES

Negative consequences should be something the students do not like [uncomfortable].

Negative consequences should not be physically or psychologically harmful to the student [or you].

Choose negative consequences:

- with which you are comfortable..that are reasonable...that are already established...that avoid conflict with the established school, system, or "social" rules

Choose a *maximum* of five negative consequences and list them in order of severity.

Develop a severe clause to deal with unusual, defiant, or dangerous behavior.

ESTABLISHING , CONSEQUENCES

RECORD KEEPING SYSTEMS

A way to keep up with the type and number of rules broken in a day.

High Visibility Reduces Negative Teacher Reactions Stern, Serious, and Loud

Sarcasm Comfortable Consistent Easy to Use

Starts Over Each Day.....See Wong, p. 157-158.

NEGATIVE CONSEQUENCES

Create a list of possible consequences to use in your classroom/library

Prioritize them from “least” to “most.”

Identify the consequences in order from least to most severe. Establishing a Management Plan, Positive Consequences, ESTABLISHING CONSEQUENCES, POSITIVE CONSEQUENCES, Usual Let Down or Misuse Anything students like - ASK THEM!!!.

Improvement not perfection should be the standard.

Establish positive consequences with which you are comfortable [only those you can handle].

Choose positive consequences that provide for use as often as possible.

Choose positive consequences that avoid conflict with established school, system, or “social” rules.

Establish a system with which you are comfortable [one that doesn’t bug you].

Choose individual and class positive consequences.

Choose positive consequences that are attainable:

EFFECTIVE NAGEMENT,.....KEY:..Positive support of appropriate student behavior

Negative consequences stop inappropriate behavior, but only positive consequences will change behavior.

REMEMBER:Positive consequences come before negative consequences.

3 to 1

NO LESS THAN 50/50

POSITIVE CONSEQUENCES.....Other Resources...Disciplinehelp.com

The Tough Kid&The Tough Kid Toolbox

The Key Elements of Classroom Management

Classroom Management for the Elementary/ Secondary Teacher

Sharing Ideas

Strategies to remember...1....2.....3.

Goal(s) for implementation..1....2.....3.

Follow-up and Next Steps

Select a strategy for classroom/library focus.

Implement strategy.

- What strategy?
- Positive results?
- Areas of concern?

Talk to a colleague

Focus on Management NOT Discipline for Success!

Thank You

CORPORAL PUNISHMENT

Ms Usha Aswath Iyer
Director

What is corporal punishment?

Physical

Causing physical harm

Making children assume uncomfortable positions

Forcing child to swallow undesirable items

Detain in a closed space

Mental harrassment

Sarcasm

Intimidation

Insulting remarks

Humiliating due to other reasons like parents’ background...

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Belittling child's achievements
Belittling child's behaviour
Belittling child's handicap

Discrimination

Remarks against a caste or group-
Because of income
Due to inability based on caste or gender or religion
Denying facilities such as mid day meal, books- due to caste, religion
Deliberate neglect

Why 'no' to corporal punishment?

Can cause irreparable physical harm.
Can lead to lifelong mental scars
Children cannot protect themselves
Dehumanises child and perpetrator
Leads to a circle of violence

Legal grounds

The right of children to free and compulsory education (rte) act, 2009, which has come into force with effect from 1 april 2010, prohibits "physical punishment" and "mental harassment" under section 17(1) and makes it a punishable offence under section 17(2).

Legal grounds

Section – 17

*Prohibition of physical punishment and mental harassment to child – (1) no child shall be subjected to physical punishment or mental harassment.
(2) whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.*

Child rights

Four core principles:

1. Non-discrimination
2. Best interests of child
3. Right to life, survival and development
4. Respect for the views of the child.

Alternates to corporal punishment.

Praise good behaviour.
Praise effort even if result is not satisfactory.
Give dos rather than dongs.
Give acknowledgement of good behaviour.
Use humour instead of sarcasm.

Alternates to corporal punishment...

Discuss problem behaviour and agree to punishment.
Involve student council.
Involve parents.
Involve whole school community

For the teacher

Don't lose your temper.
Don't abuse or insult.
Don't compare with other students.
Observe behaviour changes in students.
Talk to the child and listen when he talks.

For the administrators

Discuss problem behaviour in staff meetings and pta.
 Have clearly laid out methods for handling problem behaviour.
 Discuss with students what is accepted and unaccepted behaviour.
 Decide with students what punishment is acceptable too.

Positive steps

Have life skills education.
 Build empathy.
 Teach anger management
 Develop critical thinking, decision making skills through class and through outside efforts.

Is this corporal punishment?

1. Suman is weak in maths. She is made to stay in class till she finishes her class work. The other students have left for their homes.
2. Chitra is weak in all subjects. She is made to sit on the last row every day.
3. Sanjeev has one leg shorter than the other. All his teachers and his friends call him by his nickname 'langda'.
4. Mohit and rohit are twins studying in the same class. Their teachers refer to them as 'kala' and 'gora' to identify them.
5. Mr rana, class teacher, advised gokul's parents to consult a doctor to cure their son's stammer.
6. Sumit is in the habit of telling lies. Though his teachers have tried their best to cure him of this habit, he has not changed. One day the principal makes him wash his mouth with soap to stop him from telling lies.
7. Arpita is a beautiful girl. Her teachers often call her 'barbie' out of affection.
8. Keshav gets angry and often kicks his classmates. One day the teacher pins the words 'i am a donkey' on his back.
9. Mr shravan, the maths teacher, allows sunita to solve only 3 sums whereas he makes the rest of the class solve 5 sums.
10. Mr niranjan slapped a boy who was misbehaving with a girl.
11. Rajkumar is made to sit separately during lunch break because he often brings stale food to school. The food smells very bad and the other students have complained about it.

Stock Maintenance and Condemnation

Sources

Accounts Code

Presented.....Naresh kumar (R P) LIBRARIAN K.V.Khtri Nagar

Types of stock registers

- Consumable
- Non Consumable

Physical Verification of Stores

Physical verification of the quantities and condition of items held in an inventory, as a basis for accurate inventory audit and valuation.

Frequency of stock verification

- Once a year Before 31 march after the Annual Examination is over.

excesses or shortages noticed as a result abstracted in a list, department-wise, in the following form in triplicate

Format

NAME OF THE DEPARTMENT

Stock as per

Stock Name of _____ Excess (+) Results of

Regr.the

Page article Stock Physical Shortage (-) investigation

Excess

- Excesses should be investigated to find out any omission or shortage in accounting with reference to the invoices of articles received. They should be brought to account in the Stock Register with suitable remarks and proper steps taken to safeguard against such omissions or commissions in future.
- Shortages
- Shortages indicate losses or breakages in handling and as such required detailed investigation. The lines on which investigation should be conducted are indicated in Article 187
- Whenever there is a change in the incumbency due to transfer, death, etc In regard to loss of stores due to theft, report should be sent as explained in Article 235.

- In regard to loss of stores other than due to theft, responsibility has to be fixed on the stock holder. For this purpose a report should be furnished immediately after such losses come to notice.
- loss of stores due to breakage
- As and when breakages arise, action should be taken to fix responsibility on the student or staff at fault and to recover the cost price or market price, whichever is higher. A receipt in form CS 12 should be issued to the part concerned and the amount credited as miscellaneous income

A receipt in form CS 12 should be issued to the party concerned and the amount credited as miscellaneous income.

A note of the breakage should be kept in a register in form CS 48.

- As regards other breakages, that is, accidental breakages while conducting experiments, an on-the-spot investigation should be conducted by the Principal and the result thereof recorded in a register which should be
- for each department separately.

➤ CERTIFICATE

- Certified that the stock is physically verified as per the stock register pages from –To found correct as on date and signature of the members of verification committee.
- **Condemnation Board**
- As soon as the annual physical verification is completed, a Condemnation Board consisting of two members of the Management Committee and the Principal should be constituted.
- to investigate into the deficiencies in the stock
- make recommendations to the Sangathan either for recovery of the cost of articles or write off the cost price of the articles.

While making recommendations for write off, the Condemnation Board should take into consideration the period of effective life of the article

Format of condemnation of articles List

Powers of condemnation Board

- The report of the losses/breakages should be considered by the Executive Committee, VMC who has full powers up to Rs2,00,000/- in a year to condemn stores of all kinds.
- Cases involving condemnation of stores beyond this limit and all cases involving fraud, embezzlement, misappropriation or theft will be condemned with the approval of Deputy Commissioner, KVS RO concerned

- The report of the losses/breakages should be sent to the Regional Officer along with the minutes of the Executive Committee/VMC each year.
- **Life of assets fixed by KVS**
- However, if the total book value of articles to be written off works up to Rs.500/- the articles may be written off under the powers delegated to the Principal and a copy of the sanction along with the report submitted to the Regional Office in duplicate.
- No articles should be written off from the Stock Register without proper sanction and a reference to the sanction No. and date should be given in the Stock Register in support of the entry for write off.

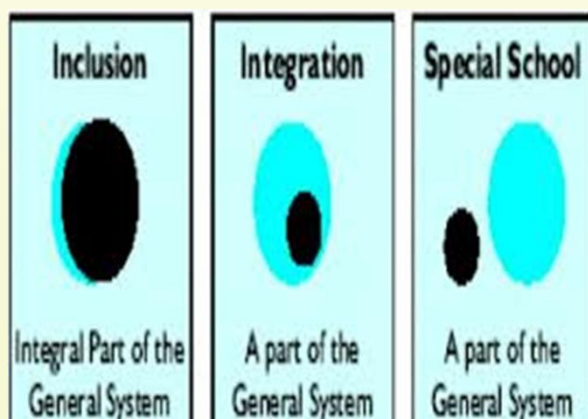
Conclusion

- Stock verification ensures: -
 - The proper, efficient and effective maintenance & use of materials in the stock, and
 - The accountability in the system.

INCLUSIVE EDUCATION

Ms. Usha Aswath Iyer
Director

WHAT IS INCLUSIVENESS?





Include whom?

- Boys, girls and transgenders.
- Marginalised groups like sc, st
- Minority groups like muslims, christians
- Children of migrants, labourers, terrorists, prisoners...
- Physically challenged
- Mentally challenged

Why?

For normal students:

- To sensitize them
- To make them aware of the challenges faced by the less able.
- To create appreciation of the less abled talents
- To learn from the less abled qualities like perseverance, patience...

For the marginalised students:

- To help them adjust in society.
- To enable them to learn from the normal students.
- To build a support system for such students.

Problems of india

- Non-availability of schools, teachers
- Distance of school
- Problems of transport
- Non availability of toilets, water in schools.
- Poverty of parents
- Children viewed as cheap labour
- Refusal to allow boys and girls to study together.
- Attitude of society towards girls and less able students.
- Viewing girls as future child bearers and home makers.
- Social customs like child marriage, subjugation of women,
- Lack of awareness of the importance of education
- Need for girls to do household work, look after siblings
- Lack of female teachers
- Cost of education

Problems in inclusion:

- Disparity economically, socially, culturally, physically, mentally..
- No link between education and employment

- Focus on academics at the cost of skills
- Curriculum load- too many subjects, languages to learn.
- Rigid evaluation/assessment systems- do not cater to different styles of learning.
- Rigid pattern of school year and program- does not cater to the different needs of say farming community, potters' community...

How to overcome the problems?

- Welcome all students.
- Implement cce in the true spirit.
- Cca to develop talents
- Activities to give variety of experiences to students
- Counselling of parents
- Welcome all students.
- Implement cce in the true spirit.
- Cca to develop talents
- Activities to give variety of experiences to students
- Counselling of parents

Suggestions for teachers

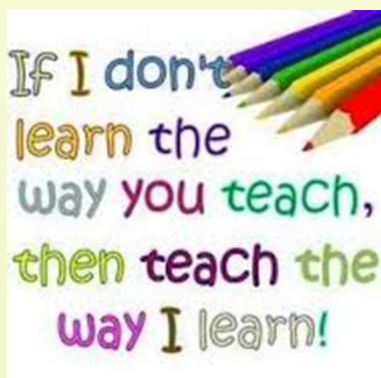
- Programmes for attitude development in teachers
- Training teachers to handle multiple intelligences
- Appointing special educators to assist teachers

For students

- Developing self study skills, self motivation in students
- Preparing a variety of learning materials and using a variety of methods to enforce learning.
- Discussing with students in setting targets.

For administration

- More schools
- More teachers
- More training institutes
- Delinking result with education
- Introducing flexibility in curriculum, evaluation, methodology of teaching
- Linking education to employment and employability.



'How' of inclusive education Approach differences

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualized Teaching
Learning is segregated	Learning is Integrated
Emphasis on teaching subject-orientated	Emphasis on learning child-centered
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labeling

PERSONALITY DEVELOPMENT**HARMAN CHHURA****HM & FACULTY ZIET MUMBAI****AIMS:**

The training module is aimed at the promotion of the strategies for the personality development of the participants. The rationale behind this endeavor is the recognition of the multifaceted influence of the personality of the employees upon organizational effectiveness.

TRAINING OBJECTIVES

- ❖ To bring about personality development with regard to different behavioral dimensions that have far reaching significance in the direction of the organizational effectiveness.
- ❖ To bring out one's abilities and powers for making himself aware of his inner self and become more confident to face the outside world

TARGET GROUP

- ❖ Employees of KVS

TRAINING MATERIAL

- ❖ Computer

- ❖ LCD projector
- ❖ White board and marker

Methodology :

- **Lecture-cum-discussion**
- **Group discussion**
- **Management Games**
- **Case studies**

Duration : 90 Minutes

Training Strategies:

- Introduction : 5 Minutes
- Personality and factors which influence personality : 30 Minutes
- Management games : 5
- Personality Traits & Traits for building positive personality : 30 Minutes
- Group discussion and evaluation : 20 Minutes

CONTENT:

Unit 1 : What is personality & factors which influence personality ?

Personality Development is the growth and development of the thinking, perception, attitude, nature, mood, behavior and activities that differentiate among people. It is a tool to bring out one's abilities and powers for making himself aware of his inner self and become more confident to face the outside world. Personality means uniqueness, individuality and appearance of a person and his/her reflection of thinking, emotions, behavior, communication skills and corporeal characteristics.

Personality determinants

- **Heredity**– Physical structures, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level and biological rhythm are characteristics that are generally considered to be either completely or substantially influenced by who your parents were.
- **ENVIRONMENT**– The environmental factors that exert pressure on our personality formation are the culture in which we are raised , our early conditioning, the norms among our family, friends, social groups and other influences that experience.
- **The situation influences** the effects of heredity and environment on personality. An individual's personality although generally stable and consistent , does change in different situations.

Unit 2: Personality Traits

Personality traits are relatively stable set of characteristics, tendencies, and temperaments that have been formed by heredity and by social, cultural and environmental factors. Personality traits are enduring characteristics that describe an individual's attitude and behaviour

- Openness to experience : This characterizes the degree to which people are interested to learning new things or sticking with what they already know
- Conscientiousness: Represents the degree to which an individual is dependable or inconsistent, can be counted on or is unreliable, follows through on commitments or are generally perceived to be careful.
- Emotional stability: The degree to which a person is consistent or inconsistent is how they react to certain events, reacts impulsively or weigh options before acting and takes things personally or looks at a situation objectively
- Agreeableness : Measures the degree to which a person is friendly or reversed cooperative or guarded, flexible or inflexible, trusting or cautious good natured or moody, softhearted or tough, tolerant or judgemental
- Neuroticism: Neuroticism is a personality characteristic that describes how nervous or anxious a person tends to be, as well as the degree of self-confidence and self-contentment he or she possesses. Individuals who score high on levels of neuroticism will often be preoccupied with the 'what ifs' of life. They tend to be worrisome and preoccupied with things that might not be within their control.
- Attitude: Attitudes are evaluative statements or learned pre dispositions to respond to an object, person, or an idea in a favourable or unfavourable way. Strong attitudes can have an impact on professional and personal relationship. Our attitude can determine whether we think positively and take control of a situation or think negatively and feel helpless to change or respond to a situation.
- Perceptions: Perceptions describes the process by which individuals gather sensory information and assign meaning to it. When we encounter a person or situation, we use our senses to absorb various inputs. Next our brain select aspects from stored information in order to process and organize these inputs. Finally our brains interpret and evaluate the person or situation.

Unit 3 : Traits for developing positive personality

Accept responsibility – the key to better results and relationships

When things go wrong in life, it is easy to search for a scapegoat i.e. somebody to blame so that you do not have to accept responsibility for your outcomes. Blame is a very harmful attitude to adopt. Not only are you deflecting responsibility from yourself but you are damaging your relationships by suggesting that others are holding you back. You adopt a narrow focus whereby somebody else, or something else, is to blame. There is a major problem here as you cannot improve a situation unless you actually accept responsibility. When you accept responsibility for your life, you are simply identifying the areas where you can influence change, so that you might achieve a better outcome on the next occasion. You are not attacking anybody or anything; you are identifying and implementing potential solutions. Accepting responsibility is a more positive and effective approach than attributing blame.

Show consideration

Consideration is a five-syllable word that stands for an important character trait. Another word for consideration is respectfulness. People of all ages appreciate respectful behavior.

There are many ways to show consideration for others. i.e.

The first is to respect their property.

The second way to show consideration is to be respectful of the feelings of others.

Think Win- win

Win-win sees life as a cooperative arena, not a competitive one. Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Win-win means agreements or solutions are mutually beneficial and satisfying.

Choose your words carefully

Never criticize, complain or condemn

Although it seems simple, I believe that we don't always put this principle into action. It is the simplest mind that will criticize, condemn, or complain because it's the easiest thing to do. It also gets you nowhere because you're placing the blame on other people. Besides, who wants to be known as "the complainer?"

On the flip side, it takes character and self control to be understanding and forgiving. It also takes more effort and initiative to understand people and figure out why they do what they do and come up with other options or solutions to further your goal.

Smile and be kind

No matter who you have to face, and what your job is today, smile and be kind to those around you. Respect and a kind attitude will make a difference in the lives of those around you, and in your own life as well.

Put positive interpretation on other people's behavior

In the absence of sufficient facts, people instinctively put a negative interpretation on others' actions or inactions. By starting on a positive note, we have a better chance of building a pleasing personality resulting in good relationships.

Be a Good listener

Being a good listener can help you to see the world through the eyes of others. It enriches your understanding and expands your capacity for empathy. It also increases your contact with the outside world by helping you improve your [communication skills](#). Good listening skills can provide you with a deeper level of understanding about someone's situation, and helps to know what words are best to use or which words to avoid.

Be Enthusiastic

Enthusiasm is absolutely necessary if you ever want to accomplish anything of value. You need a larger-than-life excitement in whatever it is that you are doing for it to be successful.

Give honest and sincere appreciation

Do not give any appreciation just because you think you it is a good thing to do so or because you think people expect it. When you find a truly admirable quality or a deed that genuinely needs to be appreciated, then take time and

do so. Be honest in your expression too. Do not exaggerate. Keep it casual. Be specific.

Develop a sense of humor

Having a good sense of humor reduces stress, helps you cope with pain, creates empathy in social situations, and can even improve your odds of finding a mate.

To have a friend be a friend Show empathy

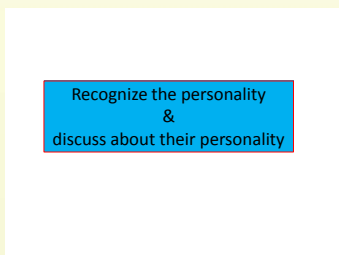
Empathy creates connections between people, bringing them together and helping to forge friendships and love. It makes us feel as if someone cares for us: without it we would likely feel vulnerable and lonely.

When you make a mistake, accept it and make it easy to amend

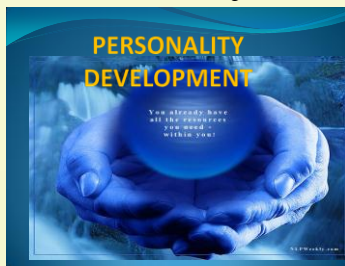
- ✓ Discuss but don't argue
- ✓ Don't Gossip
- ✓ Turn your promises into commitment
- ✓ Be grateful but do not expect gratitude
- ✓ Be dependable and practice loyalty
- ✓ Avoid bearing grudges
- ✓ Practice honesty, integrity and sincerity
- ✓ Practice humility
- ✓ Be understanding and caring
- ✓ Practice courtesy on daily basis
- ✓ Don't sarcastic and put others down

Power point presentations

1. Who am I?



2. PPT Personality Development



Information Sources & Services for Quality Education and Quality Result- KVS Perspective

Rajesh Sharma

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- Synopsis
- Introduction
- Education
- Quality
- Concept of Quality in Education
- Information Sources for Quality Education
- Information Services for Quality Education
- Introduction
- Click to see Quality, Education, Concept of Quality in Education
- Quality is the basic philosophy and requirement of library services and all academic libraries strive to deliver the highest quality of service. A quality service is one that fully meets the expectations and requirements of the users. If a school library provides appropriate information to the right user at the right time and in the required form, then it could be argued to be maintaining quality. Quality library services mean satisfying the query of each and every user accurately, exhaustively and expeditiously
- **INFORMATION SOURCES AND SERVICES FOR QUALITY EDUCATION**
- **EDUCATION**
- “Education “, said Anone, does not begin with the alphabet but it begins with mother’s look, with father’s gentle nod of approbation, with sister’s gentle pressure of the hand, with brother’s noble act of patience.
- Such perhaps was the ideal of education that existed in Ancient India, which had a unique system of Gurukul or ‘Abode’ of the spiritual master or teachers. There were no books, no guides, no private tuition, and no guidelines for evaluating the papers or student work and no failures. The above mentioned system was carrying the **Quality oriented Education**. Education was through life for life. The education without character is of little value.
- Information Sources for quality education
- **QUALITY**
- Quality is a structured process for improving the output produced. It is neither magical nor complex. Quality is based on common sense. Quality focuses on the positive efforts put forth by an individual.
- Quality is hard work. It requires a commitment to excellence, a dedication to leadership, and a willingness to change. Quality should be the normal way in which people interact with one another. Quality provides education professionals with the structure and technique necessary to improve every educational process
- **The Mission of the School Library**
- **The School Library in Teaching and Learning for All**
- **CONCEPT OF QUALITY IN LIBRARY SERVICES**
- **A school librarian adopts the following methods to attract the students:**
- Organize book exhibitions;

- Display newspaper clippings
- Display lists of new books received in the library
- Display a wall magazine
- Organize story hours (for junior students), book talks, book debates, easy competitions, quiz etc. (CBSE Guidelines)*
- MAXIMIZE USER SATISFICTION

- QUALITY FOCUS
- STRUCTURED PROCESS
- Quality is creating an environment where educators, parents, government officials, community representatives & business leaders work together to provide students with the resources they need to meet current and future academic, business, and societal challenges.
- Quality is hard work.
- It requires a commitment to excellence.
- Information Sources for quality education
- See Online Books Resources
- See Online journal / Magazine
- Information Services for quality education

Information Services

by **Rajesh Sharma KV Bilaspur**

A School Library is a service library. A library even with a small collection can provide good library service provided all its resources are organized using modern techniques. The members should have open access to documents. A school library does not exist for its own sake but aims to serve the users.

The nature of information services in the Kendriya Vidyalayas Libraries and information centres varies according to the infrastructure, collection development, financial and human resources, and policy of its present vidyalaya. Most of the vidyalayas render the following conventional and non-conventional information sources to the users.

School libraries provide varieties of services. Usually the information services provided by the school librarian can be categorized as per the details given below:

1. Manual Information Services	2. Computerized Information Services
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1. Manual Information Services

The following types of manual information services have been seen during the investigation:

- i. **Reference service**
- ii. **Circulation service**
- iii. **Documentation service**

- iv. **Current Awareness Service**
- v. **Selective dissemination of information service**
- vi. **Bibliographical service**
- vii. **Indexing and abstracting services**
- viii. **Inter library loan service**
- ix. **Press clipping service**
- x. **Referral service**
- xi. **Reprography service**
- 2. Computerized Information Services**
- i. **Internet service**
- ii. **CD-ROM Database service**
- iii. **Online Public Access Catalogue**
- iv. **Multimedia service**
- v. **E-mail service**
- vi. **Think.com service (applicable to Kendriya Vidyalaya)**
- vii. **Current Awareness Service**
- viii. **Selective Dissemination of Information Service**
- ix. **Access to e-document services through library**
- x. **Circulation service**
- xi. **Notification about conferences/seminars/workshops/ CCA-Co-curricular activities**
- xii. **Literature search**

On the basis of personal visits to these school libraries besides those mentioned services, some other important services are as follows:

- (i) Display of materials and information;
- (ii) Readers' advisory service;
- (iii) Circulation of materials;
- (iv) Reservation of materials;
- (v) Bibliographic instructions;
- (vi) Assistance in the use of catalogue;
- (vii) Assistance in the search and location of materials;
- (viii) Assistance in the use of reference books;
- (ix) Provision of information on request
- (x) Maintenance of vertical files containing pamphlets, prospectus, reports, press clippings;
- (xi) Preparation of reading lists; and
- (xii) Inter-library loan.

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

- (i) Organization of book exhibition,
- (ii) Display of jackets of new books,
- (iii) Display of newspaper clippings,
- (iv) Display of lists of new books received, and

For students of junior categories story hours are organized. Story telling are usually done by the teachers or librarian. It helps to attract students towards the world of books. It inculcates the reading habits among students.

Books talks, book debates, essay competition, quiz etc are organized to attract the students to the library. This is usually done during morning assembly time of the school. The librarians or teachers are handling this responsibility.

A school library is a growing organism. Therefore, it will grow in terms of users and documents. The size and variety of the collection can easily be wider a freshman. New students are provided orientation. Orientation is concerned with introducing the library so that they can use the library in a meaningful and effective way. A Librarian should familiarize him with the varieties of the reading materials in the library, the way of using them, and also the working of the library tools.

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

Reference Service

Providing 'Reference service' is the most important aspect of reader's services in a library. It requires the backing of a solid and sound collection of recent editions of reference books. Personal visits to the concerned libraries of the vidyalaya are commonly very rich with 'Reference Materials'. These are belonging to all subjects and vary as per student's classes. Students are found using them oftenly for their project work, as a aids to text books, and subsequently they are in a position to update their existing knowledge with ease.

Circulation Service: Issue and Return

Circulation of documents to students and teachers is essentials. There are new rules and regulations are set up the authorities of the Kendriya Vidyalaya. According to this now 5 books are to be issued to students for fortnight basis. 'Issue' and 'Return' of a book is the most important activity found of these school libraries from the angle of students. Therefore, the Circulation System (also called Charging and Discharging) selected or designed and developed for the effective control of the items borrowed from the library should be such that it is least cumbersome and less time consuming.

Schools adopted different methods of issue and return such as Newark, Browne, Register, Passbook, Ranganathan,, Slip and so on. Browne system of Issue and Return is most popular amongst the libraries, as it is least time consuming. In most of the Kendriya Vidyalaya Libraries, Register Systems are being used.

User Education

User education consists of library orientation and bibliographic instruction. Library orientation is the first level and bibliographic instruction is the second level. Library orientation is given in the beginning and is confined to providing an awareness of physical location of different sections, staff and services. Bibliographic instruction is a teaching function, the aim being to

services. It involves introduction to the information sources of a particular subject discipline as well as the technique of making effective and efficient use of information sources and the library. It is a learning process.

When a user goes to the school library, he/she might need assistance in the :

- (i) Art and technique of using the library catalogue
- (ii) Arrangement of books on shelves, Search and location of documents
- (iii) Identification of reference books for getting answers to specific types of questions.
- (iv) Procedure of 'Issue & Return' of books
- (v) Consultation of dictionary, telephone directory, yearbook, encyclopedia, gazetteer, map, globe etc.
- (vi) Use, care and safety of library books
- (vii) Familiarization with the parts of book
- (viii) Technique of using the index given at the end of book.
- (ix) Procedure for 'Reservation of books'
- (x) Procedure for 'Suggestion of new books'
- (xi) Responsibility of the member in case of loss of book or causing damage to book
- (xii) Getting No Due Certificate from Library when leaving the school.

Current Awareness Service (CAS)

CAS is the service meant for the speedy announcement of newly acquired information or documents. The main objective of CAS is to keep the students and other readers abreast of current developments in their respective fields of interests as quickly and efficiently as possible. The members of the library are informed time to time of recent arrivals of periodicals. A list of issues of periodicals received during the month/week is brought out and displayed for the information of students and teachers. It is also desirable to devise ways and means to bring to the notice of students and teachers the contents of the articles published in newspapers and periodicals.

Maintenance of Vertical files

Maintenance of Vertical files containing pamphlets, prospectus, reports, press clippings etc serve a useful purpose because these would form the basis of information service.

Preparation of reading list

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

Interlibrary Loan

Interlibrary Loan service is one of important service. It enables to borrow required document from other libraries. It helps to satisfy the demands of the users even though a particular document requested by user is not available in his or her library. Now these days students are also having membership of Delhi Public Libraries and/or British Council or American Libraries also to procure the documents they desire. It is essential for a Librarian to have a close liaison with other libraries in the vicinity. In case of urgent need he may draw on the resource of other libraries and procure the books on inter-library loan and make them available for consultation within the premises of the library. If for any reason it is not available

to get the book(s) on loan from other cooperative libraries, arrangement may be made to get at least a photocopy of the material.

Bibliographical Service

The librarians of these vidyalayas are provided limited bibliographical service on special occasions such as debate/competitions, sport day, school foundation day, national holidays, festivals etc. A select list of books available in the library on the given subject is prepared and circulated the interested groups of library members.

Reprographic Services

When any reader requires one or many copies of the same size or in reduced or enlarged from the same may be provided on no profit no –loss-basis. In Kendriya Vidyalayas and in the Delhi Public School Libraries this service is provided on demand.

New Books Display

All the books added into the stock are usually put on display for a pre-determined period so as to bring them to the notice of students and teachers.

Press Clipping Service

Newspapers are the most important source of latest information. The relevant cuttings of write-ups, editorials, letters, statements, news items, events etc. are organized in some logical order and stored in a classified manner on a computer for future reference in the library.

Graded Reading List

With the help and cooperation of teachers, the librarians prepare a 'graded reading list' suited to the age and interest of class. This graded reading list is very useful for students in choosing a book from the library.

Library Automation

The term library automation is being used extensively in library parlour to mean the application of computer to perform some of the traditional library activities such as acquisition, cataloguing, circulation, stock verification etc. Information retrieval, automation indexing & abstracting, and networking are included in its preview. Besides computer, telecommunication technology and reprography technology are also playing a significant role in library automation making Libraries and Librarians to redefine their objectives and roles respectively.

Advantages of Computerization

- Labour saving,
- Cost effective,
- Efficiency in speed and operation,
- Ease and accuracy in data handling,
- Great speed and promptness in operation,
- Elimination of duplication.

- Great manipulation possible.

Impact

As a result of application of Computer and Information communication Technologies and reprographic devices, a great change is taking place in Library & Information Resource Centres. The new technology is tending to alter radically our libraries and information resource centres. As a result our library systems will undergo a major transformation in the area of information processing, storage and retrieval. The areas, which need immediate computerization, are:

(i) Database activity

- Creation of local database
- Online access to remote databases
- Downloading of information

(ii) Library operations

- Cataloguing
- Indexing
- Circulation
- Acquisition
- Inventories
- Serial Control

(iii) Data Communication & Networking

- E-mail
- Message system
- Teleconferencing

(iv) Management Information System

- Computing
- Statistical Manipulation
- Tabulations
- Simulations

(v) Other applications

- E-publishing
- Document delivery
- Translation

Library Software

Now these days Kendriya Vidyalayas and Delhi Public School Libraries are already using different software in order to computerize their regular library activities for their users.

The packages, which are being used by these vidyalayas, are listed below:

- LIBSYS (Mostly used by the DPS libraries)
- Alice for Windows (Mostly used by the DPS libraries)
- CDS/ISIS (Both KVs & DPS)
- LIBSUITE ASP+ (In Kendriya Vidyalaya)
- SOUL
- New Genlib
- TLSS (Total Library Software System)

- Troodon (In KVs)

Operating system required for these packages:

- Windows 98,
- Windows 2000,
- Windows NT.
- Windows XP
- Unix/Linux

Database Support

- Oracle
- ODBC Support
- SQL Server
- MS-Access

Hardware Software Required

- Pentium II with 64 MB RAM
- Free Hard Disk Space 500 MB
- Laser/DMP/Desk Jet Printer
- Bar Code Generation Software (Optional)
- Scanner (Optional)
- Bar Code Printer (Optional)
- CD Drive for Installation
- Multi-user Support, LAN/WAN/Internet Web Enabled

Software used by the Kendriya Vidyalayas Libraries and by the Delhi Public School Libraries

In most of the Kendriya Vidyalaya manual practices are going on. However they are opting local software. Among those prominent ones is 'ab-Libsuite' a Library Management and Automation Solution.

This software are being used by the KV Sector 8, R.K. Puram, KV Rangpuri, KV Rohni Sector 8, KV Delhi Cantt No.2, KV Paschim Vihar etc. Some more KVs are planning to opt this software for their library operations.

Where as in the DPS the libraries are using the LIBSYS software for their day to day library activities and their automation.

Software- Ab-Libsuite (Library Management and Automation Solution)

Ab-Libsuite is a solution designed and developed by highly skilled technologies after a through insight into the general as well as advance operational requirements of libraries. With the constantly growing technological advancements & technological changes, this software provides constant R&D for solutions up gradation and meeting special functionalities.

Prominent features are:

- Ease of use with extremely ample operations. No advance IT skills are needed to use the system.
- Basic Operational knowledge of computer is sufficient for an effective implementation.
- State of art multi-user environment, with eye catching interface designs and fast adaptability.
- Dynamic search options for quick information retrieval or availability, location etc. of library holdings.

➤ Successfully implemented with reputed school libraries

- Management- Books-Magazines-Journals-CDs.
- Circulation and Cataloguing following the AACR II code.
- Barcode label generation
- Database mailing Labels (MS-Word)
- Data Export & Import facility
- Acquisition- Requisition an order management. Purchase order and invoice generation. Payments & Expenditure Reporting.
- Classification- DDC- database of class numbers. Database of subjects & sub-divisions.
- WEB OPAC- Compilation of Resources for Librarians. Library Information Newsletters Listing, Web based Electronic Journals Listings, Direct Links to reputed Libraries, Web Based Stock Search, data Transfer – Library to Online Server.
- Customizations as per requirements.
- Barcode Scanner also provided.
- Administrators and Guest Login Modes.
- Multiple Libraries under Single License.
- Module wise Cost Distribution option.
- Smart Card Integration Option.
- It supports the Digital Library concepts. Digital Library is a collection of Books in PDF or Text File formats. E-Books are one step ahead of the traditional Books because:
 - ❖ E-books can be read on our computer screen.
 - ❖ E-Books can be quickly searched for specific information.
 - ❖ E-Books can be easily transferred through e-mail, FTP etc.
 - ❖ E-Books selective pages or chapters can be printed.
 - ❖ E-Books do not require any extra space or maintenance
 - ❖ E-Books can be used with OHP for an interactive teaching.
 - ❖ E-Books can be read on PDA's or other handheld devices.
- Software is provided with CD-ROM with 700MB's of Data: A compilation of 10,000 complete e-books. DVD-ROM with 4GB's of Data: A Compilation of 10,000 complete e-books along with International Fiction/Best seller's Autobiographies etc. Sorting/Indexing by Titles and Authors. Search Capabilities (using Internet Explorer).

Hardware Requirements:

- Pentium PC with 128 MB RAM, 200 MB Hard Disk Space, Color VGA Monitor, CD Drive, Keyboard, Mouse, Printer, Internet Access

Software Requirements:

- Windows 98/ Me/ NT (Server/Workstation)/2000 (Professional/Server)/XP or later,

Benefits of Library Automation

For Library In-charge

- Overall Library management becomes easier for the Library in-charge.
- They can maintain a proper record of books, magazines, journals & CD's.
- Titles issued by teachers and staff can be recovered systematically.
- They can keep track of lost/condemned books, along with timely reporting of.
- Searching of titles can be carried out on a single mouse click.
- Library can be searched dynamically, specifying any keyword of the title.
- Position and the availability of the searched title is shown automatically.
- Catalogue cards can be generated automatically, on the basis of the title information.
- World Wide resources for Librarians on the Internet can be accessed.
- International Libraries like British Library, American Library can be accessed.

- Every morning Library In-charge can take list of dues for the day.
- Year-end Stock Verification can be done Accession Wise or Shelf Wise.

Kendriya Vidyalaya Sangathan has recently been adopted 'Library Policy' for all its Kendriya Vidyalaya's Library and Learning Centres and related information sources and information services.

Summer Reading....

Rajesh Sharma

School is just about out for summer. We know you and your students are ready for the break. However, these long summer breaks can take their toll with students losing skills you worked so hard to teach!

We put together this list of free summer reading programs to help keep kids reading and learning all summer long. you can email to parents or send home in backpacks.

Web Sites.....

- **Just Visit**
- <http://www.education.com/resources/>
- <http://www.education.com/resources/>
- <http://www.weareteachers.com/blogs/post/2012/12/18/10-interactive-science-simulations>
- Best Free books online read - free Novels Online
- www.rednovels.net/
- Popular Free Online Books - Goodreads
- <https://www.goodreads.com/shelf/show/free-online>
- <https://www.britishcouncil.in/events/summer-reading-challenge-2016>

Summer Reading

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<https://mumbai.usconsulate.gov/pnekids042011.html>

Kids Summer Reading Program

All children are invited to participate in the American Center's free summer reading program, part of the Firing the Imagination Festival, in association with DNA ya!. To participate, a child must read, or be read to, ten books and complete a reading journal that is available either at the American Library on 4 New Marine Lines or online on the Consulate General website: mumbai.usconsulate.gov. Those who successfully complete the program will "blast off" and receive a certificate of recognition. They will also then have the chance to win a copy of President Obama's children's book "Of Thee I Sing: A Letter to My Daughters."

British Council**ABOUT THE CHALLENGE**

The Reading Challenge encourages children to read six books for fun, pleasure and personal achievement.

The challenge helps them explore new titles by different authors and talk about them with their friends.

They enjoy the freedom to choose whatever they want to read.

The element of challenge gives them an incentive to read, and a sense of achievement upon finishing them.

Whether the child is just beginning to pick up books, or is an avid reader already, the Reading Challenge will fire up their imagination.

What's more, research shows children who take part get a head start in the classroom.

They have enhanced confidence and self-esteem by completing the Challenge and receiving their medals and certificates.

<http://www.education.com/summer-reading/>

topperlearning.com

<https://readmybuddy.wordpress.com>

Ways to spend time in Summer Vacation ---Book reading

Subscribe Books / Journals

Visit Nearby Centre

Visit Blogs, Web Sites

Visit and get membership of Public Libraries

Form Book Lovers Group and exchange books

Class wise readings – Suggest Books/Magazines

Assignments

GK Books / Competitive Books

LEAVE RULES

S.K. Singhal

PGT Commerce

ZIET Mumbai

- LEAVE RULES of Central Government Servants including KVS employees are governed by Central Civil Service (Leave) Rules, 1972. These Rules are called CCS (Leave) Rules, 1972.
- *Following are the General Principles of Leave under CCS (Leave) Rules:*
- Leave cannot be claimed as a matter of right.
- When the exigencies of public service so require, leave of any kind may be refused or revoked by the authority competent to grant it.
- The kind of Leave applied for by the Govt. servant cannot be altered by leave sanctioning authority except at the written request of the Govt. servant.
- The leave at the credit of a Govt. servant who is dismissed or removed from service shall lapse.
- If a Govt. servant dismissed or removed from service is subsequently reinstated in service on appeal or revision, he is entitled to count for leave for his service prior to such dismissal or removal from service.
- Different kind of leave (except casual leave) can be availed in combination.

- No leave of any kind can be granted for a continuous period exceeding 05(five) years except with the sanction of the President.
- A Govt. servant who is on leave on Medical ground will be permitted to return duty on production of a fitness certificate from AMA/CGHS Doctor/Registered Medical Practitioner, as the case may be.
- Overstay of Leave without prior sanction will be treated as EOL.
- Willful absence from duty after the expiry of leave renders a Govt. servant liable to disciplinary action.
- Leave in conjunction with breaks only has to be sanctioned by Regional Office.
- Conversion of one kind of leave to another can be done within 30 days only.
- If employee is leaving station, station leaving permission is a must for employee's safety.
- After availing any kind leave other than CL and Compensatory leave, joining report is a must.

Leave Entitlement & Eligibility

- *Earned Leave:*
- Ordinarily for ministerial staff of KVS (Non Vacation Staff) Leave credit will be afforded in advance at a uniform rate of 15 days on the 1st January and 1st of July every year. If an employee joins in between the year then EL will be credited @ 2.5 per month .
- The E.L. credit to be afforded will be reduced by 1/10th of Extraordinary Leave availed/or period of *dies non* during the previous half year, subject to maximum 15 days.
- In case any vacation staff performed duty during any vacation and/or break he/she is entitled to get E. L. @ 3/5 of such duty period as an additional form. However, he/she is entitled such additional form of EL after completing 10 continuous days of working during vacations . But credit of E. L. of such employee should not exceed 30 days in that year. Proper permission is required from the concerned Regional Office for work during vacations.
- Earned leave can be availed upto 180 days at a time
- During E.L. period Govt. Servant is entitled for full leave salary.
- Accumulation: E.L. can be accumulated up to 300 days in addition to the number of days for which encashment has been allowed along with L.T.C.
- Joining time EL :
- Same Station : One day EL is admissible on transfer to join new post
 - within same station .
- One station to another :
- *Half Pay Leave:*
- HPL is credited to KVS staff in advance @ 10 days on 1st January and 1st July every year. If an employee joined in between the year HPL will be credited at the rate of 5/3 days for each completed calendar month in the half year in which he is appointed .
- HPL can be availed with or without Medical Certificate.

- HPL without Medical Certificate earns only Half Pay for the employee during the period of leave availed.

➤ *Commuted leave*

- Commuted Leave not exceeding half the amount of half pay leave due can be taken on Medical Certificate.
- Commuted leave can be taken without medical certificate
 - Upto a maximum of 90 days in the entire service if utilized for the
 - approved course of study certified to be in public interest
 - Upto a maximum of 60 days by a female Govt. servant if it is in Continuation of maternity leave
- If commuted leave is taken, twice a number of days availed should be debited in the half pay leave account
- Commuted leave may be granted at the request of the Govt. Servant even when earned leave is available.

➤ *Extra Ordinary Leave:*

- EOL is granted to a Govt. Servant
- When no other leave is admissible
- When other leave is admissible, but the Govt. Servant applies in writing for EOL
- EOL also be granted to regularize periods of absence without leave retrospectively
- No leave of any kind can be granted to a Govt. servant for a continuous period exceeding five years.
- *Maternity Leave:*
- Maternity leave is granted to a female Govt. servant with less than two surviving children for a period of 180 days from the date of its commencement.
- Maternity leave may be combined with leave of any other kind.
- It is granted on full pay.
- Maternity leave for a total period not exceeding 45 days in the entire service may also be granted to a female Govt. servant (irrespective of number of surviving children) in case of miscarriage including abortion and induced abortion, provided the application for the leave is supported by a medical certificate.
- It is not debited in the leave account.
- Not admissible for 'threatened abortion'.

➤ *Paternity Leave*

- Paternity leave is granted to a male Govt. servant having less than two surviving children.
- Fifteen days during confinement of wife i.e. 15 days before or up to six months from the date of delivery.
- Leave salary will be equal to the pay drawn immediately before proceeding on leave.

➤ Paternity leave can be combined with any other leave (except casual leave)

- Not to be refused normally.
- It is not debited to the leave account.
- Child Care Leave (CCL)
- Women Govt. servant having minor children may be granted *Child Care Leave* by an authority competent to grant leave for maximum period of 730 days during their entire service for taking care of up to two children, whether for rearing or to look after any of their needs like examination, sickness etc.
- CCL shall not be admissible if the child is eighteen years of age or older. However admissible for challenged child upto 22 years.
- Leave salary will be equal to the pay drawn immediately before proceeding on leave.
- It is not debited to the leave account.
- It should not disrupt the functioning of Central Govt. Offices.
- It cannot be demanded as a matter of right.
- It is to be treated like the Earned Leave and sanctioned by authority competent.
- CCL can now be availed for 01 day .
- CCL should not be normally sanctioned during Probation period.
- CCL may not be granted for more than 3 spells in a calendar year.
- LTC can not be availed during child care leave.
- *Casual leave*
- Casual leave is not a recognized form of leave. A Govt. servant on casual leave is entitled to get duty pay i.e. normal duty salary.
- Casual leave can be combined with special casual leave but not in conjunction with any break/vacation. Even not combined with any other kind of leave.
- It cannot be combined with joining time.
- Sundays and holidays falling during a period of casual leave are not counted as part of casual leave.
- ½ days casual leave can be debited to the CL account for each late attendance. However, 2 late attendances in a month upto an hour can be condoned by the authority, if convinced.
- Sundays/ Public Holidays/ Restricted Holidays/ Weekly offs can be prefixed/ suffixed to casual leave.
- Casual leave can be taken during tour but no DA will be allowed for the period.
- LTC can be availed during casual leave.
- KVS employees are entitled for 8 days Casual Leave in a calendar year.
- Normally at a time 5 days C.L. can be taken.
- ½ Day Casual Leave can be taken.
- B) For Family Planning :
- Male Employees :
- For Vasectomy operation first time 05(five) days. Failure of it another 05(five) days on production of medical certificate.

- Maximum 21 days for undergoing recanalization operation.
- Maximum of 03(three) days if his wife undergoes Tubectomy, Laproscopy or Salpingectomy operation.
- 2. *Female Employees :*
- For Tubectomy, Laproscopy operation first time 10 days. Failure of it another 10 days is admissible for the second time.
- Maximum of 10 days for saplingectomy operation after Medical Termination Pregnancy.
- 21 days admissible for recanalization operation
One day on the day of operation when her husband undergoes Vasacetomy Operation

Lets Practice

Leave Rules

- Mr. Ramkumar is appointed as TGT Science in KVS on 25/09/2011 . He completed his tenure at the station and transferred to another station which is 1587 KM from his headquarter. He has availed 4 days joining time EL.
- For which kind of leave (regular) he is entitled in the year of his appointment ? And at what rate?
- What will be the joining time admissible to him ?
- Will he be eligible for EL credit? If yes why?
- Mr. Uttam is appointed as UDC in KVS on 02/03/2013. Calculate the number of EL and HPL at his credit till 02/07/2015
- Mr. Shekhar a sub-staff has a balance of 250 days of EL and 80 days of HPL in his account at the time of his retirement . Calculate the number of days of EL that can be accumulated at the time of his retirement .
- Leave rules

State true or false

- Non vacation staff are not eligible for HPL
- Earned leave can be availed up to 180 days at a time.
- Paternity leave can be taken into spells .
- Child care leave can not be granted in more than 3 spells in a year.
- LTC can be availed during child care leave
- Casual leave can be combined with Earned leave
- Child care leave can be taken for 2 years at a time

PERSONAL CLAIMS**व्यक्तिगतदावे****शशीकांतसिंघल**

स्नातकोत्तरशिक्षक, वाणिज्य

जीटमुम्बई

L.T.C. (अवकाशयात्रारियायत)

Highlights

1. Leave Travelling Concession is admissible to all Government Servants between Headquarters and their Hometowns, who have completed one year of service on the date of journey.

L.T.C. (अवकाशयात्रारियायत)

Highlights

2. L.T.C. can be availed :

A. For Home Town : Once in a block of 02 years .

B. For any where in India : Once in a block of 04 years .

(for availing all India LTC an employee have to sacrifice one of the Home town LTC admissible in a block of four years)

L.T.C. (अवकाशयात्रारियायत)

Highlights

3. L.T.C. is generally admissible for block of 04 years . Current block of year is 2014-17 . LTC is admissible for a block of two years as 2014-15, 2016-17 . Last date for commencement for journey for current block is 31/12/2018 (Including grace period)

L.T.C. (अवकाशयात्रारियायत)

4. A Government servant who is unable to avail of the leave travel concession within a particular block of two years or four years may avail of the same within the first year of the next block of two years or four years. If a Government servant is entitled to leave travel concession to home town, he can carry forward the leave travel concession to any place in India for a block of four years only if he has carried forward the leave travel concession to home town in respect of the second block of two years within the block of four years.

L.T.C. (अवकाशयात्रारियायत)

5. Fresh recruits to Central Government may be allowed to travel to their home town along with their families on three occasions in a block of four years and to any place in India on the fourth occasion.

This facility shall be available to the Government officers only for the first two blocks of four years applicable after joining the Government for the first time.

L.T.C. (अवकाशयात्रारियायत)

6. Declaration and change in home town :

Employees intended to avail LTC have to declare their home town at the time of joining the services (Utmost care is required) which can be changed once in the entire service period .

L.T.C. (अवकाशयात्रारियायत)

7. Reimbursement :

1. Fares of journey between duty station and home town/all India place by the shortest route for both.
 2. Reservation charges , internet/e-ticketing charges charged by IRCTC. (Banking charges charged by bank are not reimbursable)
 3. Service tax, Education Cess and other similar levies charged on travel.
(Travel by premium trains /Special trains during LTC is not reimbursable)
- L.T.C. (अवकाशयात्रारियायत)

8. Entitlements :

Same as for tour/transfer . However officials eligible to travel by air may travel only by Air India with their families . The reimbursement of the expenses on air travel has to be limited to be restricted to the cost of travel by economy class irrespective of entitlement .

LTC-80 Ticket : Employees entitled for travel by air should purchase LTC-80 Ticket from Air India booking counters/website of Air India or through their Authorized travel agents which are :

M/s BalmerLawrie and Company

M/S Ashok Travels

IRCTC

If any non-entitled official performed journey by air (by any air lines) reimbursement will be limited to the entitled class of train .

L.T.C. (अवकाशयात्रारियायत)

9. Advance and settlement of Advance :

1. Up to 90% of the fare can be taken as advance for both outward & return journey. If period of anticipated absence of official or family member is more than 90 days advance may be taken only for outward journey. 2. A copy Railway ticket or its PNR number should be produced by the employee within 10 days of advance sanction.

3. If advance is taken it must be submitted within one month from the date of return journey else outstanding advance will be recovered in lump sum together with penal interest at 2% above GPF rate till the date of recovery.

4. Where no advance has been claim should be submitted with in three months from the date of return journey else the claim will be forfeited.

L.T.C. (अवकाशयात्रारियायत)

9. EL Encashment during LTC : Maximum 10 days EL can be encashed during LTC at a time and 6 times in service period i.e. 60 days in entire service period (other than maximum limit) provided there is a balance of more 30 EL after encashment of EL .

L.T.C. (अवकाशयात्रारियायत)

10. LTC for persons under suspension:

LTC in such case will be available only for family members.

L.T.C. (अवकाशयात्रारियायत)

Salient points :

LTC can be availed for self and family separately on different occasions, even in different calendar years of same block.

Family can travel in one or more groups provided that each group should complete its return journey within 06 months from the date of its outward journey .

L.T.C. (अवकाशयात्रारियायत)

Salient points :

3. LTC can be availed of during any leave including study leave, casual leave, and special casual leave but not admissible in case of child care leave.

4. LTC can not be availed of during closed holidays only, without taking any leave.

L.T.C. (अवकाशयात्रारियायत)

Salient points :

5. The government servant can visit his home town also under the concession to travel to “any where in India”.

6. When both the husband and wife are

Central Government servants:

1. They can declare separate Home Town independently.
2. They can claim LTC for their respective families, viz,. While the husband can claim for his parents / minor brothers / sisters, the wife can avail for her parents / minor brother / sisters.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE GOVERNEMENT SERVANT SHOULD DO...

1. He should ensure that his home town is correctly indicated in his service records. Otherwise he should take action to have his home town entered therein.
2. Whenever he intends to avail of the concession under this scheme, he should inform the Controlling Officer before commencement of the journeys.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE GOVERNEMENT SERVANT SHOULD DO...

3. When he intends to avail of the concession to visit “anywhere in India” by himself or by any member(s) of his family, he should declare the intended place of visit to the Controlling Officer. The official and / or member(s) of the family must visit the place to become eligible for reimbursement of the claim.
4. If there is any change in the intended place of visit, he should intimate the same to the Controlling Officer before the commencement of the journey.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE GOVERNEMENT SERVANT SHOULD DO...

5. He should produce evidence of his having actually performed the journey, for example, serial numbers of Railway tickets, etc.
6. If he takes an advance under this scheme, he should ensure that the outward journey is commenced within 30 days from the date of grant of the advance, or refund the full advance.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE GOVERNEMENT SERVANT SHOULD DO

He should prefer the bills adjusting the advance taken within one month from the completion of the return journey. In all cases, the claim will stand forfeited or deemed to have been relinquished if the same is not preferred within three months of the return journey.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE CONTROLLING OFFICER SHOULD DO...

1. A record of all assistance granted under the scheme should be maintained. Entries should be made in the service books indicating the dates of commencement of the outward journey.
2. He should maintain, for his own convenience, a register of home town in respect of the staff under his control.

L.T.C. (अवकाशयात्रारियायत)

WHAT THE CONTROLLING OFFICER SHOULD DO...

He should keep a watch over the position of outstanding advances paid up to the end of the previous month and issue necessary orders regarding recovery of advances due for adjustment.

CLASS LIBRARY IN PRIMARY CMP(COMMONMINIMUMPROGRAMME)

Presented by
KantaBara, Librarian
Ziet, Mumbai

INTRODUCTION

What is Class Library?

“ class library is a concept of allocating a space within the classroom for displaying a variety of literature.

It provides ready access and functions as activity centers to energize classrooms.

Library Services to the Primary Children in Kendriya Vidyalaya

Kendriyavidyalayasangathan gives due importance to its school libraries.

CBSE School Library Guidelines charted out a policy for the Vidyalaya libraries in 2007 & 2012 .

To provide library services to primary children , there are a provision of class libraries from class 1 to 5.

The common minimum programme (CMP) for qualitative improvement of primary education also emphasizes functioning of class libraries.

Class libraries

According to Library policy 2007 /2012 –

For Primary classes (I to V), class libraries should be set up.

These libraries will be under the charge of class teachers.

The class teacher will issue books from the main library, which will be in accordance with the standard and interest of the age group of the children of the class concerned.

A Class Library Book Issue Register should be maintained in the library.

Class libraries

According to Library policy 2007 /2012 –

Required number (number of books = Total number of students+ 10 books for displaying on the class library book shelf)

colour coded books shall be issued from the main library.

Books should be attractively displayed in lockable glass/transparent shelves and kept in the class.

Why do we need class library?

To give desired attention to primary education.

To emphasize the importance of reading.

To inculcate creativity, imagination.

To improve language skills.

How to set up a Class library ?

Have a class library committee

Ensure there are cupboards/shelves for display.
 Ensure that colour coding is followed.
 Have an issue register.

Problems and possible solutions

Junior Library

- **Space, furniture and fixtures:**

- i. Single room with proper ventilation, lighting and accessibility.
- ii. Comfortable, casual and age appropriate wooden chairs with foam and/or leather cushions.
- iii. spherical tables with coloured tops around which 2/4 chairs can be placed
- iv. Single cushioned chairs placed strategically at different corners of the library.
- v. Soft carpets on which children can sit casually
- vi. Aesthetically designed wall fixtures and signs
- vii. Natural, potted plants placed at different locations

Junior Library

2) Resources:

- i. Colour coded books issued from the main library shall be arranged class-wise in open wooden shelves.
- ii. Multiple copies of children's magazines and newspapers for anytime reading
- iii. Donated children's fiction books for uncontrolled reading
- iv. Soft toys, materials for mental games, drawing and painting
- v. Audio and video equipments to develop language learning skills and screen children's films

Junior Library

3) Activities:

- i. Books for class libraries shall be circulated through the Junior library
- ii. Planning and coordination of class library activities
- iii. Providing unhindered access to children's books, magazines and newspapers.

4) Staffing:

- i. A qualified Junior Librarian or a primary teacher or a group / committee of primary teachers who works under the guidance of the librarian.

Problems and possible solutions

A "**Reading Corner**" shall be set up in the Primary block where a newspaper and multiple copies of children's magazines can be kept for open/anytime reading. This will be under the charge of Head Master/Mistress.

"**Hanging Libraries**" shall be developed for class I-III, where children's magazines and donated books (voluntarily donated by students, teachers and parents) are clipped and hanged on a thread in the class room.

Library activity :-Making them READ not STUDY

Activities 1:-story telling

The story may be told either by the teacher or a student to the class

Digital story telling

Outcome:-motivated , can change their behavior,

Activity 2:-reading aloud

Is effective in rendering the rhythm of the language.

Improves pronunciation.

Outcome:- improves reading and listening skills, communication skills, creates interest in reading stories and poems.

Activities 3:-Book talks or Book Discussions

Select a book and present and discuss.

Out come:-children get an in depth knowledge about the book

Activities 4:-Book Reviews

Students write book reviews about the issued books

Outcome:- development of analytical skills

Activities :- bulletin boards

A Class library bulletin board can be in class libraries Class-wise lists of books from main library.

- ❖ Book reviews of books done by students

- ❖ Reading lists by teachers

- ❖ The most read book in that week or month

Activities 5:-open shelf for children's magazines and newspapers

Children's periodicals (e.g. champak, twinkle, chandamama, reader's digest), newspapers

Outcome:-increases reading habits and imbibes the habit of sharing

Activities 6:-reading programmes

Reading days

Reading week

Stage conversations ,dramatizations and puppet shows

Outcome:- students will boost their confidence and social skills

Activities 7:-competitions and awards

This competitions are conducted as part of school CCA programme or separately in the classroom:-

Book review competition

Book games and literary quiz

Designing of book marks ,book jacket and posters on library themes

story telling competition

Outcome:-motivation to students and teachers to take part and interest in more activities of library

Activities 8:-community resources

- ❖ Human:-parents who are working in different professions such as lawyers,engineers,doctors,scientists,mediaperson,artists,counselors,psychologists,bankofficers,postmasters,policeman,social workers etc are invited into classes.

- ❖ Institutional resources such as museums, galleries ,factories,farms and officers are also invited by the students.

Outcome:-students will get knowledge about various professions and career opportunities. They understand social cultral and institutional structures of the world outside the school.

Activities 9:-exhibitions and displays

Independence day

Republic day

Gandhi jayanti

Baldiwas

Out come:-great personalities and national festivals can be remembered and students read about them .and respect the motherland

Activity 10:-

Visiting main library

Tours can be also arranged to the local public or academic libraries , museums, galleries and book shops

Outcome:-children get an idea about resources which are kept in the local public or academic libraries and institutions. They became familiar with book shops

Activities 11:-English reading cards

Reading cards for 400 Orient Longman

Activities 12:-class library news letters:-

The newsletter contains information regarding monthly activities

Competitions and exhibitions planned

Competition winners

Best book reviews by students and teachers

Book recommendations

Reading lists and photographs of activities

The publication responsibility is rotated among classes

Students are deputed as editors

It is released in the school assembly and circulated in the school.

Outcomes:-library publicity and creative learning

Evaluation

Periodical evaluation of the functioning of class libraries should be conducted.

The number of books circulated and the details of activities conducted in every class shall be recorded.

The effectiveness of the activities should be checked and if not

Satisfactory ,they must be restructured.

READING CARDS

Mrs R Jayalakshmi
HM & Faculty ZIET Mumbai

What is Reading?

Think back and share your own first experience of reading in English.

Orthography: learning of shapes of symbols

Reading Cards:

Picture Reading Cards, → Develops Relationships

eg: for the word 'water,' related words may be glass, drink, bathe, boat, thirst etc..

Creativity: Create a story, , sentences, Imaginary Situations, Role Play Dialogues
Dramatization Dialogues etc...

Readiness ...?

It is a stage when children are maturationally ready to learn something without intellectual or emotional stress and when they can feel the satisfaction of having achieved that learning.

Reading Readiness : Ability of The Child to Profit from any Reading Instruction.

English 400 Reading Programme: Box 1

Price : ₹ 4500.00

ISBN : 978-81-250-1570-3

Language : English

Pages :

Binding : Box

Book Size :200 x 300 mm

Year :

Series : English 400 Reading Programme

A project supported by the Ministry of Human Resource Development.
The English 400 Reading Programme is prepared by experts from the Department of Materials Production, Central Institute of English and Foreign Languages (CIEFL), using a carefully researched vocabulary list.

It provides Graded Reading Material for beginners as well as advanced learners, exposing them to a variety of writing styles.
This is an imaginative teaching aid, and the cards are specifically designed for Independent, Self-paced Reading.

Each reading card is like a four-page book which contains a complete, self-contained text.
The texts are wide-ranging, with passages on science, people, places, folktales and stories from real life and mythology with lively and imaginative illustrations to accompany them.

At the end of the text, simple comprehension and vocabulary exercises enable self-evaluation.
In short, English 400 is an exciting new teaching aid where learning becomes part of leisure activity.
The programme consists of two boxes of 250 cards each, a teacher's booklet, answer keys and placement tests.

Samples of Reading Cards
Little Readers

Little Readers is a series of carefully graded readers.
It is a collection of thirty stories in five packs of six books each.
These stories are meant for children who have just begun to learn to read.
Some children will be ready for the books before others and classroom practice should be as flexible as possible.

ISBN	TITLE	PRICE (Rs.)
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978-81-250-4016-3	Little Readers Box 1: Books 1-6	530.0
978-81-250-4017-0	Little Readers Box 2: Books 7-12	530.0
978-81-250-4018-7	Little Readers Box 3: Books 13-18	530.0
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Click! Comprehension is a innovative six-book series for reading and vocabulary development.
The books are suggested for classes 3 to 8.
The reading texts in this series explore contemporary themes such as natural wonders, the Internet, the world of cinema, adventure sports, shopping, and amazing animals.
The major features of Click! Comprehension are:

The major features of Click! Comprehension are:

ISBN	TITLE	PRICE (Rs.)
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978-81-250-3109-3 Click! Comprehension 6 (For Class 8) 155.0

Hindi Ki Duniya uses a 'new concept in Hindi teaching' – few words/small texts given in meaningful layouts with student friendly exercises and activities and card and board games for classes 1-5.

It is an activity-based Hindi language teaching series supported with audio CDs, workbooks, flash cards and flip charts and handbook for teachers.

This series has been designed primarily for regions where Hindi is not the first language or where students have very little exposure to Hindi.

Hindi Ki Duniya consists of the following:

Course books 1 to 5

Workbooks 1 to 5

Audio CDs 1 to 5

Flash Cards 1 to 4

Samples

<http://www.orientblackswan.com/worksheet-eng2.aspx>

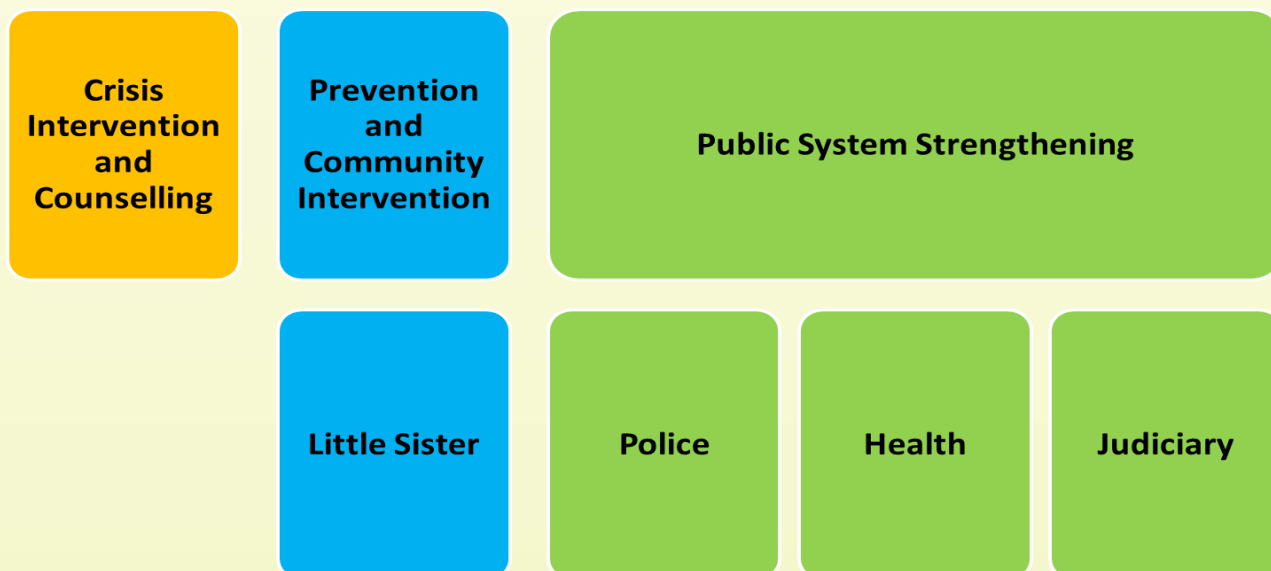
PROTECTION OF CHILDREN AGAINST SEXUAL OFFENCES (POCSO)

Dr. Nayreen Daruwalla

Program Director

Program on Prevention of Violence against Women and Children,,

Model of Intervention and Prevention for Recognition of and Action on Gender-Based Violence: The Convergence Approach



Who is aChild ?

Any person below the Age of 18 years as per

- ❖ The Juvenile Justice Care and Protection Act, 2000
- ❖ The Protection of Children Against Sexual Offences Act, 2012

➤ **What is Child Sexual Abuse**
World Health Organization - Definition

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or that violates the laws or social taboos of society.' Child sexual abuse is that which targets sexuality and/or sexual organs, involves sexual gestures, words, pictures, actions.

➤ **Prevalence of Child Sexual Abuse in India**

According to the National Study on Child Abuse in April 2007, covering 13 states in India and a sample size of 12,446 children:

- ❖ More than 53 % children report facing one or more forms of sexual abuse
- ❖ 50 % of sexual offenders were known to the victim or were in positions of trust (family member, close relative, friend or neighbour).
- ❖ Boys were equally at risk as girls.
- ❖ Severest sexual abuse in age group of 11-16 years.

➤ **Does child Sexual Abuse always means Touching ?**

Child Sexual Abuse includes both touch and non-touch forms of behavior. Some of the non-touch forms of sexual abuse include:-

- Verbal abuse & bullying
- Online sexual abuse
- Showing pornography to a child
- Watching and storing child pornography
- Indecent exposure like deliberately exposing an adult's genitals to a child or making the child to do so
- Photographing a child with sexual intent
- Encouraging a child to watch or hear sexual acts
- Inappropriately watching a child undress or use the bathroom

➤ **Why children do not talk about child sexual abuse**

- Sometimes sexual abuse starts at an early age. Children are unable to articulate what they have gone through. **ADULTS FAIL TO COMPREHEND** when the child is reaching out to them.
- Talking about body parts and sexuality is not a norm in India. Most children and adults think that openly talking about sexual abuse is dirty. In such an environment children feel that they may be **JUDGED** and that the **BLAME** will be directed at them.
- Based on the position of the abuser in the family, in the society and in the life of child, children fear that they **MAY NOT BE BELIEVED**. If the abuser is family or family friend, the child may not want to **CAUSE A FALLING OUT** among the elders.

➤ **Why children do not talk about child sexual abuse**

- If the child has been taught to always respect & listen to elders, they find it difficult to talk against the abuser & to say 'NO' to them.
- The abuser **BRIBES** the child to engage in sexual activity and maintain the 'silence'.
- The abuser has threatened the child that if the information is disclosed then the child or close family will be harmed

Indicators of child sexual abuse

Physical Indicators:

- ❖ Difficulty in walking or sitting
- ❖ Eating related illness such as anorexia and bulimia
- ❖ Discomfort in urinating or defecating
- ❖ Recurrent urinary infections
- ❖ Evidence of Physical Trauma to the oral, or genital or anal areas, manifested as bleeding, discharge, soreness and/or itching
- ❖ Bruising and other injury to breasts, buttocks and thighs and other parts of the body
- ❖ Sexually transmitted disease in a child of any age
- ❖ Frequent and inappropriate masturbation
- ❖ Learning problems, inexplicable fall in academic grades, poor memory and concentration
- ❖ Reluctance to participate in physical or recreational activities
- ❖ Regression to younger behavior, such as thumb-sucking, acting like a baby, bedwetting and/or speech difficulties
- ❖ Tendency to cling or need constant reassurance

- ❖ Fatigue and sleeping difficulties (Insomnia/Hypersomnia)
- ❖ Poor self-care/personal hygiene
- ❖ Aggressive behavior, temper tantrums and sudden changes in mood
- ❖ Sexually abusive behavior towards other children, particularly younger or more vulnerable than themselves
- ❖ Age inappropriate sexual behavior.

Emotional Indicators

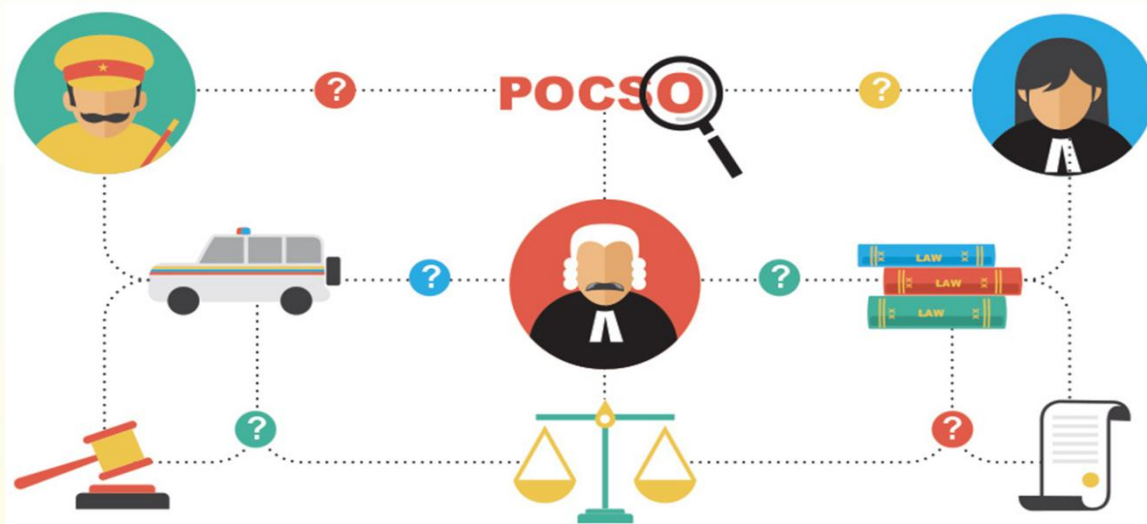
- ❖ Social withdrawal (such as poor or deteriorating relationships with adults and peers.
- ❖ Developing fears, phobias and anxieties (A fear of a specific place related to abuse, a particular adult, refusing to change into sports/swimming clothes)
- ❖ Wearing of provocative clothing, or layers of clothes to hide injuries and/or to appear unattractive
- ❖ Sexual knowledge, behavior, or use of language not appropriate to age level
- ❖ Sexual inference in children's recreational activities such as drawing, playing, singing etc.
- ❖ Child running away from home/school.
- ❖ Self-injurious behavior, like alcohol or drug abuse, body-mutilation, getting in trouble with law, suicide attempts.

➤ What should I do if I find out that child has been sexually abused

- ❖ Tell the child you believe her / him.
- ❖ Praise the child's courage in coming and telling you about it.
- ❖ Acknowledge the child's feelings.
- ❖ Don't probe into what/when/where/how of the incident. Let the child share the incident at her/his comfort level.
- ❖ Tell the child it was not her/ his fault.
- ❖ Tell the child that you would like to take the help of other adults (family members, institutions, staff members) to help the child.

➤ What should I do if I find out that child has been sexually abused

- ❖ Do not make false promises like “I will send the abuser to jail. I will beat him /her up etc’.
- ❖ Do not question or blame the child – “Why did you not shout for help?” “Why did you not tell me earlier?” “Why did you not fight?” Remember, it is a child and the abuser is a person known to the child – trusted and loved by the child. The abuser may have even threatened or blackmailed the child into silence.
- ❖ Do not ask the child to “forgive” “forget” or “adjust”.



The Protection of Children Against Sexual Offences Act, 2012

- ❖ A law that came into enforcement in 2012
- ❖ POCSO protects children both boys and girls below 18 years of age
- ❖ It protects from Sexual Offences that covers a range of sexual activities such as Pornography , Sexual Assault & Sexual Harassment , penetrative and Non penetrative offences

POCSO calls for

- ❖ Severe Punishment if Protectors are perpetrators of sexual offences such as Parents, Teachers, guardians
- ❖ Mandatory reporting by all citizens of any case of sexual abuse to the nearest police station
- ❖ Child friendly procedures to reduce trauma of victims

POCSO – Comprehensive Law

- ❖ Puts the burden of proof on the accused rather than the victim. The onus is on the accused to prove that he/she is innocent rather than on the child to prove that the crime took place.
- ❖ Is gender neutral when it addresses the victims and the accused?
- ❖ Addresses a comprehensive spectrum of criminal sexual offences that includes various forms of (partial) penetrative offences, non-touch forms of abuse, pornography, exhibitionism, stalking etc.
- ❖ **POCSO – Comprehensive Law**

- ❖ Takes into account power dynamics in relationships between the victim and the accused. The vulnerability of the victim and the position of accused play a major part in the prosecution of the crime.
- ❖ Provides for child-friendly measures, procedures and infrastructure to ensure minimum trauma is visited upon the child during the judicial process.
- ❖ Regards Child Protection as a collective responsibility. It makes the reporting of cases mandatory for every citizen. It also lays out guidelines for all duty-bearers and stakeholders who interact with the child victim and the case.

❖ **Definitions under POCSO**

- ❖ Child : Any person below the age of 18 years
- ❖ **Penetrative sexual assault:** Penetration to any extent INTO vagina, mouth, urethra or anus of the child or making the child to do so with him/her or any other person
 - ❖ penetration of penis
 - ❖ insertion of any object or part of the body
 - ❖ manipulation of any part of the body of the child so as to cause penetration
 - ❖ applying his/her mouth to the penis or the above mentioned body parts of the child

- ❖ **Sexual assault:** When a person, with sexual intent, touches the

- ❖ Vagina, penis, anus or breast of the child
- ❖ Or makes the child touch the vagina, penis, anus or breast of himself/herself or any other person
- ❖ Or does any other act with sexual intent which involves physical contact without penetration.

- ❖ **Aggravated Sexual Assault:** If the offence is committed by a person in a position of trust or authority like teachers, police, parents, public servants etc. or if the child is below 12 yrs. or if the child is disabled or if the injury to the child is grievous or if the child becomes pregnant, the assault is termed as 'aggravated'.

- ❖ **Sexual harassment:** If a person, with sexual intent, is

- ❖ Making any sound or gesture or exhibiting any object or part of the body so that it shall be heard by the child or such gesture or exhibition shall be seen by child.
- ❖ Making a child exhibit any part of his/her body so that it is seen by the person or any other person.
- ❖ Constantly following or watching the child either directly or through digital or any other means
- ❖ Showing any object to the child in any form or enticing the child for pornographic purposes

Abetment: If the accused is found instigating, conspiring and intentionally aiding any of the above acts, in any manner, it is an abetment offence. The punishment is same as that provided for the offence

- ❖ **Mandatory Reporting:** Any person who has apprehensions that any of the above offences is likely to be committed or has been committed must report it to the local police or Special Juvenile Police Unit(SJPU).

Procedures under POCSO

- ❖ **Child-friendly Judicial Processes**

- ❖ POCSO provides for child-friendly procedures for medical examination, recording the statement of the child by the police and Magistrate, as well as during the examination of the child in court.

- ❖ POCSO mandates the establishment of child-friendly Special Courts at every district.
- ❖ During the above procedures, a child must be accompanied by a parent, guardian, or any other person whom the child trusts or has confidence in.
- ❖ The child must not be brought face to face with the accused while giving her/his statement to the Police or the Magistrate, or while testifying.

❖ Emergency Medical Care

- ❖ Children who are victims of penetrative sexual assault, aggravated penetrative sexual assault, sexual assault, and aggravated sexual assault; or who are found to be in need of urgent medical attention are entitled to receive emergency medical care within 24 hours of the Police/Special Juvenile Police Unit (SJPU) receiving information about the crime

Care and Protection

- ❖ If the Police/SJPU have reasonable grounds to believe that the child is in need of care and protection, they must immediately make arrangements to give the child such care and protection.
- ❖ They must alert the Child Welfare Committee (CWC). The CWC can assess the case and take steps to ensure that the child is provided with suitable care and protection.
- ❖ For instance, it can provide the child with a support person to render assistance during the investigation and trial.
- ❖ It can also order that the child be taken out of the custody of her/his family if she/he has been or is likely to be sexually abused there.

❖ **Compensation**

- ❖ A child victim may receive interim compensation for immediate need for relief or rehabilitation and final compensation for the loss or injury caused to him or her. Compensation is given irrespective of whether the accused is found guilty or not.
- ❖ Your Responsibility under The Law (Protection of Children from Sexual Offences, 2012)
- ❖ It is an AGGRAVATED OFFENCE if the perpetrator of sexual abuse is a staff or management of any educational institution or any other place of custody or care and protection for children.
- ❖ You must report ANY CASE OF CHILD SEXUAL ABUSE that you know of in your institution to the NEAREST POLICE STATION.
- ❖ The child SHOULD NOT BE TAKEN TO THE POLICE STATION. The police officer must go to the residence or any other place of the child's choice for taking the statement of the child, presence of a parent or a trusted adult is a must.

PRE TEST QUESTION PAPER



KVS ZIET MUMBAI

21 Day In service Course for Librarians

13 SEP. -03 OCT. 2016

PRE-TEST

Name of the Librarian :

Kendriya Vidyalaya :

Region:

Time: 2 Hrs

Maximum Marks: 100

Marks scored

SECTION I

MULTIPLE CHOICE QUESTIONS (*Put a tick mark on the correct answer*)

(1 Mark each)

1. Expand DDC

- a) Detailed Decimal Classification
- b) Dewey Decimal Classification
- c) Dewey's Decimal Classification
- d) Descriptive Decimal Classification

2. Who is the member secretary of the School Library Committee ?

- a) Principal
- b) Librarian
- c) Senior most teacher
- d) Vice Principal

3. Expand RFID

- a) Random Frequency Identifier
- b) Radio Filing Identifier
- c) Radio Frequency Identification
- d) Random Fast Identifier

4. Which of the following has issued the Manifesto for School Libraries

- a) UNESCO

- b) RRRLF
c) IFLA & UNESCO
d) ALA
5. **If the user loses the book, he/she should**
a) Either replace or deposit two times the price of the book
b) Either replace or deposit three times the price of the book
c) Either replace or deposit the actual price of the book
d) Either replace or deposit four times the price of the book
6. **The fixing of conversion rates for buying foreign books in India is done by the**
a) Publishers Forum
b) Indian Library Association
c) Good Offices Committee
d) Book Sellers' Organization
7. **"Gitanjali" is written by?**
a) Rabindranath Tagore
b) Bhishm Sahni
c) Premchand
d) Jaysnkar Prasad
8. **The International School Library Month is observed in,**
a) August
b) September
c) November
d) October
9. **What is "Facebook" ?**
a) E-book
b) A Social Networking website
c) E-book Reader
d) E-journal
10. **Encyclopedia of Britannica comprises _____ volumes**
a) 32
b) 34
c) 35
d) 28
11. **What is OPAC ?**
a) Open Public Access Catalogue
b) Online People's Access Catalogue
b) Online Public Access Catalogue
d) Offline Public Access Catalogue
12. **According to the Library Policy, what percentage of budget should be earmarked for Elementary classes ?**
a) 40
b) 50
c) 45
d) 55
13. **The rate of general books that should be accessed besides the core collection in the library is _____.**
a) 2 books/student

- c) 5 books/student
- d) 4 books/student

14. Which of the following is not a browser ?

- a) Internet Explorer
- b) Mozilla Firefox
- c) Google Chrome
- d) Adobe Acrobat

15. What is a "Blog"?

- a) An online network
- b) A website where entries are commonly displayed in reverse-chronological order
- c) An application software
- d) An open source software

16. What is Metadata ?

- a) A database
- b) A collection of data
- c) Data about data
- d) A DBMS

17. Which of the following is not an Open Source Library Management Software?

- a) Koha
- b) NewGenLib
- c) LibSys
- d) Evergreen

18. Expand ISBD?

- a) International Standard Book Data
- b) International Standard Bibliographic Description
- c) International Set of Bibliographic Data
- d) Indian Standard Bibliographic Description

19. Project Gutenberg is

- a) an online open e-book depository
- b) Museum of Publishing
- c) Gutenberg Memorial
- d) None of the above

20. Who is the Chairman of National Knowledge Commission?

- a) N R Narayanamurthy
- b) Sam Pitroda
- c) Dr. A.P.J. Abdul Kalam
- d) Azim Premji

21. How many Kilo Bytes is a Mega Byte ?

- a) 1000
- b) 1024
- c) 1001
- d) 956

22. A staff member can issue a maximum of how many books at a time from the library ?

- a) 10 books for a period of two weeks
- b) 5 books for a period of one fortnight
- c) 2 books for a period of two weeks
- d) 6 books for a period of one fortnight

23. Greenstone and D-space are,

- a) Digital Library software
- b) Library Management software
- c) Database Management Systems
- d) Operating Systems

24. World Book and Copyright Day is celebrated on

- a) October 26
- b) April 23
- c) March 24
- d) November 17

25. What is the URL of NCERT website ?

- a) <http://www.ncert.nic.in>
- b) <http://www.ncert.edu>
- c) <http://www.ncert.nic>
- d) <http://www.ncert.com>

SECTION II

VERY SHORT ANSWER TYPE QUESTIONS

(2 Marks each)

1.	Write any two objectives of the Vidyalaya Library as stated in the Library Policy..
2.	What constitutes the core collection ?
3.	What is the procedure for the purchase of books by a teacher for the library ?
4.	Name any four search engines .
5.	Write the names of any two Library Networks in India.
6.	Name the four depository libraries in India ?
7.	What the Library Policy says about the recall of overdue books ?
8.	Name the first four main divisions in DDC .
9.	Who are the members in the School Library Committee ?
10.	Write the names of any two books written by Dr. A.P.J. Abdul Kalam
11.	Write any two advantages of open access system ?
12.	How library display/bulletin boards should be kept ?
13.	Write any four Book selection tools ?
14.	ention any two areas/functions/works of library that can be automated?
15.	atch the following (2 Marks)

- | | | |
|----|--|--------------------------|
| a) | My experiments with truth | : Dr.S.R.Ranganathan () |
| b) | Prolegomena to Libarry Classification: | : Jawaharlal Nehru () |
| c) | Discovery of India | : Leo Tolstoy () |
| d) | War and Peace | : Mahatma Gandhi () |

16. Name two International and two National **Professional Library Associations**.

National: 1. _____ 2. _____

International: 1. _____ 2. _____

17. Write the titles of any two periodicals published by **NCERT**.

18. a) Identify the famous Indian writer whose image is shown here.



b) Name the firts book in the “Harry Potter” series ?



19. What is the procedure for the **issue of a subject reference books**from the library?

20. Write any four activities that can be conducted during “National Library Week” ?

21. Name any four **ready reference sources**.

22. Name any four computer **input devices**.

23. Write the names of any two **Man Booker Prize** award winners from India.

24. Write the names and periodicity of two publications from **NCERT**.

1. _____ Periodicity:_____

2. Periodicity: _____

25. Write any four **statistical details** that should be maintained for the monitoring and evaluation of library collection and services.

SECTION III

SHORT ANSWER TYPE QUESTIONS

1	Planning and implementation of Class Libraries .	(5 Marks)
2	How to conduct Library orientation and instructional programmes for users?	(5 Marks)
3	Mission Statement of Kendriya Vidyalaya Sangathan	(4 marks)
5	Write a brief note on the Five Laws of Library Science	(5 Marks)
4	Define I) Information ii) Internet iii) E-book iv) Digital Library v) Library Automation vi) Bibliography	(6 Marks)

MID TEST QUESTION PAPER

ZIET MUMBAI

21 days In-service Course for the TGT (Librarian)

MID TEST

MM 50

TIME 2 HRS

Note: Attempt all the questions, however, internal choices are given.

Q. 1 Expand the following terms: 10

- (I) TESA :
- (II) TBIL :
- (III) CP:
- (IV) NCF
- (V) NKC:
- (vi) CBSE.....
- (VII) NCERT.....
- (VIII) OPAC.....
- (IX) CAS
- (X) SDI.....

Q.2. Fill in the blanks 05

- (I) Effective teaching and learning can not take place in aclass room.
- (ii) Primary Teacher (Journal) is published by
- (iii) Who has given the Five Laws of Library Science.....
- (iv) Patents and standards are thesource of information.
- (v)is the Member Secretary of Library Committee.

Q.3. Match the following 05

- | | | |
|------------------------------------|---|------------|
| (i) Books are for Use | - | Fifth Law |
| (ii) Library is a growing organism | - | First Law |
| (iii) Every Reader his/her book | - | Third Law |
| (iv) Save the time of reader | - | Fourth Law |
| (v) Every Book its Reader | - | Second Law |

Q.4. IS THIS CORPORAL PUNISHMENT? Write yes or No 05

12. Suman is weak in maths. She is made to stay in class till she finishes her class work. The other students have left for their homes.
13. Chitra is weak in all subjects. She is made to sit on the last row every day.
14. Sanjeev has one leg shorter than the other. All his teachers and his friends call him by his nickname 'langda'.
15. Mohit and rohit are twins studying in the same class. Their teachers refer to them as 'kala' and 'gora' to identify them.

16. Mr rana, class teacher, advised gokul's parents to consult a doctor to cure their son's stammer.

Q.5 What are the different ways of communication? 02

Q.6. How would you prepare "ALAP" for the month of October? 02

Q.7. Mention any two Library services. 02

Q.8. Mention any two traits of positive personality 02

Q.9. Define the following terms 06

9.1. Neuroticism

9.2. Attitude

9.3 Perceptions

Q.10. (i) हिन्दी दिवस कब मनाया जाता है..... 01

Q.10. (b) When was the first Education Code published?..... 01

Or

Q.11. Write any two Indian Library Network. 02

Q.12. What are the major objectives of the school library? 03

Q.13. Write four core principles of child rights. 03

Q.14. Name the members of the Library Committee. 03

Or

Q.14. Describe the concept of Resource Sharing.

POST TEST QUESTION PAPER

KENDRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION & TRAINING MUMBAI
21 days In service course for TGT (Librarian) 13.09.2016 to 03.10.2016

POST TEST

Date :02.10.2016FM: 50

Name of the Participant _____ KV

Note : Attempt all questions, however, internal choices are given. Marks are given against each question.

Q.1 Expand the following terms 10

- (I) ALAP
- (II) ZIET
- (III) jpg
- (iv) HTML.....
- (V) pdf.....
- (vi) RTE.....
- (vii) CMP.....
- (VIII) TCP/IP.....
- (IX) HPL.....
- (X) CCL.....

Q.2. Match type 04

- | | | |
|-------------------------------|---|------------------------|
| (i) e-granthalaya Version 3 | - | Networking edition |
| (ii) e-granthalaya Version 1 | - | Enterprise edition |
| (iii) e-granthalaya Version 4 | - | Public Library edition |
| (iv) e-granthalaya Version 2 | - | Govt Library edition |

Q.3. Fill in the blanks 5

- (i) Librarian should always satisfy thedemand.
- (ii) The name of the Library Software of NIC
- (iii)is the basic philosophy and requirement of Library.
- (iv) Article 21- A says free and compulsory education to all children within the ages of and
- (v) All human beings are born and in dignity and rights.

Q.4. Write the meaning of following terms. 4

- .1सामंजस्य =
- .2प्रतिस्तिथ =
- .3Divine =
4. Diligent =

Q.5. Write the web address of the following (any two) 2

e-granthalaya, CBSE, KVS, DELNET

(i) Library Automation

(ii) Current Awareness Services

(iii) Resource Sharing

(iv) POCSO

(v) Discrimination

Q.7. Name any two open access free software 2

Q.8. Give two examples of Primary Sources and Secondary sources . 2

Q.9. Mention different types of 'Operating System'. 2
Or

Q. 9. What are the barriers to 'Communication'?

Q.10. Write the 10 Main Class of DDC. 3
Or

What are the activities of 'Readers Club'

Q.11. What are the different 'Modules' of library software 'e-granthalaya' ? 3
Or

Q.11. Write the hardware and software configuration of e-granthalaya ver 3.0 (Networking edition) for 32 bit computer.

Q.12 What are the different types of 'Corporal Punishment'? 3
Or

How will you prepare guiding and counseling environment for the students of class XI and XII (Science or Commerce or Humanities)

Photo Gallery

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Lighting of the lamp by
Ms Usha Aswath Iyer
Director, ZIET Mumbai



Morning Assembly
ing



Mr. Naresh Kumar
and Mr Rajesh Sharma
Resource Persons



Compering by Mr Harman Chhura
HM ZIET



Keynote address by the Director



Aims and objectives of the Course by
Director



Ice-Breaking



Ice-Breaking



Ice Breaking



Pre- TEST



Morning Assembly



Assment of Morning Assembly by RPs



Addressing Morning Assembly by
Sh Naresh Kumar ,RP



Director witnessing Morning Assembly
14.09. 2016



Morning Assembly by



Classroom Management by
Naresh Sharma



Guest Lecture by Mrs Sujata Mehta
Executive Librarian



Morning Assembly by



Corporal Punishment by Director
Ms Usha Aswath Iyer



Session on Web Resources by
Mr Rajesh Sharma RP



Morning Assesmby



Child Rights by Mrs Pushpa Verma
PGT (Eco) ZIET Mumbai



Communication Skills by Mr Eugin D Leen
PGT (English) ZIET Mumbai



Morning Assembly by



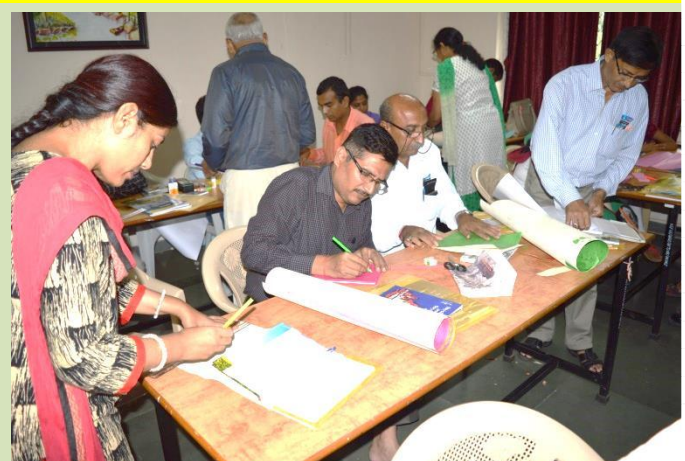
Morning Assembly



Book Jacket preparation



Book Jacket preparation



Book Jacket preparation



Book Jacket preparation



Book Jacket preparation



Book Jacket Exhibition



Judgement of Book Jacket by DC & RPs



Class Library by Mrs Kanta Bara
Librarian , ZIET Mumbai



Guidance & Counselling by
Mr. M Srinivasan, PGT Matths ZIET
Mumbai



Hindi Pakhwada Prize Distribution



Hindi pakhwada Prize Distribution



First Aid by Dr Ravi Lawankar
Mahajan Hospital, Mumbai



Communication Skills by
Mr Eugin D Leen



Educational Tour
Mumbai sight seeing



Gender Sensitisation by Director
Ms Usha Aswath Iyer



Dr. Nayreen Daruwalla , Director
SNEHA NGO Mumbai on POCSO



Morning Yoga Session



Address by Mr Rajesh Sharma to Morning Assembly



Web OPAC Setup by Mr T C Haldunai
PGT (CS) KV IIT Powai



Reading Cards by Mrs R Jayalakshmi
HM ZIET Mumbai



Lunch on 02.10.2016



SCRAP BOOK PRESENTATION



SCRAP BOOK PRESENTATION WITH
DIRECTOR & RPs



KENDRIYA VIDYALAYA SANGATHAN, NEW DELHI ZONAL INSTITUTE OF EDUCATION & TRAINING, MUMBAI

21-DAY IN-SERVICE COURSE FOR TGT (LIBRARIAN) 2016-17



FROM 13.09.2016 TO 03.10. 016