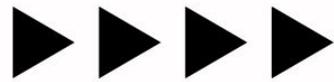




ADHYAYAN QUALITY
EDUCATION FOUNDATION



THE LIBRARY DIAGNOSTIC FRAMEWORK AND RUBRIC



The Library Diagnostic Framework and Rubric is a comprehensive tool designed to assess and celebrate the library programs implemented in rural schools and communities. This framework is not intended as an evaluative measure but as a diagnostic tool that aims to observe the current conditions of the libraries and chart a course for their continual improvement. The focus remains on celebrating the present libraries and fostering an environment conducive to growth and enhancement to meet the needs of the community and the library's vision.

Criteria	Not Yet	Beginning	Meeting (+Basic)	Exemplary (+Basic+Meeting)
Library Space: How is the environment organized to meet the diverse needs of its learners?				
Library infrastructure: Is the infrastructure in the library adequate and well-designed?	<ul style="list-style-type: none"> * The library is located in an area that is far from depressed communities making access difficult. *The library is poorly lit and lacks proper ventilation (including outside space that is used) * There is limited space for movement or activities. * The books are hard to access and controlled by the librarian (books are locked up) * Books are kept in open storage which gathers dust. 	<ul style="list-style-type: none"> *The library space has adequate space for users to be seated and shelves or storage space (boxes/cupboards) to house books. *The books are shelved in an organized way but younger users cannot see the book covers or titles easily. 	<ul style="list-style-type: none"> * The library is located in a place and space that is equally accessible to all communities *The library space (even if outdoors) is well-lit and airy. *It has adequate and comfortable seating arrangements for users (could be mats) and is beginning to create an open reading area for storytime and other collaborative group work. *Books are displayed in a manner that even younger users can access them easily. 	<ul style="list-style-type: none"> *The space is well organized and has comfortable seating areas. *The library can be easily accessed by all communities and also by persons with disabilities. *There are designated spaces for silent reading and read aloud corners. * There is (or there are plans to include) a maker space where children can tinker, explore, and create.

<p>Library systems and processes: Are there systems and processes in place for the smooth functioning of the library?</p>	<p>*The library opening hours are not displayed clearly or adhered to. Library often opens late and closes early or sometimes remains closed without notice. The hours do not meet the needs of all users. *Children are only allowed to read in the library and cannot borrow books *There is no formal library cataloging system</p>	<p>*The library timings opening and closing hours are displayed and adhered to. *The library policy is beginning to provide a process for issuing books and other resources to all users in an orderly manner.</p>	<p>*The library timings have been decided after consultations with the community. *The library policy defines a process for issuing books and other resources to all users in an orderly manner. The library collection has a policy in place that ensures the collection is regularly weeded and updated to meet the diverse needs of all users, including adults, if visiting the library or community center. * The library policy has systems to review the collection periodically (returns, condition of books, weeding, replenishment) *There is genre and level wise categorisation of books.</p>	<p>*Procedures for cataloging book issues, returns and shelving are clearly stated and understood by the children *There are systems in place to track usage and weeding of resources and budget details are also mentioned. * There are clear criteria in the policy for acquisition of appropriate books *These processes have been explained clearly to the children and their views and needs are taken into account during the formulation of these policies and processes. *There is a clear written library policy available to members outlining all the rules – issue, returns, fees, fines.. *Income and expenditure is shared with members and community.</p>
<p>Library ambience: Is the library a warm and inviting place for its users?</p>	<p>*While mostly clean, the space is not inviting. *The displays are limited to notices and circulars.</p>	<p>*The library is free of litter and dust and well-organized. *There are displays and notices about books, reading and activities — mainly circulars and official material but they are not updated regularly *The LE/LF makes children feel welcomed.</p>	<p>*The library is well-maintained and there are displays about reading * The library is equally accessible to children of all genders, communities and classes *The LE/LF is beginning to have interactions with children and involving them in creating and responding to Interactive boards. * The LE/LF supports all children in accessing books and taking part in the activities *The bulletin boards are updated regularly to display student work.</p>	<p>*People coming to the library feel valued and welcome. Users can leave suggestions and feedback. *The LE/LF or person-in-charge is warm and takes an interest in the children who visit the library. *Interacts with them in a friendly manner and makes them feel comfortable and valued. *The children feel a sense of ownership of the space; they feel cared for and in turn care for the space.</p>
<p>Library Resources: What is the range of resources available in the library to accommodate the diverse needs of the children?</p>				

<p>Variety and adequacy of resources (books): Does the library have a diverse range and an adequate number of resources?</p>	<p>*The library has a limited number of books and are mostly textbooks and study guides. * There are very few books for children</p>	<p>*The library collection comprises academic resources and some resources that cater to students' reading interests and supporting their hobbies. *The library has a majority of books in the regional language and a few books in other languages.</p>	<p>* The library collection has adequate books for all age groups * It comprises a variety of genres and includes enough books in the languages needed by the community (regional language, other languages used by the local communities, and English) *Children are encouraged to share what kinds of books they like and the resources are curated accordingly.</p>	<p>*The collection covers many topics, for example, general information, philosophy, psychology, religion, social science, language, science, technology, arts & recreation, literature, history & geography. *The collection has diverse genres including fiction, nonfiction, poetry, biographies, graphic novels/comics, magazines, *Resources are available in a variety of Indian languages based on the needs of the languages used in the region and for all age groups. *These resources have been curated keeping the needs of the children frequenting the library in mind. *Children are encouraged to and are seen using these resources regularly. * There are books and other resources about library management for the LE/LF to help them plan and execute their work</p>
<p>Variety and adequacy of resources (other resources): Are there adequate resources/materials so that the library program can be conducted smoothly?</p>	<p>*The library has no or inadequate resources for the activities taking place in the library.</p>	<p>* The library has adequate basic resources like crayons and chart paper for activities.</p>	<p>*The library has a variety of resources that can be used by the facilitators to plan activities * The resources are in adequate supply to meet the needs of the children</p>	<p>* The library has thoughtfully-chosen resources so that facilitators can plan a variety of activities for the children as part of the library program. * The library has acquired digital and other resources that facilitate learning and can support learners' needs * The resources are neatly organized and can be accessed easily by children *There is a conscious effort to use sustainable, locally-sourced materials to the extent possible and minimize wastage.</p>

<p>Access to resources: Can these resources be easily accessed?</p>	<p>*The books in the library are kept under lock and key and can only be accessed with permission for reading in the library</p>	<p>*Some of the books are available under the open access policy but other resources are not available to students. *Most resources are catalogued using record books and are manually managed by the LE/LF. *Children are either handed over books chosen by the librarian for them or have to choose from a fixed selection of books.</p>	<p>*The books are displayed in a manner that they are easy to access *All resources mentioned above are accessible to all *The children using the library can take the assistance of the LE/LF to access the resources. * Children are allowed to choose the books they like and take the books home to read</p>	<p>*The resources and shelves are clearly labeled allowing easy access of the resources. *The resources are organized according to a universally acceptable cataloging system (physical or digital card catalogue). *The digital resources (if available) are accessible to the users as mentioned in the library handbook/policy. *Children are familiar with the system and can independently access the resources.</p>
<p>Library Program: What are the activities conducted in the library that make it a child-friendly space?</p>				
<p>Library activities: Are there regular activities being conducted at the library to attract children?</p>	<p>* Few or no literacy-oriented or other activities are conducted at the library and they are mostly directive.</p>	<p>*The library programme includes activities focused on creating a reading culture by having interactive read alouds. * Activities are beginning to be documented and include reading aloud from non-fiction texts that are age appropriate to the users.</p>	<p>*The library activities are well-organized and make use of locally sourced materials. * The children have book talks, discussions and share book reviews. There are also regular. read-alouds. * Other non-reading activities are also conducted * Children seem engaged in the activities and participate enthusiastically in group work.</p>	<p>*There is a wide variety of activities conducted at the library: Author celebration, read alouds, literary discussions, dressing up as characters from books, writing competitions, poetry recitation, debates book clubs, book talks, book tasting, book reviews, recommendations. * Activity books are used by children for hands-on activities and they can follow instructions independently *The activities are designed to engage users of different ages. *The resources used for the activities are easy to procure and economical and clearly identified in the library policy.</p>

<p>Program design: Is the programme holistic and well-designed?</p>	<p>*There is no prior planning or thought to the kind of activities that are being conducted in the library. * They are usually ad hoc and superficial with no clear outcomes.</p>	<p>* The library curriculum or program is beginning to be organized in a way that promotes language development and comprehension. * There is a basic curriculum which has been planned but the focus is mainly on increasing library usage.</p>	<p>* The library program is well-designed and prepared in advance. It takes into account the different needs of the children and covers various aspects — social-emotional needs, language development, creativity. * Through the activities, the children are encouraged to engage in discussions and use higher-order thinking skills.</p>	<p>*The richness of the library programme contributes meaningfully to the holistic development of the children. *The children themselves feel competent to and are given multiple opportunities to lead activities and plan the programme. *The library follows a calendar of events which has been devised based on the needs of the users. *The aim of the program is clearly defined.</p>
<p>Community engagement: Is there an effort being made to involve the community in the library?</p>	<p>*There is no LMC or community involvement of any kind in the library.</p>	<p>*There are plans to form a Library Management Committee and some members of the community are showing interest in supporting the library.</p>	<p>* A LMC (Library Management Committee) has been formed which participates in efforts to improve the library. *The LMC is made up of representatives from the different castes, communities, and gender * Sessions to orient parents and community members about the importance of the library and its objectives have been conducted.</p>	<p>*Members of the community are frequently invited to conduct activities, hold workshops, and literary events at the library. * Local authors, artists, performers and artisans are invited to the library to interact with the users. * The LMC is representative of all caste, gender and communities *The Library Management Committee understands the importance of the library and is fully supportive of it. They have regular meetings (at least once a quarter) * Regular sessions are held with parents so that they encourage their children to frequent the library</p>
<p>The Child: In what ways is the library contributing to the holistic development of the child?</p>				

<p>The Child as a Reader: How does the library contribute to enhancing the child's literacy skills?</p>	<p>*Some children of the community frequent the library and show an interest in books and reading. * Children depend on the adults around them to help them choose books to read/borrow.</p>	<p>*More than 50% of the children of the community frequent the library and show an interest in books and reading. * Some children in the library can identify fiction and nonfiction books and read both. (Younger children can distinguish between story books and books of knowledge, for instance). They are aware of a few basic genres. * Some children are aware of the parts of a book (title, cover page, contents, etc.) and can handle them well * Some children are often seen browsing through the shelves and making their own decisions about which books to borrow. *The library program is helping the children to develop their vocabulary. * More than 25% of the children who visit borrow books regularly</p>	<p>* More than 75% of the children of the community frequent the library and show an interest in books and reading. * Children are aware of the parts of a book (title, cover page, contents, etc.) and can handle them well * They are often seen browsing through the shelves and making their own decisions about which books to borrow. * Most of the children are familiar with a variety of genres and know the difference between fiction and non-fiction * Many children can easily comprehend complex texts in one or more languages and are using a wider vocabulary to express themselves. * More than 50% regularly borrow books. * Many show curiosity about reading and learning. * Some of the children (ages 9 and above) can write simple book descriptions, recommendations and share their opinions about the books they have read./ * Many children are beginning to find opportunities OR can express themselves in words, illustrations, or communication and create something original.</p>	<p>* Most children (ages 10 and above) can talk and write knowledgeably about their preferences and various genres of books. * They read with interest and can suggest books to other readers based on their interests as well. *They have made significant gains in their language skills and show an appreciation of literature (for e.g. they might enjoy the style of writing of a particular author or series). *Older children can express themselves by creating original work in writing or other written forms like play scripts.</p>
<p>The Child as a Thinker: How does the library support the development of cognitive and 21st-century skills in the child?</p>	<p>* Most children participate passively in activities and aren't curious. * They know that compliance is expected at the library.</p>	<p>* Some children are showing an interest in learning about new areas of knowledge and about the books they are reading. * They occasionally ask questions and express their views. * They are beginning to enjoy group work and collaborative activities.</p>	<p>* Many children are formulating questions and can make some connections between what they are reading and their lives. * They are learning new concepts and other knowledge areas. * Older children can be seen collaborating in discussions with a desire to learn and participate in community activities, while gaining knowledge of the local and global communities.</p>	<p>* They engage in discussions about the world through healthy debates and have critical discussions about books and relate what they are reading to their lives. * They are curious about how things work in the world and are reading nonfiction or fiction texts to find solutions or answers to their curiosity- for example — they are thinking and talking about the issues in their community and are looking for solutions to solve the problems.</p>

The Child as a Citizen:
How does the library support the all-round development of the child that leads to good citizenship?

* Some children come to the library to borrow books but do not feel connected to it.

* Some children contribute to the care of the library books, its displays and are beginning to volunteer to support the local library space.

* Many older children are increasingly motivated to support other users in building a learning environment by reading to younger children, participating in group discussions and teach younger children.
* Younger children know how to put back books on shelves and use library resources with care.
* Some children apply what they are learning in the library to take action in their communities or in their own lives

* Several of the older children lead group projects and initiate activities that support and foster social emotional well-being, intellectual pursuit and good citizenship.
* A large number of children, with the help of the LE/LF, begin to take action in their communities based on the books they read to solve local issues (ranging from clean up drives to advocating for gender/caste equality, etc.)
* Most children exhibit kind, caring and respectful behavior when they are together.
* Older children look after the younger children and support them with their homework

Library Educator/Facilitator: In what ways does the LE/LF ensure that the library is a vibrant and valuable community resources?

The LE/LF as a practitioner: How does the Library Educator build the collection in the library to help build students' knowledge and skills?

The LE/LF does not have the necessary knowledge about the composition of the collection and its genres. The LE/LF struggles with matching the books to the levels and interests of the children visiting the library.

- * The LE/LF does not have the necessary knowledge in order to design and facilitate the activities
- * The books are sourced by an external body.

- * The LE/LF has a rudimentary knowledge of children's literature but is taking an interest in learning more about genres.
- *The LE/ LF is making an effort to understand which books appeal to different ages and levels of readers.
- *The LE/LF is familiar with at least 30% of the library collection and uses these books according to the plans shared.
- * The LE/LF has started to make a note of what books the children seem to enjoy and tries to procure such books for the library.
- * The LE/LF usually conducts activities using plans that are predesigned for them and are still learning to make plans independently.

- * The LE/LF has a good understanding of children's literature and is familiar with the different genres in the collection.
- * The LE/LF is making an effort to make the collection more diverse and based on the needs and interests of the children who visit the library.
(In the context of Chakmak Clubs: The collection is refreshed periodically).
- * The LE/LF can conduct activities effectively and engage the children. Activities are planned well, documented, reflected on and discussed.
- * Plans are differentiated according to the needs of the children (for example, all children do not necessarily have to participate in the same activity — they have the agency to choose how they spend their time in the library).
- * The LE/LF knows the children who come to the library well and is aware of their tastes in books.
- * The LE/LF is a reader and has gathered a wishlist of books to purchase for the library
- * The LE/LF actively participates in professional development opportunities and there is a concrete professional development plan to build their capacities.
- The LE/LF visibly uses what they learn through the professional development received during the sessions.

- * The LE/LF has built a thoughtfully curated collection of books and is knowledgeable about children's literature.
(In the context of Chakmak Clubs: The collection is refreshed regularly so that the children get exposure to different kinds of books).
- * The LE/LF inspires others by making recommendations based on students' interest and learning.
- * The LE/LF also encourages the children to make recommendations for the procurement of books.
- * The collection is regularly examined by the LE/LF along with the children and titles that are uninteresting or outdated are weeded out.
- * The LE/LF is part of a professional learning community and is constantly looking for opportunities for growth as a practitioner.

<p>The LE/LF as a manager of resources: How skilled is the Library Educator in managing the programme and processes?</p>	<ul style="list-style-type: none"> * The LE/LF manages the issuance of books and manages the collection informally. There is no evidence of a documented system. *The users are not familiar with the process of borrowing books. 	<ul style="list-style-type: none"> * The LE/LF is beginning to create a systematic plan for managing the library collection using registers and other manual processes for books and other materials in the library. There is evidence of basic documentation. *The users are beginning to follow the book borrowing process. 	<ul style="list-style-type: none"> * The LE/LF has the technical skills to catalog, circulate, and maintain records of all resources in the library using a library classification system that helps them develop the collection and analyse users' reading choices. *The system can be easily understood by the users of the library. 	<ul style="list-style-type: none"> * The LE/LF has a well-documented organized system in place for record keeping and managing resources in the library. * The children in the library are familiar with the system — they know the procedures well and help in shelving and maintenance.
<p>The LE/LF as a custodian of Library Values: How does the Library Educator ensure that the library is a space that is cherished and valued by the community?</p>	<ul style="list-style-type: none"> * The LE/LF has not made any effort in making the library an inclusive and welcoming space for its users. * The LE/LF treats the library work as a job and is indifferent to conflicts that may arise in the library. 	<ul style="list-style-type: none"> * The LE/LF has begun to identify the value of free access to library books in promoting reading. * The LE/LF has begun to actively speak to users about their book choices and promotes discussions between different points of views of users 	<ul style="list-style-type: none"> * The LE/LF creates a safe space for all children where everyone treats the other with respect and no one feels discriminated against. * The LE/LF has a service mindset to serve the needs and interests of the users. * The LE/LF supports children who may be hesitant to express themselves. *The LE/LF resolves conflicts amicably between users. 	<p>The LE/LF cherishes and promotes library values such as access, democracy, diversity, education and lifelong learning, intellectual freedom, preservation, and sustainability. This can be seen in the following ways:</p> <ul style="list-style-type: none"> * The LE/LF has created a space where all children feel free to express themselves without causing offence to others. * The LE/LF promotes diversity by ensuring access to an abundant collection that children develop an open mind * The LE/LF helps in building lifelong learning by reading aloud books that introduce users to different aspects of literature and knowledge of the world. *These values have permeated to the children who frequent the library - They treat each other and the elements of the library with care and consideration and are empowered to resolve conflicts, make informed choices and feel responsible for building the community.