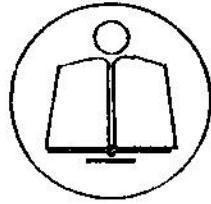


بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



# ***NEWSLETTER***



National Library, Male', Republic of Maldives

## **CONTENTS ...**

- \* **Role of libraries**
- \* **News from the staff**
- \* **ADEPLIS visit to the Educational Development Centre Library**
- \* **Inauguration of the Advanced Distance Education Programme in Library and Information Science**
- \* **Journal Snippets**
- \* **What next? Looking to the future with the Library Association of Maldives**
- \* **Visit to Majeedhiyya School Library**

---

**VOL: 3**

**NO: 2**

**August 1997**

---

## **EDITORIAL**

Due to the inconvenience caused by the sudden transfer of the library building we could not continue producing the Newsletter for 1997. Nevertheless knowing that now the Newsletter has reached you we are bringing the second Newsletter in to the light and circulating as usual.

We respect your continue criticism and comments and with the help of your highly esteemed ideas and recommendations we hope to improve our services to you. Criticism is no doubt the foundation of progress.

We hope that the Newsletters if 1997 will bring same of our professional achievements to the notice of our readers.

# **ROLE OF LIBRARIES**

**HABEEBA HUSSAIN HABEEB**

Maldives is a fast progressing country. Therefore Maldivians depend heavily on learning capacity. We Maldivians need to learn and apply the knowledge we gain in better ways each day. People of Maldives must expand their knowledge in many different areas to achieve their cherished goals. Thus there is a need for continuous acquisition in order to maintain our progressive minds.

The role of libraries in Maldives, as a fast learning country can be categorised as a supportive one. Libraries play a major role in creating and supporting knowledge. Also, the library is at the centre of the dissemination of information encouraging learning. Libraries of all nations including our own occupy a central part of the nation's learning system, especially in this time of emerging knowledge economies.

To summarize the role of the library in modern times is to say that the library plays a major role in imparting knowledge through dissemination and promoting awareness. Libraries, though they may not be highly equipped and modernized as one sees in the countries of Europe, do provide people with information and knowledge that will help them advance intellectually, professionally and achieve fulfillment.

Libraries are not only the gateways of knowledge and information, Libraries also can function as the nuclei of culture and heritage, contributing towards the tangible and objectives of a cultural population. Our Maldivian libraries will no doubt play such important roles in the near future. By Grace of Allah our libraries will help deepen our roots, enrich our culture and our creative talents. There by Maldivian capacity to create competitive products and resources with economic benefits will increase.

## **NEWS FROM THE STAFF**

### **WELCOME**

The National Library welcomes the new staff who joined the Library in various positions in 1997.

Abdull Ali	Senior Administrative Officer.
Melanie Weeks	VSO Teacher Librarian.
Aminath Moonisa	Library Trainee.
Aminath Guraishia	Secretary.
Aminath Rauna	Secretary.
Aminath Shazina	Library Trainee.
Asima Adam	Duty Officer.
Aishath Inaya	Assistant Secretary.

### **WELCOME BACK**

Our Assistant Secretary Gulaifa Mohamed is back after 2 years leave, abroad. She did a Diploma course in computer science in India.

### **CONGRATULATIONS**

All the members of staff who completed the DEPLIS course and got through the examination have received the certificates for the first year they completed. Congratulations to you all Hawwa Nasiha, Aminath Jameel, Fathimath Nashath, Thifla Umar, Aminath Shehenaz.

As well as the National library staff, staff from other libraries received the DEPLIS course certificates. We congratulate them all.

Just after receiving the DEPLIS course certificate our librarian Thifla Umar went to hospital to deliver her third baby. She has already had two sons and this time it was her first daughter. Congratulations to Thifla. We all hope that she will come back soon to her work in the library.

## **ADEPLIS VISIT TO THE EDUCATIONAL DEVELOPMENT CENTRE LIBRARY**

All the ADEPLIS students and the teacher librarian Ms.Melanie visited the Educational Development Centre to take a look at their audiovisual library, with regard to one of our ADEPLIS course assignments.

In their audiovisual library they had a huge collection of videotapes. As a method of preservation they kept these videos in an air-conditioned room with locked shelves. The tapes are classified and were divided into three sets:

1. Master tapes: are original copies of the tape and are kept in a locked shelf. The person in charge told us that the tapes were rewound once a week to prevent moss and fungal growth.
2. The second sets of tapes are used for making copies and are provided for the other libraries mainly in schools.
3. The third sets of tapes are for lending. Sometimes schools, government offices and institutes borrow videos for one of their sessions or workshops or seminars.

Other than videotapes there was a magnetic board which could be used as a notice board or to teach small children. They also provide tape decks (audio cassette players with headphones) for each individual user. We were not able to see how they work because an exam was in progress. Overhead projector facilities and recording facilities are also available.

In the computer room, we were shown the scanner and how it works. As the computers were mainly used for book publishing, we were shown CDs with clipart and how they are used. The computer room also provides the photocopier service.

In conclusion, we can say that all these audiovisual materials would be very useful and when used under expert guidance the output will be very fruitful. However, we noticed that the different facilities were in scattered positions. For instance, the main library was situated on the ground floor. The computer room and the room where the audiotapes were shelved were on two different side of the building with no connection at all. If all these facilities and equipment can be brought less than one library, a clientele's work would be easier.

Aishath Shabana  
I.H.S

# INAUGURATION OF THE ADVANCED DISTANCE EDUCATION PROGRAMME IN LIBRARY AND INFORMATION SCIENCE

The Library Association of Maldives hosted the inauguration ceremony of the Advanced Distance Education Programme in Library and Information Science (ADEPLIS) on Sunday 19<sup>th</sup> October 1997. The Programme is the second year of a three-year course, leading to a professional qualification in librarianship. The inauguration ceremony took place at the Social Education Centre, Male'. The Chief Guest was Mr. Ibrahim Ismael, Director-General, Ministry of Education. Mr. Upali Yapa and Mrs. Daya Ratnayaka represented the Sri Lanka Library Association. Mr. Harrison Perera represented the British Council (Sri Lanka) who have generously agreed to fund the Programme. Other guests included Habeeba Hussain Habeeb, Director-General of the National Library and Zulfa Mohamad, Librarian of the National Library. During the ceremony, certificates were awarded to candidates who had successfully completed the first year of the course.

Fourteen students have enrolled for the course. They are:

Adeela Mubarak	Thajudeen School Library
Aishath Shabana	Institute of Health Science Library
Aminath Jameel	National Library
Aminath Riyaz	Institute of Health Science Library
Aminath Shehenaz	National Library
Aminath Shiuna	Science Education Centre Library
Aminath Suveyda	National Library
Fathmath Nashath	National Library
Hawwa Abdul Razzak	Audit Office
Hawwa Nasiha	National Library
Isabel Arasaratnam	English Preparatory School Library
Mahaasin Ahmed Didi	Maldivian Institute of Technical Education Library
Sarojan Kulendran	English Preparatory School Library
Thifla Umar	National Library

In Maldives, professional support is being provided by Zulfa Mohammad, Librarian at the National Library and Melanie Weeks, VSO Teacher-Librarian, also based at the National Library.

The ADEPLIS course being run in Maldives is an amended version of one provided by the Sri Lanka Library Association (SLLA) for Sri Lankan library personnel. The course is made up of three programmes, each taking a year to complete. Each programme is split into 40 lessons. Each lesson consists of written notes, practical exercises and a written assignment. The students also attend one lesson a week at the National Library, taken by the Librarian or the VSO Teacher-Librarian. At the end of the course a series of workshops will be conducted by members of the SLLA. These will be followed by written examinations. The written assignments make up 50% of the final marks and the examinations the other 50%.

The lessons are split into four subject areas:

Librarianship: covers history, philosophy and the role of libraries in society, aims and objectives of library services, library co-operation and communication, planning of libraries and the use of computers.

Cataloguing: history, the elements of a catalogue entry, different types and forms of catalogue.

Classification: purpose, detailed analysis of Dewey Decimal Classification, subject indexing.

Library Resources and Services: collection development, book conservation, reference work, reader's advisory services.

The ADEPLIS course represents a major development in the training of library personnel in Maldives. For the first time students are able to gain a professional qualification whilst continuing to work in their libraries.

Melanie Weeks  
December 1997

## **JOURNAL SNIPPETS**

This column aims to report on interesting events happening in the international world of Librarianship, drawn from library science journals at the National Library. Titles currently received are Library Association Record (UK), Public Library Journal (UK), The National Library of Australia News, SAARC Documentation Centre Newsletter, National Diet Library Newsletter, and the IFLA Newsletter.

An exhibition was recently held in Britain entitled 'Azadi: a celebration of 50 years of independence of India and Pakistan', put together by the Asian Librarians and Advisers Group. (LAR, 99(10) 526)

International Federation of Library Associations (IFLA) has appointed a new President, Christine Deschamps, Director of the University Paris, France.

The British library community celebrated National Libraries Week at the beginning of November 1997. This is an annual event to promote libraries. Hundreds of events were held throughout the country including competitions, readings by famous authors, librarians making parachute jumps, parties for regular users, libraries staying open all night and treasure hunts! (LAR, 99 (12) 655-66)

Melanie Weeks  
December 1997



## **WHAT NEXT? LOOKING TO THE FUTURE WITH THE LIBRARY ASSOCIATION OF MALDIVES**

As many of you will know, the Library Association of Maldives has re-formed itself after an absence of two years. Shortly afterwards, as part of their studies, the students on the ADEPLIS course discussed the role the Association should play in the Maldives. They came up with following:

- Promote all libraries in Maldives
- Promote training courses in library skills throughout Maldives
- Disseminate (send out) information from Male' to island libraries
- Compile a Union Catalogue
- Develop the use of information technology in libraries
- Actively pursue scholarships and training opportunities abroad for all Association members
- Provide a forum (meeting place) for the discussion of librarianship
- Develop ways of maintaining the Association and promoting it as the leading information body in the country
- Set up the Association as a professional body with its own premises, budget and staff
- Co-ordinate discussions on national guidelines and standards (e.g. legal deposit)
- Develop links with publishers, booksellers and other interested bodies
- Provide a consultancy service to those organisations wishing to set up their own libraries
- Initiate annual awards for Dhivehi publishing
- Open membership to all libraries in all sectors throughout the country
- Develop a code of ethics for librarians
- Run library awareness programmes in the media
- Promote literacy to all age groups
- Find ways of raising funds through outreach activities
- Charge an Association membership fee as a way to raise funds to carry out the above-mentioned activities

As you can see, it's quite a list! Running a library association requires enthusiasm and commitment! If you have any ideas or views on the above points, or would like to add to them, please contact Melanie Weeks or Aminath Jameel at the National Library. Together we can make the Library Association of Maldives a dynamic force, promoting excellence in libraries and librarianship.

Melanie Weeks  
December 1997

## VISIT TO MAJEEDHIYYA SCHOOL LIBRARY

The Majeediyya school library is quite interesting. It has impressive books and the stock seems to be quite upto date, especially the reference section.

The library has started using the computer for issuing and the accession register is also being filed in the computer.

Staffs are co-operative and helpful, and are keen to have more training.

On the whole, the library is quite open and airy. The walls have educational posters and maps, which might be quite useful, especially for children.

Having visited some other libraries, I would say this is the best one I've seen so far!.

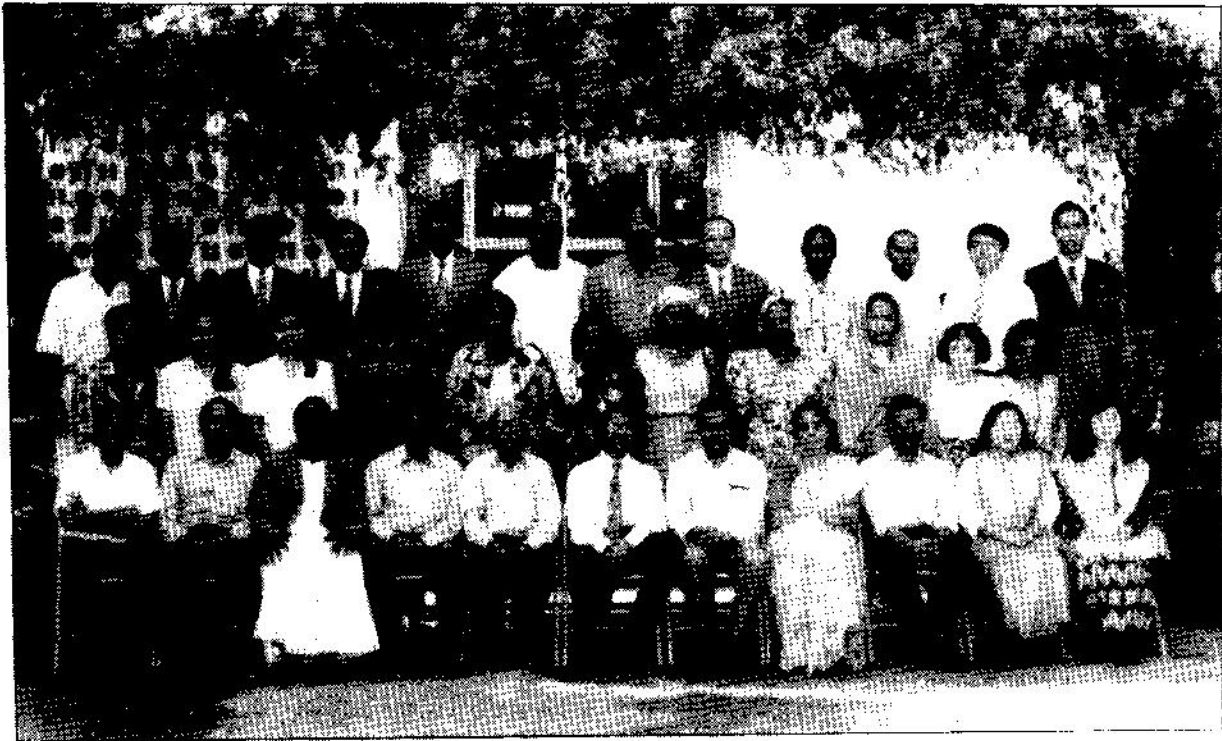
Aminath Shehenaz  
National Library





وَرَبِّكَ شَهِيدٌ ۝ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ

وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ  
 وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ وَإِنَّكَ لَخَدِيعٌ قَدِيرٌ ۚ



# تعمیر و تعمیر

بیت و بنیاد

تعمیر و تعمیر، دو واژه‌ی بسیار نزدیک به هم هستند. هر دو به معنای بازسازی و ترمیم هستند. اما تفاوتی در کاربرد آنها وجود دارد. تعمیر بیشتر به معنای بازسازی و ترمیم یک شیء یا بنا است. در حالی که تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند. اما تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند.

تعمیر و تعمیر، دو واژه‌ی بسیار نزدیک به هم هستند. هر دو به معنای بازسازی و ترمیم هستند. اما تفاوتی در کاربرد آنها وجود دارد. تعمیر بیشتر به معنای بازسازی و ترمیم یک شیء یا بنا است. در حالی که تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند. اما تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند.

تعمیر و تعمیر، دو واژه‌ی بسیار نزدیک به هم هستند. هر دو به معنای بازسازی و ترمیم هستند. اما تفاوتی در کاربرد آنها وجود دارد. تعمیر بیشتر به معنای بازسازی و ترمیم یک شیء یا بنا است. در حالی که تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند. اما تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند.

تعمیر و تعمیر، دو واژه‌ی بسیار نزدیک به هم هستند. هر دو به معنای بازسازی و ترمیم هستند. اما تفاوتی در کاربرد آنها وجود دارد. تعمیر بیشتر به معنای بازسازی و ترمیم یک شیء یا بنا است. در حالی که تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند. اما تعمیر بیشتر به معنای بازسازی و ترمیم یک بنا یا شیء است. هر دو واژه در فارسی به کار می‌روند.

پروفیشنل گریجویٹس

گزارشگری کے لیے پروفیشنل گریجویٹس 29 دسمبر 1997 کو قائم ہوئے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

\* گریجویٹس کے لیے پروفیشنل گریجویٹس:

گریجویٹس کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

\* گریجویٹس کے لیے پروفیشنل گریجویٹس:

گزارشگری کے لیے پروفیشنل گریجویٹس 1200 کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

گریجویٹس کے لیے پروفیشنل گریجویٹس 30 کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

گریجویٹس کے لیے پروفیشنل گریجویٹس 40 کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

گریجویٹس کے لیے پروفیشنل گریجویٹس 1500 کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔ ان کے لیے پروفیشنل گریجویٹس کے لیے ایک کونسل قائم کی گئی ہے۔

