
COLLECTION DEVELOPMENT POLICY OF KENDRIYA VIDYALAYAS IN KOLKATA

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ABSTRACT

States that library is the heart of any academic institution. The richness of the library depends upon how good its collection is. Development of good collection depends upon the collection development policy of the library. Attempts to find out what kind of collection development policy Kendriya Vidyalayas (KVs) in Kolkata follow for their library and what is present scenario of the libraries of KVs regarding the collections? Discusses the collection development policy of Kendriya Vidyalayas in Kolkata emphasizing the present status of the libraries, services provided to the users, and the yearly development of the collections of the schools. It is based on the 10 KVs located in Kolkata. Personal interview of the librarians of KVs have been taken by visiting the libraries personally to collect required data for the study. It was found after the study that none of the libraries follow proper collection development policy though almost all libraries put emphasis on the subject approach while developing the collections for the libraries.

KEYWORDS: Collection Development, Collection Development Policy, Kendriya Vidyalayas, Library Policy

Introduction

Collection Development is an important process in creating and building a library collection, be it in an academic, public or special library. School library collection needs special attention as the type of users are of different age groups. A child begins his education in school and gradually develops the skill to go further to become a successful person in his life. Development of school library collection should be done carefully with utmost care so that it can serve the requirements of different age groups. The development of collection includes acquisition, selection, evaluation, preservation and weeding out of books and other materials according to the users need. With the advent of electronic media, the type of collection is changing from conventional formats to digital format. It is a well planned activity for which a well defined policy is essential. Collection Development policy is defined as the planned purchase of materials in various formats to match the user needs of the institution. It is the course of action adopted for developing the collection or stock in a library. A policy can be unwritten convention or a written document. The heart of any library is its collection. Library personnel acquire and manage them and teach users how best to access and use them. Though number of articles have been published in different journals regarding the collection development policy of academic libraries but little emphasis have been given to the school libraries.

Encyclopedia of Library and Information Science (2009) states, “Library collection is the sum total of library materials—books, manuscripts, serials, government documents, pamphlets, catalogues, reports, recordings, microfilm reels, microcards and microfiche, punched cards, computer tapes, etc.—that make up the holdings of a particular library”.

The term Collection Development has evolved to emphasise the need to respond to user's needs. Bloomfield (1987) says “to meet the demands, librarians have evolved theories of collection development, which imply a more active role in managing library's collection and indicate that the role may change and develop in response to changing conditions”. With the change in our outlook towards library and information services, we are now more conscious of user needs; usefulness of information, available with us, and exhaustive and expeditious dissemination of information.

Collection Development Policy

According to American Library Association (ALA) (1977) “collection development policies are documents which define the scope of a library's existing collections, plan for the continuing development of resources, identify collection strength, and outline the relationship between selection philosophy and the institution's goals, general selection criteria and intellectual freedom”.

Johnson (1994) describes collection development policies as – “In addition to describing current collections, they establish priorities, assist with budgeting, serve as a communication channel within a library and the library outside constituents, support cooperative collection development, protect intellectual freedom, and prevent censorship, and assist in overall collection management activities, including the handling of gifts, de-selection of materials, and serials cancellations”.

Collection development policy is the course of action adopted for developing the collection or stock in a library. A policy can be unwritten convention or a written document.

Different Types of Collection Development Policies

A collection development policy should be considered in terms of format, content and style. General policies may be supplemented by more detailed policies focused on subjects, user communities, or special collections. An academic library or school library may have supplemental policies addressing various subjects or disciplines-English language, Science, History, Geography, Commerce, non-fiction collection and so on. These supplemental collection development policies usually follow one of three formats: Narrative, Classed analysis, or a combination of elements of these two (Johnson, 2011).

Narrative Model

The Narrative Model (Johnson, 2011, p. 54) for collection development policy statements is text-based. It includes a series of narrative descriptions, one for each subject, discipline, or sub-collection. The sections may be defined broadly (e.g., Social Sciences, Humanities, Sciences, Fiction, and Reference), or each section may have a narrower focus (e.g., Fictions,

into Mysteries, Romances, Science Fiction). The purpose is to give a focused view of subjects or subdivisions and of collection management as practiced in the library preparing the policy. An advantage of the Narrative Model is use of terms to describe local programs and collections that are local and immediately familiar.

Classed Model

The classed model (Johnson, 2011, p.55) describes the collection and current collecting levels in abbreviated language and numerical codes, typically according to the Library of Congress or Dewey Decimal Classification (DDC) scheme. It may also describe preservation levels and future collection levels. Though often extensive, this model allows one to see the collection as a whole, displayed on charts. This format grew out of libraries' need to develop an effective, consistent way of defining subjects and levels of collecting. The Research Libraries Group (RLG) was a leader in developing the conspectus, a classed analysis format. Complemented by verification studies and supplemental guidelines, the RLG conspectus has done much to define concepts, standardize procedures and terminology, and offer consistent techniques for describing and managing collections. Though initially intended for use by research libraries, the Conspectus has been modified for use by groups of libraries collecting at less than research intensity for state or regional resource sharing, fund allocations, space allocation and storage projects, accreditation, grant proposals, and preservation priorities. The Conspectus approach to assessing collections through the use of a standard vocabulary, though challenged by some as too dependent on individual perceptions, has become accepted as a tool that is both adaptable and widely applicable.

A library using the classed analysis model should use the same classification system for its collection development policy that it uses to organize its collection. This allows the library to use title counts to verify existing levels and measure changes over time as described in the policy. The library can select the appropriate level of specificity to be used. The original Conspectus uses some 3400 subject classifications; these can be simplified and contracted into far fewer divisions to describe collections for which broader distinctions between subjects are more appropriate.

Combined Narrative and Classed Model

A combination of the narrative and classed models (Johnson, 2011, p. 56) borrows the most useful features of each to describe the collecting plan succinctly. It is usually brief, and can serve as a useful tool when reviewed and updated as the environment and available resources change. Instead of classification numbers, it uses brief prose descriptions of the subject areas and assigns Conspectus levels for both collection intensity and language covers.

Regardless of the model employed, a collection development policy should be well organized, consistent from section in use of terminology and elements addressed, detailed, and literate without being wordy. A collection development policy is a formal, official, documented policy of the library, but it should be crafted in such a way that is easy to understand and practical to use. A policy that is well written will be used; one that is not well written will be put in a file and left there.

Library Policies of Kendriya Vidyalayas

The policies of Kendriya Vidyalayas regarding the library are as follows:

1. The library must maintain a well-rounded core collection including reference materials to satisfy the regular needs of the staff and students. The core collection would consist of several copies of textbooks, reference materials related to each subject, costly essential books which would include encyclopaedias, maps, atlas, rare books on particular topics/subjects or exclusive editions of general books.
2. Besides the core collection other general (fiction and nonfictions) books for regular issue should be available in the library.
3. Library collections are dynamic resources and therefore, there should be constant review and renewal of material to ensure that the collections are relevant to the users/stakeholders.
4. Weeding out of books should be a regular feature and should be carried out with the approval of the competent authority, at least once in a year.

5. The collection of the library should take into account the size of the Vidyalaya and subjects offered besides covering project based activities, career guidance, counselling etc.
6. Besides the core collection, other general books put together should be at the rate of 5 books per student subject to a minimum of 1500 books for newly opened schools. This collection should be well thought out.
7. Book purchase should be a continuous process and some percentage of the total Vidyalaya budget should be earmarked for collection development on a recurring basis. Out of this budget, 50% should compulsorily be earmarked for elementary classes (i.e. up to class VIII).
8. Computer and Internet access - The library should have a computer, which would be used for storing information of the collection, record of books issued, digitalized books and provide internet access.

Collection Development Policies of Kendriya Vidyalayas

Kendriya Vidyalayas plays an important role in the arena of school education. KVs function under the organization of Kendriya Vidyalaya Sangathan which is run by the Ministry of HRD. The data pertains to collection development policy of only the KVs which are situated in Kolkata. Ten KVs have been taken into consideration to find out which policy they follow regarding the development of the collection of the libraries.

Table 1: Area of the Library and No. of Staff

Name of the School	Size of Library (Sq. ft.)	No. of Rooms	Reading Room Area(Sq.ft.)	Staff		Qualification	
				Prof.	Non-Prof.	Prof.	Non-Prof.
KV Ballygunge	800	1	500	1	0	BLIS	NA
KV Barrackpore (Army)	1200	1	800	1	0	BLIS	NA
KV Command Hospital	900	1	600	1	1	BLIS	10+2
KV Cossipore	800	1	400	1	0	MLIS	NA
KV Fort William	1200	1	700	1	0	BLIS	NA
KV Garden Reach	500	1	300	1	0	BLIS	NA
KV IIM Joka	600	1	400	1	1	Ph. D	10 th
KV No. 1, Saltlake	500	1	300	1	0	BLIS	NA
KV No. 2, Saltlake	900	1	600	1	0	MLIS	NA
KV Ordnance Factory	700	1	500	1	0	BLIS	NA

Area of the library and the reading room is a basic thing for any library. The library should have enough space to accommodate its users. The functioning of the library is mainly dependt on its staff. Library should have professional staff to serve the user community. Table 1 is representing the size of the libraries and the area of reading room in different KVs. Almost all KVs does have a library where they can easily accommodate books. But when it comes to the staff in all schools librarian is the only staff responsible for doing everything regarding the library. In two schools (KV Command Hospital and KV IIM Joka) one support staff is there to help the librarian. Out of 10 KVs in 3 KVs the qualification of the librarian is MLIS. One librarian has Ph. D degree where as the qualification of remaining librarians is BLIS. Among the above only two libraries have support staff and their qualification is 10+2 and 10th in KV Command Hospital and KV IIM Joka respectively.

Table 2: Total Collection

Name of the School	Total Collection					
	Books	Magazines (Monthly)	Newspapers (Daily)	CDs	DVDs	Total Collection
KV Ballygunge	13450	28	8	154	35	13639
KV Barrackpore (Army)	11300	26	7	125	42	11467
KV Command Hospital	11000	36	5	100	25	11125
KV Cossipore	14800	30	7	85	24	14909
KV Fort William	17200	32	7	114	35	17349
KV Garden Reach	4650	25	3	0	0	4650
KV IIM Joka	11500	32	6	50	20	11570
KV No. 1, Saltlake	10800	27	5	80	37	10917
KV No. 2, Saltlake	9120	32	6	125	25	9270
KV Ordnance Factory	10507	24	5	132	45	10684

Collection is the soul of the library. As the need of the users are changing from time to time the resources of the library is also changing. Now in a library along with the books, CDs, DVDs etc. are available to attract the users. In table 2, total collection of the libraries are shown. It is very clear that the schools are spending handsome amount to build the library collection. Collections of books are very good in almost all schools (except KV Garden Reach) but in case of electronic media collections, libraries are a bit reluctant. Schools should give more attention to develop the collection of CDs and DVDs. Among the schools KV Fort William's collection of books are maximum. All schools subscribe adequate number of magazines for the users of the library in different languages. But when it comes to the subscription of newspaper, it varies from school to school and according to the need of the users.

Table 3: Collection on Different Subjects

Name of the School	Total Collection on Different Subjects including Reference Books										
	Ref. Books	English	Hindi	Science (P+C+B)	Math.	Social Studie	Comp.	Acc. t.	Com-merce	Fiction/Non-fiction	Misc.
KV Ballygunge	3780	1660	1250	1340	690	440	225	275	480	5620	1470
KV Barrackpore (Army)	2250	1280	1710	925	475	270	170	245	280	3665	2280
KV Command Hospital	3300	1125	1280	1910	635	550	340	0	0	3420	1740
KV Cossipore	4800	1965	1385	2810	730	445	185	520	330	3980	2450
KV Fort William	6125	2005	1840	3245	850	480	655	610	525	4930	2060
KV Garden Reach	1185	480	310	880	250	175	135	110	85	1495	730
KV IIM Joka	4184	1250	560	1325	620	250	330	245	460	5070	1390
KV No. 1, Saltlake	3500	1410	935	1560	415	385	370	470	390	2740	2125
KV No. 2, Saltlake	3600	950	770	1640	385	575	210	310	630	2550	1100
KV Ordnance Factory	1950	1425	1005	1745	472	620	430	0	0	2960	1850

In case of school library the available resources are generally categorized according to the subjects. Here the approach of the reader generally is in the form of the subjects. Reference collection is a asset for any library. Kendriya Vidyalayas put lot of attention to the development of reference collection. KV Fort William has a total of 6125 reference books in their collection but the collection is not so rich in KV Garden Reach. In case of other subject books collection, schools have a good collection which students and teachers refer during the course of study. Fiction/Non-fiction collection is also very good in all schools (except KV Garden Reach). The collection of fiction books comprises books on English as well as Hindi languages.

Table 4: Yearly Development of Books and Magazines

Name of the School	Yearly Development of Books					Yearly Development of Magazines				
	2010	2009	2008	2007	2006	2010	2009	2008	2007	2006
KV Ballygunge	708	652	745	420	624	6	2	3	2	0
KV Barrackpore (Army)	825	515	614	722	410	2	4	2	1	2
KV Command Hospital	380	505	319	561	218	4	2	0	1	4
KV Cossipore	657	822	357	325	542	3	1	3	0	2
KV Fort William	623	478	765	718	510	1	4	1	1	2
KV Garden Reach	228	410	145	325	278	1	2	5	3	0
KV IIM Joka	867	724	552	702	421	3	0	1	4	3
KV No. 1, Saltlake	519	422	666	735	417	5	2	0	2	1
KV No. 2, Saltlake	635	652	824	467	645	3	2	2	5	4
KV Ordnance Factory	396	651	583	546	422	4	0	0	1	4

Development of collection is a continuous process. The library should expand not only in the form of user but it should also increase its collection on a regular basis to keep the collection up-to-date. Table 4 is representing yearly development of books and magazines during the period 2006-2010. The table shows us that schools are purchasing books for the library on a regular basis. Numbers of magazines are also increasing on a yearly basis in different KVs.

Table 5: Yearly Development of CDs and DVDs

Name of the School	Yearly Development of CDs					Yearly Development of DVDs				
	2010	2009	2008	2007	2006	2010	2009	2008	2007	2006
KV Ballygunge	12	15	4	12	19	10	5	7	2	0
KV Barrackpore (Army)	8	11	18	2	14	4	9	11	2	6
KV Command Hospital	18	8	23	13	5	2	6	0	7	1
KV Cossipore	7	17	5	19	11	8	1	3	2	4
KV Fort William	15	12	8	2	11	5	10	4	4	6
KV Garden Reach	0	0	0	0	0	0	0	0	0	0
KV IIM Joka	6	9	12	0	2	1	4	4	0	5
KV No. 1, Saltlake	21	9	4	4	11	11	0	6	8	6
KV No. 2, Saltlake	8	25	13	7	0	14	3	8	0	0
KV Ordnance Factory	10	9	0	18	15	7	9	13	3	3

Table 5 describes development of CDs and DVDs in KVs during 2006-2010. It is clear from the table that when it comes to the collection of electronic resources, the development is not so consistent. Schools are not paying proper attention to develop the collection of electronic sources which are very useful in the present system of providing quality education to the students through audio-visual media.

Table 6: Services Provided

Name of the School	Circulation	Reference Service	Lending Service	Inter Lib. Loan	Photocopy	Internet Facility
KV Ballygunge	Yes	Yes	Yes	No	No	Yes
KV Barrackpore (Army)	Yes	Yes	Yes	No	No	No
KV Command Hospital	Yes	Yes	Yes	No	No	Yes
KV Cossipore	Yes	Yes	Yes	No	No	Yes
KV Fort William	Yes	Yes	Yes	Yes	Yes	Yes
KV Garden Reach	Yes	Yes	Yes	No	No	No
KV IIM Joka	Yes	Yes	Yes	No	No	Yes
KV No. 1, Saltlake	Yes	Yes	Yes	No	Yes	Yes
KV No. 2, Saltlake	Yes	Yes	Yes	No	No	Yes
KV Ordnance Factory	Yes	Yes	Yes	No	No	Yes

The reputation of the library is dependent upon the services provided by the library for its user community. Now-a-days libraries function as a resource hub where all kinds of services related to the library is available. In Table 6 various services provided by the libraries of KVs are described. Circulation, Reference, and Lending Service is provided by all schools where as Inter Library Loan Service is provided by KV Fort William only. Photocopy Service is provided by only KV Fort William and KV No. 1 Saltlake. Internet which is the modern means of gathering information on any topic is there in almost all libraries except KV Barrackpore (Army) and KV Garden Reach. These two libraries do not have Internet facility in the library for the users.

Table 7: Total Users

Name of the School	Total Users in the Library			
	Students	Teachers	Other Staff	Total Users
KV Ballygunge	2075	62	18	2155
KV Barrackpore (Army)	2200	57	20	2277
KV Command Hospital	1498	50	16	1564
KV Cossipore	2045	60	18	2123
KV Fort William	1890	65	23	1978
KV Garden Reach	1426	42	13	1481
KV IIM Joka	1118	37	13	1168
KV No. 1, Saltlake	2073	69	20	2162
KV No. 2, Saltlake	1889	63	18	1970
KV Ordnance Factory	1690	52	14	1756

According to Ranganathan, trinity of library is Books, Readers, and Staff. The library is not complete without its users. Table 7 is representing total number of users in the library. Number of students is more than 1600 in almost all schools except KV IIM Joka, KV Garden Reach, and KV Command Hospital. Total number of users using the library is large in number.

Table 8: Library Budget

Name of the School	Yearly Budget (in Rs.)	
	Books	Magazines
KV Ballygunge	100000	30000
KV Barrackpore (Army)	100000	28000
KV Command Hospital	50000	25000
KV Cossipore	60000	25000
KV Fort William	100000	30000
KV Garden Reach	30000	15000
KV IIM Joka	60000	25000
KV No. 1, Saltlake	80000	30000
KV No. 2, Saltlake	80000	25000
KV Ordnance Factory	75000	Fluctuating

Library budget is an important area to deal with. The budget should be managed in an effective manner keeping in mind the need of the user and the curriculum of the school. The budget of the library during the financial year 2010-2011 is described in Table 8. It is observed that all libraries received adequate amount of money to purchase library books which is a must to develop a good library collection. To subscribe the magazines for the library they receive the money separately in excess of the budget for the books.

Table 9: User- Collection Ratio

Name of the School	Total User	Total Collection	Ratio
KV Ballygunge	2155	13639	1:6.32
KV Barrackpore (Army)	2277	11467	1:5.03
KV Command Hospital	1564	11125	1:7.11
KV Cossipore	2123	14909	1:7.02
KV Fort William	1978	17349	1:8.77
KV Garden Reach	1481	4650	1:3.13
KV IIM Joka	1168	11570	1:9.90
KV No. 1, Saltlake	2162	10917	1:5.04
KV No. 2, Saltlake	1970	9270	1:4.70
KV Ordnance Factory	1756	10684	1:6.08

In Table 9 the ratio between the numbers of total user using the library and total collection is represented. In most of the libraries the ratio varies between the ranges of 5-8. In KV Garden Reach and KV No. 2 Saltlake the ratio is below 5 which is very low comparing to the standard of KV. These two KV do not follow the standard set by CBSE and KVS which is 1: 5(5 books for every user). In KV IIM Joka the ratio is highest (1:9.90) on the other hand KV Garden Reach's ratio is the lowest (1:3.13) among all schools. KV Garden Reach needs special attention so that the development of library collection can be made in a planned way.

Table 10: Policies Used

Name of the School	CDP Used	Book Selection Policy Used	Periodic weeding Out done
KV Ballygunge	No	No	No
KV Barackpore (Army)	No	No	No
KV Command Hospital	No	No	No
KV Cossipore	No	No	No
KV Fort William	No	No	No
KV Garden Reach	No	No	No
KV IIM Joka	No	No	No
KV No. 1, Saltlake	No	No	No
KV No. 2, Saltlake	No	No	No
KV Ordnance Factory	No	No	No

Table 10 is representing that none of the library follows proper collection Development Policy though almost all library follows the subject approach which is based on Narrative model. Proper book selection policy has also not been followed though it is entirely based on the requirement of respective department. Every library has a library committee to select library material headed by the Principal of the school and the member of the library committee comprises various subject teachers and the librarian. Weeding out of materials which is a must for all libraries is not done periodically in the above libraries because of shortage of manpower and proper infrastructure.

Findings

Library is the backbone of an educational institution. Kendriya Vidyalayas plays a major role in our education system. After analyzing data of ten Kendriya Vidyalayas in Kolkata findings which can be extracted from the study are as follows:

- Though there is a library policy for the schools but there is no proper collection development policy followed in the schools; as maximum libraries follow the subject approach, it can be said that the narrative model is followed partially.
- Proper method for book selection is not being followed by the schools;
- Periodic weeding out of books are not being done because of lack of manpower;
- In some Kendriya Vidyalayas like KV Garden Reach, KV Barrackpore (Army) reference collection is very weak;
- Librarian is the only staff in almost all libraries (except KV Command Hospital and KV IIM Joka) and it is difficult to provide good service by a single person;
- There is no fixed fund for the collection development. It varies from school to school and year by year. The fund for the library collection is not increasing every year;
- It is very difficult to find out latest material as very old books which are of no use are kept together with new ones;
- Almost all schools have a very poor collection of Electronic media and with the advent of latest technology it is very difficult to provide better service without it.
- Photocopy service is provided by KV Fort William and KV No. 1 saltlake only. In rest of the schools there is no provision of photocopy service in the library.
- Though the ratio of number of books per student is very good in most of the schools the condition is not so bright in KV Garden Reach and KV No. 2 Saltlake. These two schools are not following the standard of Library Policy framed by Kendriya Vidyalaya Sangathan.

Conclusion

Library is the most important place for an academic institution. The popularity of a library depends upon how good its collection is. In case of school, library plays major role in developing a child's reading habits. It helps him throughout his life to become a successful person. A good library must have good collection of books on various subjects along with valuable reference collection to serve the students. To build a good collection there must be a

collection development policy which should be followed by the schools in a systematic manner. In one way as the development of collection is very important on the other side weeding out of unused, irrelevant, and outdated materials from the library is equally important to keep the library's collection up-to-date. After completing the study about the Kendriya Vidyalayas of Kolkata the observation is that none of the library follows proper Collection Development Policy for their library though the narrative model is partially followed as the subject approach is there. Periodic weeding out of library materials is also not carried out. Though KVS provide proper library policy for the libraries some schools are not following it properly. Some libraries have good collection but due to lack of manpower systematic management of those are hardly possible. If the libraries really want to be the resource hub, the schools should improve the condition of the libraries to serve the future generation.

Suggestions

Following suggestions can be implemented to develop a good Collection Development Policy and to provide better service to the users:

- Instead of quantity, quality of the document should be taken into consideration while purchasing the document;
- A written collection development policy should be followed in every school so that it can be referred in future to develop a good collection;
- Periodic weeding out of unused, outdated and irrelevant materials should be done;
- The budget of the library should increase every year as the cost of books are increasing gradually;
- Collection of electronic media like CDs, DVDs should be increased as these are the latest means of education;
- There should be another person to assist the librarian to manage the library smoothly and efficiently;
- Purchase of latest books should be done carefully by keeping in mind the needs of the students and curriculum;
- Photocopy and Internet facility should be provided by the library.

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