

Professional Development

The MLA will be conducting a Basic Course in Library Studies in September 2010. The National Library of Maldives is looking into the possibility of introducing a Certificate III in Library studies mainly as a bridging course for the personnel without the necessary qualification to enroll directly in the Advanced Certificate in Library Studies being offered by the Faculty of Arts, Maldives

College of Higher Education.

Update on MLA activities 2010

MLA General Meeting

The MLA second general meeting for 2010held on April 15 2010

MLA Lecture Series 2010

Lecture on the role of libraries in democracy organized in association with the Faculty of Arts, Maldives College of Higher Education, held on May 20, 2010.

MLA Library Workshop Series 2010

Session on "Goal setting" held on May 22, 2010.

MLA General Meeting

Unscheduled MLA third general meeting held on July 10, 2010.

Library Day Activities

Library Evening held on July 17, 2010 (Saturday) in association with Faculty of Arts - at the MCHE Jamaluddeen Complex.

Upcoming Events

· 'Bring a friend' MLA social event

To be held on August 6, 2010.

MLA General Meeting

The MLA third and fourth general meeting for 2010 is scheduled to be held on August 15, 2010 and December 23, 2010 respectively.

MLA Library Workshop Series 2010

Sessions of the series is scheduled to be held in October and December 2010. Keep reading our blog at http://infomalias.wordpress.com for updates on the topics.

Basic Course in Library Services

To be held during September 2010

MLA newsletter

The third issue of this newsletter will be coming out in December 2010. Send us your news, feedback/comments, articles relevant to the library association, libraries, and information gathering & dissemination in the Maldives

meet.learn.acquireVolume 7 Issue 02 August 2010 ව 80 B, දුම් මා රම්දුනා දු න ට ගැනි දිනින හැට විමිස් ද නිලි ට හැ දිම්වනා ලැබ් දැනි

The newsletter of the Maldives Library Association was previously known as "The Library News" and "Library Magazine". The name of the newsletter "meet,learn,acquire"was adopted in February 2010, to be published triennially 2010 being Volume 7.

Maldives Library Association

Maldives Library Association National Library Male', Maldives Blog: http://infomalias.wordpress.com E-mail:info.malias@gmail.com Phone: 7765181 (Editor)

2010 ב'ת התפית האפיל הל הלים לפית הייל 2009 בר צייינים בל לפת בל בפיתית ב נוש צב ששת פרים 200 הפולשל הלת הלת פריע 100 مُدِّرُوْكُ رُوْرُمُومُوكُ مُنِي ﴿ وَعَمْدُ مُنْ رُورً مِنْ 50 مُورِدُمُورً مُرْمِ אית בחי 100 בפחיל באת וצב הריים. מל א א ממר מא א מיר מיר א מיר מיר א מי איר א מיר כ ת-התרימת כ נתל בפתם ל 10 בתם חל בתל על איני של איני של הייתר של איני של היים ב ישר דר הואר) א וו דר המנכטון גדו במנכט או מנכ דבר הפגממתפי הת "הפג בתוסמיתם" בפבה 2 ביתוסמית ישארם ינים בין נביתציפת נבש מההייתפי

Newsletter of the Maldives Library Association Published every three months Newsletter of the Maldives Library Association Published every three months

August 2010

Editorial

Assalaam A'laikum.

Welcome back to another issue of our newsletter. Thank you everyone, for your positive and constructive comments we received for the first issue. Quite a few people stressed on the importance of this newsletter in keeping everyone informed about what's happening in the Maldivian library sphere and also to keep a tab on 'who is who' in the profession.

In this issue, we are bringing you

information about MLA activities

during the past four months as well as information and news about our future plans. We have also started our feature article on Maldivian Libraries (in this issue: Laamu Atoll Thauleemee marukazu Library). Additionally, we have included articles on library technical work as well as the Maldivian information culture. We have also included news about the new Children's Multimedia Library and about the lecture given to Library course students by our Advisor, Mrs. Habeeba Hussain Habeeb. Also read about how one of our .educated LIS professional reached where she is today! The importance of having a vision and aiming to reach the moon (even if the stars are the furthest you can go) illuminates from this

Continue reading to broaden your information on Maldives LIS, and when you are done please leave a comment on our blog http://infomalias.wordpress.com to let us know what you think of the newsletter. Thank you. Aminath Riyaz (Editor)

conversation.



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RECORD Library - a truly amazing collection

On behalf of MLA, I had the chance to visit the Record Library. It is the library of the Dhivehi Raajjevge Adu (also known as Voice of Maldives-VOM) and one of the known largest and oldest audio collections in the country.

I was able to visit with a group of librarians from the MCHE. The welcome we received upon arrival was great. We were all issued with a visitor pass and the Assistant Librarian, Mariyam Soodha, received us at the entrance. The department head met us and we were ushered through the grand foyer of the very spacious building of the Voice of Maldives. The building itself gave me a sense of awe, let alone the important work of reaching out to thousands and thousands of people of the Maldives and abroad.

The first event on our schedule was to meet the legendary Mr. Badhuru. I have heard of him ever since I was a kid who understood the importance of listening to radio programs. We talked about the history of the VOM and the past and present scope of the audio visual collection and the modern day challenges they are currently facing. Among topics discussed were budget constraints, conservation and preservation issues. archival issues and staff development

After a promised refreshment tea at the end of our visit, we went to see the library. It was at this point that we realized a very interesting fact about this library. It was called "Record" library which is truly the most appropriate name for the library. However, the library was known among the staff as the "stock" or the "holhikotari". Whenever, someone needs to borrow recordings for a program, they would just borrow from the "stock".

Inside the library there were hundreds and hundreds of audio materials of different types ranging from magnetic discs, magnetic tapes, and current compact disks. I for

one was in awe of all the collective history, "sounds", knowledge, work, expertise and experiences collected in this room. The current staff had created their own systematic mini classification system using the Dhivehi alphabet to help them sort and use the collection effectively. From the discussions we had with the staff and their immediate supervisor, it was very obvious to me that this is a work in progress. There were shelves and cupboards full of work to be done. It felt like life has just begun in the Record Library and for a moment. I wished I worked in the Record Library.

We also had the chance to look at some old equipments and technologies in the midst of conversion at a different location within the VOM building. Data from the magnetic discs and tapes were being transferred into modern day media tools such as CD-ROMs. There was just one person who knew the machines well enough to care for them. It left me wondering... has this knowledge been recorded, preserved and passed over to the younger generations to come, so as to continue this legacy.

In conclusion, I would say this visit to the Record Library got me thinking really hard about the importance of conservation and preservation of such special libraries For instance, Record Library is not just a library but also an archive whose main challenge is conserving and preserving the knowledge and history of this country, in this constantly changing world of technology. Technology has changed dramatically over the years of the Library's existence and the best way to deal with this is staff development. Empowering the library staff and enabling them with the proper tools and training will ensure that this heritage will last longer for generations

Aishath Shabana, MLA President



LIBRARY DAY / WEEK: its significance

July 12-18 is marked as the Maldives National Library Week. Library week, or a day, is celebrated once every year in many parts of the world with different dates. It is an annual week of celebration of libraries and librarians in all types of libraries: school, academic, public, & special.

The library day / week is a time to showcase the many and varied resources and services offered by the libraries through different programs and events targeted to a cross-section of the community. It provides an opportunity to introduce new services and professional skills to the community, and to publicly showcase issues of importance to the provision of library and information services.

For school/academic libraries it is an opportunity to recognize the vital role that libraries and information agencies play for research and education;

For special libraries, it is an opportunity to recognize the contribution of the libraries for the work outcomes in corporations, government departments, hospitals and other institutions;

For the information sector and library administrators it is;

- a chance to debate the country's information future and government approaches to it and to associated issues, such as equity of access to information; and it also is an opportunity to emphasize the significance of libraries in the maintenance of our history and culture at community and national
- about recognizing the importance of library and information services as providers of services for people who due to personal disadvantages have no other alternatives for accessing and using information;
- an opportunity to think about the role which libraries play in our local community, work and personal life.

http://www.alia.org.au/liw/background.htm



Library Evening 2010

Initiated by the Maldives Library Association in affiliation with Faculty of Arts to mark Library Day 2010

Faculty of Arts (FA) in collaboration with Maldives Library Association (MLA) and the National Library of Maldives (NLM) hosted a Library Evening at Jamaluddeen Complex on Saturday, July 17, 2010.

FA is setting a trend in celebrating special days that is related to the courses conducted by them. This was an event held in the honor of the Library Studies students and the Library and Information profession.

The main aim of this evening was to promote libraries, library services and to generate an awareness among the general public especially the younger generation that reading and learning starts from books and books = libraries.

This free, open access "library evening" event was inaugurated by chief guest, Dr. Fayyaz Ali Manik and gates to the evening of information, knowledge and learning was opened to the general public at 16:00 hours, with a lucky gate prize winner selection every half-an hour.

While, the NLM hosted the mobile children's library with fun events that promoted reading and learning, MLA members held the fort of the canteen plus the activity center where all creative arts, face painting and art

&crafts activities were going on. A very special event at the MLA stall was the "I LOVE MY LIBRARY because..." banner which allowed the visitors to express their true feelings, as to why they love their library, in writing on the banner.

While all the fun, interesting, educational and entertaining activities such as treasure hunt, spelling bee, fish your luck, puzzles, storytelling, face painting, drawing & coloring was going on, the jackpot of the day was the secondhand book fair that was going on. The books sold in this evening were generous contributions from friends, family &

Two hours came to an end too quickly and the day was concluded with a very entertaining and enlightening stage drama which reinvented the story of how Maldives



A great big thumbs up for everyone who coordinated and organized this special event. A very special cheer goes to the decorating teams for their beautiful decoration of the entire grounds and for their efforts and time. And last but not least, volunteers! We couldn't have done it without you.

- Shaba



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۵٫۵ مرور کرده کریوی و درو کوس و شرسور شرس

لَا يُلْ لِمُوسِرُسُورُ وَسُورُسِرُ وَرُكُولُو وَوَرُ

הע צמצים כ' הרים עלתם לאת ל

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حِبْرُورٌ وَحُرْ عِرْدُر لَا يُعْرِفُونُ حُرُوعٍ لِيَا

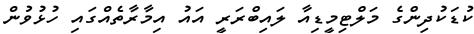
وُرُهُ مُرِيرٌ مُرْمُرُ رِهُمُ وَكُورُ رُدُ بِهُ وَكُرُورُ رُدُ بِهُ وَرُدُورُ

۵۶۶۶۹ مرمر ۱۲۰ مرمر مرمور مروو مرمرم و زوره

بُرِمِسْ عِسْد وَعُر مُسْرَمُسْ رِحْسْرَمُوْ.

المركزة وسرسه عرد وبرسرس وبرسوس مرور

קרבת תבתית בת'רבעתכב בפית על עבת יחיתית



رُمْ وُرُو مُرْمَ مِنْ رُمْرُونُ وَجُرُا مِرْدُو وَ مُحْرِمُ مُرْمِونُ مُ الروزة سنزارور ربر بروترور و يِ سُرُونَ مَا 2005 كَارِ وَسُرُونُونُونُو وَ رَمُورِ دِ وَرِهْ بَرَيْرٍ رُنْوُودُسُ وِرَرُرٍ 2004 وَسُرُرُرُرُ سُورٍ ر سرور المراجي المراجي المراجي المراجي المراجي المراجي مَا مُرْسُمُ رُمُسُ مُمْرِدُ وَمُولِمُ الْمُرْسُورُ وَمُرْسُ مُمْرِدُوكُ مُرْسُمُ وَمُرْسُمُ مُرْسُدُ ٥٥٥ و دُرورو، وره مريد الله الله دُري ورموس، עוצבת בפעלבת בארים בעל באל .90,90,50,50,30,3 15x6 2766 2018 2018 2018 2019 3397 المُعْرِيرِي وَرُفِي مُعْرِيرُ رُدُبِ مُعْرِيرُ

مُوْمِرِهُ وَوَرِهُ وَوَرَاءَ وَهُمْ وَوَرَاءً وَوَرَاءً منرورو. گُرُور شورگر ورم خور کر رمرستورد مُرَرُدُ مُرَدِيرُ مُرِدُ مُركِمُ وَعَ مُرَدُمُ مِنْ مُرْمِرُ مُرَدُمُ مُركِمُ مُركِمُ مُركِمُ مُركِمُ مُركِمُ مَوْدُورِ وِرُبُ رُورِ وَدُورُ رُبُرُ وَيُورُ شرور مراده المرور مرورد مراد مرورو مرور مرورو بره دُرهُ دُرُودُ مُر رِبُودُ وَرُبُودُ وَرُبُودُ ورمين و وروي شورو موسور مروس مرمع ور

تروره رفرير مرير مردم وردورو.

مُعْدُونُ وَنُوعِ وَعِدُ الْمُؤْمِدُونُ مُرَّا مُعْدُمُ وَمُرْمُ وَكُمُونُ رْزُو زُروسُ 28 دُّمُ 2010 دَرُو. دِردُّ بُرَهُ ברבתע בתר בל בל בל התפעם בל ה رُوُ دُنْ مُورُ وُرُو رُورُو. دِي رِهْرُسُ دِسِمُ عُرِ رُوْ عُرْمِرِي وْ، سُوعُ وِسِسْعُ مِرْدُو عُرِيرُهِ دِسرے عرف مرو برو و و و و و و و و و و و و و مرورورور وروسور، ع دردر وروسور، وروسور وْدْهُ بْرُسْرُر مُوْسِرُهُ بِينَ مُرِهُ بِرُورُهُ. و برسور راز در در سرست سرو برره برد کود وُرِهُ مُرْمِدُ مُرْ يُورِدُ مُ سُورُدُ وُرَامَ وَرُدُمُ وَرُسُ رُورُدُو وَ وَ وَهُو لَا يَكُولُونُ وَ وَهُو لَا يُكُولُونُ وَرُولُونُهُمُ يُرِي مَّيْرِدُم، وِيُوَ بُرِهُ مَرْمِرْدُهُ وَرِدُوْمُوْرُهُ دُورِ وره روز درگر عایدده دو در مورورور

مُحَدِّمُونُ وِرِغْرُوكُمْ تُومُوكُو كُنِّنْ وُنْرَسِ 1986 كُ سُمْ سُمُ مُرُدُدُ دُوْدُرُ ذُرُدُ مُرْدُونُ مُرَّدُرُ دُرُدُ تُرْكُورُهُ وَرُدُرُونُ \$ 1945 وَمِ وَرُدِ مُوْفَرُسُ دُوْوُرُسُوْوُرُو سُرُوُوْتُ وَرُمُوْمِيْ سَوِيرُوْتُ سِرِعُ وَ وَمُورُونِهِ وَهِمْ 1986 وَرُوهُ رُدُومُوسُ ٧٤٠٤ و ١٥٥٥ و ١٠٥٥ و ١٠٥٥ و ١٠٥٥ و ١٠٥٥ وْهُورُدُ دُنْ مُنْ مُنْ مُنْ نُرِيْدُو، نَاوُسِ وُرِيْنُو، لا يُلْ لَوْسُ سُورُ مُنْ مُنْ اللَّهُ مُنَا اللَّهُ مُنْ اللَّا لِمُنْ اللَّهُ مُنْ اللَّهُ مُنَا مُنْ اللَّهُ مُنْ اللَّهُ مُنْ اللَّهُ مُنْ اللَّالِمُ مُنْ ال שני שנת לל לל לל לל לל לל לל מים מיל בל אל 5076 رُمِرِ 1989 كُرِ لَا يُلْعِرِسُونُ لَا وُحُدُونُ رُوْعِرُونُرُ בנתעת בנצעת הפתפי

ولاؤه و وَمُرْهِ وَمِ وَمُورِ وَمِ مِنْ مُرْمِ وَوَرَ بَهُمَّاهُهُدُ رِسُوْسُمَادًا ، 1993 ءَرِ 2 مُرَيَّرِهِ ל ה'יאר בל בנל לבניתיים עון שייא הר



تَدُرُو مُرْمُونُ رُسُرُ (2007)، י מים או או היה הברות או תפרות אם באב מפטית ב فرَوْمِ: أَوْسَرُ عَامِ، 1970وَسَرُ رَرُيْرِينُ وَبِرِ وَيْرُ בורב עפטליתי ביני

وُرُدُوْمُ رُمْعُ مُ سُرَفِ وُرُوْ".

قدور عادو عرم دور سوور سرعرو قدو المدور

با مرد در مرد مرد مرد المرد المردد در دمود در دردد

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מפטלית ל מתפת תר תייל מעל ת תעל אל ביילית

כתומים אחל בלצית לחשיל ל לחלחת אחבות של

מת התפת של בל מל אל בל התל בל ביים באתרת

ים יינוני יני יינוט טט סיט ייטטט הארת ארע אר פר ארציע ארציע ארציע אר ארציע ארציע

- ئورە ئىم بەركىرىنى ئورىر ئورىي ئىرى ئۇرىگە ئۇنىڭ ئورۇرۇ ئەئەرە، 1982 ئ

ברים אין ברבלם "שאלא לרים אינותים" ארב ציתיים ש

1987ء د دودوشر کری وٹ کردہ تربر دیکسید میں وٹ

سُمْ وَرُو وَمِقْ مُرِي (وَهُ فِي الْمُو وَمُولِ اللَّهُ اللَّالِي اللَّالِي الللَّهُ اللَّاللَّهُ اللَّا اللَّهُ اللَّهُ اللَّا اللَّاللَّا الللَّهُ اللَّهُ

1998 وَمَرْ دُرُيْرٌ، دُوْ وَرِي يُرْدُ دُرِدُردُنْ مُرْصُورُ وَرُوْ مُرَادِدُنْ

تشر الوعدة وورد المرادة وره عرا ورد المراد والمراد والمراد والمرادة

حُرُدُةِ لِنَا لِمُوْدُ وَقُلِبَ الْمُؤْدِثُونِ الْمُؤْمِدُ فَالْمُودُ الْمُدْدِلُوكُ الْمُدْدِلُوكُ الْمُدْدِلُوكُ الْمُدْدِلُوكُ الْمُدْدِلُوكُ الْمُدْدِلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدِلِدُلُوكُ الْمُدْلِدُلُوكُ الْمُدْلِدُلُولُ الْمُدْلِدُلُولُ الْمُدْلِدُلُولُ الْمُدْلِدُلُولُ اللَّهِ الْمُدْلِدُلُولُ اللَّهِ الْمُدْلِدُلُولُ اللَّهِ الْمُدْلِدُلُولُ اللَّهِ اللَّالِي اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّال

על משל בה לבנית לבלתה 2000 פית הלבנית בעלית

قر ترسوك مرو .

בַבֹּעִריים בֹּעצוֹת בעתות בעקפת הְפָּעַכּהְבֹינְפָסִעׁתׁהְע

مُجِدُمُ عَمَرُهُ

ל מין מים מצא מת בל בייות שת פייושים ערב בת בל בייות בל אינים בבבם מים יושר מו בייות בייות בייות בייות בייות ב בתרש בא התוצב התרבבייות שת פייושים ערב בת בל בתייעת המו בל המוכל המוכל המוכל בל فَرِيْ وَرُوْ وَرُو مِنْ رُعِمْ رُعِمْ رُعِهُ وَكُمْ 2010 كَدِ وَرُوْرُورُ وَوْفُورُورُ وَوْفُورُ وَوْفُورُ وَوْفُرُورُ وَوْفُرُو مِنْ وَالْكُورُ وَمُرْفِعُ مِنْ وَالْكُورُ وَمُورُو مِنْ وَالْكُورُ وَمُورُو مِنْ وَالْكُورُ وَمُورُو مِنْ وَالْمُؤْمِرُ وَالْمُؤْمِ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِرُ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَلَمْ وَالْمُؤْمِرُ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُومِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمُ وَالْمُؤْمِ وَالْمُوالِمُ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمُ وَالْمُؤْمِ وَالْمُوالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمُ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمُ وَالْمُوالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَلْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمِوالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمُ والْمُؤْمِ وَالْمُؤْمِ وَالْمُؤْمِ وَالْمُوالِمِ وَالْمُوالْمُؤْمِ

> كَسْرُوْرُوعًا وْرُدُووْ دُوسْوِرِ دُرْدِ رُحْسِرِ وَمُ دُرْسُوسُ بِعُورُدُوسِ

מונו א נור ברואל ממ מביר ב ממן ב פיתחבחפי חת בתמב בתחיתחשת בממש מת פיתפי ב אש אַרעית לרופה השת הה בנהל בני מששלת עלבה المورور المراد و وروس روركم والمورس هووسورور המל הל התצאושם לימת ברמת מת עלפלית

و موهرسری وسره پرشو و درمدی ده کدر سرو ورم سرگرم، المعالم المراكب י י י דר בריילים כם כם אים אם בבם כם מים אים בבם מים מים ב "בַּתְרַבָּת בַרָּגְ מִבְּסִילִיתְרָגִּרְ מִתְּתִּתַישִׁבַ א בפּתְּתִנְמִתַּ

מאצות בל בל לאל בל לללת המצאים בל בל לל לל ה وَكُورُ کِنَا چَدُورُورُ لِهُ جُورُورُ لِهُ اللَّهُ اللَّهُ الْهُ اللَّهُ وَكُورُورُورُ لِللَّهُ اللَّهُ اللَّ ر الري المراج ال ·91/3/2012/ ·91/3/205129

> رُسْرُمُ وَ رُمُونُ رُسُونُ مِرْسُرُ رُمُونُ مِرَدُونُ وَرُوْوَرُمُ وَرُدُو פורצת תו העול של של של של אל ב פון ב בשבת מפשלית תית בפבית תפתעת בעל פת בפתפ פת

Laamu Atoll **Education Centre** Library

Approximately 9,000 books at the service of the school community

Laamu Atoll Education Centre is an atoll school for primary and secondary students. They have classes from grade one to grade twelve.

Laamu Atoll Education Centre Library was started along with the establishment of the Atoll Education Centre on May 7, 1984 in order to cater to the needs of the students, academics and administrative staff. The library is located at the first floor of the school building, next to the computer laboratory.

The library's collection consists of around 9000 books. The collection includes non-fiction books, fiction and reference material. The library has a fair amount of books in the fiction collection. The fiction collection is color coded according to the user age groups. The non-fiction and reference collection are categorized according to Dewey Decimal Classification system. The library started using the Dewey system in August 2009 and about one fourth of the collection has already been classified.

Books are placed on open shelves and freely accessible to the users. The academic and administrative staff can borrow three books and the students can borrow one book at a time, for a week's





The library is headed by the school principal, Mr. Abdulla Nahid, with only one staff working at the library. Ms. Zahula is employed as a "Assistant Librarian" and has been serving the library for the past two years.

The Library is open from 6:45am to 4:00pm on weekdays, and is open only for the current staff and students of the school.

Shortage of staff and lack of professional training in the field is the biggest challenge faced by the management.

At present, the staff working at the library does not have any professional training. The only library related training conducted for their staff includes the training given by the Maldives Library Association in 2009 at the request of the school management. There is a need for a trained staff to provide an adequate and efficient service to the users.

As such, lending and reference are the only services which are provided to the users by the library. The circulation of material is managed manually using a card system. Each user has a library card where the details of the borrower, the borrowed item and the due date are recorded.

The school management plays an active role in promoting reading habits among the students. According to the school principal, the parents are dedicated to have their child participate in such reading programs organized by the school

> management. The biggest achievement of the library is the readers.

> > - Aminath Shiuna -

from 2009 MLA consultancy and

libraries in the celebration. Library Day/Week,

Continued from p.2

DAY / WEEK:

its significance

It is not clear, when exactly the

n the Maldives. The National

tradition of Library Day/Week started

Library's publication titled 'Gaumee

Kuthubukhaanaage Dhuveli 1970-

2007' (= Recount of the National

marked on July 10, 1998 by the

Maldives Library Association on the

occasion of the 50th anniversary of

the National Library. The national

library day/week had been marked

National Library has involved other

since, almost every year and the

Library) shows that a library day was

LIBRARY

aldives Library Association

Maldives 2010

MLA coordinated a library evening, on Saturday, July 17 in association with the Faculty of Arts, at the MCHE Jamaluddeen Complex to mark Library Day 2010. The activities of the Evening included storytelling, face painting, treasure hunt, word building, a book fair, "I love my library" creative banner, art work for children, and a cultural performance. National Library & MCHE Library also participated in the event.

National Library of Maldives

NLM marked a library week during 10-16 July 2010, with a special event on July 12 which was their 65th anniversary

The MCHE Library marked its library day on July 12, 2010 across all the main branches of the Library. The activities included an essay competition for the user community, free photocopy service, an info race, gate prize for the lucky entrant of the day, and free goodies for those who used the library services. Staff recognition awards were also given out to members of the library team.

increasing number of student

Lecture on the role of Public Libraries in democracy

The Maldives Library Association, facilitated by the Faculty of Arts, Maldives College of Higher Education, organized a lecture on . This was held on May 20, 2010 and was attended by library and information workers and students from different libraries, government The following is an excerpt from the lecture given by Mr. Amman Adam. Important pillars of democracy such as freedom of speech, the freedom to read, and the freedom to view are guaranteed and supported by a well functioning library... Democratic theory argues that a democratic government and society must enable individuals to achieve their fullest potential of development. It assumes that

individuals who reach their fullest

society better in general. In order

to achieve such development, an

individual needs knowledge and

access to ideas, this is where the

library fits the whole scheme of

potential will contribute to the

Mr. Amman Adam is a Maldivian who has been living in Canada for the past seven years pursuing higher education. He completed a Masters Degree in Library and information Science from the Dalhousie University, Canada. He has worked at Halifax public libraries and also in University of New Brunswick. His current areas of interests are libraries and democracy, governance issues in emerging democracies, right to information and censorship, hate crime and media, media perceptions and public libraries.





Shaba is one of the few people in the Maldives who have had the opportunity to gain higher education in the field of library and information studies. She is currently the President of the Maldives Library Association and is in the management team of the Libraries of Maldives College of Higher Education. She started her career in the library sector in 1995 as a Librarian Trainee at the Faculty of Health Sciences.

Shaba claims that she did not even realize that librarianship ('information professionals') was a profession until she became a librarian trainee. Prior to joining the library she was employed at the Ministry of Education as a Secretary and Shaba says that the change is the best move she has made in her career development.

The journey to where she is today was not as easy as one might imagine. As she admits her greatest struggles has been "getting people (family, employers, colleagues, etc.) to acknowledge that LIS is actually a profession that is crucial for our country's development". One thing that she regrets is having had to wait for an opportunity for a bachelor's degree for 10 years.

Maldives ILS Professionals -Profile

Aishath Shabana (Shaba) is the MLA President for the current term and is in the management team of the MCHE Library.

Shaba completed her Bachelor of Arts (Librarianship & Corporate Information Management) at the Curtin University of Technology in June 2006. Her biggest achievement she says is "following my dreams and achieving a degree in a field that few in the country believed was a profession much needed for the country". "I thought to myself finally, now I can be called a LIBRARIAN".

The next biggest challenge she has set for herself is securing a scholarship to study for a Master's Degree in LIS.

Shaba is among the very few professionals in the Maldives in LIS profession and also among the few who thinks outside the box, "dare to dream big...to achieve big" and has a very positive outlook towards LIS in the Maldives. Her long term goal "is to play a key role (ambassadorial level) in LIS field at national and international level."

Her vision for the Library & Information sector of Maldives is "the creation of an LIS network and the MLA to be the focal point of it all; and within this network, all Maldivians to have equitable access to libraries and information from any library throughout the Maldives. Also, to have at least one trained library technician working in each library of the Maldives or at least one in every inhabited island."

Shaba has played an active role in establishing the first long term library studies course in the Maldives that was launched by the Faculty of Arts MCHE, in February 2010. In addition to the valuable input in the curriculum design for the course, she is also lecturing for one of the subjects.

According to the students "Shaba is the best teacher for LIS they could ask for"... and according to colleagues what sets Shaba apart is her aptitude for innovative & creative solutions to whatever task she

Shaba believes she was meant to be a librarian.

"I had an interest in books, reading, and writing ever since I can remember. During my high school years, library was my favorite place to be and helping the Aminiya School librarian was something I enjoyed doing even then."

Having said that, her advice for wannabe librarians is: "Do not join the profession because you happen to love books or just need an easy job, but join this field because you want to serve your community and country in the best profession ever Remember information is knowledge & knowledge is power!!!" ■

فرَوْيْرُدُ سُوبِي دُوسُووً سِر مُرْدِيَّة وُره برُبر وَ مُركِ وَ وَ وَرَد برُس وَ وَ وَ وَرُدود و عدر مرود کرد کرو کرسرمو٠ مرسرسروف در بردع د دومدردد قرر برگرم و رسوی فرور و و وسام موج وْقْلَرْمُرِيْدِ لِمُرْجَعُ يُدِي وْلَمُوْدُ وْزَلْمُرْ وَمِقْلَمِ

"دُوْ وُسُرُ سُو وَ مُنْ وَسُرُ وَرُو مُرَا مُرَا مُنْ مُرَا مُنْ مُرَا مُنْ مُنْ مُنْ مُنْ مُنْ مُنْ الله كارك المماريمة ومؤرث رسرة ووعمرة איש או איי איים אל אלב אב בעל ב לעל ב לעל ב مَرُو مُعْدُونُ عِيرُ مُرُوزُسُو مُعْدُمُ مُرْسُورُ مُعْدُمُ مُرْسُورُ مُرْسُورُ مُرْسُورُ مُرْسِ הע כעם פשקת ציתה בצת תשתם مُوْسَمُ مُوْدُمُ وَمُوْمُونُونُ مُورِدُ وَمُسْ وَمُرْدُ مُرِدُ وَمُ وَرُوعُ وَالْمُ عَلَيْهِ مِنْ مُرْمُ مُرْمِ وَوُرُعُ وُسُرُو وَرُو الرَّرِسُونُ بِرَرَّ سُونُ الْمِرْمِثُونُ مَعْوَقُسُّ، رُجِورُرُ مَعْوَرِ رُدِرِ رُحِيرُهُ معورُسُ مِسْعُورُ مُوْمِرُورُورُو. ٧٨ و رور دوروس موره سورو ، روس معودي رور برمعود معودي وكروه روسور و مُرْسِرُ وَسُوْمِ وَ وَبِرِو كُرْسِرْسُرُ رِفْيْدَ

מולים מולפל לילים לילים לילים לילים לילים אילים לילים مِرْمِيَّةُ وَيُرْمُ مُوْبُ وَيُرْمُ الرفي المراكب المراكب

שיניים באפפעי פומאצ בומארע פאיני השלית בותלשל לופשלת בל בותלהע כלב ورا فاق ما مرور سرار و درو ورد و ورد و درو ■ . \$\(\frac{1}{2}\hat{\gamma

- תניתם תונים -

הלי הלי הלי ל לעלש הל השילה הלי השילה בית העל وره مربر گردگری در از گرس و مناح و را می کارس

ממל לפתש בני לרסמת בתמת מתמת בל מת פַרָבֶּבֶּבֶ בְּבִבֶּבֶּבְ בִּבְּבֶּבְיבִיבִי בִיבְבַבְּ עֹכִיבִּי יכ הצבות עלפיצפעבע ברשאנהע בוכרה באלה בל לכינום בילרים رَدُ مُرَدِيْرُهُو مِ دِوْدُوْمِيْرُ وِمَدُ مِرْمُنْدُ

خَرِهُ عَرَّمَ مِنْ اللهِ وَ اللهُ عَلَى مِنْ اللهُ وَالْمُعَالِدُ اللهِ اللهُ है दर्शन कुर्निर्द्ध के देश्य हे के विदेश פלאת באצל קתצות לולי הב לפי פרים وُرُوْمِ کُرِی رسی سے کری کی کویٹر وُروْمِکری قرمیزی صور کے رسورورورورو سرووس كالمؤكم كالوف ومدور وس المرائد ومدسوس צפת בלתיל ב תחצב מפעל של של בל בפת בפת אצים י מילים מו כילי מילים מינים ב מילי מאמים מינים מינים מינים ביל מינים מינים ביל מינים מיני

ארבית שיניים בפקאצו מתהימקהבי ב مَعْرُ بُرِسُودٌ وَيُرْبُودُ وَدُرُورُ وَيَارِينَ وَيَرْبُودُ صَوْوِهُو. هُرُسُ שישים אושים ביל עול ביל ביא ביאות ב ביאות ב ग्रेंकु में में हरे हैं के मूर्व में में हैं के में में سمر كريم فر فرد فرد مركز مركز مركز مركز עער ער בית בים בינום בינות בינות על נים מינים בל המחת מתל הפלכת בת בתפחפה حِوْرِمِرُدُ مُعْ عُصُورًا مِنْ مِنْ مُوْرِدُ وَمِ מת לה ציר השיר היינו לה לל לה או או מינים

قرسرارى عَمَرُدُوْ وَرُوْ وَرُوْمَوْ وَرُوْمُورُورُ פעצת לבל בל האת הפשת לנסתע ב בתאת عَمَرُدُةِ وَوَرِهُ اللَّهُ عَرْدُكُمْ مِرْدُرُهُ مُرْدُعٌ مُعَرِّدُهُمْ

مرد خرد دروس سورد 0 ((0 () 0 () 0 × V) × × 0 1 + وْدُرِمْ وْجِرِيْرْدِيْ وْرِيْرْدِيْ 195-مْنْوْ وَرِهْ مَرْمِدْ رَسْرَسُرُسْرُمُونَا وَرُدُ מנים הריינים ברים המעל של אינים מל אינ כת בשת הלעל לרסת אל הלעת לער אינב מלעל ב לנם אל אל על על הליאל הליאל مُرْدَة وَرُوْدُ سُرُ 225 وَرُهُ مُرْيِر ·919+0 27/4/03







√laldivian Greenstone support Network

A National Node for the Digital Library Network of South Asia has been established in the Maldives.

The Digital Library Network of South Asia was officially formed at the "Regional Meeting of Coordinators of GSDL National Nodes in South Asia' held from 23 to 25 July 2010 in Kathmandu, Nepal. The founding members of the Network are: Bangladesh (East West University), Bhutan (Royal Institute of Management), India (SRELS), Maldives (National Library), Nepa (HealthNet Nepal), Pakistan (LISolutions), and Sri Lanka (South Eastern University).

The Maldivian Greenstone support Network (MGN) is coordinated by the National Library in partnership with the MCHE Library, National Centre for Information Technology, & the Department of Heritage. This national node is established with financial assistance from the University of Waikato, New Zealand for its first 6 months of operation.

The objectives of MGN include: strengthening the usage of Greenstone software in the Maldives by organizing workshops and training programs on Greenstone; facilitating and supporting the development of digital library collections, supporting the development of the Greenstone language interface for our local language; & to setup a selfsupporting cooperative governance mechanism in the provision of Digital Library support.

Information Culture of the Maldives: an overview

How information is valued, used and explored is of 196 islands, and there is no mobile library to cater for dependent on the culture of the society. Information the rural communities. The establishment of regular culture can be defined as 'information activity' in a mobile libraries is under consideration. There are also cultural context (Bauchspies, 1998).

As such, here it is proposed that information culture is made up of seven core elements: indigenous knowledge. information and communication technologies (ICTs). information literacy, research & publication, libraries & information centers, mass media, and information policies

Maldives, a study was conducted, during 2007, in the capital Male' and in a rural island using a survey questionnaire. The findings from the survey were complemented using in-depth interviews from information stakeholders in the Maldives government sector

Based on the community survey, Maldives information culture can be defined as "paperless", not in the modern online sense, but more in terms of the high reliance on verbal information interchange for their everyday needs. The broadcast media and verbal information exchange predominate over print media. Reading as a leisure activity is present to some extent. However, reading as an intellectual activity is very limited. Information that cannot be gained from the broadcast media is sought from professionals in the relevant area. To a greater extent, self-reliance on individual experience and knowledge is exercised especially in areas like fishing and agriculture. Library use, as an information source is very low, even where it exists, but many of the respondents stated they would like to have access to a library. Adoption of ICTs is swift and is promising. However, even if the population is literate in the local language, a significant group within the community lacks the necessary English language literacy to benefit from the online information environment. There do not appear to be major differences in the use of information among the rural and urban community; the difference is in the level of access to information sources and the respondents' information literacy skills.

Radio and TV meet many of the information needs for both communities. While back issues of weeklies are read in the rural community it was significant that daily newspapers are more popular among the urban community. This is reflective of the absence of regular newspaper supplies to the rural community. The urban community reads more non-fiction (apart from religionrelated) material and has access to it. Due to a shortage of local literature in the local language, there is a chronic shortage of reading material for the elderly population who are not well versed in the English language and this also acts as a barrier to using the Internet as an References alternative information source.

According to the interviewed information stakeholders, a number of important information initiatives have been initiated in the Maldives in recent years. Yet, there is only one public library for the entire Maldivian community

plans to create an online government portal to facilitate interaction with the government services; and a free access terminal is planned to be established in each of the atolls. Most of these planned initiatives are aimed at the atoll level, which leaves many islands without access to these information services as they are not interconnected due to the absence of a regular transport system. Radio and television are the main authoritative To study the information culture prevailing in the information source for the entire community. The information dissemination undertaken include the establishment of media centers on each of the atolls and the introduction of necessary laws like the national depository law and Freedom of Information Bill

> The challenges associated with the implementation of information services are mainly centered on the geographic dispersion of the country into hundreds of small island units without a proper transport infrastructure. As an indirect result of this dispersion. information awareness is low and so is information literacy, especially in the rural community. This is further exacerbated by the language barrier given that the majority of the population is not English literate while the country relies on foreign information sources, especially in terms of books. Other major challenges are financial and human resource constraints. the Financially, the country is not in a position to equip all the individual island units with all the possible information sources that they may need; the financial situation also limits the number of qualified information personnel to work in these areas. Finally, the lack of a national information policy reduces the efficient use of the limited resources

It can be reasonably concluded that the information culture prevailing in the Maldives is very much reliant on verbal information interchange as demonstrated in the high usage of traditional knowledge especially in agriculture and fishing. Reading is generally confined to Islamic religious texts, while other general reading is done by educated individuals, with more people inclined towards light and casual reading. There is also a vast information gap between the rural and urban communities, with the urban community having more access to information sources and services Interestingly, there is not much difference in the take-up of the available information services among both communities -

- Aminath Rivaz -

Rivaz. A. (2009). Maldives information culture: An exploratory study of information access and use in a small island developing state. MPhil Thesis. Curtin University of Technology, Australia.

Bauchspies, R. (1998). Considering information culture: Examining individual, organizational and societal forms. Svensk Biblioteksfrskning (3-4), 5-31

Why do we use classification in libraries?

You all might have watched the episode Tee off, Mr. Bean, where Mr. Bean goes to laundry? Apparently, Mr. Bean has underwear according to week days. He labels them according to each day he wants to wear them. This is a small example of where human beings use classification in their daily lives in order to improve their daily chores. So, what is classification? What is library classification? What are the common classification schemes used in libraries? Is library classification a necessity or not? In this essay, I will briefly explain, and attempt to answer these questions.

Classification is the act of grouping same classes or categories of the same type. As illustrated in the earlier example, human beings, whether knowingly or not, classifies all the time. Whether it is food, shopping, eating habits or wardrobe arrangements, it's a type of classification. Can you image how your daily life would be without classification or any arrangement? It would be a mess! Likewise, if a library, simply "keeps" the book in the shelf, without any kind of arrangement, it would be a mess!

As such, library classification could be defined as "a system of arrangement adopted by a library to enable customers / users to locate its materials guickly and easily" (Britannica Concise Encyclopedia, 2010). With this definition in mind, the necessity of library classification is evident as library classification is not only used for shelf arrangement, but more importantly for information retrieval through subject classification which provides an access point to library catalogues (Slavic, 2001).

For an example, let's say that a library arranges the materials by the color of the material (this is also a kind of classification), and an information seeker requests a book by the subject "advertising". How would the librarian help this user? Arranging library materials by material color is not very effective, as books with the same subject headings will be placed in different places. A library should provide an effective way for information retrieval. no matter what or how the guery may be made by the user (Taylor 2006) Fosket (1982 cited in Hunter 2002) emphasize that one of the main purposes of classification is to allow users to find the information they seek with minimal effort. He also reminds us that if the grouping or classification meets the users' needs, the grouping will be helpful, and warns us if classification does not meet the users' need, our 'organization of information would be a hindrance'. Hence, again, the necessity of classification in libraries is evident as "classification systems represent knowledge areas systematically and topics that have similar or semantically related meaning will be brought together irrespective of what natural language terms are used to describe them" (Slavic, 2007, p. 581). Taylor (1999) also declares that classification can be used as a switching language as the notations in a classification is not language specific.

But how does library classification help the user? Library classification consists of two steps. Firstly the "aboutness" of the material is determined Next, a call number (essentially a book's address), based on the classification scheme in use at the particular library will be assigned to the work using the notation of the system. Then the material is put on the shelf according to this notation.

The two major classification schemes used throughout the world are Dewey Decimal Classification (DDC) and Library of Congress Classification (LCC). No one classification scheme would be suitable for all purposes, and the choice of classification scheme would be based on facts like the type of information system, the objectives of the library and most importantly, the user's requirement. For an example, a public library will choose a general scheme which covers the whole of general knowledge. A school library's requirement may be same as that of a public library, but with special attention to the curriculum (Hunter, 2002).

In addition to the book collection, most libraries also purchases periodicals. The problem with periodicals is that the name of the periodical sometimes gets changed over time. A user may find it difficult to find a periodical if no classification number is provided, since classification number of a periodical will not change even though the name of the periodical or journalchanges. This is possible because library classification uses subjects to categorize the materials (Taylor, 1999).

Besides lending services, libraries also provide other services. One of these services is reference service. Neville & Henry (2009) conducted a research to find out the use and effectiveness of classification for reference librarians given the increase in the number of questions received at a library online reference desk.

Classifying the questions the reference librarian receives, again in order for easy retrieval of these questions, proves to be an essential need for librarians. Different reference librarians may choose different methods for classifying the reference questions, but the need is evident, as classifying of reference questions not only organizes the questions in a systematic way, but it also provides, as stated before, an easier retrieval method.

So far, we have discussed the advantages or the necessities of library classification What if someone disagrees? With the advances of technologies, libraries are also starting to use these technologies. In fact, most libraries have online public access to their catalogues (OPAC's) where users can sit at home and search the materials online. Many other information systems and OPACs contain abstracts or full text of articles documents or books. Because of this. Burton (1997, cited in Hunter 2002) states that use of classification is not necessary anymore as 'Internet search engines can rapidly find the growing volumes of information stored electronically using full text retrieval techniques...with Boolean operators". However, Hunter (2002) argues that Burton fails to notice that Boolean operators also use classification systems. In many cases, classification plays a central role in the search process. For an example, when searching for an internet article about kid's game, we enter the search term "Kids AND Games". And the results show articles containing both the terms. This. in fact, is another term for categorizing: that is classifying (Hunter, 2002).

To make it easier for us to understand, Svenonius (1983, in Hunter 2002) highlighted eight uses of classification:

In areas of knowledge admitting of natural taxonomies classification can be used to improve recall and precision and to save the time of the user in keying in search terms. In other areas of knowledge, perspective hierarchies can be used to contextualize the meaning of vague search terms, enabling the computer to stimulate in part the negotiation of a search request carried out by reference librarians. An important use of traditional classification in online systems is to provide a structure for meaningful browsing. Classification can be used to provide a framework for the representation and retrieval of nonbibliographical information, e.g. statistical data. Automatic classification can be used to collocate citations in ways not possible in manual systems, e.g. by similarity of linguistic features. Finally, classification can be used to achieve compatibility of retrieval languages by serving as a mediating or switching language

No matter how it is used, the necessity of classification is unmistakable when you look at these eight uses.

To conclude, the necessity of library classification is evident clearly: whether for shelf arrangement, information retrieval, internet searching, reference service, etc. Libraries use classification schemes to classify materials according to the content / subject of the materials. As stated before, to be successful in providing information to the user, the library should classify to meet the user's requirement. Even though some authors like Burton (1997, cited in Hunter 2002) believes that classification is not required anymore with the advances of technologies, it has been proved that these so called "advanced technologies" also uses classification systems.

- Fathmath Nashfa -

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Commentary from MLA bloa

I enjoyed the MLA 2nd general meeting. Specially seeing everyone so involved with the activity calendar. Let your ideas fly sky high! Cheers:) - Athiyya [Re. MLA newsletter PDF on our blog] good history recorded. I

Workshop [on goal setting], was very good - Gogo

the workshop on media archival. preservation & conservation. I have got very few knowledge in this subject discipline. I'm very

I was getting very excited about the Workshop on Island Library Development, to be held in Laamu Gan for the Medhu-Dhekunu Province.

Very disappointed that is it not happening after all the hype. I guess, for future similar workshops, we need to find a funding body who could arrange accommodation for interested participants to come and stay in one central island. - AnthuR I was having the same feeling towards the Workshop on Island Library Development (WILD). As AnthuR have mentioned, next time we should try to find a grant or a sponsor from somewhere to

We have to think of an innovative program to educate our society on how important libraries and librarians are to the nation. Our community needs to know more Let us hold our hands and walk

facilitate such workshops.

Way to go!!!!!!! You guys are doing really great. I love your work. Keep it up. Make it a known field in the Maldives

- Anonymous



MLA 2^{nq} General Meeting 2010

Active participation from all the members at the meeting was highly appreciated by MLA Council members

Activity calendar 2010

Ideas for the MLA calendar 2010 were discussed as one of the main agenda items for the day. The following were included tentatively and finalized later.

MLA Council Meetings - to be held on a regular basis once every month - and as often as required

MLA General Meetings

General Meeting for 2010 scheduled for August and December. Additional meetings to be planned if required.

MLA workshop series 2010

The first workshop in this series scheduled for May 15, on Goal Setting especially for LIS workers. The 2nd workshop planned to be held in September and 3rd workshop for the year to be held in December. The topics for the workshops were not decided at the general meeting However, a number of topics came up during the brainstorming activity, including cataloguing and classification, preservation of digital media preservation and conservation of library material, creating awareness of library work and library management to senior management of parent organizations. The importance of conducting workshops in the atolls also was

It was agreed to commence the basic course in library studies that had

been offered by the MLA in past years. The new program to be launched as an accredited one at Certificate Llevel

Revision to MLA constitution

Additional members to the MLA Council

Amendments to the MLA Council posts were put forward to the members and accepted as follows: Two new posts to be added as "additional members" and another post to be added as "assistant secretary" given the high load of administrative work.

Changes to membership fees Membership fees is one route of income for the MLA to run its activities. The current fee was amended in 2005 from its earlier MRf 10.00 per month fee. The MLA Council proposed an amended fees schedule to the General Meeting as follows

Institutional members

- MRf 100 as Registration fee
- MRf 360 as Annual fee Personal members
- MRf 100 as Registration fee
- MRf 240 as Annual fee Student membership
- MRf 50 as Registration fee
- MRf 120 as Annual fee

These were deliberated among the members, the following being adopted with majority votes.

Institutional members

- MRf 200 as Registration fee
- MRf 500 as Annual fee Personal members as was proposed above (see above) Student membership

as was proposed above (see above)

MLA Training Policy

The recently approved training policy was presented to the MLA members. The training policy covers types of training offered by the MLA and the fees to be charged for participants Fees are categorized into two types member fee and non-member fee. whereby an incentive is given to interested personnel to join the library association.

Election for Council

Members were also elected at the meeting for the three newly created posts and the recently vacated post of treasurer.



Aminath Riyaz, Fathmath Nashfa, Thuzuhath Ahmed, Mohamed Faisai Sitting (from left to right). Eathmath Shiham Aishath Shahana Aminath Shinn

MLA Workshop Series: Goal Setting

The first session of MLA workshop series 2010, "Goal setting", was held on May 22, 2010 at the American Corner of the National Library of Maldives. The session continued from 16:45 to 18:25 and 20:00 to 21:45 hrs.

A total of 22 people participated in the workshop, with ten students from the MCHE who are currently enrolled in the Advanced Certificate in Library and InformationServices course. Other participants include library staff from Majeedhiyya School, Thajudheen School, MCHE Library, the Records Library, Billabong International High School, Children's Multimedia Library and one participant who works outside this profession

The resource person for the workshop. Mr. Ahmed Saeed, is an avid trainer in the field. Ahmed Saeed, a well known figure for his seminars/workshops on life skills aimed at developing personality and leadership qualities as well as to instill the social responsibility in the youth of Maldives presented very interesting concepts at the goal setting

The workshop provided valuable information about establishing SMART goals which are Specific Measurable Achievable, Realistic, and Time bound, The importance of prioritizing and a approach to life was emphasized. Tackling time wasters schedules and the

importance of getting organized were emphasized as key strategies

Additionally, the workshop touched areas of social responsibility especially as LIS workers, righteousness, ethics, spirituality, and nationhood.

After the workshop, participants were awarded a certificate of participation. A lucky draw was drawn among the participants of the workshop and three participants won surprise gifts!

The workshop was received with positive comments by the participants According to many, the most remarkable of the session was the video clips that were used to portray the importance of goal setting. - AthiyyaShakeel-

Ms. Aishath Shabana

Ms. Fathmath Shiham

Ms. Aminath Shiuna

Ms. Thuzuhath Ahmed

Ms. Athiyya Shakeel

Ms. Aminath Riyaz

Ms. Guleyfa Mohamed

Ms. Fathmath Nashfa

Mr. Mohamed Faisal

Ms. Nafha Mohamed Ahmed

Ms. Habeeba Hussain Habeeb

MLA Council posts increased

With the increased workload on the MLA Council members, the MLA Council realized the need for additional members on the Council to meet its ambitious target of getting the association running efficiently As such this was put forward at the MLA 2nd General Meeting 2010 (on April 15), which resulted in the creation of two new posts as "additional members" and revoking the "Assistant Secretary" post that was done

Members for these posts were elected at the 2nd General Meeting 2010. A replacement member was also elected for the recently vacated post of "treasurer"

Advisor Vice President Secretary Training Officer Editor

Additional member (1) Additional member (2)

Shaheeba Mohamed Shahuzana Mohamed Shamoona Mohamed

MLA 3rd General Meeting 2010 attendees (July)

MLA 2nd General

Meeting 2010

attendees (April)

Adheela Mubaarak

Aishath Aroosha

Aishath Shabana

Aishath Zaha

Aminath Fazna

Aminath Nasiha

Aminath Rivaz

Aminath Shiuna

Athiyya Shakeel

Azhar Abdulla Saeed Dunya Zahid

Fathimath Nashfa

Fathimath Shiham

Gulaifa Mohamed

Hashma Shareef

Haula Ismail

Hawwa Shifana

Majidha Ali

Mariyam Saeedha

Mariyam Soodha

Mohamed Aslam

Mohamed Faisal

Mohamed Nazeer

Nafha Mohamed

Naseema Anees

Nasheedha Mohamed

Naufath Zaki

Rivaza Mohamed

Thuzuhath Ahmed

Aishath Shabana Aminath Riyaz Aminath Shiuna Athiyya Shakeel Fathimath Nashfa Mariyam Shiuza Mariyam Soodha Nafha Mohamed Ahmed Nasheedha Mohamed Riyaza Mohamed Shahuzana Mohamed Thuzuhath Ahmed