

LIBRARY AS A RESOURCE CENTRE



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a¹ [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political

LIBERTY to thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY
ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for “Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2 for “unity of the Nation” (w.e.f. 3.1.1977)

Chapter IV A Fundamental Duties

ARTICLE 51A

Fundamental Duties— It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक¹ [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए,
तथा उन सब में

व्यक्ति की गरिमा और² [राष्ट्र की एकता
और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवाँ संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवाँ संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51क. **मूल कर्तव्य** - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह-

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्र गान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका पालन करें;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करें और उसे अक्षुण्ण रखें;
- (घ) देश की रक्षा करें और आह्वान किए जाने पर राष्ट्र की सेवा करें;
- (ङ.) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करें जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करें जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परिरक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा प्राणि मात्र के प्रति दयाभाव रखें;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाईयों को छू लें।

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FOREWORD

LIBRARY AS A RESOURCE CENTRE A LIBRARIAN'S MANUAL

Educational institutions are refurbishing their reading spaces to set up Learning Centres, in step with the rapid growth of networked electronic information and the widespread use of the internet. The library is not a shrine for the worship of books. It is not a temple where literary incense must be burned or where one's devotion to the bound book is over expressed as a ritual.

“Every reader his or her book. Every book its reader.”

– Dr. S. R. Ranganathan, Mathematician and Librarian, India

The Library, in today's context is a modern Learning Resource Centre with a dynamic learning space where students undertake a journey of knowledge acquisition and intellectual enrichment. As a rule, the best libraries result from a strong shared vision and communication between the Librarian and all the school's stakeholders – Management, Head, Teachers, Students and Parents. Planning a new Library is also essential for its primary users or rather it is about creating the space in which users can interact with its resources. Besides, easily accessing information technology and services, the learning space initiates a positive change in the school's literary and research oriented environment, with a service that offers improved responsiveness and greater efficiency. Thus, the Librarians of today need to provide the leadership and direction that are so necessary to manage and facilitate creativity and innovations, but at times, also deal with the management of unpredictable challenges.

The Central Board of Secondary Education is the standard bearer of academic innovations at the National level. With the development and design of the book: 'Library as a Resource Centre', the Board hopes to reach out to all stakeholders across all Educational Boards in the country. The Board's overriding aim here being, the creation of efficient learning spaces, to pro-actively change the culture and attitudes within the institutional organisation and the outside community, about the way Library resources should be utilised.

‘Spaces’ and ‘services’ described as Libraries and Learning Resource Centres are very similar, and hence, the terms are used interchangeably in this book. This is consistent with the pace of change in information technology, widespread availability of e-learning in classrooms and the inevitable progress towards total automation of all library services in the near future. ‘Space’ is a precious and expensive resource that should be planned and managed within a strategic framework for the development of our libraries. A good, well-planned space rather than a large space enables the Learning Resource Centre to fulfil its complementary mission alongside the school’s scholastic and co-scholastic curriculum. This handbook offers insights into what the CBSE envisions as the transformation of the Library facility into a Learning Resource Centre, that encourages greater student participation by giving them new imperatives to visit their school library.

I would like to express my deep gratitude to the committee of experts and authors for the sustained dedication, enthusiasm and imagination that they have brought to the design and development of the contents for the Handbook.

I also place on record my appreciation for Professor (Dr.) Sadhana Parashar, Director [Academics, Research, Training and Innovation], for her insight and direction, that had set the project in motion along with Ms. P. Rajeswary, Education Officer (English), CBSE and Dr. B. N. Singh, Deputy Director / Assistant Librarian, CBSE.

“The library is perhaps the best antidote to the insidious influence of the suburban shopping mall. As responsible citizens, we need to give the young a chance to choose between a video arcade and a reading place, a chance to browse in a marketplace of ideas instead of a marketplace of goods and services.” Sonny Yap, Author, Singapore.

Vineet Joshi
Chairman, CBSE

FOREWORD

Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. To achieve the goal of education for all, our school education system has been under constant pressure. In this growing demand for school education, one has to exert extra effort to achieve higher targets. In this context, the school library as a Resource Centre plays a very important role.

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipments and research materials; to host special events such as author visits and book clubs; and for tutoring and testing. Though the school library plays a vital role in the development of Quality School Education, yet it is neglected in many institutions and given very little or no importance.

For many years, the CBSE has been making effort and educating society about the importance of the Library at the school level. The Board had brought out a publication titled ‘Organising School Libraries: Guidelines’ in 1995, which soon went out of print, making it necessary to issue its reprint editions. Since then, a number of changes have taken place in the world of information. The age old manual system has been replaced by a computerised system. In this world of knowledge economy, where information is available at will, it becomes even more essential to organise the school libraries as Learning and Resource Centres.

Keeping this in mind, the CBSE had brought out the revised edition titled **Library as Resource Centre**. This manual is to provide guidance in the establishment of libraries at the school level and study of developments in the field of Library Science in India. It is essential that a great deal of energy, enthusiasm and thought be put into making the library a factor of lasting influence in the education of a child. Libraries are growing all over the country and their success will be determined to a large extent by how well they are managed. This manual also has been designed to provide dependable guidance to the library organisers and library workers in the efficient performance of their daily duties.

The library staff will have to be trained and retrained to handle the new equipment and new techniques in Library management. It is only the qualified trained librarian, supported by other school staff, who

makes the school library truly functional. If the number of library staff is inadequate, or if the librarian lacks the qualification which his/her work requires, it is certain that the school library will not function as an educational force.

Besides being a place of comfort, school libraries help students achieve academic success as well as boost their drive to learn. It is, thus, very important for the school management to support school libraries financially.

This manual has been prepared with utmost sincerity and should be helpful to the majority of our school libraries and educational organisations.

Prof. (Dr) Sadhana Parashar

Director (Academic, Research, Training & Innovation), CBSE

CONTENTS

Acknowledgement

Foreword

Preface

Chapter No.	Title	Page No.
1.	School Library as a Resource Centre	1
2.	Improving Student's Library Skills	5
3.	Getting to Know Library Stock	16
4.	Library Space	22
5.	Library Finance	24
6.	Library Human Resource	27
7.	Standards for School Library	34
8.	Collection Development	36
9.	Library Classification and Cataloguing	43
10.	Library Automation	50
11.	Library Services for Users	59
12.	Maintenance and Stock Verification	65
13.	Library Rules	71

Appendix A : DDC Schedule 77

Appendix B : Table of Standard Sub – divisions 102

Appendix C : Select List of Reference Books 104

