



Estd. 1962
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NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR

416 004, MAHARASHTRA

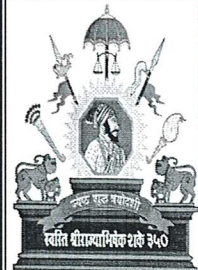
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शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र

दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७

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Ref.: SU/BOS/ IDS / 229

Date: 06 - 07- 2026

The Head/Co-ordinator/Director,
All concerned Department,
Shivaji University, Kolhapur

Subject : Regarding revised syllabi of **Bachelor of Library and Information Science (B. Lib)** degree programme under the Faculty of Inter- Disciplinary Studies as per NEP-2020 (2.0)

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi (nature of question paper, equivalence etc.) of **Bachelor of Library and Information Science (B. Lib)** degree programme under the Faculty of Inter- Disciplinary Studies as per National Education Policy, 2020 (NEP 2.0).

This syllabus, (nature of question paper, equivalence etc.) shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned programme will be set for the examinations to be held in October /November 2026 & March/April 2027. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

Dy Registrar

Encl. : as above

Copy to: For information and necessary action

1	The I/C Dean, Faculty of IDS	7	P.G.Admission Section
2	Director, Board of Examination and Evaluation	8	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	O. E. 1 Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I.T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)

SHIVAJI UNIVERSITY, KOLHAPUR



Reaccredited by NAAC with 'A⁺⁺' Grade with CGPA 3.52

**Curriculum of
Bachelor of Library and Information Science
(As Per the National Education Policy, 2020)**

(Faculty: Interdisciplinary Studies)

SEMESTER I & II

(Syllabus to be implemented from A.Y. 2026-27 onwards)

Syllabus for
Bachelor of Library and Information Science
(Level-8) as Per the National Education Policy, 2020

1. **PROGRAMME TITLE: Bachelor of Library and Information Science** under the Faculty of **Interdisciplinary Studies**

2. **YEAR OF IMPLEMENTATION:** -
Revised syllabus will be implemented from June 2026 - onwards.

3. PROGRAMME EDUCATIONAL OBJECTIVES:

1. To educate the students to respond to the changing information needs of society.
2. To give the students an understanding of the basic principles and theories of Library and Information Science.
3. To develop proficiencies and abilities of students essential for management of Libraries and Information Systems.
4. To enable the students to understand the role of Libraries and Information Centers in socio-economic development of the society.
5. To acquaint the students with Information and Communication Technology and its applications in Libraries and Information Centers.

4. PROGRAMME OUTCOMES:

LIS Students:

1. Will learn the skills of organizing information and recorded knowledge.
2. Will be able to provide traditional and modern Information and Reference services for users.
3. Will become competent for job opportunities in LIS and related field.

5. PROGRAMME SPECIFIC OUTCOMES:

LIS Students:

1. Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning and management of Libraries and Information Centres (LICs) and effective leadership in the LIS field.
2. Possess the skills to respect, engage and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programmes and resources.
3. Can perform and access research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.

6. NUMBER OF ADMISSIONS: Forty (40)

7. DURATION

- The programme shall be a full time regular programme
- The duration of programme shall be of one year of two Semesters.

8. PATTERN:-

Pattern of examination is semester with 60: 40 (100 marks) for 4 Credits and 30: 20 (50 marks) for 2 Credits (NEP-2020).

9. ATTENDANCE:

Minimum attendance for each semester is 75% of the total number of Theory, Tutorial, Practical, Seminar, and Group Discussion periods.

10. FEE STRUCTURE: (as applicable to regular programme)

Fees will be applicable as per University Rules/ Norms

11. ELIGIBILITY FOR THE PROGRAMME:

To be eligible for admission to the B. Lib. and I. Sc. programme, a candidate must have completed **level-7 (Bachelor degree of three years or Six semesters)** of undergraduate programme of this university or any other HEIs registered on Academic Bank of Credit Portal.

12. ADMISSION PROCESS:

- The admissions will be on the basis of merit of entrance examination and reservation policy of the Govt. of Maharashtra
- An application in the prescribed form along with necessary testimonials for admission to the B. Lib. and I. Sc. programme must be accompanied with prescribed fees.
- The last date of application for the admission for B. Lib. and I. Sc. programme shall be notified by the University in the newspapers and on the University Website.
- No. T.A. and D.A. will be paid to the candidates called for Interview.

13. REFUND OF MONEY:

1. Library Deposit shall be refunded only at the end of the programme after making such deductions as may be required. A student shall withdraw his/her amount of deposit within six months after the declaration of results. If not withdrawn within the prescribed time, it may be forfeited.
2. In certain cases, tuition fees may be refunded as per the University rules.
3. No other fees are refundable.

14. MEDIUM OF INSTRUCTION:

Medium of instruction shall be in English and Medium of Examination shall be in **English or Marathi.**

15. HOSTEL:

There are men and women Hostels on the University premises and as per the rules in this behalf, the students will be accommodated in these hostels. Students desirous of taking admission to the University Hostels are requested to fill in the hostel admission form and complete the necessary formalities along with form of admission to the programme. Mess is compulsory for Hostellers. Students are required to observe rules and regulations of hostel accommodation.

16. GENERAL:

Students of this University must submit their Transference Certificate (from the College/University last attended) before 14th August without fail.

1. No student will be allowed to appear for a Post-Graduate Examination unless he/she has taken his/her Bachelor's Degree Certificate.
2. Students from other Universities should apply for Eligibility Certificate on or before 31st August after their admission to this University.
3. Seats are reserved for students belonging to Schedule Castes, Scheduled Tribes etc. as per the Resolutions passed by the State Government from time-to-time.
4. No application form for admission to an examination will be accepted unless all dues are cleared by the student.

❖ A candidate shall be admitted to the examination for B. Lib. and I. Sc. programme if :

- i) He/ She has necessary attendance in each semester.
 - ii) He/ She has satisfactorily completed the prescribed programme of practical work, Seminars, Tutorials and assignments.
- A candidate who fails and reappears for the Examination as Ex-Students shall be entitled to have the marks previously assigned to him/her by the Head of the Department of Library and information Science for the record of practical work. These marks will be carried forward in respect with his/her subsequent performance of the examination. In case, however, the candidate joins the programme again as a regular student, He/she shall have to do the record of Practical work afresh.
 - **Internship:** The students shall work in one Library for 15 working days under the supervision of concern Librarian. The librarian has to give hands on training to each sections of the library.
 - Students have supposed to complete the internship immediately after the end of Semester I and before the commencement of Semester II.
 - Students have to maintain and submit the internship report dully signed by the concern librarian.

❖ **Mechanism of Credit Systems:**

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper and 2 credits allotted to Skill Enhancement Courses.

❖ **The details of the Semester I and II Examinations shall be as under:**

Semester I ---- Theory	= 550 Marks
Practicals	= 300 Marks
Semester II --- Theory	= 550 Marks
Practicals	= 300 Marks

Sem.	DSC (Theory)	DSC (Practical)	DSE	SEC	Total (Credits)
I	4 Courses × 4 Credits Each= 16	3 Courses × 4 Credits Each = 12	1 Course ×4 Credits= 4	1 Course × 2 Credits = 2	34
II	4 Courses × 4 Credits Each= 16	3 Courses × 4 Credits Each= 12	1 Course × 4 Credits= 4	1 Course × 2 Credits = 2	34
Total Credits (Sem. I & II) = 68					

Conversion of Marks into Grades:

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade Point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A ⁺ : Excellent
3	60-69	8	A: Very Good
4	55-59	7	B ⁺ : Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2: Conversion of Marks out of 50 to grade point

Sr. No.	Marks Range out of 50	Grade Point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A ⁺ : Excellent
3	30-34	8	A: Very Good
4	28-29	7	B ⁺ : Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

Based on CGPA, final letter grade is assigned as follows

Final Cumulative Grade Point Average (CGPA) and Final Grade for course.

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50- 10.00	O	Outstanding
2	8.86- 9.49	A ⁺	Excellent
3	7.86- 8.85	A	Very Good
4	6.86- 7.85	B ⁺	Good
5	5.86- 6.85	B	Above Average
6	4.86- 5.85	C	Average
7	4.00- 4.85	P	Pass
8	0.00- 3.99	F	Fail

❖ Standards for Passing the Examination

1. A candidate shall have to obtain a minimum of 40% marks in each theory paper.
2. Semester Examination: For every theory and practical course (paper) a candidate should obtain a minimum of 40 % of total marks i.e., 24 marks out of 60 marks for semester end examination and for every internal evaluation, a candidate should obtain a minimum of 40 % of the total marks, i.e., 16 out of total 40 marks.
3. For Skill Enhancement Course every student should obtain minimum of 40% of total marks i.e., 12 marks out of 30 marks for semester end examination and for every internal evaluation, a candidate should obtain a minimum of 40 % of the total marks, i.e., 8 out of total 20 marks.
4. **A. Internal Evaluation: 40 Marks (For Theory Paper)**
 1. Seminar- (10 Marks)
 2. Case Study / Problem Solving - (10 Marks)
 3. Book Review / Poster Presentation - (10 Marks)
 4. Midterm Test - (10 Marks)**B. Continuous Internal Evaluation: 40 Marks (For Practical Paper)**
 1. Assessment of Journal – 10 Marks
 2. Assessment of Regular Notebook –10 Marks
 3. Seminar – 10 Marks
 4. Test based on practical work (At least twice in each semester) – 10 Marks etc.**C. Skill Enhancement Course (Theory) Internal Evaluation: 20 Marks**
 1. Seminar- (5 Marks)
 2. Case Study / Problem Solving - (5 Marks)
 3. Book Review / Poster Presentation - (5 Marks)
 4. Midterm Test - (5 Marks)
5. A candidate shall be declared successful if he/she secures 40% of the total marks in the whole examination.
6. A candidate can claim exemption for each theory or practical paper, if he/she secures

40% marks in theory or practical paper.

Note: Each theory course requires 60 hours for teaching. Teacher shall engage 10 hours altogether for conducting tests, assignments, seminars/presentations, discussion/round table, tutorial, brainstorming session, case studies, and any other activities respective teacher feels to be conducted for continuous evaluation and internal examination.

**Question Paper Patterns for DSC (Theory) & DSE Course
(Semester- I and II)**

Time: 2 Hours

Total Marks: 60

Q.1 to Q.5) Descriptive Questions: [45 Marks]

- Solve any three descriptive questions out of five.
- All descriptive questions carry equal marks **i.e.15 marks each.**

Q.6) Short Notes: [15 Marks]

- Write any three short notes out of five.
- All short notes carry equal marks **i.e. 5 marks each.**

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**Question Paper Patterns for Skill Enhancement Course (SEC)
(Semester- I and II)**

Time: 1 Hour

Total Marks: 30

Q.1 to Q.3) Descriptive Questions: [20 Marks]

- Solve any two descriptive questions out of three.
- All descriptive questions carry equal marks **i.e.10 marks each.**

Q.4) Short Notes: [10 Marks]

- Write any two short notes out of three.
- All short notes carry equal marks **i.e. 5 marks each.**

❖ **DSC – P1: Question Paper Pattern for Classification of Documents:**

Time: 2 Hours

Total Marks: 60

- All questions are compulsory.

Q.1) Classify any Three out of Five [15 Marks]

Q.2) Classify any Three out of Five [15 Marks]

Q.3) Classify any Three out of Five [15 Marks]

Q.4) Classify any Three out of Five [15 Marks]

❖ **DSC – P2: Question Paper Pattern for Information and Communication Technology**

Time: 2 hours

Maximum Marks:60

Q. 1) Creation of database in DBMS Package e.g.-MS- Access [15 Marks]

OR

Provided text to be formatted according to the given instructions

Q.2) Prepare slides in power point along with animation and slide transition on given topics. [15 Marks]

OR

Creation of worksheet (mark sheet) of MLISc students and convert into graph

Q. 3) Creation of Google form/ Creation of mail and send to recipient [15Marks]

OR

Submission of assignment in Moodle LMS

Q.5) Viva-Voce [15 Marks]

❖ **DSC (Practical) (P4): Question Paper Pattern for Cataloging of Documents According to AACR - II**

Time: 2 Hours

Total Marks: 60

- All examples carry equal marks i.e. **15 marks/ example.**
- Solve any Four titles according to AACR- II out of Six.
- Prepare all types of entries.

Bachelor of Library and Information Science

(Level -8) NEP-2020

(Semester- I)

The following shall be the courses prescribed for examination

Course Type & No.	Title of the Course	Examination Marks			Credits	Teaching Hours per Week
		Max. Marks	Internal Marks	Total Marks		
DSC (Theory) [Lectures & Internal – Seminars, Home Assignments, Internal Tests etc.] (All courses are compulsory)						
DSC - 1	Foundation of Library and Information Science	60	40	100	4	4
DSC -2	Information & Communication Technology: Basics	60	40	100	4	4
DSC-3	Knowledge Organization: Classification and Ontology	60	40	100	4	4
DSC-4	Archival, Museums and Archeological Information System	60	40	100	4	4
DSC (Practical) [Practicals & Internal – Seminars, Home Assignments, Internal Tests, Projects etc.] (All courses are compulsory)						
DSC - P1	Classification of Documents	60	40	100	4	8
DSC – P2	Information & Communication Technology	60	40	100	4	8
DSC – P3	Library Sectional Work and Seminars	60	40	100	4	4
DSE (Theory) [Lectures & Internal – Seminars, Home Assignments, Internal Tests etc.] (Note: - Students has to take one DSE)						
DSE -1	Public Library System	60	40	100	4	4

DSE-2	Academic Library System	60	40	100	4	4
SEC- Skill Enhancement Course (Note:- Student from same as well as other department may take any one SEC from pool of 2 credit courses of our university OR the SEC prepared by the department)						
SEC -1	Information Policies and the Laws	30	20	50	2	2
Total Credits =					34	

(Abbreviations Used: DSC - Discipline Specific Core Course; DSE – Discipline Specific Elective Course; SEC – Skill Enhancement Course; and P-Practical)

DSC - 1: Foundation of Library & Information Science

Course Objectives/Outcome (CO)

1. To make students aware about the role of libraries as a social institution.
2. To make the students aware about types of libraries and their functions.
3. To acquaint the students with fundamental laws, legislations and associations.
4. To familiarize students with the national and international library associations and institutions and their role in the development of library and information services and professional standards.

Course Contents (CC)

Unit.1: Library as a Social Institution

- Historical Foundation of Libraries
- Role of Libraries in National Development
- Information Society
- Library Extension Activities and Outreach Programmes
- Libraries and the Sustainable Development Goals

Unit 2: Laws & Legislation

- Five Laws of Library Science
- Implications of Five Laws of Library Science
- Public Library Movement
- Library Legislation in India
- Maharashtra Public Library Act, 1967

Unit 3: Library Development

- Development of Libraries in India with Special Reference to Maharashtra
- Library Resource Sharing and Networking : Concept, Need and Applications in Libraries and Information Centres
- Librarianship as Profession: Attributes, Ethics of Profession

Unit 4: Library Associations and Institutions

- Role of Library Associations in Development of Libraries
- International Associations : UNESCO, IFLA, ALA, CILIP (LA) and SLA
- National Associations: ILA, IASLIC, BOSLA and SIS

❖ **Recommended Books:**

- 1) Tiwari, P. (2009). Organization and Development of Libraries New Delhi, A.P.H.Pub.
- 2) Kumar Krishan: (1987) Library Organization, New Delhi, Vikas Pub. House Pvt.Ltd.
- 3) Paliwal, P.K. (2000) Compendium of Library Administration. New Delhi, Ess Ess Pub.
- 4) Parker, Charles and Café. Thomas (1993) Management Information System: Strategy and Action, New York, McGraw Hill.Pub.
- 5) Evans, G. E. (1978). Management Techniques for Librarians.
- 6) Kumar Krishan (1989). Library Administration and Management, New Delhi, Vikas Pub. House.
- 7) Ranganathan, S.R: Five Laws of Library Science.
- 8) Kent, Allen: Resource Sharing in Libraries.

DSC -2: Information and Communication Technology (ICT): Basics

Course Objectives/Outcome (CO)

1. To provide knowledge about basics of ICT.
2. To introduce students with network technology, library automation and software packages.
3. To make the students acquainted with the applications of computers in Libraries and Information Centers
4. To orient the students about various commercial and open source Library software packages.

Course Contents (CC)

Unit1: Fundamentals of ICT

- Meaning, Definition, Components, Channels and Applications
- Computer Basics: Definition, Characteristics, Components, Generations and Classification of Computers
- Computer Hardware: Overview of various Input, Output and Storage Devices
- Computer software: Types: System Software and Application Software
- Basics of Operating Systems and Programming Languages

Unit 2: Networks Technology

- Network - Types, Topology and Components
- Internet- Concept, Services and Applications of Internet in Library and Information Centers

Unit 3: Computer Applications in Libraries and Information Centers

- Concept, pre-requisites/planning and need of Library Automation
- Automation of Housekeeping Operations: Acquisition, Cataloguing, Circulation, Serial Control and OPAC

Unit 4: Library Automation Software packages

- Commercial Software packages : SOUL, LibSys etc. (Basic Features)
- Open Source Software packages : KOHA, New-GenLib, e-granthalaya etc.(Basic Features)

❖ Recommended Books:

1. Arvind Kumar. Ed.(2006). Information technology for all (2 vols.). New Delhi: Anmol
2. Bansal, S.K.(2005). Information technology and globalization, New Delhi: A.P.H. Publishing Corporation.
3. Basandra, S.K(2002). Computers today, New Delhi: Golgotia.
4. Carter, R.(1987). The Information technology hand book, London: Heinemann.
5. Croucher, P.(1996). Communications and networks. 2nd ed. New Delhi: Affiliated East West.
6. Curtin, D.P. & others: Information technology: The breaking wave. New Delhi: TMH, Latest Edition.
7. Decson, E.(2000). Managing with Information technology. Great Britain: Koganpage Ltd.
8. Dhiman, A.K.(2003). Basics of Information technology for librarians and Information scientists, Vol.1. New Delhi: Ess Ess.
9. Haravu, L. J. (1993). Library Automation and Networking in India-An overview of recent developments.
10. Gupta, V. (2005). Rapidix computer course. New Delhi: Pustak Mahal.
11. Hunter & Shelly(2002). Computers and common sense, New Delhi: Prentice-Hall.
12. Jain, V.K.(1994). O Level Module I: Computer fundamentals. Delhi: BPB Publications.
13. Johri, A. & Jauhari, B.S. (1993). Computers today. Vol.1, Mumbai: Himalaya.
14. Keren, C & Perlmutter, L, Ed.(1995). The application of mini and micro computers in information, documentation, and libraries. Amsterdam: Elsevier.
15. Rajaraman, V. (1995). Fundamentals of Computers. New Delhi: PHI, 1995.
16. Satyanarayana, R. (2005). Information technology and its facets. Delhi: Manak.
17. Saxena, S.(2001). A first course in computers. New Delhi: Vikas Pub. House.

DSC-3: Knowledge Organization: Classification and Ontology

Course Objectives/Outcome (CO)

1. To make the students acquainted with the process of knowledge Organization.
2. To make the students familiar with basic concepts and theories of library classification.
3. To train students about the tools and techniques of knowledge Organization.
4. To develop acquaintance with the Ontologies and folksonomies

Course Contents (CC)

Unit 1: Universe of Knowledge

- Knowledge Organization : Meaning, Definitions, Need, Purpose and Functions
- Types of Knowledge
- Attributes of Universe of knowledge, Mapping of Knowledge
- Universe of subjects and its structure
- Modes of formation of subjects

Unit 2: Library Classification

- Concept, Meaning and Definitions
- Need, Purpose and Features of Library Classification
- Knowledge Classification and Library Classification
- Canons of classification: Idea, Verbal and Notational
- Normative Principles of Classification
- Notation : Meaning, Qualities and features

Unit 3: Schemes of Library Classification

- Species of Library Classification: Enumerative, Faceted, Analytico-Synthetic Scheme etc.
- Schemes of Library Classification: DDC, CC and UDC
- Online Schemes of Library Classification : LC, DDC and UDC

Unit 4: Recent Trends in Library Classification

- BSO
- Thesaurofacet
- Classaurus
- Automatic Classification
- Web Dewey and Classify service
- Digital Knowledge Organization System : Concept, facet Ontologies, folksonomies, OWL, SKOS, Taxonomies
- Knowledge Organization in Digital Environment – Data and text mining, Semantic Web and RDF

❖ Recommended Books:

1. Berwick Sayers, W.C. (1950). Introduction to Library Classification. London: Andradauth.
2. Chan, Luis M: Cataloguing and Classification. 2nd Ed. New York: McGraw Hill, 1995.
3. Chernyi, A.I. (1973). Introduction to Information retrieval theory. London: ASLIB.
4. Dhyani, P. (1998). Library Classification: Theory and practice. New Delhi: Vishwa Prakashan.
5. Fosket, A.C: Subject approach to information. 5th Ed., 1991.
6. Foskett, A. C. 1996. Subject Approach to Information. 5th ed. London: Library Association
7. Fuchs, Caroline & Angel, Christine M. (2017). Organization, Representation and Description through the Digital Age /1st ed., De Gruyter Saur, Gower.
8. Jennifer, E. R. (1987). Organizing knowledge: An introduction to Information retrieval. Aldershot:
9. Kochar, R.S: Library classification systems, New Delhi: Common Wealth Publications, 1998.
10. Krishan Kumar (1980). Theory of Library Classification, 2 Ed. New Delhi: Vikas.
11. Krishan Kumar: Theory of library classification, New Delhi: Vikas, 1989. Press, 2000.
12. Krishan, Kumar. 1998. Theory of Classification. 4th rev. ed. Delhi: Vikas Pub. House.
13. Kumar, P.S.G. (2003). Knowledge organization, Information processing and retrieval theory.
14. Kumbhar, Rajendra. 2011. Library Classification Trends in the 21st Century. UK: Chandos
15. Peters, Isabella. 2009. Folksanonomies, Indexing and Retrieval in Web 2.0. Germany: Saur
16. Ranganathan, S. R. 1945. Elements of Library Classification. Poona: N.K. Publishing House
17. Ranganathan, S. R. 1962. Elements of Library Classification. 3rd ed. Bombay: Asia
18. Ranganathan, S.R. (1960). Colon Classification, 6th ed. Bangalore: Sarada Ranganathan
19. Ranganathan, S.R. (1999). The five laws of Library Science. Bangalore: Sarada Ranganathan
20. Ranganathan, S.R: Colon classification, Ed. 6, SRELS, 1985 (Reprint).
21. Ranganathan, S.R: Prolegomena to library classification, Bangalore: SRELS, 1989.
22. Sinha, S.C. & Dhiman, A.K. (2002). Prolegomena to universe of knowledge. New Delhi: ESS
23. Srivastava, A.P. (1993). Theory of Knowledge Classification in Libraries. New Delhi: Sage.
24. Ranganathan, S.R. (1960). Colon Classification, 6th ed. Bangalore: Sarada

Ranganathan

25. Ranganathan, S.R. (1999). The five laws of Library Science. Bangalore: Sarada Ranganathan
26. Ranganathan, S.R: Colon classification, Ed.6, SRELS, 1985(Reprint).
27. Ranganathan, S.R: Prolegomena to library classification, Bangalore: SRELS, 1989.
28. Rijsbergen, C.J. V.(1970). Information retrieval, 2nd ed., London: Butterworths.
29. Satija, M. P. 1993. Colon Classification. 7th edition. New Delhi: Sterling
30. Sinha, S.C. & Dhiman, A.K.(2002). Prolegomena to universe of knowledge. New Delhi:ESS ESS
31. Srivastava, A.P.(1993). Theory of knowledge Classification in Libraries. New Delhi: Sage.
32. Svenonious, E: The intellectual foundations of information organization. Cambridge:MIT
33. Tayllor, Arlem.G: The organization of information. Libraries unlimited, 1999.

DSC-4: Archival, Museums and Archeological Information System

Course Objectives/Outcome (CO)

1. To introduce the students with historical development of archives and museums in India.
2. To make the students acquainted with collection, organization and management of archives and museums.
3. To familiarize the students with preservation of archives & rehabilitation of documents.
4. To make the students familiar with rehabilitation activities concerning documents.

Course Contents (CC)

Unit I: History and Development

a) Archives:

- History and Development of Archives in India
- Objectives and Functions
- Types of Archival Centers
- National Mission for Manuscripts(NMM)

b) Museums:

- History and Development of Museums in India
- Objectives and Functions
- Types of Museums

Unit II: Collection, Organization and Management

- Collection of Archives and Museums
- Acquisition, Classification, Cataloguing and Indexing of Archival Material
- Machine Readable and Microfilming of Archival Records
- Databases and Digitization of Archives
- Building, Design, Planning, Furniture and Fillings

Unit III: Preservation of Archives

- Objectives and Purpose
- Causes of Deterioration
- Environmental Pollution: Physical, Chemical and Atmospheric
- Biological Enemies of materials: Moulds, Fungi, Insects and Rodents

Unit IV: Rehabilitation of Documents

- Cleaning, Removal of Stains
- Fumigation and De-acidification
- Repair and Restoration Techniques
- Lamination
- Digital preservation
- Standards for Storage Condition

❖ Recommended Books:

1. Chakrabarti, B and Mahapatra, P.K. Library Collection: Selection and preservation, Calcutta: World Press, 1991.
2. Cook, M. The Management of Information from Archives. Hants, UK: Gower, 1986.
3. Hedson, J.H. The Administration of Archives, New York: Pergamon Press, 1972.
4. Henderson, K.L and Henderson, W.T. Eds: Conserving and preserving Library Materials. Illinois, University Graduate School of Library and Information Science, 1983.
5. Kumar, P.S.G. Archival Librarianship MLISc Elective paper: Kumar's Curriculum series in Library & Information Science 12, 2008, x, 368, 23cm, B.R. Publication, New Delhi.
6. Peace, Nancy E Ed: Archival Chains: Managing the Historical Records in the Age of abundance. Lexington. Mass. Lexington Books, 1984.
7. Winger, H.W. Deterioration and Preservation of Library materials, Chicago: University of Chicago Press, 1970.

DSC - P1: Classification of Documents

Course Objectives/Outcome (CO)

1. To enable students to understand the structure and organization of the Dewey Decimal Classification (DDC) system and develop the ability to classify documents representing simple subjects accurately.
2. To develop students' competency in classifying documents using standard subdivisions of the DDC system.
3. To equip students with the knowledge and skills to classify documents representing compound subjects using the DDC system.
4. To make students acquainted with practical skills of classifying documents representing complex subjects and enabling them to assign book numbers

Practical Content (PC)

Classification of Documents According to Dewey Decimal classification (DDC) (Latest Edition)

Unit 1:

- Introduction: Structure and Organization of DDC
- Classification of Documents Representing Simple Subjects.

Unit 2:

- Classification of Documents with Standard Sub-divisions.

Unit 3:

- Classification of Documents Representing Compound Subjects.

Unit 4:

- Classification of Documents Representing Complex Subjects.
- Assigning Book Number.

DSC – P2: Information& Communication Technology

Course Objectives/Outcome (CO)

1. To make the students aware about the MS-Office.
2. To give practical hands on training about creation of database.
3. To make the students aware about the application of Google Tools.
4. Develop and manage spreadsheets using MS Excel with functions, formulas and charts.

Practical Content (PC)

Unit 1: MS- Office:

- MS-Word and MS-Power Point

Unit 2: MS- Office:

- MS-EXCEL and MS- Access

Unit 3 : Application of Google Tools:

- Google form, Google Drive, Google Meet, Google Trends and Gmail

Unit 4: Moodle

- Application of Moodle LMS

DSC – P3: Library Sectional Work and Seminars

Course Objectives/Outcome (CO)

1. To increase the knowledge and skills of recent graduates.
2. To train them in order to boost their efficiency for each sections.
3. To expose the students with the real working environment of a library operations.
4. To train them in preparing the state-of-the art report on the library.

About Library Sectional Work:

- ❖ This individualized training program combines learning new library skills outside the classroom and the demonstration of those skills according to a planned schedule of activities. Student work under advisor selected for the purpose to develop a practical training program on a particular aspect of librarianship. The duration of a sectional work will be I semester.
- ❖ **Method of teaching:** Brainstorming sessions with teachers, giving practical hands on session for each section. Teacher will give tutorial first about each section then go to concern sections of library in collaboration with concern staff, students shall work for an hour and students has to prepare the report and get signed by staff.
- ❖ **Method of Assessment:** Study report and assignment by concern teacher.

Practical Contents (PC)

- **Unit 1:** Library profile of the Visited library, Sections of the library and their functions, Practical work in Acquisition section (if Automated)
- **Unit 2:** Practical work in Technical Processing sections, Practical work in Reference sections, Practical work in Circulation section
- **Unit 3:** Practical work in Periodical section, Practical work in OPAC sections, Practical work in Computerized section
- **Unit 4:** Practical work in Preservation and Archival sections, User study

About Seminars:

- ❖ Students has to present two seminars based on the syllabus topics allotted by the concerned teachers.

Important Note:

- **FINAL MARKS:** Sixty (60) marks for sectional work report. The students have to submit the report before the commencement of the practical exam.
- **INTERNAL MARKS:** Two seminars have given the weightage of 40 marks. The student has to present the seminars as per the predetermined schedule of the department.

DSE -1: Public Library System

Course Objectives/Outcome (CO)

1. To make the students aware about public library system and their functions.
2. To acquaint the students with the services and user education.
3. To acquaint the students with the financial management of the public libraries.
4. To evaluate extension activities conducted by public libraries.

Course Contents (CC)

Unit-1: Introduction

- Meaning and definition, origin, objectives, and functions of Public Library
- History and Development of Public Libraries in India and other countries.
- Role of Public Library in Modern Society
- UNESCO Public Library Manifesto.

Unit-2: Library Finance and Budgeting

- Public Library Finance and Budgeting: Sources of Public Library Finance
- Administration of Budget.
- Role of national and international associations and organizations in the promotion and development of public libraries.

Unit-3: Study of Public Library Acts

- Study of Public Library Legislation: Need and importance.
- An overview of Public Library Acts in UK, USA and other countries

Unit -4: User Need and Services

- Public Library Services: Planning and Organization of various types of Information services to the different categories of Rural and Urban users including the physically disabled and special groups: women and children.
- Public Library extension activities
- User awareness Programme and Outreach activities.
- Role of Raja Ram Mohan Roy Library Foundation (RRRLF) in development of Public Libraries

❖ Recommended Books:

1. Burahohan, A. (2000). Various aspects of librarianship and Information Science. New Delhi: ESS ESS.
2. IFLA (1977). IFLA standards for Library service, 2nd Ed. Munich: Verlag.
3. Isaac, K.A. (2004). Library legislation in India: A critical and comparative study of state Library acts book description: New Delhi: Ess Ess Publication.
4. Khanna, J.K. (1987). Library and society. Kurukshetra: Research Publisher.
5. Kumar, P.S.G.(2003) Foundations of Library and Information Science. Paper I of UGC Model Curriculum. New Delhi: Manohar.
6. Kumar, P.S.G. (1997). Fundamentals of Information Science. Delhi: S.Chand.

7. Rout, R.K. Ed. (1999) Library legislation in India. New Delhi: Reliance.
8. Rudinow, J. & Graybosch, A. (2000). Ethics & Values in the Information Age. NY.
9. Sadhu, S.N. & Saraf, B.N. (1967). Library legislation in India. Delhi: Sagar, 1967.
10. Sen B.K. (2002). Five laws of Library Science? IASLIC Bulletin, 47(3), p.121-140.
11. Sharma, P. S.K. (1992). Library and society. 2 Ed. Delhi: ESS ESS.
12. Surendra S. & Sonal Singh. Ed. (2002). Library, Information and Science and society. New Delhi: ESS ESS.
13. Velaga V. & Madhusudhan, M. (2006). Public Library legislation in the new millennium: New Model Public Library Acts for the Union. Bookwell.
14. Venkatappaiah, V. (1990). Indian Library legislation. 2nd Vol. New Delhi: Daya.
15. Vyas, S.D. (1993). Library and society. Jaipur: Panchasheel.

DSE-2 : Academic Library System

Course Objectives/Outcome (CO)

1. To make the students aware about academic library system and their functions.
2. To acquaint the students with the academic library services and user education.
3. Understand the role of UGC in academic library development including key committees and commissions.
4. Understand national and international academic library networking scenarios.

Course Contents (CC)

Unit 1: Academic Library System

- Academic Libraries: Meaning, Objectives, Functions & Types
- Role of UGC in Academic Library Development- Committees and Commissions
- Collection Development and Collection Management – Book Selection Principles and Policies, Procedures and Problems.
- Planning for Library Building and Green Library

Unit 2: Academic Library Services

- Academic Library services: Virtual Reference Services, Documentation and Information Services, Current Awareness Services, SDI Services. Abstracting and Indexing Services
- Information Products Development services, ILL, Document Delivery Services, Literature Survey and Bibliography.

Unit 3: Budgeting and HRM

- Academic Library Finance and Budgeting.
- Human Resource Management
- Human Resource Planning & Development: Concepts

- Job Analysis, Job Description, Job Evaluation & Job Specification
- Recruitment Procedure
- Training & Development
- Motivation
- Performance Appraisal
- Stress Management

Unit 4: Academic Library Networks and Resource sharing

- Academic Library Networks. Library Co-operations: Resource Sharing, Networks and Consortia.
- International and National Scenario Academic Networks: INFLIBNET and DELNET: its Services and Activities.
- OCLC: Its Activities and Functions.

❖ Recommended Books:

1. Bavakutty, M, (1986). College Libraries in India, Vol.7: A case study, West Yorkshire: MCBUniversity press.
2. Bavakutty, M. (1988). Libraries in higher education. New Delhi: ESSESS.
3. Cowley, John. (1982). Personnel management in Libraries.
4. Gelfand, M.A., ([1968]). University Libraries for developing countries. [Paris]: Unesco
5. Henry, M and Morgan, S. (2002). Practical strategies for modern academic Library. London: Aslib-IMI.
6. Isaac, D. et.al. (1993). Academic Libraries: Role in the national development.
7. Jenkins C. and Mary M., (1996). Collection development in academic Libraries.
8. Mathu, M.V. and Arora, R.K. Indian University Library System revitalization.
9. Rachel Applegate (2010). Managing the small college library. Santa Barbara, Calif. : Libraries Unlimited.
10. Saini, (1976). Library organization for higher education.
11. Sewa Singh and Arora, M. Handbook of college Libraries: Problems, finance and related aspects.
12. Srivastava S.N. and Verma S.C., (1980). University Libraries in India. New Delhi: Vikas.
13. Trehan, G.L., (1985). College Library development.

SEC -1 : Information Policies and Laws

Course Objectives/Outcome (CO)

1. To be acquainted with the Information Policies
2. To disseminate knowledge about various Laws related to information, use of contents etc. about the Industrial Information Sources, products and services.

Course Contents (CC)

Unit 1: Information Policies

- Information Policy: Overview, History, Role of Information policy, Types, Importance and Issues.
- Right to Information Act, 2005.
- Right to Education Act, 2011.
- UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018

Unit 2: IPR and Copyrights

- Trade Marks
- Patents: Patentability of Invention, Legal protection for computer software and Multimedia products, Patent Rights, Licensing, Infringement of Patents, WIPO
- Copyrights: International Copyright Laws, Indian Copyright Act, Fair Use of Copyrighted Works
- Important IPR Laws in India.
- Information Technology Act, 2000-IT Amendment Bill 2006 and 2008, Cyber Law in India

❖ Recommended Books:

1. Andrews, Judith., & Law, Derek. (2017). Digital Libraries: Policy, Planning and Practice 1st ed., Routledge Publications,
2. Dan Burk and Mark Lemley, The Patent Crisis (and How the Courts Can Solve It) (University of Chicago Press: Chicago, 2009), pp 3-94 and 109-141.
3. Daniel Solove, Marc Rotenberg, and Paul Schwartz, Privacy, Information, and Technology (Aspen Publishers, 2006), pp 8-54, 57-107, 309-316
4. Dina, Yemisi. (2015). Law Librarianship in Academic Libraries: Best Practices / 1st ed., Chandos Publishing
5. Jessica Litman, Digital Copyright: Protecting Intellectual Property on the Internet, pp 15- 34, 89-100, 111-191.
6. Jonathan Nuechterlein and Philip Weiser, Digital Crossroads: American Telecommunications Policy in the Internet Age (MIT Press: Cambridge MA, 2005), pp 1- 30, 45-68, and 225-290.
7. Sandra Braman, "Bounding the Domain: Information Policy for the Twenty-First Century," in Change of State: Information, Policy, and Power (MIT Press: Cambridge MA, 2006), pp 56-78.
8. The Digital Millennium Copyright Act: Highlights of New Copyright Provision Establishing Limitation of Liability for Online Service Providers," Medical Library Association.

Bachelor of Library and Information Science

(Level -8) – NEP-2020

(Semester - II)

The following shall be the courses prescribed for examination

Course Type & No.	Title of the Course	Examination Marks			Credits	Teaching Hours per Week
		Max. Marks	Internal Marks	Total Marks		
DSC (Theory) [Lectures & Internal – Seminars, Home Assignments, Internal Tests etc.] (All courses are compulsory)						
DSC - 5	Management of Libraries and Information Centres	60	40	100	4	4
DSC -6	Knowledge Organization: Cataloguing and Metadata	60	40	100	4	4
DSC-7	Information Sources and Services	60	40	100	4	4
DSC-8	Library and Users	60	40	100	4	4
DSC (Practical) [Practical & Internal – Seminars, Home Assignments, Internal Tests, Projects, Internship and Study Tour etc.] (All courses are compulsory)						
DSC - P4	Cataloguing of Documents according to AACR-II	60	40	100	4	8
DSC - P5	Information Sources & Services	60	40	100	4	8
DSC - P6	Internship and Study Tour	60	40	100	4	4
DSE (Theory) [Lectures & Internal – Seminars, Home Assignments, Internal Tests etc.] (Note: - Students has to take one DSE)						
DSE -3	Skills for Library & Information Science Professionals	60	40	100	4	4

DSE -4	Special Library System	60	40	100	4	4
SEC- Skill Enhancement Course (Note:- Student from same as well as other department may take any one SEC from pool of 2 credit courses of our university OR the SEC prepared by the department)						
SEC-2	Information Literacy	30	20	50	2	2
Total Credits =					34	

(Abbreviations Used: DSC - Discipline Specific Core Course; DSE – Discipline Specific Elective Course; SEC – Skill Enhancement Course; and P-Practical)

DSC - 5: Management of Libraries and Information Centres

Course Objectives/Outcome (CO)

1. To introduce the students with the basics of library administration & management.
2. To familiarize students with the library housekeeping operations and financial management.
3. To provide students with a foundational understanding of system analysis and design in the context of libraries.
4. To develop students' competency in recent trends of library management.

Course Contents (CC)

Unit 1: Basics of Management

- Management: Concept, Definitions, Levels and Scope
- Principles and Functions of Management
- Schools of Management Thoughts
- Concept of Scientific Management
- Organizational Structure of the Library and Governance of Library

Unit 2: Library Housekeeping Operations & Financial Management

- Different Sections of Library and Information Centres and their Functions.
- Acquisition, Technical Processing, Circulation, Serial Control, Stock Verification & Weeding – out policies.
- Collection Development : Concept, Policies, Procedures, Recent Trends and Collection evaluation, Categories of E-resources and Non-book materials
- Library Annual Report : Contents and Compilation
- Library Committee: Concept, Structure, Power & Functions
- Financial Management: Resources Mobilization, Budgeting : Concept, Definitions, Methods & Techniques
- Cost Effectiveness and Cost Benefit Analysis

Unit 3: System Analysis & Design

- Library as a System
- Project Management: PERT & CPM
- Decision Tables & DFD (Data Flow Diagram)
- Performance Measurement, Reengineering, Time and Motion Study

Unit 4: Recent Trends in Library Management

- Management of Change in Libraries & Information Centers
- TQM in Libraries : Definition, Components, Quality Audit, LIS related Standards, Technology Management, Benefits & Barriers of TQM in Libraries and Use of TQM in Libraries
- SWOC (Strengths, Weaknesses, Opportunities & Challenges)
- Time & Crisis Management
- Six Sigma

❖ **Recommended Books:**

1. Mittal, R.K. (2007). *Library administration: Theory & practice*. New Delhi: Ess Ess.
2. Evans, G.E. & Alire, C.A. (2013). *Management basics for information professionals*. Chicago: American Library Association.
3. Majeed, A. & Bavakutty, M. (2005). *Methods for measuring quality of libraries*. New Delhi: Ess Ess.
4. Osbone, L.N. & Nakamura, M. (1999). *System analysis for libraries and information professionals*. Colorado: Libraries Unlimited.
5. Kumar, K. (1999). *Library administration and management*. New Delhi: Vikas.
6. Kumar, K. (2007). *Library management in electronic environment*. New Delhi: Har-Anand.
7. Ranganathan, S.R. (2007). *Library administration*. New Delhi: EssEss.
8. Stuart, R.D., Moran, B.B. & Morner, C.J. (2012). *Library and information center management*. Santa Barbara: ABC-CLIO.
9. Dhiman, A.K. & Rani, Y. (2005). *Learn library management*. New Delhi: Ess Ess.
10. Kumar, P.S.G. (2003). *Management of library and information centres*. Delhi: B. R. Publishing Corporation.
11. Mahapatra, P. (1997). *Library management*. Calcutta: World Press.
12. Bryson, J. (2018). *Effective library and information centre management*. London: Routledge.
13. Burger, R.H. (2016). *Financial Management of libraries and information centers*. Santa Barbara: ABC-CLIO.
14. Johnson, P. (2011). *Fundamentals of collection development & management*. New Delhi: EssEss.
15. Smallwood, C. & Wade, L. B. (2013). *Job stress and the librarian: Coping strategies from the professionals*. Jefferson NC: McFarland.
16. Sharma, P. & Kumar, R. (2013). *Collection development & management in libraries & information centers in digital scenario*. New Delhi: SSDN.

DSC - 6: Knowledge Organization: Cataloguing and Metadata

Course Objectives/Outcome (CO)

1. To be acquainted with the process of Library Cataloguing and metadata and its standards.
2. To understand bibliographic formats and standards, deriving subject headings.
3. To provide students with a foundational understanding of principles of cataloguing
4. To develop students' competency in recent trends of cataloguing.

Course Content (CC)

Unit-1: Document Description

- Technical Reading of book
- Bibliographical Description: Concepts and Definition.
- Library Catalogue: Meaning, Definitions, Need, Purpose, Objectives and Functions.
- History and Development of Catalogue Codes and Practices
- Resource Description Standards: ISBD, AACR-2R, RDA, BIBFRAME and FRBR etc.

Unit-2: Forms, Entries and Subject Cataloguing

- Physical forms and Inner forms of Catalogues.
- Kinds of Entries as per AACR – 2R
- Filing Rules and Procedures as per AACR – 2R
- Subject Heading List: SLSH, LCSH and Chain procedure
- Cataloguing of Non-book Materials (NBM)

Unit-3: Principles of Cataloguing

- Normative Principles of Cataloguing: Canons, Laws, Principles.
- Centralized Cataloguing, Cooperative Cataloguing, Cataloguing in Source, CIP and Union Catalogues

Unit-4: Recent Trends in Cataloguing

- Current developments: Web OPAC and Z39.50
- Metadata: Meaning, Definition, Purpose, Use and Types
- Metadata Standards: MARC-21 & Dublin Core, TEI (Text Encoding Initiative), METS, MODS, EAD etc.

❖ **Recommended Books:**

1. Foulonneu, M. 2008. *Metadata for Digital Resources*. UK: Chandos
2. Lihitkar, Shalini (2012). *Cataloguing theory & practice*. Hyderabad: B.S. Publications.
3. Maxwell R. L. & Connell T. H (Eds.). 2000. *Future of Cataloging: The Lubetzky Symposium*. Chicago: American Library Association.
4. OCLC. 2002. *Bibliographic formats and standards*. 3rd ed. Dublin, Ohio: OCLC (Also available online at <http://www.oclc.org/oclc/bib/toc.htm>)
5. Ranganathan, S. R. 1974. *Cataloguing Practice*. Assisted by G.Bhattacharya. Bombay: Asia Pub.House
6. Ranganathan, S. R. 1988. *Classified Catalogue Code with additional rules for Dictionary Catalogue Code*. Assisted by A. Neelameghan. 5th rep. ed. Bangalore: SRELS.
7. Rowley, J., & Farrow, J. 2000. *Organizing knowledge: An introduction to managing access to information*. 3rd ed. Aldershot, Hampshire, England: Gower
8. Smiraglia, R.P. 2005. *Metadata: A Cataloger's Primer*. USA: Haworth
9. Srivastava, M .D. 2011. *Metadata Creation in Digital Libraries*. New Delhi: Pacific
10. Svenonius, Elaine. 2000. *The Intellectual Foundation of Information Organization*. USA: MIT Press
11. Wellisch, Hans H. 1995. *Indexing from A to Z*. 2nd ed. New York: H.W. Wilson

DSC-7: Information Sources and Services

Course Objectives/Outcome (CO)

- 1.To provide in-depth knowledge about information services and products.
- 2.To familiarize students with various information services, information repackaging and consolidation.
- 3.To introduce the nature and purpose of reference and other services.
- 4.Recognize various types of traditional and electronic information services and understand their functions and tools in library settings.

Course Contents (CC)

Unit 1: Fundamentals of Information Sources

- Information Sources: Concepts and Need
- Categories of Information Sources : Primary, Secondary and Tertiary
- Documentary and Non-documentary sources (Human Sources, Institutional Sources and Internet sources)
- Reference Sources: Dictionaries, Encyclopedias, Almanacs, Year Books, Directories, Handbooks, Manuals, Bibliographies, Biographical Sources , Geographical, Statistical and Current sources, Sources of Facts, Catalogues and Union Catalogues as sources of Information, NUCSSI etc.

Unit 2: Information Sources and their Evaluation

- Criteria of Evaluation of Information Sources
- Electronic Information Sources: E-documents and Databases
- Evaluation of Different Types of Information Sources :Print and Non-Print

Unit 3: Information Service

- Concept, Definition, Need and Scope
- Scope and Types of Information Services – Traditional Library Services and Web-enabled Library and Information Services;
- Information Services in Different Types of Libraries and Information Centres
- Reference Librarian: Role, Skills & Competencies

Unit 4: Types of Information Services

- Reference and Referral Service
- Abstracting, Indexing, Translation and Reprography
- Document Delivery Service, Alerting Services-CAS and SDI
- Electronic Information Services - e-CAS, e-SDI, Electronic Document Delivery Services
- Virtual Reference Service : Concept, Definition, Types and Modes
- Abstracting Products: LISA, LISTA and CAS

❖ Recommended Books:

1. Katz, W.A.: Introduction to reference work. New York, McGraw Hill. 1992.
2. Krishan Kumar: Reference service, New Delhi: Vikas, 1990.
3. Krishan Kumar: Reference service. Ed-3, New Delhi, Vikas. 1987.
4. Mahapatra, M. and others: Access to Electronic Information. Bhubaneswar. SIS Chapter, 2003.
5. Michael F. Bemis. (2013). Library and Information Science: A Guide to Key Literature and Sources. USA: ALA, ISBN: 978-0-8389-1185-3.
6. Nihar, K., & Patra. (2017). Digital Disruption and Electronic Resource Management in Libraries / 1st ed., Chandos Publishing,
7. Pasi, Gabriella, Bordogna, Gloria., & Lakhmi, Jain C. (2015). Quality Issues in the Management of Web Information. Springer Publications:
8. Sharma, J.S. and Grower, D.: Reference Service and Sources of Information. New Delhi, Essess. 1987.
9. Walford, A.J.: Guide to reference materials. London Library Association, 1982.

DSC-8: Library and Users

Course Objectives/Outcome (CO)

1. To develop skills in users survey.
2. To familiarize students with the types of users and their information needs and
3. To make them understand the concept and need of user study, information literacy.
4. Understand methods and evaluation techniques of user education programmes, and develop skills to promote information literacy and lifelong learning among library users.

Unit 1: Information Users and their needs

- Identification of Information user
- Categories of information users, Academic Community- Teachers and Students,
- Scientist and Technologists, R & D Personnel, Other Professionals, Planners, Policy Makers,
- Information Need- Definition and Models
- Information Seeking Behaviors

Unit 2 User Study

- Meaning and importance
- Planning and Organization
- Methods/ Techniques of User Studies.
- Methods for data collection: Proforma, Interview and Record Analysis
- Evaluation of user study.

Unit 3: Techniques of Use Studies

- Use studies in different types of libraries.
- Quantitative and qualitative techniques.
- Citation studies.

Unit 4: User Education: Technique and Methods

- Goals, Objectives and levels.
- User Education Programme.
- Evaluation of User Education Programme
- Information literacy and lifelong learning.

❖ Recommended Books

1. Banwell, Linda, and Graham Coulson. "Users and User Study Methodology: The Jubilee Project". Information Research 9.2 (2004).
2. Devarajan, G. Library Information User and Use Studies. New Delhi: Beacon Books, 1995.
3. Guha, B. Techniques of User Studies. Paper 11.3 in DST Course Material. New Delhi : INSDOC, 1976.
4. Kanungo, Neena Talwar. "Information Seeking Behaviour of Researchers in History and Political Science in Delhi". Diss. University of Delhi, 1997.
5. Kawatra, P.S. Library User Studies: A Manual for Librarians and Information Scientists. Bombay: Jaico Publishing House, 1992.

6. Krishan Kumar. "Users Survey Concerning Teachers and Research Scholars in the Department of Chemistry, University of Delhi". *Ann Lib Sci Doc* 15.4 (1968):175-207.
7. Raizada, A.S. *Electronic Information Potential in India*. New Delhi: INSDOC, 1967.
8. Saracevic, T., and J.B. Wood. *Consolidation of Information: Handbook on Evaluation, Restructuring and Repackaging of Scientific and Technical Information*. Chapter 11.4. Paris: UNESCO, 1981. pp.36-44.
9. Satyanarayana, R. *Categories of Users, their Information Requirements and Information Gathering Habits*. Paper 11-2 in *DST Course Material*. New Delhi: INSDOC, 1976. Print.

DSC –P4: Cataloging of Documents According to AACR-II

Course Objectives/Outcome (CO)

1. To understand the principles and structure of AACR-II and develop the ability to catalogue documents authored by single and joint authors effectively.
2. To train students in cataloguing complex resources such as edited books, multivolume works, pseudonymous authors, and serial publications in accordance with AACR-II standards.
3. To enable students to catalogue publications of corporate authors including government bodies, institutions, societies, and materials from conferences, seminars, and workshops.
4. To develop skills in cataloguing non-book materials (NBM) and assigning appropriate subject headings for effective resource discovery and retrieval.

Practical Content (PC)

Unit 1:

- Introduction to AACR - II
- Cataloguing of Single Author and Joint Authored Books.

Unit 2:

- Cataloguing of Edited Books, Multivolume Books, and Pseudonymous Authors.
- Cataloguing of Serials Publications.

Unit 3:

- Cataloguing of Corporate Authors: Government Publications, Institutional Publications, Society Publications, Conference/Seminar Proceedings, and Workshop Materials etc.

Unit 4:

- Cataloguing of Non Book Materials (NBM)
- Assigning Subject Headings

DSC –P5: Information Sources and Services

Course Objectives/Outcome (CO)

1. To make the students aware about latest Information Sources.
2. To give practical hands on training on Information searching from various sources.
3. To enable students to evaluate various reference sources.
4. To acquaint students with the methods and formats of compiling different types of bibliographies

Practical Contents (PC)

Unit 1: Study and Evaluation of Various Reference Sources

Unit 2: Exercises based on Reference Questions

Unit 3: Compilation of Types of Bibliography

Unit 4: Finding Information from Standard Reference Sources

❖References Sources:

- **Encyclopedias;**
- **Dictionaries;**
- **Yearbooks & Almanacs;**
- **Biographical Sources;**
- **Geographical Sources;**
- **Directories;**
- **Handbook and Manuals;**
- **Bibliographies;**
- **Statistical and current Sources**
- **Sources of Facts**

Note:

- **Examination will be conducted based on Viva-voce, consist of 60 marks. Remaining 40 marks will be for Record keeping.**

DSC –P6: Internship and Study Tour

Course Objectives/Outcome (CO)

1. To increase the knowledge and skills of recent graduates
2. To upgrade their skills in a specific area of information services
3. To expose the students with the real working environment of a library operations
4. To train them in preparing the state-of-the art report on the library

Practical Contents (PC)

- **Study Tour Report:** Students has to present study tour report.
- **Internship:** At least one library has to be visited for 15 working by the students under the supervision of concern Librarian
- Students have supposed to complete the internship immediately after the end of Semester I and before the commencement of Semester II.
- Students have to submit the internship report dully signed by the concern librarian.

Note: Out of 100, 60 marks for report based on internship and study tour & 40 marks for Viva.

DSE -3: Skills for Library and Information Science Professionals

Course Objectives/ Outcome (CO)

1. To develop various skills among LIS students.
2. To give information about various teaching methods.
3. To provide opportunity to practice various skills.
4. To develop teaching and learning skills through the effective use of tools and technology.

Course Contents (CC)

Unit I - Skills for Library and Information Science Professionals

- Understanding Self, Personality Types – Four Temperaments and Personality. MBTI. Understanding Personal Strengths and Weaknesses. Emotional Intelligence and Competencies
- Professional Skills: Concept, Need, Advantages
- Communication Skills: Effective Speaking. Improving Vocabulary and Grammar. Elements of Effective Speaking. Types of Speaking – Briefing, Teaching, Lectures, Speeches and Others.
- Skills : Writing, Reading, Listening, Administrative, Managerial, Interpersonal, Human Relation Skills, Soft Skills, Legal Skills, Decision Making Skills, Analytical Skills, Team Building, Time Management Skills, Motivation Skills, Leadership Skills, Negotiation Skills, Problem Solving Skills
- Information Technology Skills, Computer and Network Literacy
- Stress Management, Innovative and Recreational Skills

Unit II - Presentation and Interview Skills

- Presentation, Preparing Curriculum-Vitae
- Online Application, Job Portals for LIS
- Interview Types, Preparation (Job-based)
- Panel and Board, Group Discussion, Personal Interview, General Awareness
- Extra-curricular Activities
- Personality Development, Positive Attitude, Body Language

Unit III - Drafting Letters in LIS context and Writing Skills

- Types of Letter: Formal, Informal
- Drafting Rules, Invitation, Agenda, Minutes, Recommendations, Action Taken Report
- Confidential Reports of the Staff
- Report Writing: Progress, Annual Reports, Budget, Stock Verifications, User Statistics
- Files Records: Management and Maintenance
- RTI Skills and Answering Queries
- Drafting Project Proposals, Writing Research Papers

Unit IV- Teaching and Learning skills

- Education: Concept and Need
- LIS Education: Aim and Objectives, Problems, issues and Prospects
- Pedagogy: Lecture, Tutorial, Seminar, Symposium, Panel Discussion, Simulation Approach, Role Playing, Case Studies, Practical Work, Training, Oral Test, Written Test, Assignments, Poster Presentation
- Student Teacher Relations
- Student Performance, Feedback Mechanism, Curriculum Development, Innovative Assessment Method, Use of Teaching Tools
- E-learning
- Teaching ethics
- Teaching fellowship, scholarship, Schemes, awards, portfolios and other programmes

❖ Recommended Books:

1. Gladis, S. D. (1993). Write type, personality types and writing styles. Amherst, Mass.: Human Resource Development Press.
2. Gupta, S. (2009). Personality Development and Communication skills. Jaipur, India: Book Enclave.
3. Karten, N. (2010). Presentation skills for technical professionals achieving excellence. Ely: IT Governance Publications.
4. Masters, L. A., Wallace, H. R., & Harwood, L. (2011). Personal development for life and work (10th ed.). Australia: South-Western Cengage Learning.
5. McMurphy, J. H. (2002). The etiquette advantage: personal skills for social success. Wilmington, NC: Stellar Publications.

DSE -4: Special Library System

Course Objectives/Outcome (CO)

1. To make the students aware about Special library system and their functions.

2. To acquaint the students with the Special library services and user education.
3. To make the students aware about the human resource management.
4. To understand the planning of special library building.

Course Contents (CC)

Unit 1: Special Library

- Special Library: Definition, Characteristics, Types, Objectives and Functions
- Role of Special Libraries in R & D Institutions, industries, government departments.
- Collection Development and Resource Management
- Resource Sharing and Networking

Unit 2: Planning of Information Services

- Documentation Services: Abstracting Service, Indexing Service, CAS, SDI,
- Translation, Reprographic Services
- Newspaper Clipping Service
- Digest Service
- Literature Searching and Bibliographic Services
- Micrographic Services

Unit 3: Human Resource Management

- Selection, Recruitment and Placement
- Qualifications, Duties and Responsibilities
- Organizational Structure
- Service Conditions
- Training, Education and Development
- Motivation and Control

Unit 4: Planning for Special Library Building

- Feature of library Building
- Standards for Planning
- Space Management
- Interior and Exterior
- Furniture and Equipments

❖ Recommended Books:

1. Kruzas, Anthony T.,ed. Directory of Special Libraries and Information Centers. Detroit, Mich.: Gale Research Company, 1963.
2. Christianson, Elin B. "Special Libraries: A Growth Industry." Zllinois Libraries 62(March 1980):220.
3. Ashworth, Wilfred. Special Librarianship. London: Clive Bingley, 1979.
4. Davison, Donald. Reference Service London: Clive Bingley, 1980, p. 183-84. 6.
5. Strable, Edward G. "Special Libraries: What's the Difference?"Illinois Libraries 62 (March 1980):217.
6. Young, Margaret L., and Young, Harold C., eds. Directory of Special Libraries and Information Centers 6th ed. Detroit, Mich.: Gale Research Company 1981, p. vii. 8.
7. Aspnes, Grieg. "A Philosophy of Special Librarianship." In Special Librarianship; A New Reader, edited by Eugene B. Jackson, p. 5. Metuchen, N.J.: Scarecrow Press, 1980.

8. Bibby, Elizabeth A. "Bringing Canadian Information to the Midwest." Illinois Libraries 62 (Marck. 1980):233-37.

SEC-2: Information Literacy

Course Objectives/ Outcome (CO)

1. To acquaint the students with the fundamentals of Information Literacy and its skills
2. To introduce the students about different Models and Standards of Information Literacy as a means of life long learning skills.

Course Contents (CC)

Unit 1: Fundamental of Information Literacy

- Concept, Definitions, Need, Objectives Various Types and Importance of Information Literacy.
- Information Literacy Products- Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin
- User Education: Programs and Evaluation
- Information Literacy programmes in India

Unit 2: Models and Standards of Information Literacy

- Information Literacy Models – Kuhlthau, Bruce's 7 Faces, Eisenberg and Berkovitz Big Six Model, SCONUL- Seven Pillar/Seven Faces Model, Empowering-8 Model, Pappas/Teppe-Pathways to Knowledge Model, Louisiana Model, Anderson and Johnston Model etc.
- Information Literacy Standards: ACRL, ISTE, ANZIIL, AASL, AECT, IFLA Standards etc.

❖ Recommended Books

1. Bilawar, P.B. (2017). Essentials of Information Literacy. New Delhi: Ess Ess Pub.
2. Bandy, S. J. (2005). Teaching and testing information literacy skills. Linworth.
3. Breivik, P. S. & Gee, E. G. (1989). Information Literacy: Revolution in the Library. Detroit-Michigan: American Council on Education.
4. Bruce, C. (1997). The seven faces of information literacy. Adelaide: Auslib Press
5. Bruce, C. (2003). Seven faces of information literacy: Towards inviting students into new experiences. QUT, Retrieved from <http://kennison.name/files/zopestore/uploads/libraries/bruce-7-faces.pdf>
6. Cox, C. N. (2008). Information literacy instruction handbook, Chicago: Association of College and Research Libraries
7. Godwin, P. & Parker, Jo. (2008). Information Literacy meets Library 2.0, London: Facet publishing.
8. Golwal, M. D. (2012). E-Information Literacy: A State of Art. Germany: LAP Lambert Academic Publishing.
9. Cordell, R.M. (2013). Library Reference Services and Information Literacy: Models for Academic Institutions. Information Science Reference.
10. Satyanarayana, N. R. (1988). User Education in Academic Libraries. New Delhi: Ess Ess.