

Mahakaushal University , Aithakheda , Jabalpur M.P

As per model syllabus of U.G.C. New Delhi, drafted by

Central Board of Studies and Approved by Higher

Education and the Governor of M.P.



Faculty of Library & Information Science

Syllabus & Prescribed Books

Bachelor in Library & information Science

B.Lib Semester Examination

2025-26

Course Duration 1 Year

Programme Outcome:

The Bachelor of Library and Information Science (B.Lib.Sc.) programme is designed to introduce students to the fundamental principles, practices, and responsibilities in the field of Library and Information Science. It equips learners with core competencies in knowledge organization, cataloguing, classification, information sources and services, ICT applications, and academic library management. The curriculum is structured across two semesters, combining theoretical instruction with practical training, in alignment with the goals of the National Education Policy (NEP) 2020.

This Programme emphasizes the integration of Indian knowledge Systems (IKS), encouraging students to explore India's rich traditions of knowledge preservation and dissemination. From ancient institutions like Gurukuls, Viharas, and palm-leaf manuscript libraries to modern initiatives such as the Traditional Knowledge Digital Library (TKDL) and Indira Gandhi National Centre for the Arts (IGNCA), students gain exposure to the evolution of libraries within India's cultural and historical context.

Learners develop essential skills in classification and cataloguing, using systems such as Colon Classification (CC) and Dewey Classification (DDC), along with cataloguing codes like CCC and AACR-II. Through practical sessions, they learn to construct class numbers, organize bibliographic entries, and handle diverse documents using standardised formats and tools.

The programme also builds technological proficiency, introducing students to basic computer operations, operating systems, networking concepts, and the use of library automation software such as KOHA, SOUL, and e-Granthalaya. Students apply this knowledge in real-world scenarios through in-house Practicals and advanced ICT training, enabling them to manage digital resources and automate library operations.

Additionally, students are introduced to academic library administration, user services, and professional ethics. They understand the structure and functioning of different types of libraries, public, academic, and special and learn how to support user needs through reference services, information literacy, and community engagement.

The inclusion of internship, and value-added courses enhances students' communication skills, workplace readiness, and overall confidence.

By the end of the programme, students are expected to emerge as competent and responsible library professionals, capable of supporting both traditional and modern library systems. They will be well-prepared to work in schools, colleges, universities, research institutions, and public libraries, or pursue higher education in library and Information Science.

Programme Specific Outcomes (PSO):

The curriculum of the Bachelor of Library & Information Science (B.Lib.I.Sc.) is designed to prepare graduates to achieve the following programme-specific outcomes:

PSO1: Acquire foundational knowledge of Library and Information Science. Including the historical evolution of libraries and their role in knowledge society, with emphasis on India's traditional knowledge systems such as Gurukuls, manuscript libraries, and oral transmission models.

PSO2: Develop the ability to classify and catalogue information resources using standard classification schemes (CC and DDC) and cataloguing codes (CCC and AACR-II), with awareness of organizing both modern and indigenous knowledge.

PSO3: Demonstrate theoretical and practical skills in managing library operations. Including technical processing, user services, acquisition, and circulation, using manual and automated methods.

PSO4: Demonstrate practical competence in library operations including classification, cataloguing, and ICT-based tasks, and gain hands-on experience with library automation tools such as KOHA, SOUL, and e-Granthalay.

PSO5: Understand the fundamentals of computer technology, telecommunication, and networks, and apply this knowledge to digital information handling, library networking and information retrieval.

PSO6: Gain familiarity with the use of open-source software tools and digital platforms (e.g. ,DSpace, Greenstone), and participate in the digital preservation and access of Indian knowledge System (IKS) content.

PSO7: Learn to identify, evaluate, and use various reference sources and information services to support users' information needs across academic, public, and special libraries.

PSO8: Build essential soft skills, presentation abilities, and communication through seminar participation and discussion of emerging issues in the field of Library and Information Science.

PSO9: Acquire practical insight into real-world library functioning through internship training, working across different sections sections such as acquisition, technical processing, circulation, and reference.

PSO10: Cultivate a sense of professional ethics, service orientation, and lifelong learning to contribute effectively to information access, knowledge preservation, and societal development.

PROGRAMME STRUCTURE

FOR1-YEAR PROGRAMME (Bachelor of Library and Information Science)

SUBJECT: LIBRARY AND INFORMATION SCIENCE (2025-26)

| SEMESTER I | | | | | | | | |
|--|--|-----------|----------------|----------|----------|-----------|----------|-------------|
| Course Code | Course Code/Title | Credit | Type | Theory | | Practical | | Total Marks |
| | | | | Internal | External | Internal | External | |
| BLIB 0101-T | Foundation of Library and Information Science with special reference to the Indian Knowledge System | 4 | Core | 30 | 70 | | | 100 |
| BLIB 0102-T | Knowledge Organisation and Processing: Cataloguing and Classification Theory | 4 | Core | 30 | 70 | | | 100 |
| BLIB 0103-T | Library Organisation and Management | 4 | Core | 30 | 70 | | | 100 |
| BLIB 0104-T | Fundamentals of Information and Communication Technology (Theory) | 4 | Core | 30 | 70 | | | 100 |
| BLIB 0102-P | Knowledge Organisation and Processing: (Classification Practical- CCrev.6 th ed. And DDC 19 th ed. | 4 | Practicum Core | | | 30 | 70 | 100 |
| | Total | 20 | | | | | | 500 |
| SEMESTER II | | | | | | | | |
| Course Code | Course Code/Title | Credit | Type | Theory | | Practical | | Total Marks |
| | | | | Internal | External | Internal | External | |
| BLIB 0201-T | Reference and Information Sources and Services | 4 | Core | 30 | 70 | | | 100 |
| BLIB 0202-P | Knowledge Organisation and Processing: Cataloguing Practical (CCC 6 th ed. And AACR-2) | 4 | Practicum Core | | | 30 | 70 | 100 |
| BLIB 0203-P | Application of Information and Communication Technology (Practical) | 4 | Practicum Core | | | 30 | 70 | 100 |
| BLIB 0204-T(A)IL BLIB 0204-T(B)CS BLIB 0204-T(C) IP | Any one (A) Information Literacy, including AI (B) Communication Skills and Soft Skills (C) Intellectual Property Rights | 4 | VAC | 30 | 70 | | | 100 |

| | | | | | | | | |
|---|---|-----------|---|--|--|-----|--|------------|
| | | | | | | | | |
| BLIB 0205- P(A)I BLIB 0205- P(B)S BLIB 0205- P(C)P | Any one (A) Internship (B) Seminar (C) Project work | 4 | Entrepreneurship Education and Skill Creation | | | 100 | | 100 |
| | Total | 20 | | | | | | 500 |

BLIB0202-P

Will be evaluated by both Internal and External examiners.

BLIB0203-P

Internship/Seminar/Project Work

Each student will have undergone an Internship Programme at a library selected by the Department for one month immediately after the second semester examination. Successful completion of the Programme is a must for their final result. It is equivalent to 4 credit courses. Internship Project Report/Seminar/ Project Report will be evaluated by Internal Examiners.

Bachelor of Library and Information Science
2025-26
Semester-I

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Foundation of Library and Information Science with special reference to the Indian Knowledge System

Code: BLIB 0101-T

| Part A: Introduction | | | |
|---|---|--|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: First Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0101-T | |
| 2. | Course Title | Foundation of Library and Information Science with special reference to the Indian Knowledge System | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the historical evolution of libraries in India. • Critically analyze library legislation, policies, and institutional frameworks. • Apply ethical, professional, and philosophical principles of librarianship. • Evaluate the impact of technology and innovation on library systems. • Design and recommend user-centric, culturally rooted, and future- ready services. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Libraries in India: Growth, Ethics, and Indigenous Laws - Library as a Social Institution: From Gurukuls to Modern Knowledge Hubs - Evolution of Libraries in India from Vedic times to the digital age - Libraries Development Plans and Programs in India after Independence - Five Laws of Library Science and their relevance to the Indian Knowledge System - Librarianship as a Profession, Professional Ethics in Light of Indian Philosophical Thought. | 15 Hours | |
| II | Types of Libraries, Professional Associations and Organizations - Types of Libraries: Public Libraries, Academic Libraries and Special Libraries - National Libraries with Special Reference to India, UK and USA - Role of Library & Information Centres in Sustaining Indian Knowledge and Culture | 15 Hours | |

| | | |
|---|---|----------|
| | <ul style="list-style-type: none"> - Introduction, Digital, Electronic, and Virtual Libraries. - Professional Associations: National – RRRLF, ILA, IASLIC, IATLIS - International Organisations: UNESCO, IFLA, FID, ALA, and ASLIB | |
| III | <p>Library Legislation and Related Acts</p> <ul style="list-style-type: none"> - Library Legislation: Need, Purpose, Objectives, and Model Public Library Act/Bill. - Library Legislation in Indian States: Structure and its Salient Features. - Press and Registration of Books Act - Delivery of Books and Newspaper Act - RTI, Information Technology Act | 15 Hours |
| IV | <p>Strategic and Collaborative Library Practices</p> <ul style="list-style-type: none"> - Resource Sharing (Concept and Methods): Traditional Knowledge Circulation to Modern Approaches. - Library Networks and Consortia in India - Library Architecture and Indian Vastu Shastra: Designing Knowledge Spaces with Cultural Wisdom - Role of social media in Library Services and promoting indigenous knowledge - Library Extension Services, Consultancy Services | 15 Hours |
| <p>Activities:</p> <ul style="list-style-type: none"> - Creating comparison charts between ancient Indian libraries (e.g., Nalanda, Sarasati Mahal) and modern digital libraries, focusing on access, purpose, and knowledge systems. - Writing a mini case study on a traditional or modern library in India, analyzing its role in preserving and promoting the Indian knowledge System (IKS). - Drafting a mock Model Library Act with provisions supporting indigenous knowledge access, digital inclusion, and community engagement. - Designing a future-ready Indian library using concepts from vastu Shastra, user-centric planning and technology integration (e.g., a creative blueprim/poster activity) - Conducting a mock social media campaign project to promote local knowledge. Folk literature, or tribal archives through innovative library services. | | |
| <p>Keywords/Tags: Indian Knowledge System (IKS), Library Development and Policy. Library Movements, Library Legislation, Professional Ethics and Librarianship, Cultural Heritage Preservation.</p> | | |
| <p>Part C: Learning Resources</p> | | |
| <p>Textbooks, Reference Books and Other Resources</p> | | |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> • Burahohan, A. (2000). Various aspects of librarianship and Information Science. New Delhi: ESS ESS. • Chakrabarti, B. (1997). Library and information science: Indian Perspectives. New Delhi: ESS ESS Publications. • Chapman, E.A. and Lynden, F.C. (2000). Advances in librarianship. 24th Vol. San Diego: Academic Press. • Deshpande, K.S. (1985). University library system in India. New Delhi: Sterling. • Devarajan G. (1995). Library information user and user studies. New Delhi: Beacon Books. • IFLA (1977). IFLA standards for Library service, 2nd Ed. Munich: Verlag. • Indira Gandhi National Centre for the Arts. (n.d.). Traditional knowledge systems of India. Retrieved from http://ignca.gov.in • Isaac, K.A. (2004). Library legislation in India: A critical and comparative study of state Library acts book description: New Delhi: ESS ESS Publication. • Khanna, J.K. (1987). Library and society. Kurukshetra: Research Publisher. • Krishan Kumar, (1987). Library organization. New Delhi: Vikas. | | |

- Kumar, P.S.G.(2003) Foundations of Library and Information Science. Paper I of UGC Model Curriculum. New Delhi: Manohar.
- Kumar. P.S.G.(1997). Fundamentals of Information Science. Delhi: S. Chand.
- Mahapatra, P.K. (1996). Public libraries in developing countries: Status trends. New Delhi: Vikas.
- National Mission on Libraries. (n.d.). Reports and policy documents. Ministry of Culture, Government of India. Retrieved from <https://nmlindia.nic.in>
- Parekh, H. (2007) Five laws of Library Science: Continuing foundations in an Information society, DLIBCOM.2(8-9), p.7-9.
- Ranganathan, S.R. (1957). Five laws of Library Science. 2nd Ed. Bangalore: Sarada Ranganathan Endowment for Library Science.
- Richard E.R. (2000). Foundations of Library and Information Science. Neal-Schuman.
- Rout R.K. Ed. (1999) Library legislation in India. New Delhi: Reliance.
- Rudinow, J. & Graybosch, A. (2000). Ethics & Values in the Information Age. NY.
- Sadhu, S.N. & Saraf, B.N. (1967). Library Legislation in India. Delhi: Sagar, 1967.
- Sen B.K. (2002). Five Laws of Library Science? IASLIC Bulletin. 47(3). P.121-140.
- Sharma, Hemant (2007). Uttar Pradesh Sarvajanic pustakalya pranali awam (U.P. Public library act. 2006): Samikshatmak Mulyankan . Agra. Y.K. Publishers.
- Sharma, P.S.K. (1992). Library and Society. 2 Ed.Delhi: ESS ESS.
- Shera, J.H. (1965). Libraries and Organization of Knowledge. Hampden Archan.
- Surendra S. & Sonal Singh. Ed. (2002). Library, Information ad Science and Society. New Delhi: ESS ESS
- UNESCO. (1994), UNESCO public library manifesto. Paris: UNESCO. Retrieved from <https://www.ifla.org/publications/unesco-public-library-manifesto-1994>
- Shonal Singh (1998) Gyan Jagat Swaroop, Sanchar evam vikas, Bhopal, Madhya Pradesh, Hindi Granth Academy.

Suggested Equivalent Online Courses:

- <https://swavam.go.in/>
- <https://www.coursera.org/>
- <https://www.edx.org/>
- <https://nptel.ac.in/>
- <https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Knowledge Organisation and Processing: Cataloguing and Classification Theory

Code: BLIB 0102-T

| Part A: Introduction | | | |
|---|--|--|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: First Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0102-T | |
| 2. | Course Title | Knowledge Organisation and Processing: Cataloguing and Classification Theory | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of the theoretical foundations of library classification and cataloguing. • Apply classification principles and cataloguing rules to organize and retrieve information resources • Evaluate and implement emerging trends and metadata standards. • Develop subject cataloguing and cooperative cataloguing skills. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Development and Principles of Library Classification - Library Classification: Definition, Historical Development, Functions, Theories and Principles. - Species of Library Classification - Major Classification Schemes: DDC, CC, UDC – An Overview - Canons and Normative Principles of Classification - Current Trends: SKOS, Taxonomies, Folksonomy | 15 Hours | |
| II | Theory and Structure of Library Classification - Notation: Need, Purpose, Types and Qualities - Call Number: Class Number, Book Number, Collection Number - Postulational and Systems Approach - Fundamental Categories and Facet Analysis - Facet Sequence, Phase Relations, Common Isolates, Devices | 15 Hours | |
| III | Library Cataloguing: Concept, Theories and Principles - Library Catalogue: Definition, Objectives, Functions and Types - Canons and Normative Principles of Cataloguing - Catalogue Codes (CCC and AACR-II): Entries and Filing Rules - Subject Cataloguing: Concept, Principles, and Types - ISBN and ISSN: Structure and Use | 15 Hours | |

| | | |
|---|---|----------|
| IV | Advanced Cataloguing Practices - Chain Procedure and List of Subject Headings - Cooperative and Centralised Cataloguing: Union Catalogues - Bibliographic Standards and Tools: ISBD, MARC, CCF, RDA, FRBR, BIBFRAME - Overview of Metadata Standards: Dublin Core, MARC21, METS, MODS, EAD | 15 Hours |
| Activities: - Creating a comparison table highlighting differences and similarities between CCC and AACR-II cataloguing codes based on structure, Usage, and format. - Create a visual concept map linking the principles, Canons, and approaches of classification With major classification schemes. - Assignment on analysing a hypothetical scenario involving classification or cataloguing of Complex resources (e.g., a multilingual digital archive) and discussing suitable approaches. - Critical review of a selected library classification scheme (e.g., DDC) or bibliographic standard (e.g., FRBR), focusing on its structure, relevance, and limitations. | | |
| Keywords/Tags: Library Classification Systems, Cataloguing Principles, Subject Cataloguing, Subject Headings, Bibliographic Standards, Metadata standards. | | |
| Part C: Learning Resources | | |
| Textbooks, Reference Books and Other Resources | | |
| Suggested Readings: Berwick Sayers, W.C. (1950), Introduction to Library Classification. London: Andradautch. <ul style="list-style-type: none"> • Chan, L.M. (1994). Cataloguing and Classification: An Introduction (2nd ed.). New Delhi: McGraw-Hill. • Chernyi, A.I. (1973). Introduction to Information Retrieval Theory. London: ASLIB. • Dhyani, P. (1998). Library Classification: Theory and Practice. New Delhi: Vishwa Prakashan. • Gautam, J.N. (1997). Modern Library Classification: Theoretical Analysis, Agra: Ram Mehra. • Jennifer, E.R. (1987), Organizing Knowledge: An Introduction to Information Retrieval. Aldershot: Gower. • Krishna Kumar (1988). Theory of Library Classification (4th ed.), New Delhi: Vikas. • Krishna Kumar (2001). An Introduction to AACR-2 (Anglo- American Cataloguing Rules). New Delhi: Vikas Publishing./ • Kumar, P.S.G. (2003). Knowledge Organization., Information Processing and Retrieval Theory. Delhi: BR Publishing. • Mills, J. (1966). The Modern Outline of Library Classification. Bombay: Asia Publishing House. • Parkhi, R.S. (1977). Library Classification: Evolution of a Dynamic Theory, Bombay: Asia. • Raju, A.A.N. (1984). Dewey Decimal , Universal Decimal and Colon Classification: A Study in Comparison. New Delhi: Ajanta Publications. • Ranganathan, S.R. (1957 & 1965). Prolegomena to Library Classification (2nd ed.). London: Library Association. • Ranganathan, S.R. (1960). Colon Classification (6thEd.). Bangalore: Sarada Ranganathan Endowment for Library Science. • Ranganathan, S.R. (1999). The Five Laws of Library Science. Bangalore: Sarada Ranganathan Endowment for Library Science. • Rijsbergen, C.J. van. (1979) Information Retrieval (2nd ed.). Londin: Butterworths. • Sayers, W.C.B. (1964). A Manual of Library Classification (3rd ed.). London: Andre Deutsch. • Sharma, Hemant (1997). Modern Library Classification: Theoretical Analysis. Shri Ram Mehra & Co. • Sinha, S.C. & Dhiman, A.K. (2002). Prolegomena to Universe of Knowledge. New Delhi: ESS ESS Publications. • Srivastava, A.P. (1993). Theory of Knowledge Classification in Libraries. New Delhi: Sage • Dhiman, Anil Kumar (2004). Cataloguing of Non- Book Materials. New Delhi: ESS ESS Publications. | | |

- Gernerl, Leigh (2003). A Textbook of Cataloguing. New Delhi: Dominant Publishers and Distributors.
- Girja Kumar & Krishan Kumar (1975). Theory of Cataloguing. New Delhi: Vikas Publishing House.
- Hunter, Eric J. (Ed.). (1973). Examples Illustrating Anglo- American Cataloguing Rules. London: Library Association.
- Job, M.M. (1989). Theory and Practice of Cataloguing. New Delhi: Metropolitan.
- Jolley, L. (1964). Principles of Cataloguing. London: Crosby Lockwood.
- Mann, Margaret (1959). Introduction to Cataloguing and Classification of Books. Chicago: American Library Association.
- Maxwell, Robert L. (2009). Maxwell's Handbook for AACR2: Explaining and Illustrating the Anglo-American Cataloguing Rules through the 2003 Update. New Delhi: Indiana Publishing House.
- Needham, C.D. (1964). Organizing Knowledge in Libraries: AN Introduction to Classification and Cataloguing. London: Grafion and Company.
- Norris, Dorothy M. (1952). Primer of Cataloguing. London: Association of Assistant Librarians.
- Piggou, Mary (1988). Topography of Cataloguing: Showing the Most Important Landmarks and Communications. London: Library Association.
- Quigg, P.J. (1966). Theory of Cataloguing: An Examination Guidebook. Bombay: Asia Publishing.
- Sengupta, B. (1974). Cataloguing: Its Theory and Practice. Calcutta: World Press.
- Sharma, Pandey S.K.(1986). Cataloguing Theory. New Delhi: Ess Ess Publications.
- Sharma, C.K. & Agrawal, Rachna (1983). Modern Trends Trends in Cataloguing Agra: The Libtaty.
- Sharp, Henry A. (1950). Cataloguing: A Textbook for Use in Libraries. Bombay: Allied Publishers.
- Sinha, Kamla (2009). Digital Information Preservation and Online Cataloguing. Delhi: Vista International Publishing House.
- Taylor, Arlene G. (2004). Wynar's Introduction to Cataloging and Classification (9th ed.) Westport: Libraries Unlimited.
- Viswanathan C.G. (1983). Cataloguing: Theory and Practice (5th ed.). Lucknow: Print House.
- MRC21 and Related Standards for Bibliographic Recfor

Suggested Equivalent Online Courses:

<https://swavam.go.in/>

<https://www.coursera.org/>

<https://www.edx.org/>

<https://nptel.ac.in/>

<https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Library Organisation and Management

Code: BLIB 0103-T

| Part A: Introduction | | | |
|--|---|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: First Semester | Session:2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0103-T | |
| 2. | Course Title | Library Organisation and Management | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Understand and analyze the fundamental concepts of Management. • Understand financial practices in library environments form ancient to modern times. • Identify and explain the roles of various library sections and the principles of collection development and maintenance. • Understand modern management concepts such as TQM, MBE, MBO, and their application in strategic library management. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Management - Organisation Vs Management Vs Administration - Management concepts in Ancient India - Evolution of Management Thought: Classical, Neo- classical and Modern Management Theories. - Library Organizational Structure and Library Governance - POSDCORB and its applications. | 15 Hours | |
| II | Financial and Human Resource Management - Library Finance: Source, expenditure, Budgeting, Accounting. - Financial methods in Ancient India (Historical Perspective) - Annual Reports and Statistics, Library Authority and Library Committee. - Staff Formula. Recruitment, Motivation, Training, Performance Appraisal - Job Evaluation, Analysis, Descriptions. And Specifications | 15 Hours | |

| | | |
|------------|--|----------|
| III | Library Infrastructure and Resource Management - Library infrastructure: Furniture, Equipment, Guidelines, and Standards - Green Library - Collection Development: Policies, Selection tools, and Principles. - Department and Sections: Acquisition, Circulatuin, Technical, Reference, Maintenance, etc. - Collection Assessment: Quality evaluation, Stock verification, Weeding Policies | 15 Hours |
| IV | Strategic Library Management - Basic Management concepts: TQM, MBO, MBE, Change management - SWOT, PEST, PERT/CPE - Disaster and Crisis Management in Libraries. - Information as a Marketable Commodity. | 15 Hours |

Activities:

- Map the workflow for a core library operation (e.g., acquiring a new e-resource, managing Interlibrary loan requests, or processing a new user registration).
- Given a hypothetical annual budget for an academic library. Allocate funds across different Categories(e.g., collection development, technology, staffing, facilities, services) and provide a Brief justification for your choices, considering current trends and Priorities.
- Create a model layout of a library building, including essential essential sections and eco-Friendly (green) components.
- Prepare a strategic plan for dealing with a disaster or crisis management in Library.

Keywords/Tags: Library Administration, Resource Management, Financial Management. Planning , Marketing of Library Services.

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Garg. R. G and Tamrkar, Amit (2011). Modern Library management. Medallion Press, Ludhiana.
- Bank, J.(1996),. Staff management in library and information centres. Nampshire: Groneer Publishing Ltd.
- Beardwell, I. & Holden, I. Ed. (1996). Human resource management: Contemporary perspective. New Delhi: McMillan.
- Bratton, J. and Gold. J. (1994). Human resource management: Theory and practice. Basingstoke: Mc-Millan.
- Brown, C.R.(1989). Selecting library furniture: A guide for librarians, designers, and architects. Arizona: Oryx Press.
- Bryson, J.O. (1996). Effective Library and Information management. Bombay: Jaico.
- Evans, E.G. (1982). Management tecniques for librarians. New York: Academic Press.
- Evans, E.G. (1987). Developing library and information centre collection. 3rd ed.: Littleton: Libraries Unlimited.
- Gardner, R.K. (1981). Library collections, their origin, selection and development. New York: McGraw- Hill.
- LASLIC (1979). Application of management techniques in Library and information systems. (Conference Papers). Kolkata: IASLIC.
- Katz, W.A. (1980). Collection development selection of materials for Libraries. New York: HRW.
- Kaul, P.N. (1971). Library building planning and design. Delhi: Vikas.
- Krishna Kumar (1987). Library administration and management. Delhi: Viaks.
- Mahapatra, P. (1997). Library management. Calcutta: World Press.

- Mittal, R.L. (1984). Library administration: Theory and practice. 4th ed. New Delhi: Metropolitan.
- Paliwal, P.K. (2000). Compendium of Library administration. New Delhi: ESS ESS.
- Parker, C. and Café, T. (1993). Management Information systems: Strategy and action. New York: McGraw Hill.
- Pearson, R.J. Ed. (1983). Management process: Selection of readings for librarians. Chicago: ALA.
- Prasher, R.G. (1993). Developing library collection. New Delhi: Tata McGraw-Hill.
- Ranganathan, S.R. (1954). Library administration. Bangalore: Sharada Ranganathan Endowment for Library Science.
- Spiller, D.(1986). Book selection: An introduction to principles and practices. 4th ed. Ladon: Clive Bingley.
- Stuert, R.D. and Moran, B.B. (2004). Library and Information center management. Colorado. Libraries unlimited.

Suggested Equivalent Online Courses:

<https://swavam.go.in/>
<https://www.coursera.org/>
<https://www.edx.org/>
<https://nptel.ac.in/>
<https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Fundamentals of Information and Communication Technology (Theory)

Code: BLIB 0104-T

| Part A: Introduction | | | |
|---|--|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: First Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0104-T | |
| 2. | Course Title | Fundamentals of Information and Communication Technology (Theory) | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Understand the fundamental concepts and types of information and Communication Technology. • Describe the principles of telecommunication and networking. • Understand and analyze database management systems (DBMS), their structures, objectives, and components. • Evaluate the need, planning, and implementation of library automation systems and software used for automating library functions. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Fundamentals of Information Technology and Computing - Concept and types of Information Technology - Introduction to Computers: Brief History, Types, and Generations - Basic Parts of a Computer: Hardware and Software - Types of Software: System Software vs. Application Software -Operating Systems: Definition, Types, and Functions - Basics of Programming Languages | 15 Hours | |
| II | Telecommunication, Networking, and Library Networks - Telecommunication: Transmission Media, ISDN, Multiplexing, Switching Technique - Networking: Topology and Types of Networks, Standards and Protocols - Network Modules (OSI), Networking Device - Library Networks | 15 Hours | |

| | | |
|------------|--|----------|
| III | Database Concepts and Management Systems - Database: Definition, Need, Function types and Importance - Basic Terminologies: Record, Field, Table, Query - Database Management Systems: Definition, Objectives and Functions - Types of Elements of DBMS - Design and structure of Database | 15 Hours |
| IV | Library Automation and Emerging Technologies - Library Automation: Concept, need and advantages - Steps in Automation of In- house operations: Planning and Implementation - Library Software: Proprietary and Open Source - New Trends in Library Automation: RFID, QR codes | 15 Hours |

Activities:

- Prepare a timeline showing the historical development of computer generations and their Impact on libraries
- Write a comparative note on windows and Linux operating systems concerning library Operations.
- Draw a labeled diagram of OSI layers and explain how data flows through network modules.
- Prepare a case- based report on how a small university library can implement KOHA for Automating in- house operations.
- Conduct a literature review on the use of RFID and other advanced technologies in Indian University libraries.

Keywords/Tags: Information and Communication Technology (ICT), Library Automation, Database Management Systems (DBMS), Networking and Protocols. Telecommunication

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Arvind Kumar, Ed. (2006). Information technology for all (2 vols.). New Delhi: Anmol.
- Bansal, S.K. (2005). Information technology and globalization. New Delhi: A.P.H. Publishing Corporation.
- Basandra, S.K. (2002). Computers today, New Delhi: Golgotia.
- Carter, R. (1987). The Information technology hand book. London: Heinemann.
- Croucher, P. (1996). Communications and networks. 2nd ed. New Delhi: Affiliated East West.
- Curtin, D.P. & Information technology: The breaking wave. New Delhi: TMH, Latest Edition.
- Decson, E. (2000). Managing with Information technology, Great Britain: Koganpage Ltd.
- Dhiman, A.K. (2003). Basics of Information technology for librarians and Information scientists, Vol. I. New Delhi: ESS ESS. Publications.
- Gupta, V. (2005). Rapidix computer course. New Delhi: Pustak Mahal.
- Hunter & Shelly (2002). Computers and common sense. New Delhi: s Prentice – Hall.
- Jain, V.K. (1994). O level Module I: Computer fundamentals. Delhi: BPB Publications.
- Jain, V.K. (1997). Computer for beginners, New Delhi: Pust6ak Mahal.
- Johri, A. & Jauhari, B.S. (1993). Computers today. Vol. Mumbai: Himalaya.
- Kashyap, M.M. (2003). Database systems. New Delhi: Vikas
- Keren, C & Perlmutter, L, Ed. (1995). The application of mini and micro computers in information, documentation, and Libraries. Amsterdam: Elsevier.
- Rajaraman, V. (1995). Fundamentals of Computes. New Delhi: PHI, 1995.
- Satyanarayan, R. (2005). Information technology and its facets. Delhi: Manak
- Saxena, S. (2001). A first course in computers. New Delhi: Vikas pub. House.
- Sharma, Hemant (2006). Suchna Prodhogiki (Information Technology), New Delhi, Atlantic Publishers

- Singh, Ritu. Gautam, J.N. and Kushwah, S.S. (2020). Open-Source Software Technologies for LIS Professionals (A Theoretical and Practical Approach). Agra: Associated Publishing House.

Suggested Equivalent Online Courses:

<https://swavam.go.in/>

<https://www.coursera.org/>

<https://www.edx.org/>

<https://nptel.ac.in/>

<https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Knowledge Organisation and Processing: (Classification Practical- CCrev.6th ed. And DDC 19th ed.

Code: BLIB 0102-P

| Part A: Introduction | | | |
|---|--|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: First Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0102-P | |
| 2. | Course Title | Knowledge Organisation and Processing: (Classification Practical- CCrev.6 th ed. And DDC 19 th ed. | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Understand and apply the structure and principles of Colon Classification and Dewey Decimal Classification. • Demonstrate the ability to classify documents with basic, compound. And complex subjects using both CC and DDC schemes. • Identify and use tables and auxiliary devices (such as Tables 1-7 in DDC and Common Isolates in CC) in classification practice. • Apply phase relations, devices, and isolates to construct class numbers. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passingt Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Colon Classification (6th Reprint Ed.): - Structure and Organization - Steps in Classification - Classification of Documents with Basic subjects - Classification of Documents with Traditional Subjects -Classification of Documents with Compound Subjects | 15 Hours | |
| II | Dewey decimal classification (19th Ed.): - Introduction, Structure and Organization - Steps in Classification - Classification of Documents with Basic Subjects - Classification of Documents with Traditional Subjects - Classification of Documents using Table-1 and 2 | 15 Hours | |

| | | |
|--|---|----------|
| III | Colon Classification (6th Reprint Ed.): - Use of Common Isolates, Phase Relation and Devices - Classification of Documents with Compound and Complex Subjects | 15 Hours |
| IV | Dewey decimal classification (19th Ed.): - Classification of Documents Using Table 3-7 | 15 Hours |
| Activities: - Classify 10 sample titles of basic and compound subjects using Colon Classification. Including Titles related to Indian traditional knowledge systems (e.g. Ayurveda, Vastu, Sanskrit texts). - Classify books on various topics using DDC Tables 1 and 2 (e.g. geography, language, or Format- based subdivisions). - Apply phase relations and devices in CC to classify documents on multidisciplinary or Interrelated subjects. Include few documents combining science and traditional Indian healing Practices. - Construct class numbers using DDC Tables 3 to 7 for documents dealing with literature, arts, And specific ethnic groups. - Prepare a comparative chart of CC and DDC showing differences in structure. Notation, Tables, and classification logic. | | |
| Keywords/Tags: Library Classification Schemes, Colon Classification (CC), Dewey Decimal Classification (DDC), Facet Analysis, Traditional Knowledge Systems (TKS) | | |
| Part C: Learning Resources | | |
| Textbooks, Reference Books and Other Resources | | |
| Suggested Readings: <ul style="list-style-type: none"> • Gautam, J.N. (1996). Dewey Decimal Classification: practical analysis (Ed. 19 & 20). Agra: Y.K. Publisher. • Dewey, Melvil (1979). Dewey decimal classification and relative index. 4 vols. 19th editions. Edited by Benjamin A Custer (et al.) New York: Forest Press. • Chan, L.M. (1996). Dewey decimal classification. A practical guide. 2nd Ed. Albany. New York: OCLC. • Satija, M.P. and Comaromi, J.P. (1998). Exercises in the 21st Edition of Dewey decimal Classification. New Delhi: Concept • Anglo American Cataloguing Rules (2002). 2nd Ed. Rev. Ottawa: Candian Library Association. • Krishan Kumar (1986). An introduction to AACR-@ 1988 revision. London: LA. • MARC21 and related standards for Bibliographic Records. New York: LC. • Riaz Muhammed (1996). A manual of practical cataloguing. New Delhi: Atlantic. • Vishwanathan. C.G. (1983). Cataloguing theory and practice. 5th ed. Lucknow: Print House | | |
| Suggested Equivalent Online Courses: https://swavam.go.in/ https://www.coursera.org/ https://www.edx.org/ https://nptel.ac.in/ https://ignou.ac.in/ | | |
| Part D: Assessment and Evaluation | | |
| Suggested Continuous Evaluation Methods: Maximum Marks:100 Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks | | |
| Internal Assessment: | Class Test/Assignment/Presentation | 30 |

| | | |
|--|--|---|
| Continuous Comprehensive Evaluation (CCE): 30 Marks | | |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 10 basic subjects: CC and DDC 5 compound/complex subjects: CC 5 compound/complex subjects: DDC | 10X(1+1) = 20 5X5 = 25 5X5 = 25 Total:70 |
| Remarks/Suggestions: | | |

Bachelor of Library and Information Science

2025-26

Semester-II

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Reference and Information Sources and Services

Code: BLIB 0201-T

| Part A: Introduction | | | |
|---|---|--|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0201-T | |
| 2. | Course Title | Reference and Information Sources and Services | |
| 3. | Course Type (Core Course) | Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Identify and classify various types of information sources: primary, secondary, and tertiary. • Distinguish between documentary and non-documentary Sources and evaluate their relevance to different user needs. • Understand and apply the principles and types of reference services in different library settings. • Access and use a wide range of print and electronic information sources for effective information retrieval. • Evaluate and recommend appropriate reference tools and sources for specific user queries and research support. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Sources of Information - Documentary and Non- Documentary Information Sources - Categories of Information Sources: Primary, Secondary, and Tertiary - Nature, Characteristics, and Utility of Information Sources - Criteria for Evaluation Sources | 15 Hours | |
| II | Reference Services and Primary Sources of Information - Reference Services- Meaning, Needs, Scope & Kinds - Reference Services in Public., Academic, and Special Libraries - Reference and Referral Services in the IT era - Primary sources of Information: Journal, Conference Proceedings, standards, Newspaper, Patents, Research Reports, Archival material and their electronic form | 15 Hours | |

| | | |
|------------|--|----------|
| III | Secondary Sources of Information - Bibliographies – Indian National Bibliography (INB) and British National Bibliography (BNB) - Encyclopaedias- General and Special; Dictionaries- General and Special; Yearbooks; Biographical Sources - Geographical Sources, Statistical Sources, Almanacs, Indexes, and Abstracts - Textbooks, Handbooks, Guides, Union Catalogues, and Electronic Formats | 15 Hours |
| IV | Tertiary Sources of Information - Bibliography of Bibliographies - Directory - Guide to Literature and its electronic form | 15 Hours |

Activities:

- Identify and classify various types of information sources through hands-on classification Exercises.
- Distinguish between documentary and non- documentary sources by analysing real-life Information queries.
- Understand and apply reference service practices through simulated reference interviews.
- Access and use print and electronic resources via guided search activities in bibliographic and Reference tools.
- Evaluate reference sources using set criteria through assignments and presentations.
- Prepare subject- specific bibliographies using a variety of primary, secondary, and tertiary Sources.

Keywords/Tags: Information Sources, Reference Sources, Reference Services, Primary and Secondary Sources, Bibliographies.

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Gautam, J.N. (1998). Basic Reference and Information Sources. Agra: Y.K. Publisher.
- Garg, R.G.(2009). Bhartiye Hindi Granth.
- Alam P. Gwyneth T. and Goff S (1999). The Library and Information Professional's Guide to the World Wide Web. London: Facet Publishing.
- Chowdhury G.G. and Sudatta Chowdhury (2001). Searching CD- ROM and Online Information Source. London: Facet Publishing..
- Chawdhury, G.G. and Sudatta Chowdhury (2001). Information Sources and Searching on the World Wide Web. London : Facet Publishing..
- Gates, J.K. (1983). Guide to the use of libraries and information sources. 5th ed. New York: McGraw Hill.
- Gopinath, M.A. (1984) Information Sources and Communication Media. Bangalore: DRTC.
- Grogan, Dennis (1984). Science & Technology: An introduction to literature. London: Clive Bingley.
- Hills, P. Ed. (1981). The future of printed world. London: The Open University Press.
- Katz, W.A. (2000). Introduction to reference work, London: Butterworth's.2V.
- Krishna Kumar (2003). Reference service, Ed3, New Delhi: Vikas.
- Kumar (PSG). Ed.(2001). Indian encyclopedia of Library and Information Science. New Delhi: S. Chabd & amp: Co. Rao, I.K.R.(2001). Electronic sources of Information. Bangalore: DRTC.
- Sewasingh (2001). Hand book of international sources on reference and information. New Delhi: Crest Publication.
- Sharma, J,S. & amp; Grover, D.R. (1998). Reference service and sources of Information. New Delhi: ESS ESS.

- Subramanayam, K. (1981). Scientific and technical Information resources. New York: Marcel Dekkar.
- Walford, A.J. (1990). Guide to reference materials, London: Library Association, 3V.
- <http://www.Libraryspot>
- <http://www.refdwsk.com>.
- <http://www.infolibrarian.com>.

Suggested Equivalent Online Courses:

<https://swavam.go.in/>

<https://www.coursera.org/>

<https://www.edx.org/>

<https://nptel.ac.in/>

<https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Knowledge Organisation and Processing: Cataloguing Practical (CCC 6th ed. And AACR-2)

Code: BLIB 0202-P

| Part A: Introduction | | | |
|---|--|--|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0202-P | |
| 2. | Course Title | Knowledge Organisation and Processing: Cataloguing Practical (CCC 6 th ed. And AACR-2) | |
| 3. | Course Type (Core Course) | Practicum Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Understand and apply the principles of cataloguing as per Classified Catalogue Code (CCC) and Anglo- American Cataloguing Rules (AACR). • Classify and catalogue works of single, shared. Mixed, and collaborative authorship, including pseudonymous works. • Catalogue works of corporate authorship such as government documents, institutional publications, and periodicals using CCC and AACR. • Analyze and catalogue multi-volume works, including ordinary and artificial composite books, using appropriate codes. • Differentiate between cataloguing practices under CCC and AACR and apply them in library operations. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Classified Catalogue Code - Work of Single and Shared Authorship - Works of Mixed Responsibilities - Collaborative Publications - Pseudonymous Work | 15 Hours | |
| II | Anglo- American Cataloguing Rules - Work of Single and Shared Authorship - Works of Mixed Responsibilities - Collaborative Publications - Pseudonymous Work | 15 Hours | |

| | | |
|--|--|----------------------------|
| III | Classified Catalogue Code - Works of Corporate Authorship <ul style="list-style-type: none"> ▪ Government ▪ Institutions ▪ Periodicals - Multi- Volume Work: <ul style="list-style-type: none"> ▪ Ordinary and Artificial Composite Books | 15 Hours |
| IV | Work - American Cataloguing - Works of Corporate Authorship <ul style="list-style-type: none"> ▪ Government ▪ Institutions ▪ Periodicals - Multi – Volume Work: <ul style="list-style-type: none"> ▪ Ordinary and Artificial Composite Books | 15 Hours |
| Activities: -Practice cataloguing entries for single, shared, and collaborative authorship using CCC and AACR. -Hands- on exercises for cataloguing corporate authorship materials (government, institutions, Periodicals). -Assignment on preparing catalogue entries for pseudonymous and multi-volume works. -Comparative analysis of cataloguing rules in CCC vs AACR through case studies. - Group project to design a mini catalogue for a small collection using both CCC and AACR Rules. | | |
| Keywords/Tags: Classification catalogue Code (CCC), Anglo- American Cataloguing Rules (AACR), Corporate Authorship, Pseudonymous Work. Composite Books . | | |
| Part C: Learning Resources | | |
| Textbooks, Reference Books and Other Resources | | |
| Suggested Readings: <ul style="list-style-type: none"> • Gautam, J.N. (1996).Dewey decimal classification: practical analysis(Ed.19 & 20). Agra: Y.K. Publisher. • Gautam, J.N. (1996).Practical Manual of AACR- II (Yet to be publish). • Anglo American Cataloguing Rulrs (2002). 2nd Ed. Rev. Ottawa: Canadian Library Association. • Krishan Kumar (1986). An Introduction to AACR-II 1988 revision London: LA. • MARC 21 and related standards for Bibliographic Records. New York: LC. • Riaz Muhammed (1996). A manual of practical cataloguing. New Delhi: Atlantic. • Vishwanathan, C.G.(1983). Cataloguing theory and practice. 5th ed. Lucknow: Print House • Ranganathan, S.R. (1963). Colon Classification. Suggested Equivalent Online Courses: https://swavam.go.in/ https://www.coursera.org/ https://www.edx.org/ https://nptel.ac.in/ https://ignou.ac.in/ | | |
| Part D: Assessment and Evaluation | | |
| Suggested Continuous Evaluation Methods: Maximum Marks:100 Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks | | |
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks | 2 Titles: CCC 2 Titles: AACR-2 | 2 X 14 = 28 2 X 14 = 28 |

| | | |
|-----------------------------|---------------------|--------------------------|
| Time: 03 Hours | 1 Title: CCC/AACR-2 | 1 X 14 = 14 Total: 70 |
| Remarks/Suggestions: | | |

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Application of Information and Communication Technology (Practical)

Code: BLIB 0203-P

| Part A: Introduction | | | |
|---|---|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0203-P | |
| 2. | Course Title | Application of Information and Communication Technology (Practical) | |
| 3. | Course Type (Core Course) | Practicum Core | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Create and format documents. Presentations. and spreadsheets using MS Office of OpenOffice tools. • Install and demonstrate the basic functions of Windows and Linux operating systems. • Operate Koha library automation software for database creation and basic library functions. • Perform effective information searching using the Internet and OPAC. • Explore and evaluate demo versions of library management software. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Handling Text Data- MS Office/Open Office - Creating Presentations using MS PowerPoint or OpenOffice Impress - Creating Spreadsheets with MS Excel - Editing and Formatting Documents using MS Word or OpenOffice Write | 15 Hours | |
| II | Use of Internet - Effective Searching on the Internet - Use of Google Tools - Searching OPAC | 15 Hours | |
| III | Database Management and Operating System - Database creation: Imports, Exports, and Hyperlinks - Installation of Operating Systems <ul style="list-style-type: none"> ▪ Windows OS ▪ Linux OS | 15 Hours | |
| IV | Library Automation - Installation and basic functions of Library management software <ul style="list-style-type: none"> ▪ Koha/SOUL/e-Granthalya - Demonstration of RFID and barcode simulation for book transaction | 15 Hours | |
| Activities: | | | |

- Create a presentation in MS PowerPoint/OpenOffice Impress on a library topic.
- Design a spreadsheet in MS Excel to manage a manage a small library book inventory.
- Edit and format a library notice of report using MS Word/OpenOffice Writer.
- Install Windows or Linux OS on a virtual machine or computer lab setup.
- Perform basic Linux commands and compare features with Windows OS.
- Create a sample bibliographic database using Koha software.
- Practice cataloguing and circulation functions using Koha demo interface.
- Conduct an Internet search on a specific library science topic using advanced search techniques.
- Explore and review demo versions of library management software (e.g., NewGenLib, eGranthalaya)
- Search OPAC of a university library and record bibliographic details of selected titles.

Keywords/Tags: MS Office, Operating Systems (Windows & Linux), Koha, Library Automation, Internet Searching, PAC, Library Management Software.

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Basandra, S.K.(2002). Computers today, New Delhi: Golgotia.
- Carter, R. (1987). The Information technology hand book , London: Heinemann.
- Croucher, P. (1996). Communications and networks. 2nd ed. New Delhi: Affiliated East West.
- Curtin, D.P. & others: Information technology: The breaking wave. New Delhi: TMH. Latest Edition.
- Rajaraman, V. (1995). Fundamentals of Computes. New Delhi: PHI, 1995.
- Saxena, S. (2001).A first course in computers. New Delhi: Vikas pub. House.
- Sinha, P.K. (1992). Computer fundamentals: concept, systems and applications. 2nd Ed. New Delhi: BPB Publications. 1992.
- Shrivastave, R.K.(2001). A: Text book of Information technology, Delhi: Dominant Publishers.
- Shroff, R.(2000). Computer systems and applications, Mumbai: Himalaya.2000.
- Singh, Ritu, Gautam. J.N. and Kushwah. S.S.(2020). Open Source Software Technologies for LIS Professionals (A Theoretical and Practical Approach). Agra: Associated Publishing House.
- Microsoft Office 2007 Training Manual.
- Microsoft Windows 7 Advanced Training Manual.

Suggested Equivalent Online Courses:

- <https://swavam.go.in/>
- <https://www.coursera.org/>
- <https://www.edx.org/>
- <https://nptel.ac.in/>
- <https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|------------------------------------|-----------------------|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | Practical Viva voce | 50 20 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Information Literacy, including AI for Research

Code: BLIB 0204-T (A)

| Part A: Introduction | | | |
|---|--|--|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0204-T (A) | |
| 2. | Course Title | Information Literacy, including AI for Research | |
| 3. | Course Type (Core Course) | VAC | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Students develop a clear understanding of the concept of information literacy and its importance in academic, Research, and professional environments. • They learn to identify, locate, evaluate, and effectively use various types of information resources, both print and electronic. • They understand the ethical use of information. Including citation, plagiarism avoidance, and copyright issues. • Students are introduced to the basic concepts of Artificial Intelligence (AI) and its application in research and information retrieval. • They gain exposure to AI-based research tools such as academic search engines, citation managers, and AI writing assistants. • Students learn how to use AI for data analysis. Literature review. and research organization to enhance research productivity. • By the end of the course, students become confident in using both traditional and AI- driven tools to support academic research and lifelong learning. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Introduction to Information Literacy - Meaning, concept, and importance of information Literacy- Models and standards (e.g., ACRL, UNESCO) - Role of information literacy in academic and research activities | 15 Hours | |
| II | Information Sources and Search Techniques - Types of Information sources: print, electronic, and online - Search strategies: Keywords, Boolean operators, filters - Use of library catalogues (OPAC), databases, and discovery tools | 15 Hours | |

| | | |
|------------|--|----------|
| III | Evaluating and Using Information - Evaluation of information resources: Authority, accuracy, objectivity, currency, coverage - Ethical use of information: Plagiarism, citation styles (APA, MLA) - Reference management tools (e.g., Zotero, Mendeley) | 15 Hours |
| IV | Introduction to AI in Research - Basics of Artificial Intelligence (AI) in research - AI tools for information retrieval and academic writing (e.g., Semantic Scholar, Research Rabbit) - Using AI- based citation generators, grammar checkers, and paraphrasers. - AI for literature review, research organization, and data visualization- Challenges and ethical considerations in using AI integration | 15 Hours |

Activities:

- Group discussion on the importance of information literacy in higher education.
- Team project to create and present a concept map of ACRL/UNESCO/SCONUL models.
- Small- group exercise: Search for a common topic in OPAC and databases, then compare findings.
- Team-based evaluation: Compare two information resources (journal article vs. website) for Authority, accuracy, and coverage.
- Mini-group project: Use AI tools to prepare a shared literature review outline.
- Structured debate: “AI in research-assistant or threat?”
- Group presentations predicting future trends in AI- driven information literacy.

Keywords/Tags: Information Literacy, Search Techniques, Plagiarism, Artificial Intelligence Reference Management Tools, etc..

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Information Literacy: Research and Collaboration across Disciplines - <https://wac.colostate.edu/books/infolit/>
- Artificial Intelligence in Libraries: Advancing Research and practice-<https://www.taylorfrancis.com/books/edit/10.4324/9781003135053>.
- Information Literacy and Libraries in the Age of Fake News-<http://www.alastore.ala.org/information-literacy-and-libraries-age-fake-news>.
- Information Literacy in the Age of Artificial Intelligence (IFLA Resource)-<https://repository.ifla.org/handle/12345679/2261>
- Handbook of Research on Digital Content Management and Development in Modern Libraries-<http://www.igi-global.com/book/handbook-research-digital-content-management/173632>.
- The Cambridge Handbook of Information and Computer Ethics-https://books.google.com/books/about/the_Cambridge_Handbook_of_Information_an.html?id=bFh8n96ht5oC.
- Digital Literacy and Digital Inclusion: Information Policy and the Public Library-<http://www.cambridge.org/core/books/abs/digital-literacy-and-digital-inclusion>.
- Introduction to Information Retrieval- <https://nlp.stanford.edu/IR-book/>
- The Data Librarian’s Handbook- <https://www.faceti.org.uk/resources/the-data-librarians-handbook/>
- Critical Thinking and Information Literacy- <https://www.alastore.ala.org/content/critical-thinking-and-information-contemporary-issues-and-approches>

Suggested Equivalent Online Courses:

<https://swavam.go.in/>

<https://www.coursera.org/>
<https://www.edx.org/>
<https://nptel.ac.in/>
<https://ignou.ac.in/>

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:100

Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks

| | | |
|--|--|---|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |

Remarks/Suggestions:

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Communication Skills and Soft Skills

Code: BLIB 0204-T (B)

| Part A: Introduction | | | |
|---|---|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session: 2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0204-T (B) | |
| 2. | Course Title | Communication Skills and Soft Skills | |
| 3. | Course Type (Core Course) | VAC | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Students will be able to communicate effectively in both oral and written forms within academic and professional library settings. • They will gain the ability to draft professional documents such as emails, reports, and official correspondence relevant to library services. • Students will develop strong interpersonal and listening skills to interact confidently with library users and colleagues. • They will be able to demonstrate presentation, public speaking. And group discussion skills essential for user education and outreach programs. • By the end of the course, students will exhibit enhanced soft skills like teamwork, time management, and professional etiquette necessary for a successful career in library and information science.. • Students learn how to use AI for data analysis. Literature review. and research organization to enhance research productivity. • By the end of the course, students become confident in using both traditional and AI- driven tools to support academic research and lifelong learning. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Introduction to Communication - Meaning ,process, and types of communication - Verbal and non-verbal communication - Barriers to effective communication and how to Overcome them | 15 Hours | |

| | | |
|-----|--|----------|
| II | Written Communication Skills and Oral Communication and Presentation Skills - Basics of professional writing: clarity, conciseness, And coherence. - Writing official letters, memos, and emails. - Writing bibliographies, abstracts, and summaries in the library context. - Effective speaking and listening techniques. - Telephone and virtual communication etiquette. - Group discussions, interviews, and public speaking Skills. | 15 Hours |
| III | Soft Skills for Professional Development - Time management, leadership, and teamwork - Emotional intelligence and conflict resolution - Positive attitude, adaptability, and stress Management. | 15 Hours |
| IV | Communication in Library and Information Services - Communication with users: reference interviews, enquiry handling - Conducting library orientations, workshops, and user education programs. Professional etiquette and interpersonal skills in library settings. | 15 Hours |

Activities:

- Role-play different types of communication (verbal, non-verbal, and written) and demonstrate Strategies to overcome barriers.
- Draft official letters, memos, and emails related to library services.
- Conduct a mock reference interview between a librarian and user to practice enquiry handling.
- Deliver a short presentation on a library service. Followed by peer feedback.
- Participate in a group discussion or mock interview to develop public speaking confidence.
- Prepare a weekly time management plan for library tasks and reflect on its effectiveness.
- Conduct a role-play on conflict resolution or negotiation in a library workplace setting.

Keywords/Tags: Communication, Oral Communication, Soft Skills, Group discussions, User Education etc.

Part C: Learning Resources

Textbooks, Reference Books and Other Resources

Suggested Readings:

- Mehta Dharmendra and Mehta, Naveen, K., “A Handbook of Communication Skills Practices”. Radha Publications, New Delhi.
- Mehta Navza K. Mehta Dharmendra, and Malviya R. N. “Communication Skills DPS Publishing House, New Delhi:
- Murphy, Hena A and Peck, Charles E., “Effective Business Communication”, Tata McGraw Hill, New Delhi
- Pal Rajendra and Korla Halli J.S. “Essentials of Business Communication”. Sultan Chand and Sons Publishers, New Delhi .
- Pearce, C Glenn. “Business Communication: Principles and Applications”. John Wiley, New York vi. Prasad, H.M. “How to Prepare for Group Discussion and Interview” “Tata McGraw-Hill .

Suggested Equivalent Online Courses:

- <https://swavam.go.in/>
- <https://www.coursera.org/>
- <https://www.edx.org/>
- <https://nptel.ac.in/>
- <https://ignou.ac.in/>

| Part D: Assessment and Evaluation | | |
|--|--|---|
| Suggested Continuous Evaluation Methods: | | |
| Maximum Marks:100 | | |
| Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks | | |
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |
| Remarks/Suggestions: | | |

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Title: Intellectual Property Rights

Code: BLIB 0204-T (C)

| Part A: Introduction | | | |
|--|---|---|-------------------------|
| Program: Graduate | Class: B.Lib.I.Sc. | One Year: Second Semester | Session:2025-26 |
| Subject: Library and Information Science | | | |
| 1. | Course Code | BLIB 0204-T (C) | |
| 2. | Course Title | Intellectual Property Rights | |
| 3. | Course Type (Core Course) | VAC | |
| 4. | Prerequisite (if any) | To study this course, students must have a graduate degree in any discipline | |
| 5. | Course Learning Outcomes (CLO) | On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Origin and development of Intellectual Property Rights, IPR issues. • Concept and types of copyright, various international treaties. • The Copyright Act 1957 (with amendments). • Awareness of copyright issues in libraries and copyright in the digital environment. • Basic Knowledge of information policy. | |
| 6. | Credit Value | 04 | |
| 7. | Total Marks | Max Marks: 30+70 | Min. Passintg Marks: 35 |
| Part B: Content of The Course | | | |
| Total No. of Lectures- Tutorials- Practical (in hours per week): | | | |
| LTP: | | | |
| Unit | Topics | No. of Lectures | |
| I | Intellectual Property Rights (IPR) - Origin and development of IPR - Concept and types of IPR - IPR issues - World Intellectual Property Organization (WIPO) | 15 Hours | |
| II | Copyright -Origin, Concept and types of Copyright. - Copyright Conventions -International treaties. -Public domain Creative Commons (CC). | 15 Hours | |
| III | The Copyright Act 1957 - The Copyright Act 1957 (With Amendments). - Terms of Copyright Infringement -Fair use provisions, Copyright in Literary, Dramatic and Musical Works, Sound Recording, Cinematograph Films. | 15 Hours | |
| IV | Copyright and Digital Environment - Copyright in digital environment - Institutional repositories. - Copyright issues in library and Information centres - Information policy How to prepare library policy | 15 Hours | |
| Activities: | | | |
| -Design a draft copyright policy for an academic library (include photocopying. E-resources, | | | |

| | | |
|---|--|---|
| Resources, digital repository rules). -Conduct a brainstorming session on “ How libraries can balance Open Access and Copyright Compliance.” -Role-play exercise: One group represents authors/publishers. Another represents libraries/ Users. Debate on Fair Use vs. Copyright Infringement. -Draft a summary note of the 2012 amendment to the Copyright Act and present its impact on Libraries and education. | | |
| Keywords/Tags: Intellectual Property Rights, Copyright, Digital Environment etc. | | |
| Part C: Learning Resources | | |
| Textbooks, Reference Books and Other Resources | | |
| Suggested Readings: Comish, G Copyright: Interpreting the Law for Libraries and Archives. London: Library Association. (1990). <ul style="list-style-type: none"> • Feather, John and Sturges, Paul International Encyclopaedia of Information and Library Science. Second edition. London: Routledge. (Eds) (2003) • Marett, P Intellectual Property Law Sweet & Maxwell. (1996) • Oppenheim, C., Phillips, J. and Wall, R. The ASLIB Guide to Copyright. London: ASLIB (1994) Suggested Equivalent Online Courses: https://swavam.go.in/ https://www.coursera.org/ https://www.edx.org/ https://nptel.ac.in/ https://ignou.ac.in/ | | |
| Part D: Assessment and Evaluation | | |
| Suggested Continuous Evaluation Methods: Maximum Marks:100 Continuous Comprehensive Evaluation (CCE): 30 Marks, University Exam (UE): 70 Marks | | |
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 Marks | Class Test/ Assignment/Presentation | 30 |
| External Assessment: University Exam: 70 Marks Time: 03 Hours | 05 Very Short Questions 04 Short Questions 04 Long Questions | 05 x 02 = 10 04 x 05 = 20 04 x 10 = 40 Total: 70 |
| Remarks/Suggestions: | | |