



# DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE UNIVERSITY OF DELHI

## Syllabus Bachelor of Library and Information Science (BLISc) Semester 1 & 2

(in accordance to NEP 2020)



Options	Type of Course Post Graduate Professional	Nomenclature of Course: <b><u>Bachelor of Library and Information Science</u></b>	Credits Distribution			Total Credits
			Lecture	Tutorial	Practical	
<b>Semester I</b>						
<b>Core Courses</b>	<b>DSC-1</b>	Library and Information Society	3	1	0	<b>4</b>
	<b>DSC-2</b>	Library Classification: Theory	3	1	0	<b>4</b>
	<b>DSC-3</b>	Basics of Information Technology Applications in Libraries: Theory	3	1	0	<b>4</b>
	<b>DSC-4</b>	*Library Classification: Practical	0	0	4	<b>4</b>
<b>Discipline Specific Elective</b>	<b>DSE-1</b>	*Basics of Information Technology Applications in Libraries: Practical	0	0	4	<b>4</b>
	<b>DSE-2</b>	<b>Choose any one of the following:</b>				<b>4</b>
		Philosophy and Works of Dr. S.R. Ranganathan	3	1	0	
		Collection Development	3	1	0	
	Electronic Resource Management	3	1	0		
<b>Project Work</b>	<b>PW-1</b>	Project Work in LIS: (a) Literature Survey, and (b) Field Survey	2	0	2	<b>4</b>
<b>TOTAL CREDITS</b>					<b>28</b>	
<b>General Elective**</b>	<b>GE-1</b>	<b>Choose any one of the following:</b>				<b>4</b>
		Universe of Knowledge	3	1	0	
		Community Information Need and Services	3	1	0	
		Open Educational Resources	3	1	0	

\* Practical papers will have 8 (4x2) classes per week

\*\* General Elective papers are meant for students of the other departments.

**Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.**

Options	Type of Course Post Graduate Professional	Nomenclature of Course:  <b><u>Bachelor of Library and Information Science</u></b>	Credits Distribution			Total Credits
			Lecture	Tutorial	Practical	
<b>Semester II</b>						
Core Courses	DSC-5	Management of Library and Information Centres	3	1	0	4
	DSC-6	Information Sources and Services	3	1	0	4
	DSC-7	Library Cataloguing: Theory	3	1	0	4
	DSC-8	*Library Cataloguing: Practice	0	0	4	4
Discipline Specific Elective	DSE-3	Basics of Information Literacy	0	0	4	4
	DSE-4	<b>Choose any one of the following:</b>				4
		School Library and Information System	3	1	0	
		Public Library and Information System	3	1	0	
IP-1	<b>One Month Internship</b>	1	0	3		
<b>TOTAL CREDITS</b>					<b>28</b>	
General Elective**	GE-2	<b>Choose any one of the following:</b>				4
		Citation Styles	3	1	0	
		Personality Development and Communication Skills	3	1	0	
		Soft Skills in Librarianship	3	1	0	

\* Practical paper will have 8 (4x2) classes per week

\*\* General Elective papers are meant for students of the other departments.

Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.

**BLISc**  
**Semester-I**

## DSC 1: Library and Information Society

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 1: Library and Information Society</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

To orient and train students regarding fundamentals and philosophy of librarianship; core concepts of data, information and knowledge; types of libraries and their role, functions and services; role and activities of library associations and organizations, library legislation need and provisions with special reference to Indian states; professional ethics, knowledge society and current trends of libraries and librarianship.

### Learning Outcomes:

After completing this course, students will be able to:

- Understand the historical development of libraries; laws of library science and contribution of international and national organizations in library development.
- Learn about types of libraries and their functions and services; role and activities of international and national professional associations.
- Comprehend the concept and features of library legislation with special reference to India.
- Profound knowledge of skills and competencies required for library and information science professionals; communication channels; ethical standards; plagiarism and.

### UNIT I: Fundamentals of Librarianship

**12 Hours**

- Role of Library as a Social Institution
- Historical Development of Libraries in India
- Five Laws of Library Science and its implications
- Role and Contribution of International and National Organizations: UNESCO, IFLA, RRRLF, National Knowledge Commission, National Mission on Libraries (NML), National Education Policy 2020

### UNIT II: Types of Libraries, Professional Associations and Organizations

**11 Hours**

- Types of Libraries: Definition, Objectives, Functions and Services: National, Academic, Public, Special, Digital and Green
- Role and Activities of International Professional Associations: ALA, CILIP, SLA
- Role and Activities of National Professional Associations: ILA, IATLIS and IASLIC

**UNIT III: Library Legislation & Laws Relating to Library & Information Centres****11 Hours**

- Library Legislation: Need, Purpose, Objectives and Model Library Act,
- Library Legislation in Indian States: Structure and its Salient Features
- Delivery of Books and Newspapers (Public Libraries) Act, Right to Information Act, IT Act and IPR (Latest)
- The Press and Registration of Periodicals Act, 2023

**UNIT IV: Information Communication and Professional Competencies****11 Hours**

- Data, Information, Knowledge, Wisdom in Knowledge Society
- Communication Types, Channels, Models and Barriers
- Professional Skills and Competencies in Digital Environment
- Professional Ethics, Plagiarism

**Reading List**

- AHUJA (VK) and BAISHYA (K). Ed. Research and Publication Ethics. National Law University and Judicial Academy, Assam. 2024.
- BHATT (RK). History and Development of Libraries in India. Mittal Publications, Delhi. 1995
- BHATT (RK). Libraries in India: Collection of Connectivity. Ane Books Pvt. Ltd., Delhi. 2010.
- BOS (J). Research Ethics for Students in the Social Sciences. First ed. Springer International Publishing, Cham. 2020.
- MASTERS (LA) and others. Personal Development for Life and Work. 10th ed. South-Western Cengage Learning, Australia. 2011.
- MCMURRY (JH). The Etiquette Advantage: Personal Skills for Social Success. Stellar Publications, Wilmington, NC. 2002.
- OLIVER (P). The Student's Guide to Research Ethics. Open University Press, England. 2003.
- PÉREZ PULIDO (M). Ethics Management in Libraries and Other Information Services. Elsevier Science, UNITED Kingdom. 2017.
- PRATAP (U), AHLAWAT (Sakshi) and SHARMA (Sushma). Research and Publication Ethics. Sultan Chand and Sons, Delhi. 2023.
- SHAMOO (AE.) and RESNIK (David B.). Responsible Conduct of Research. Oxford University Press. 2003.
- SINGH (KP) and Others. Flying Colours of Platinum Jubilee Celebrations: A Treatise of Anthology of Tested Knowledge. AKS Publishing House, New Delhi, 2021
- SINGH (KP). Playing from the Front: A Story of Unfolded Acts of a Library & Information Science Teacher. AKS Publishing House, New Delhi. 2020.
- STENECK (NH.). Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
- UGC. Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions Regulations. 2018. Available at: [https://www.ugc.gov.in/pdfnews/7771545\\_academic-integrity-Regulation2018.pdf](https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf)

## DSC 2: Library Classification: Theory

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 2: Library Classification: Theory</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

- To develop conceptual understanding of the principles, need, and types of library classification systems, enabling students to build a strong theoretical foundation in knowledge organization.
- To enhance analytical skills in applying classification techniques such as facet analysis, notation construction, and use of classification devices for organizing library resources effectively.
- To foster critical thinking and evaluative ability by examining major classification schemes (CC, DDC, UDC) and understanding their structure, development, and applicability in different contexts.
- To promote digital and application-oriented learning by exploring the role of classification in information retrieval and its adaptation in digital and web-based library environments.

### Learning Outcomes:

After completing this course, students will be able to:

- Understand the fundamental concepts and need for classification in libraries
- Gain the knowledge of different species and devices of library classification.
- Differentiate among major classification systems and understand their components
- Identify the impact of information and communication technology (ICT) on classification and its evolving role in the digital environment

### UNIT I: Basics of Library Classification

**11 Hours**

- Concepts and Definitions
- Need, Purpose and Features of Library Classification
- Species of Library Classification: Enumerative, Faceted, Analytico-Synthetic Schemes
- Normative Principles of Classification: Basic Laws, Canons, and Principles

### UNIT II: Notations and Devices of Library Classification

**12 Hours**

- Postulational Approach and Systems Approach
- Fundamental Categories, Facet Analysis and Facet Sequence
- Notation :Meaning, Qualities and features
- Phase Relation and Common Isolates
- Devices in Library Classification

**UNIT III: Schemes of Library Classification****12 Hours**

- Historical Development
- Overview and structure of Major Schemes: CC, DDC& UDC
- Modes of formation of subjects
- Construction of Class Numbers
- Call Number: Class Number, Book Number and Collection Number

**UNIT IV: Trends, Evaluation and Digital Application****10 Hours**

- Current Trends in Library Classification
- Role of classification in information retrieval
- Classification in digital environment and web-based systems

**Reading List**

- BHATT (RK) and others. Colon Classification Scheme: A simple study. Y K Publishers, Agra. 2002.
- KRISHAN KUMAR. Theory of classification. Vikas, New Delhi. 1993.
- MANN (M). Introduction to cataloguing and the classification of books. Ed. 2. ALA, Chicago. 1943.
- RANGANATHAN (SR). Descriptive account of the Colon Classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1990.
- RANGANATHAN (SR). Prolegomena to library classification. Ed. 3. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- SATIJA (MP) and SINGH (KP). Colon Classification (Hindi). Ess Ess Publications, New Delhi. 2010.
- SAYERS (WCB). Manual of classification for librarians. Rev. by Arthur Maltby. Ed. 5. Andre Deutsch, London. 1975.
- SAYERS (WCB). Introduction to library classification. Rev. by Arthur Maltby. Ed. 9. Grafton, London. 1958.
- WYNAR (BS). Introduction to cataloguing and classification. Ed. 7. Libraries Unlimited, New York. 1985.

## DSC 3: Basics of Information Technology Applications in Libraries: Theory

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 3: Basics of Information Technology Applications in Libraries: Theory</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop a comprehensive understanding of library automation, including its concepts, planning, and implementation in modern library environments. It equips students with knowledge of Integrated Library Management Software (ILMS), its functional modules, and strategies for effective software selection and maintenance. The course also familiarizes learners with standards, technologies, and interoperability practices essential for efficient information management and resource sharing.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the principles and significance of library automation in the digital era
- Identify and describe key modules and standards used in automated library systems
- Apply knowledge of tools, software, and protocols to design automation plans
- Evaluate and implement library automation software in real-world settings

### UNIT I: Foundation of Library Automation

**10 Hours**

- Library Automation: Definition, Objectives, Scope
- Merits and Barriers of Automation in Libraries
- Planning and Implementation of Library Automation

### UNIT II: Software Applications and Implementation Strategies

**10 Hours**

- Integrated Library Management Software (ILMS)
- Criteria for Software Selection and Evaluation
- Housekeeping Operations
- Maintenance, Troubleshooting, and User Feedback

### UNIT III: Functional Modules of Integrated Library Management Software

**10 Hours**

- Administration Module
- Acquisition Module
- Cataloguing Module
- Circulation Module
- Serials Control Module
- OPAC/Web OPAC

**UNIT IV: Standards, Technologies and Interoperability****15 Hours**

- Library and Metadata Standards (**MARC, Dublin Core, etc.**)
  - Information Exchange Standards/ Protocols (**Z39.50, OAI-PMH**)
  - Communication and Networking Standards in Libraries
  - Content Representation Standards (**RDA, AACR2**)
  - Metadata Harvesting and Data Migration
  - Introduction to Digital Libraries and Institutional Repositories
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**Reading List**

BALASUBRAMANIAN (P), AND YOHANNAN (S). Library Automation and Digitization. New Delhi: Ess Ess Publications, 2021.

BILAL (D). Library automation: Core concepts and practical systems analysis. Santa Barbara: Libraries Unlimited. 2014.

EVANS (GE) and others. Introduction to technical services. Santa Barbara: Libraries Unlimited. 2021.

HANEEFA (KM). Library automation: Theory and practice. New Delhi: Ess Ess Publications. 2020.

HARAVU (LJ). Library automation: Design, principles and practice. New Delhi: Allied Publishers. 2004.

INFLIBNET CENTRE. Software for university libraries: User manual. Gandhinagar: INFLIBNET Centre. n.d.

JOHANSON (EB). Library automation. Oryson Press. 2023.

TRAMULLAS (J) and GARRIDO (P), eds. Library automation and OPAC 2.0: Information access and services in the 2.0 landscape. Hershey: IGI Global. 2013.

ZENG (ML) and QIN (J). Metadata. London: Facet Publishing. 2022.

MADHUSUDHAN (M) and PANDEY (P). Smart Library Systems: Competencies for Information Professionals. Agra: Social Development Federation. 2026.

## DSC 4: Library Classification: Practical

**120 Hours**  
**(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 4: Library Classification: Practical</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

This course provides a comprehensive foundation in library classification, focusing on the practical application of Colon Classification (6th Ed.) and Dewey Decimal Classification. Students will master document analysis, subject determination, and the use of complex tables and devices to ensure efficient library organization and retrieval.

### Learning Outcomes:

After completing this course, students will be able to:

- Understand and apply the principles of library classification systems, such as Colon Classification (CC) and Dewey Decimal Classification (DDC).
- Classify various types of library materials accurately using standard classification schemes.
- Develop skills to analyze documents and determine appropriate classification numbers for efficient library organization and retrieval.
- Enhance problem-solving abilities related to complex classification scenarios encountered in real-world libraries.

### UNIT I: Colon Classification (Ed. 6)

**25 Hours**

- Introduction, Structure and Organisation
- Steps in Classification
- Classification of Documents: Basic and Compound Subjects

### UNIT II: Colon Classification (Ed. 6)

**35 Hours**

- Use and application of Common Isolates
- Use and application of Phase Relations
- Use and application of Various Devices
- Systems and Specials

### UNIT III: Dewey Decimal Classification (Latest Edition)

**35 Hours**

- Introduction, Structure and Organisation
- Classification of Documents using Standard Subdivisions (Table-1)

### UNIT IV: Dewey Decimal Classification (Latest Edition)

**25 Hours**

- Classification of Documents using Tables 2 to 6

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## Reading List

- BHATT (RK) and others. Colon Classification Scheme: A simple study. Y K Publishers, Agra. 2002.
- DEWEY (Melvil). Dewey Decimal Classification. Ed. 21. Forest Press, Dublin, USA. 1996.
- KAULA (PN). A treatise on colon classification. Sterling Publishers, New Delhi. 1985.
- KRISHAN KUMAR. Theory of classification. Vikas, New Delhi. 1993.
- MANN (M). Introduction to cataloguing and the classification of books. Ed. 2. ALA, Chicago. 1943.
- RANGANATHAN (SR). Colon Classification. Ed. 6. Sarada Ranganathan Endowment for Library Science, Bangalore. 1960.
- RANGANATHAN (SR). Descriptive account of the Colon Classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1990.
- RANGANATHAN (SR). Elements of library classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- RANGANATHAN (SR). Prolegomena to library classification. Ed. 3. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- SATIJA (MP) and SINGH (KP). Colon Classification (Hindi). Ess Ess Publications, New Delhi. 2010.
- SATIJA (MP). Manual for practical colon classification. Rev. Ed. 3. Sterling Publishers, New Delhi. 1995.
- SATIJA (MP). The theory and practice of the Dewey Decimal Classification system. Chandos Publishing, Oxford. 2007.
- SAYERS (WCB). Introduction to library classification. Rev. by Arthur Maltby. Ed. 9. Grafton, London. 1958.
- SAYERS (WCB). Manual of classification for librarians. Rev. by Arthur Maltby. Ed. 5. Andre Deutsch, London. 1975.
- WYNAR (BS). Introduction to cataloguing and classification. Ed. 7. Libraries Unlimited, New York. 1985.

## DSE 1a: Basics of Information Technology Applications in Libraries: Practical

**120 Hours**  
**(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 1a: Basics of Information Technology Applications in Libraries: Practical</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to provide hands-on training in library automation using SOUL, enabling students to perform core housekeeping operations such as acquisition, database creation, circulation, and serial control. It also develops competencies in OPAC management and advanced information searching across catalogues, databases, and the internet. The course prepares learners to efficiently manage automated library systems and deliver user-oriented services.

### Learning Outcomes:

After completing this course, students will be able to:

- Install and configure SOUL for library automation;
- Manage administration module
- Perform cataloguing, circulation, and reporting using SOUL modules;
- Manage serials using SOUL serial management module

### UNIT I: Library Automation Using SOUL

**20 Hours**

- Installation and configuration of SOUL
- Creation of library, branches and user categories
- System preferences
- Bibliographic framework configuration

### UNIT II: Acquisition Module

**30 Hours**

- Fund Management
- Vendor Management
- Suggestions
- Purchase Order
- Accessioning of Documents

**UNIT III: Database Creation, OPAC and Internet Searching****40 Hours**

- Database Creation
- Creation of Master Databases
- OPAC configuration and customization
- OPAC Searching: Basic and Advance
- Searching Union Catalogue
- Searching Online Databases (Bibliographic, Full-Text and Citational)
- Internet Searching: Basic and Advance

**UNIT IV: Circulation and Serial Control****30 Hours**

- Patron Management and Membership Creation
- Circulation of Library Materials
- Subscription of Journals and Databases
- Generation of Reports and Statistics

**Reading List**

RMS (WY). Digital libraries. Cambridge: MIT Press. 2000.

BORGMAN (CL). Scholarship in the digital age: Information, infrastructure, and the Internet. Cambridge: MIT Press. 2007.

BRADLEY (P). Expert Internet searching. Ed. 5. London: Facet Publishing. 2019.

BREEDING (M). Library technology guides. Chicago: American Library Association. 2016.

HARAVU (LJ). Library automation: Design, principles and practice. New Delhi: Allied Publishers. 2004.

INFLIBNET CENTRE. Software for university libraries: User manual. Gandhinagar: INFLIBNET Centre. n.d.

## DSE 2a: Philosophy and Works of Dr. S. R. Ranganathan

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 2a: Philosophy and Works of Dr. S. R. Ranganathan</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to introduce the philosophical foundations and contributions of S. R. Ranganathan to library and information science. It develops an understanding of his core principles, including the Five Laws of Library Science and their contemporary relevance. The course also familiarizes learners with his major works and their impact on modern library practices.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the life and professional journey of Dr. S. R. Ranganathan.
- Understand and apply the Five Laws of Library Science and Colon Classification.
- Analyze Ranganathan's impact on library education, reference service, and library legislation.
- Appreciate Ranganathan's continuing relevance in the digital and knowledge society era.

### UNIT I: Life and Legacy of Dr. S. R. Ranganathan

**11 Hours**

- Early Life, Education, and Career Milestones
- Appointment at Madras University Library
- Influence of Mathematics and Philosophy in his Work
- National and International Recognition
- Vision and Mission for Library Development in India

### UNIT II: Major Theories and Contributions

**12 Hours**

- The Five Laws of Library Science: Interpretation and Application
- Theory of Colon Classification: Structure, Facets, and Notational System
- Chain Procedure for Subject Indexing
- Contribution to Cataloguing: Classified Catalogue Code (CCC)

**UNIT III: Contributions to Library Education, Research & Development in India****12 Hours**

- Role in Development of Library Education in India
- Pioneering Efforts in Library Legislation (e.g., Madras Public Libraries Act)
- Establishment of Professional Bodies: ILA, DRTC
- Development of Reference Service, Documentation, and Library Management Principles
- Ranganathan's Work in Library Extension and Public Libraries

**UNIT IV: Continuing Relevance and Impact****10 Hours**

- Impact on Modern Classification Theory and Practice
- Relevance of Five Laws in the Digital and Electronic Resource Environment
- Influence on Library Automation and Digital Libraries
- Ranganathan's Impact on World Librarianship

**Reading List**

- GIRIJA KUMAR. S.R. Ranganathan, an Intellectual Biography. Delhi, Har-Anand Publications. 1992.
- NEELAMEGHAN (A) and SINGH (S). Dr. S. R. Ranganathan and knowledge organisation in the 21st century. Bangalore, SRELS. 1995.
- RAJAGOPALAN (TS). Ranganathan's Philosophy: Assessment , Impact and Relevance. Vikas Publishing House Pvt Ltd., Uttar Pradesh. 1986.
- RANGANATHAN (SR). The five laws of library science. Madras, Madras Library Association. 1931.
- RANGANATHAN (SR). Library administration. Madras: Madras Library Association. 1935.
- RANGANATHAN (SR). Colon classification. 6th ed. Bangalore, SRELS. 1960.
- RANGANATHAN (SR). Reference service. 2nd ed. Bombay, Asia Publishing House. 1961.
- RANGANATHAN (SR). The classified catalogue code. 5th ed. Bangalore, SRELS. 1964.
- RANGANATHAN (SR). Prolegomena to library classification. Bombay, Asia Publishing House. 1967.
- RANGANATHAN (SR) and KAULA (PN). A Librarian Looks Back: An Autobiography of Dr. S.R. Ranganathan. Delhi, ABC Publishing House. 1992.
- SATIJA (MP). S. R. Ranganathan: the father of library science in India. New Delhi, EssEss Publications. 2000.
- SATIJA (MP) and others. SR Ranganathan: Some Select Indian Studies on His life and Work. Today & Tomorrow's Printers and Publishers, New Delhi. 2024.
- SINGH (KP). Playing from the Front: A Story of Unfolded Acts of a Library and Information Science Teacher. AKS Publishing House, Delhi, 2020.
- SINGH (KP). 75 Glorious Years, Department of Library and Information Science: Pioneer in LIS Teaching, Research & Innovation. AKS Publishing House, New Delhi. 2021.
- SRIDHAR (MS). S. R. Ranganathan: a multidimensional study. Bangalore, SRELS. 1992.

## DSE 2b: Collection Development

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2b: Collection Development	4	3	1	0	BLISc	-

### Course Objectives:

The course aims to develop an understanding of principles, policies, and practices of collection development and management in libraries. It equips students with skills in selection, acquisition, evaluation, and maintenance of library resources in both print and digital formats. The course also prepares learners to build balanced, user-oriented collections that support the needs of diverse communities.

### Learning Outcomes:

After completing this course, students will be able to:

- Learn the fundamental concepts of collection development and management, analyse user needs as well as understand the budgetary considerations in collection development.
- Evaluate, select resources using appropriate criteria and tools and will be able to acquire books, serials, e-resources and non-book materials.
- Gain knowledge about technical processing, evaluation, weeding and preservation of library materials.
- Understand the emerging trends in collection development and management.

### UNIT I: Introduction to Collection Development

**10 Hours**

- Collection Development: Concept, Need and Prerequisites
- Collection Development Policy
- Collection Development: Planning, Budgeting and Allocation of Funds

### UNIT II: Selection and Acquisition of Information Sources

**12 Hours**

- Assessing User Needs and Community Analysis
- Selection Process: Principles of Book Selection
- Selection Criteria and Tools
- Acquisition Process for Books
- Acquisition of Serials, E-resources and non-Book materials

### UNIT III: Collection Management

**12 Hours**

- Collection Management: Concept and Need
- Technical Processing of Information sources
- Preservation and Conservation of Library Materials
- Collection Analysis: Evaluation and Techniques
- Weeding: Reasons and Criteria for Weeding Library Materials

**UNIT IV: Trends in Collection Development and Management****11 Hours**

- Cooperative Collection Development and Management
- Collection Development in the Digital Environment
- Collection Development and Institutional repositories
- Information Literacy for Promoting Use of the Collection

**Reading List**

CLAYTON (PR) and GORMAN (GE). Managing information resources in libraries: collection management in theory and practice. Facet Publishing, London. 2006.

EVANS (GE) and SAPONARO (MZ). Collection management basics. Ed. 7. Libraries Unlimited Inc., London. 2019.

EVANS (GE) and SAPONARO (MZ). Developing library and information center collections. Ed. 5. Libraries Unlimited, London. 2005.

JOHNSON (P). Fundamentals of collection development and management. Ed. 4. Facet Publishing, London. 2018.

KATZ (WA). Collection development: the selection of materials for libraries. Holt, Rinehart and Winston, New York. 1980.

KRISHAN KUMAR. Library management in electronic environment. Har-Anand Publications, New Delhi. 2007.

LISA (KH) and DIANE (LV), eds. Library management: a practical guide. Ed. 2. ALA, Chicago. 2019.

MITTAL (RL). Library administration: theory and practice. Ess Ess, New Delhi. 2007.

RANGANATHAN (SR). Library administration. Asia Publishing House, Bombay. 1935.

## DSE 2c: Electronic Resource Management

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 2c: Electronic Resource Management</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to provide a comprehensive understanding of electronic resources, their life cycle, and their role in different types of libraries. It equips students with skills in selection, acquisition, access management, licensing, and evaluation of e-resources. The course also prepares learners to effectively manage, preserve, and promote electronic resources using appropriate tools, standards, and practices.

### Learning Outcomes:

After completing this course, students will be able to:

- The meaning, definition and types of electronic resources.
- The electronic resources and their life cycles.
- About collection development and management of e-resources.
- The access management to electronic resources.

### UNIT 1: Electronic Resources

**10 Hours**

- Electronic Resources: Concept, Definition, Need, Characteristics and Types
- E-Resource Life Cycle
- Role of E-Resources in Academic, Public and Research Libraries

### UNIT II: Collection Development

**12 Hours**

- Selection and Acquisition of E-Resources
- Collection Development Policy
- Subscription Models
- Types of Licenses
- Licensing Agreements

### UNIT III: Access Management

**11 Hours**

- Access Management of E-Resources
- Discovery Tools and Link Resolvers
- E-Resource Publicity
- User Training, Awareness
- Ethical Use of E-Resources

**UNIT IV: Management and Evaluation****11 Hours**

- Electronic Resource Management Systems
  - Evaluation and Assessment of Electronic Resources
  - Standards and Guidelines
  - Preservation and Archiving of Electronic Resources
  - Future Trends in Electronic Resource Management
- 

**Reading List**

- COLE (J) and others. E-serials collection management: Transition, trends and technicalities. London: CRC Press. 2003.
- CONGER (JE). Collaborative electronic resource management: From acquisitions to assessment. Westport: Libraries Unlimited. 2004.
- CURTIS (D). E-journals: How to do it—manual for building, managing and supporting electronic journal collection. London: Facet Publishing. 2005.
- FECKO (MB). Electronic resources: Access and issues. London: Bowker-Saur. 1997.
- HANSON (A) and LEVIN (B L). Building a virtual library. Hershey, PA: Information Science Publishing. 2002.
- JONES (W), ed. E-journal access and management. New York: Routledge. 2009.
- KATZ (LS). Collection development policies: New dimension for changing collections. London: Routledge Kegan Paul. 2003.
- KATZ (LS). Managing digital resources in libraries. London: Routledge Kegan Paul. 2005.
- KEMP (R). E-resource evaluation and usage statistics: Selector's choices. Saarbrücken: VDM Verlag. 2008.
- LEE (SD). Building an electronic resource collection: A practical guide. London: Library Association Publishing. 2002.
- LEE (SH). Electronic resources and collection development. London: Routledge Kegan Paul. 2003.
- MITCHELL (AM) and SURRATT (BE). Cataloguing and organizing digital resources: A how-to-do-it manual for librarians. London: Facet Publishing. 2005.
- SHUKULA (S). Electronic resource management: What, why and how. New Delhi: Ess Ess Publication. 2010.
- YU (H) and BREIVOLD (S). Electronic resource management in libraries: Research and practice. Hershey, PA: Information Science Reference. 2008.

## GE 1a: Universe of Knowledge

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 1a: Universe of Knowledge</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to introduce the concept and evolution of the universe of knowledge and its structural organization across disciplines. It develops an understanding of knowledge classification, mapping, and interdisciplinary relationships. The course also prepares learners to apply these concepts in organizing and retrieving information effectively in library systems.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept, scope, and evolution of the universe of knowledge and understand its philosophical foundations.
- Analyze various modes of thinking and methods of knowledge formation across disciplines.
- Examine the structure, organization, and dissemination of knowledge within society and classification systems.
- Evaluate the role of research, scholarship, and libraries in the creation, preservation, and transmission of knowledge.

### UNIT I: Concept and Development of Knowledge

**12 Hours**

- Meaning of the Universe of Knowledge
- Scope of the Universe of Knowledge: Epistemology, Metaphysics, Logic and Education
- Interrelation of Various Subjects

### UNIT II: Modes of Thinking and Methods of Knowledge Formation

**12 Hours**

- Authority-centred Modes of Thinking
- Speculative Modes of Thinking
- Positivistic Modes of Thinking
- Modes of Formation of Subjects and Branches of Knowledge

### UNIT III: Structure and Organization of Knowledge

**11 Hours**

- Knowledge and Society
- Mapping of the Universe of Knowledge in Major Classification Schemes
- Dissemination of Knowledge and Information
- Knowledge and its Dynamics: Sources of Knowledge, Pattern of Development of Knowledge, and Advent of a Genius

**UNIT IV: Research, Scholarship and Libraries in Knowledge Development 10 Hours**

- Role of Research in the Growth of Knowledge: Fundamental and Applied Research
  - Organization of Research
  - Libraries as Centres of Knowledge Preservation, Organisation, and Dissemination
- 

**Reading List**

- AGGARWAL (DS). Lectures on universe of knowledge. Delhi, Academic Publications. 1985.
- BATES (MJ). Understanding information: studies in the philosophy of information. Berlin, Springer. 2010.
- BLISS (HE). The organization of knowledge and the system of the sciences. New York, Henry Holt. 1929.
- BROOKES (BC). Fundamentals of information science. London, Harrow. 1980.
- FARRADANE (J). Concepts of information and knowledge. London, ASLIB. 1979.
- KHANNA (JK) and VASHISHT (KK). Knowledge: evolution, structure and research methodology. Delhi, Ess Ess Publications. 1985.
- KHANNA (JK). Communicating knowledge. Kurukshetra, Research Publications. 1997.
- MACHLUP (F). The production and distribution of knowledge in the UNITED States. Princeton, Princeton University Press. 1962.
- MUKHERJEE (AK). Librarianship: its philosophy and history. Delhi, Asia Publishing House. 1966.
- PANDEY (SK) and SHARMA (SK). Universe of knowledge and research methodology. Delhi, KEN Publications. 1990.
- RANGANATHAN (SR). Prolegomena to library classification. Bombay, Asia Publishing House. 1967.
- SHERA (JH). Foundations of education for librarianship. New York, Wiley. 1972.
- ZIMAN (J). Public knowledge: the social dimension of science. Cambridge, Cambridge University Press. 1968.

## GE 1b: Community Information Need and Services

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 1b: Community Information Need and Services</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop an understanding of community information needs and the role of libraries in supporting community development and empowerment. It equips students with skills to assess diverse information needs, especially of marginalized and underserved groups, and to design effective community information services. The course also prepares learners to address challenges, use ICT tools, and adopt best practices for inclusive and sustainable information service delivery.

### Learning Outcomes:

After completing this course, students will be able to:

- know the concept, foundation and significance of community information service for inclusive growth;
- analyse different type of communities and their information needs using appropriate method;
- design and create effective community information services
- understand the challenges and ways to come out of the barrier in access to information and effective delivery

### UNIT I: Foundations of Community Information Needs

**12 Hours**

- Types of Communities and their Information Needs
- Factors Influencing Community Needs
- The Role of Information in Community Development and Empowerment

### UNIT II: Community Information Needs Assessment

**11 Hours**

- Information Needs of Various Groups
- Special Needs of Marginalized, Rural, and Minority Communities
- Digital Divide and Issues of Information Equity
- Methods of Community Needs Assessment

### UNIT III: Delivering and Managing Community Information Services

**11 Hours**

- Community Information Services (CIS): Concept and Objectives
- Models of Community Information Centers
- Role of Public Libraries in Providing Community Information
- Use of ICT and Social Media for Community Engagement

**UNIT IV: Challenges and Future Directions****11 Hours**

- Barriers to Information Access
- Sustainability and Funding of Community Information Services
- National and International Best Practices
- The Evolving Role of Information Professionals in Community Information Services

**Reading List**

- CASE (DO) and GIVEN (LM). Looking for information: A survey of research on information seeking, needs, and behavior. Bingley: Emerald Group Publishing. 2016.
- CHATMAN (EA). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193–206. 1996.
- FISHER (KE) and others, eds. Theories of information behavior. Medford, NJ: Information Today. 2005.
- HERNON (P) and McCLURE (CR). Evaluation and library decision making. Norwood, NJ: Ablex Publishing. 1987.
- KOONTZ (C) and GUBBIN (B), eds. IFLA public library service guidelines. Berlin: De Gruyter Saur. 2010.
- LINE (MB). Draft definitions: Information and library needs, wants, demands and uses. *ASLIB Proceedings*, 26(2), 87–91. 1974.
- PAISLEY (WJ). Information needs and uses. *Annual Review of Information Science and Technology*, 3, 1–30. 1968.
- RUBIN (RE) and RUBIN (RG). Foundations of library and information science. Chicago: ALA Neal-Schuman. 2020.
- WILLIAMSON (K) and others. Research methods: Information, systems, and contexts. Cambridge: Chandos Publishing. 2018.
- YU (L). Understanding information inequality: Making sense of the literature of the information and digital divides. *Journal of Librarianship and Information Science*, 42(4), 229–252. 2010.

## GE 1c: Open Educational Resources (OER)

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 1c: Open Educational Resources (OER)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to introduce the concept, scope, and significance of Open Educational Resources (OER) in enhancing access to knowledge. It develops skills in identifying, evaluating, creating, and using OER effectively while understanding licensing frameworks such as Creative Commons. The course also prepares learners to integrate OER into teaching, learning, and library services to promote open and inclusive education.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept, philosophy, and global development of Open Educational Resources and Open Education movements.
- Identify major OER repositories, platforms, and policies supporting open education in India and internationally.
- Apply open licensing frameworks and copyright principles in the creation and reuse of educational resources.
- Evaluate, create, and manage Open Educational Resources to support teaching, learning, and knowledge dissemination.

### UNIT I: Introduction to Open Educational Resources

**12 Hours**

- Concept, definition, and characteristics of Open Educational Resources
- Historical development of OER and the Open Education movement
- Principles of openness in education
- Role of UNESCO and international organizations in promoting OER
- Benefits and challenges of OER in higher education

### UNIT II: OER Platforms, Repositories, and Policies

**11 Hours**

- OER initiatives: National and International
- Institutional repositories and digital learning platforms
- National education policies supporting OER
- Role of libraries in promoting access to OER

**UNIT III: Licensing, Copyright, and Legal Framework****11 Hours**

- Copyright issues in educational content
- Creative Commons licenses: types and applications
- Ethical use, attribution, and reuse of OER
- Open access publishing and open knowledge dissemination

**UNIT IV: Creation, Evaluation, and Management of OER****11 Hours**

- Methods of creating and adapting OER
- Tools and technologies for developing digital learning resources
- Quality evaluation criteria for OER
- Metadata standards and discovery tools

**Reading List**

- BUTCHER (N). A Basic Guide to Open Educational Resources (OER). Commonwealth of Learning, 2011.
- SMITH (MS) and others. The Promise of Open Educational Resources. Change Magazine, 2006.
- ATKINS (DE) and others. A Review of the Open Educational Resources (OER) Movement. Hewlett Foundation, 2007.
- WILEY (D). Open Content and Open Educational Resources: Enabling Universal Education. International Review of Research in Open and Distance Learning.
- UNESCO. Guidelines for Open Educational Resources in Higher Education. UNESCO Publishing, Paris, 2012.
- HILTON (J). Open Educational Resources and College Textbook Choices. Educational Technology Research and Development, 2016.
- JHANGIANI (RS) and BISWAS-DIENER (R). Eds. Open: The Philosophy and Practices that are Revolutionizing Education and Science. Ubiquity Press, 2017.
- MISHRA (S). Open Educational Resources: Policy, Costs and Transformation. Commonwealth of Learning, 2018.
- DOWNES (S). Models for Sustainable Open Educational Resources. Interdisciplinary Journal of Knowledge and Learning Objects, 2007.
- OKADA (A). Open Educational Resources and Social Networks. Scholio Educational Research & Publishing, 2014.

**BLISc**  
**Semester-II**

## DSC 5: Management of Library and Information Centres

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 5: Management of Library and Information Centres</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop an understanding of management principles and their application in library settings, including planning, governance, and quality management. It equips students with essential skills in financial management, human resource management, and collection development. The course also prepares learners to efficiently manage library services and operations while enhancing user engagement and service delivery.

### Learning Outcomes:

After completing this course, students will be able to:

- Develop understanding of the principles of management and functions of managing a library and information centre, including planning, organizing, staffing, directing, and controlling.
- Gain the knowledge of financial management in libraries, including budgeting, financial planning, and resource allocation.
- Learn about the management of human resources in a library setting, including staffing, training, and development.
- Acquire the knowledge of library operations, including collection development, technical processing, circulation, and maintenance and learn the provision of library and information services.

### UNIT I: Concept and Functions of Management

**12 Hours**

- Principles of Management and Their Application in Libraries
- Total Quality Management and its application in Libraries
- Library Planning
- Organizational Structure of Libraries
- Library Governance
- Library Statistics and Annual Report

### UNIT II: Financial Management and Human Resource Management

**11 Hours**

- Sources of Library Finance and Resource Allocation
- Library Budget and Budgeting Techniques
- Staffing: Recruitment and Selection
- Staff Development and Motivation
- Performance Appraisal

**UNIT III: Collection Development and Management****11 Hours**

- Collection Development policies and procedures
- Selection and Acquisition of Library Materials
- Collection Maintenance and Weeding
- Preservation and Conservation of Library Materials

**UNIT IV: Library Services and Operations****11 Hours**

- Circulation Procedures and Services:
- Reference and Information Services
- Online Information Services
- Promoting Library Services

**Reading List**

- EVANS (GE) and ALIRE (CA). Management basics for information professionals. American Library Association, Chicago. 2013.
- MORAN (BB) and others. Library and information center management. Ed. 8. Bloomsbury Academic, UNITED States. 2017.
- CLAYTON (PR) and GORMAN (GE). Managing information resources in libraries: collection management in theory and practice. Facet Publishing, London. 2006.
- LISA (KH) and DIANE (LV), eds. Library management: a practical guide. Ed. 2. ALA, Chicago. 2019.
- EVANS (GE) and SAPONARO (MZ). Developing library and information center collections. Ed. 5. Libraries Unlimited, London. 2005.
- KATZ (W A). Collection development: the selection of materials for libraries. Holt, Rinehart and Winston, New York. 1980.
- KRISHAN KUMAR. Library management in electronic environment. Har-Anand Publications, New Delhi. 2007.
- MATTHEWS (J). Strategic planning and management for library managers. Libraries Unlimited, London. 2005.
- MITTAL (RL). Library administration: theory and practice. Ess Ess Publications, New Delhi. 2007.
- RANGANATHAN (SR). Library administration. New Delhi, Ess Ess Publications, New Delhi. 2006.
- SEETHARAMA (S). Guidelines for planning libraries and information centres. IASLIC, Calcutta. 1990.

## DSC 6: Information Sources and Services

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 6: Information Sources and Services</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to familiarize students with various types of information sources and their effective use in meeting diverse user needs. It develops skills in providing reference and information services using both print and digital resources. The course also prepares learners to evaluate, organize, and deliver information efficiently in different library and information service settings.

### Learning Outcomes:

After completing this course, students will be able to:

- Use different types of information sources to provide information services to the clientele.
- Evaluate various information sources to provide information services to the clientele.
- Apply various search techniques to retrieve relevant information from the database
- Organise user education and information literacy programmes in library and information centres.

### UNIT I: Fundamental Concepts

**10 Hours**

- Meaning, Definition, Importance, Nature and Characteristics
- Printed and Electronic Information Sources
- Types of Information Sources and Services
- Criteria for Evaluation of Reference Sources (print and Electronic)

### UNIT II: Sources of Information (Print and Electronic)

**14 Hours**

- Primary Information Sources
- Secondary Information Sources
- Tertiary Information Sources
- Evaluation of Multimedia & E-resources; Portals, Subject Gateways; Open Access Resources, databases

### UNIT III: Reference and Information Services

**11 Hours**

- Users and their Information Needs, Users and their Information needs
- Theory and Functions of Reference and Information Service
- Enquiry Techniques: Reference Process, Search Strategies and Searching Techniques
- Information Seeking Behavior of Users
- Role of Librarian and Information Officer in Electronic Environment

**UNIT IV: Types of Information Services****10 Hours**

- Documentation Services: Abstracting and Indexing Services
- Alerting Services: CAS, SDI
- Reprographic Service, Translation Service, Document Delivery and Referral Service
- Web Based Library Services
- Information Literacy Products and Programmes

**Reading List**

- ALAN (P) and others. The library and information professional's guide to the World Wide Web. London: Facet Publishing. 1999.
- CHENEY (FN) and WILLIAMS (WJ). Fundamental reference sources. Ed. 3. Chicago: ALA. 2000.
- CHOWDHURY (G) and CHOWDHURY (S). Searching CD-ROM and online information sources. London: Facet Publishing. 2001.
- FARMER (L S J), ed. The human side of reference and information services in academic libraries: Adding value in the digital world. Oxford: Chandos Publishing. 2007.
- FOSKETT (D J). Information service in libraries. Ed. 2. Connecticut: Archon Books, Hamden. 1967.
- FOURIE (D) and DOWELL (D). Libraries in the information age. New York: Libraries Unlimited. 2002.
- GROGAN (D). Science and technology: An introduction to literature. London: Clive Bingley. 1984.
- HURT (CD). Information sources in science and technology. Ed. 3. London: Libraries Unlimited. 1998.
- KATZ (WA). Introduction to reference work. 2 vols. London: Butterworths. 2000.
- KRISHAN KUMAR. Reference service. Ed. 3. New Delhi: Vikas Publishing. 1996.
- LESLIE (F). Student guide to research in the digital age: How to locate and evaluate information sources. Santa Barbara: Libraries Unlimited. 2005.
- RANGANATHAN (SR). Reference service. Ed. 2. Bangalore: Ranganathan Endowment for Library Science. 1989.
- RAO (IKR). Electronic sources of information. Bangalore: DRTC. 2001.
- ROWLEY (J). The basics of information systems. Ed. 2. London: Library Association. 1996.
- SINGH (S). Handbook of international sources on reference and information. New Delhi: Crest Publication. 2001.
- SHARMA (JS) and GROVER (DR). Reference service and sources of information. New Delhi: Ess Ess Publication. 1998.
- SUBRAMANYAM (K). Scientific and technical information resources. New York: Marcel Dekker. 1981.
- WALFORD (AJ). Guide to reference materials. 3 vols. London: Library Association. 1990.
- WOODSWORTH (A) and WILLIAMS (JF). Managing the economics of owning, learning and contracting out information services. London: Gower. 1993.

## DSC 7: Library Cataloguing: Theory

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 7: Library Cataloguing: Theory</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop a strong conceptual foundation in library cataloguing, including its principles, types, and evolution, along with skills to organize bibliographic data and apply cataloguing rules. It also familiarizes students with subject cataloguing, indexing techniques, and handling of diverse materials. The course further introduces modern standards and digital tools such as OPAC and web-based catalogues for efficient information retrieval.

### Learning Outcomes:

After completing this course, students will be able to:

- To have understanding of basics of Library Cataloguing
- To be acquainted with the technical process of Library Cataloguing
- To understand Bibliographic Formats and Standards and deriving subject headings
- To understand the fundamental principles and standards of library cataloguing, including AACR2, and CCC formats.

### UNIT I: Fundamental Concepts and Historical Developments

**12 Hours**

- Library Catalogue: Definition, Objectives, Purposes and Functions
- History and Development of Library Catalogue Codes
- Normative Principles of Cataloguing: Canons, Laws, Principles
- Physical Forms of Catalogues
- Types of Catalogues

### UNIT II: Data Elements, Choice and Rendering of Subject Headings in Cataloguing

**12 Hours**

- Data Elements in Different Types of Entries
- Filing of Entries in Classified and Alphabetical Catalogues
- Choice and Rendering of Subject Heading: Personal Authors, Corporate Authors Pseudonymous, Anonymous Works and Uniform Titles

### UNIT III: Subject Cataloguing and Non Print Material

**11 Hours**

- Subject Cataloguing: Concept, Purpose and Problems
- Vocabulary Control: Subject Headings Lists and Thesauri
- Chain Indexing
- Basics of Non Print Material

**UNIT IV: Trends in Library Cataloguing****10 Hours**

- Resource sharing of Bibliographic Data: Meaning and Importance
  - Bibliographic Standards: ISBD, MARC, CCF, etc.
  - ISBN and ISSN
  - Centralized Cataloguing, Cooperative Cataloguing, Cataloguing at Source, CIP, Prenatal Cataloguing and Union Catalogues
  - OPAC and Web-OPACs
- 

**Reading List**

BOWMAN (JH). Essential cataloguing. Facet Publishing, London. 2003.

HUNTER (EJ) and BAKEWELL (KGB). Advanced cataloguing. Clive Bingley, London. 1989.

KUMAR (G) and KUMAR (K). Theory of cataloguing. Rev. Ed. 5. South Asia Books, New Delhi. 1993.

MILLER (J), ed. Sears list of subject headings. Ed. 15. Wilson, New York. 1994.

RANGANATHAN (SR). Classified catalogue code with additional rules for dictionary catalogue code. Ed. 5 (with amendments). Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.

## DSC 8: Library Cataloguing: Practical

**120 Hours**  
**(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 8: Library Cataloguing: Practical</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop practical cataloguing skills using standard codes and rules for preparing bibliographic records of various types of documents. It equips students to handle different authorship patterns and create accurate, standardized catalogue entries. The course also enhances analytical ability in cataloguing diverse materials such as serials, multivolume works, and composite books.

### Learning Outcomes:

After completing this course, students will be able to:

- Understand the principles and structure of library catalogues and their importance in bibliographic control.
- Develop skills in cataloguing different types of documents (books, serials and Corporate Authors) using standard cataloguing codes, CCC and AACR-II.
- Prepare catalogue entries (main and added entries) according to library standards.
- Develop critical thinking skills to solve cataloguing challenges and improve resource discoverability in libraries.

**Cataloguing of books using Classified Catalogue Code, 5th edition (with amendments) and AACR - II along with Sears List of Subject Headings (Latest edition).**

### UNIT I: Classified Catalogue Code

**30 Hours**

- Preliminaries to Classified Catalogue Code
- Works of Single and Shared Authorship
- Works of Mixed Responsibilities
- Editorial Publications
- Series Publications
- Multivolume Works
- Pseudonymous

### UNIT II: Classified Catalogue Code

**30 Hours**

- Works of Corporate Authorship
- Works of Conflict of Authorship
- Periodical Publications
- Ordinary and Artificial Composite Books

**UNIT III: Anglo American Cataloguing Rules (Latest Edition)****30 Hours**

- Preliminaries to Anglo American Cataloguing Rules
- Works of Single
- Works of Shared Authorship
- Works of Shared Responsibilities
- Editorial Publications

**UNIT IV: Anglo American Cataloguing Rules (Latest Edition)****30 Hours**

- Multivolume and Pseudonymous
- Works of Corporate Bodies
- Serial Publications
- Works of Editorial Direction

**Reading List**

- AMERICAN LIBRARY ASSOCIATION. Anglo-American cataloguing rules. Rev. Ed. 2. Library Association, London. 1998.
- BHATT (RK) and others. AACR2 and MARC 21: A practical manual. Segment Books, Delhi. 2020.
- BHATT (RK) and SINGH (MP). Ranganathan's Classified Catalogue Code: A practical manual. Narender Publishing House, Delhi. 2019.
- MILLER (J). Sears list of subject headings. Ed. 15. Wilson, New York. 1994.
- RANGANATHAN (SR). Classified catalogue code with additional rules for dictionary catalogue code. Ed. 5 (with amendments). Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- HUSSAIN (MS) and SIDDIQUI (JA). Practical cataloguing with AACR-II. Ess Ess Publications, New Delhi, India. 1998.
- NIGAM (D). Cataloguing practice: CCC and AACR-2R. Om Publications, New Delhi, India. 2019.
- LAL (C) and KUMAR (K). Practical cataloguing (AACR-2). Ess Ess Publications, New Delhi, India. 2006.
- KUMAR (PSG). Cataloguing practice. B.R. Publishing Corporation, New Delhi, India. 2003.
- KUMAR (PSG). Knowledge organization, information processing and retrieval: Cataloguing practice. B.R. Publishing Corporation, New Delhi, India. 2004.
- SATIJA (MP). Cataloguing theory and practice. Ess Ess Publications, New Delhi, India. 2017.

## DSE 3: Basics of Information Literacy

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Basics of Information Literacy	4	3	1	0	BLISc	-

### Course Objectives:

The course aims to develop foundational competencies in information literacy, enabling students to identify, locate, evaluate, and use information effectively. It equips learners with skills to access information from diverse sources, including digital platforms, while promoting ethical use of information. The course also prepares students to become independent, critical, and responsible users of information.

### Learning Outcomes:

After completing this course, students will be able to:

- To understand the concept, need, and role of Information Literacy and libraries in promoting lifelong learning.
- To explore national and international IL standards and address the IL needs of diverse user groups.
- To analyze and apply major IL and Information Problem-Solving models in designing effective IL programmes.
- To evaluate IL programmes and understand ethical, legal, and emerging trends in information use.

### UNIT I: Introduction to Information Literacy

**12 Hours**

- Meaning, Definition, Concept, Need and Objectives
- Information literate person: Needs, abilities and Characteristics
- Areas of Information Literacy
- Role of Libraries & Librarian in Information Literacy
- Information Literacy and Lifelong Learning

### UNIT II: Information Literacy Standards, and IL for Users Groups

**11 Hours**

- National Information Literacy standards/Frameworks: National Education Policy 2020 and Digital India programme, etc
- Introduction to Information Literacy standards: IL Standards for School Libraries (AASL, USA)
- Information Literacy for Users
- Information Literacy for Professionals
- Information Literacy for Persons with Disabilities

**UNIT III: Information Problem Solving Models and Application of IL Programmes in Libraries** **11 Hours**

- Information Literacy Models
- Needs assessment for Information Literacy Training
- Information Literacy instruction Modes and Materials
- Information Literacy Instructional Methods

**UNIT IV: Evaluation, Legal, and Trends in Information Literacy** **11 Hours**

- Evaluation of Information Literacy Programmes
- Academic Integrity and Plagiarism Prevention
- Copyright and Intellectual Property Rights in Information Use
- Role of Libraries in Promoting Ethical Information Practices
- Trends in Information Literacy Programmes

**Reading List**

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES. *Information literacy competency standards for higher education*. Chicago: American Library Association. Available

at: <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/standards.pdf>. 2000.

DESHMUKH (V R) and KHARADE (M). *Information literacy in the digital age: A resource guide for Indian libraries*. New Delhi: Knowledge World. 2020.

GAUR (R), ARORA (AK), SINGH (S), WADHAWA (V) and KADYAN (S). *Information literacy: Frameworks and practices*. Ed. 1. New Delhi: Y K Publisher. 2025.

HORTON (FW). *Understanding information literacy: A primer*. UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000155210>. 2007.

KISHOR (J). *Model of information literacy*. Ahmedabad: INFLIBNET Centre. 2018.

MISHRA (R). *Information literacy: Essential skills for the information seekers in the digital age*. New Delhi: Kaveri Books. 2018.

SANTAMARÍA (M). *Information literacy and social media: Empowered student engagement with the ACRL framework*. Chicago: American Library Association. 2025.

UNESCO. *Information literacy*. Available at: <https://www.unesco.org/en/ifap/information-literacy> (Accessed on 12 December 2025). 2025.

UNESCO. *Media and information literacy*. Available at: <https://www.unesco.org/>. 2025.

ZHANG (C) and MAGERKO (B). *Generative AI literacy: A comprehensive framework for literacy and responsible use*. arXiv. 2025.

**DSE 4a: School Library and Information System****60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 4a: School Library and Information System</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

**Course Objectives:**

To understand the organization and management of the school library and its collection, activities and services. Explore library associations at both national and international levels and understand the activities, services, standards and guidelines for school libraries set by these associations with regard to collection, services, reading habits and role and responsibilities of the librarian. Provide hands-on experiences in the integration of ICT to enhance the learning process in school libraries.

**Learning Outcomes:**

After completing this course, students will be able to:

- To learn about school education; need, objectives of school library along-with guidelines and recommendations of library organizations
- To acquaint students with sources of information and library collection and services for fostering reading habits
- To understand the ICT application for library management and effective services
- To learn about sources of library budget along-with librarian role and responsibilities

**UNIT I: Education System and School Libraries****11 Hours**

- School Education and NEP 2020
- Laws of Library Science
- Role of Library in School: Need, Purpose, Objectives and Functions
- Guidelines/Manifesto/Standards/Recommendations of Library Associations/ Organizations

**UNIT II: Information Sources and Services****12 Hours**

- Sources of Information: Print and Digital
- Collection Development: Policy and Strategy
- Library and Information Services
- Inculcating Reading Habits
- Ethical Use of Information Sources

**UNIT III: Application of ICT in Library****11 Hours**

- Application and Use of ICT in School Libraries
- Automation of School Libraries
- ICT-based Library Services

**UNIT IV: Financial and Human Resource Management****11 Hours**

- Finance, Manpower and Space Management
- Library Building, Furniture and other Amenities
- Librarian Responsibilities and Duties, Competency Development

**Reading List**

- AMERICAN LIBRARY ASSOCIATION. Standards and Guidelines. Available at: <https://www.ala.org/tools/standards-and-guidelines>
- ARCH (X.) and GILMAN (I.). Academic Library Services for First-Generation Students. Bloomsbury Academic. 2020.
- AUSTRALIAN LIBRARY AND INFORMATION ASSOCIATION. ALIA-ASLA Standards of Professional Excellence for Teacher Librarians. Available at: <https://read.alia.org.au/alia-asla-standards-professional-excellence-teacher-librarians>
- EVERHART (N.). Evaluating the School Library: Analysis, Techniques, and Research Practices. Bloomsbury Academic. 2020.
- FARMER (LSJ). Reference and Information Sources and Services for Children and Young Adults. Rowman and Littlefield Publishers. 2022.
- FELDGES (T). Ed. Philosophy and the Study of Education: New Perspectives on a Complex Relationship. Routledge. 2019.
- HARVEY (CA) and CHURCH (A.P.). Eds. School Library Management. 8th ed. Libraries Unlimited. 2022.
- IFLA–UNESCO. School Library Manifesto. 2025. Available at: <https://www.ifla.org/g/school-libraries/ifla-unesco-school-library-manifesto-2025/>
- KERBY (M). An Introduction to Collection Development for School Librarians. American Library Association. 2019.
- KIZEL (A). Ed. Philosophy with Children and Teacher Education: Global Perspectives on Critical, Creative and Caring Thinking. Routledge. 2023.
- MARDIS (MA). The Collection Program in Schools: Concepts and Practices. Bloomsbury Publishing. 2021.
- RIEDLING (AM) and HOUSTON (C). Reference Skills for the School Librarian: Tools and Tips. 4th ed. Libraries Unlimited. 2019.
- SCHULTZ-JONES (B) and OBERG (D). Eds. Global Action on School Library Education and Training. De Gruyter Saur. 2019.
- SPINA (C). Creating Inclusive Libraries by Applying Universal Design: A Guide. Rowman and Littlefield Publishers. 2021.

## DSE 4b: Public Library and Information System

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 4b: Public Library and Information System</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop an understanding of the structure, functions, and significance of public library and information systems in society. It equips students with knowledge of public library services, governance, and their role in community development. The course also prepares learners to manage and promote inclusive and user-oriented public library services.

### Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate a comprehensive understanding of the definition, mission, and roles of public libraries and information systems, with particular emphasis on their development in India.
- Apply principles of library organisation and management, including the development of effective organisational structures, utilisation of library statistics, adherence to standards, and implementation of sound financial management and budgeting methods.
- Demonstrate an understanding of human resource management principles as applied to public libraries and gain knowledge about the role of various agencies in the development of public libraries.
- Develop and manage the diverse library collections, as well as organise various types of library and information services including extension and outreach services to different categories of users and design library programmes with resources and services that are aligned with the public library's mission.

### UNIT I: Introduction to Public Library and Information System

**12 Hours**

- Public library: Definition, mission and its Role in society
- Development of public libraries with special reference to India
- Organization structure: Organization structure of public libraries in existing public library acts of India
- Library governance: Composition, nature and functions of library authority/library committee in existing public library acts of India

**UNIT II: Management of Public Libraries****11 Hours**

- Collection development and management
- Processing of reading material
- Financial management
- Human resources management
- Library Statistics and Standards

**UNIT III: Libraries and Information Services of Public Libraries****11 Hours**

- Services to the specific categories of users (children, senior citizens, etc.)
- Readers' Advisory service and Information Literacy Programmes
- Extension and publicity (exhibition, book talks, book clubs, authors talk, etc.)
- Outreach activities- Mobile and branch library services

**UNIT IV: Role of various agencies in the development of public libraries****11 Hours**

- UNESCO
- IFLA
- Raja Rammohan Roy Library Foundation
- National Knowledge Commission

**Reading List**

- GOULDING (A). Public libraries in the 21st century: Defining services and debating the future. London: Routledge. 2017.
- GOULDING (A). Public libraries in the 21st century. Aldershot: Ashgate. 2006.
- KOONTZ (C) and GUBBIN (B). IFLA public library service guidelines. Ed. 2 (revised). Berlin: Walter de Gruyter. 2010.
- MATTHEWS (JR). Measuring for results: The dimensions of public library effectiveness. London: Libraries Unlimited. 2005.
- MCMENEMY (D). Public library. London: Facet Publishing. 2009.
- MCCOOK (K). Introduction to public librarianship. New York: Neal-Schuman Publication. 2011.
- PATEMAN (J) and WILLIMEN (K). Developing community-led public libraries: Evidence from the UK and Canada. London: Routledge. 2017.
- RANGANATHAN (SR) and NEELAMEGHAN (A). Public library system. Bangalore: Sarada Ranganathan Endowment for Library Science. 1972.
- SHAFFER (GL). Creating the sustainable public library: The triple bottom line approach. London: Libraries Unlimited. 2018.
- VENKTAPPAIAH (V). Public library legislation in the new millennium. New Delhi: Bookwell Publications. 2007.
- VENKTAPPAIAH (V). Model library legislation. New Delhi: Concept Publishing Company. 1994.

## DSE 4c: Special Library and Information System

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 4c: Special Library and Information System</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

The course aims to develop an understanding of the structure, functions, and role of special libraries and information systems in supporting specialized user groups. It equips students with knowledge of resource management, specialized services, and information dissemination in such environments. The course also prepares learners to efficiently manage and deliver tailored information services in special library settings.

### Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate a comprehensive understanding of the definition, objectives, functions, types and role of special libraries and information systems, with particular emphasis on their development in India.
- Understand the importance of resource sharing, library networks, and consortia as well as human resource management principles as applied to special libraries.
- Apply principles of library organisation and management, including the development of effective organisational structures, utilisation of library statistics, adherence to standards, and implementation of sound financial management and budgeting methods.
- Manage the development of diverse library collections, and organise a range of information services, to effectively meet the needs of users.

### UNIT I: Special Libraries and Information System and their Development

**11 Hours**

- Definition, Objectives, Functions and Types
- History and Development of Special Libraries with Special Reference to India
- Role of Special libraries and their Relationship with Parent Organization
- Resource Sharing, Library Networks and Library Consortia with special reference to special Libraries

### UNIT II: Library Organization and Management

**12 Hours**

- Organizational Structure
- Library Statistics, and Standards
- Financial Management: Sources of Finance, Resource Allocation and Budgeting methods
- Human Resource Management

**UNIT III: Collection Development and Management****11 Hours**

- Selection and Acquisition Procedure: Books, Periodicals, Conference Literature and Government Publications, Grey Literature, Patents and Standards
- Non-Book Materials, Electronic Resources
- Technical Processing
- Organization and Maintenance

**UNIT IV: Planning and Organization of Information Services****11 Hours**

- Reference and Information Services,
- Literature Search Services and Bibliographical Services, Current Awareness Services, Document Delivery Services, Referral Services, Indexing and Abstracting Services, SDI
- Information Repackaging and Consolidation Services
- Technical Enquiry Service

**Reading List**

- EVANS (GE) and GREENWELL (S). Management basics for information professionals. Ed. 4. ALA Neal-Schuman. 2020.
- MORAN (BB), MORNER (CJ) and STUEART (RD). Library and information center management. Ed. 8. Bloomsbury Academic, UNITED States. 2017.
- AUGER (CP). Information sources in grey literature. Ed. 3. Bowker, London. 1994.
- CHAPMAN (L). Managing acquisitions in library and information services. Library Association, London. 2001.
- GROGAN (N). Science and technology: An introduction to the literature. Ed. 4. Clive Bingley, London. 1982.
- HERNON (P) and WHITMAN (JR). Delivering satisfaction and service quality: A customer-based approach for libraries. American Library Association, Chicago. 2001.
- LAWES (A), ed. Management skills for the information manager. Gower Publishing, London. 1993.
- SAHA (J). Special libraries and information services in India and the USA. Scarecrow, New York. 1969.
- SCAMMELL (AW), ed. Handbook of special librarianship and information work. Rev. Ed. 7. Aslib, London. 1997.
- SINGH (SP) and KRISHAN KUMAR. Special libraries in the electronic environment. Bookwell, New Delhi. 2005.
- STRAUSS (LJ). Scientific and technical libraries: Their organization and administration. Ed. 2. Beckey and Hayes, New York. 1972.

## GE 2a: Citation Styles

**60 Hours**  
**(45hrs Lect. + 30 hrs Pactical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 2a: Citation Styles	4	3	-	1	BLISc	-

### Course Objectives:

The course aims to develop a clear understanding of citation and referencing principles, including ethics and academic integrity. It equips students with skills to apply major citation styles and accurately cite a variety of information sources. The course also prepares learners to use citation management and web-based tools for efficient and error-free referencing.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the purpose, components, and ethical considerations of citations and apply fair use and academic integrity principles in scholarly writing
- Identify and differentiate major national and international citation styles and select appropriate styles for different subject disciplines.
- Create accurate in-text citations and reference lists for various source types in multiple citation styles and evaluate them for accuracy and consistency.
- Use reference management software and AI-driven citation tools to generate, convert, and manage citations efficiently in multiple styles.

### UNIT I: Fundamentals of Citation and Referencing

**10 Hours**

- Definition, meaning, and purpose, Components and Importance of citation.
- Difference between citation, reference, bibliography, and footnote.
- Academic integrity regulations in India
- Citation ethics and avoiding plagiarism.

### UNIT II: Major Citation Styles

**11 Hours**

- American Psychological Association Style (APA Style). Latest Edition.
- Modern Language Association of America Style (MLA Style). Latest Edition.
- Indian Standard: Information and Documentation – Bibliographic References (IS:IDBR, IS 2381)
- Chicago Manual of Style – notes and bibliography vs author-date systems
- Selection criteria for citation styles in different disciplines

**UNIT III: Application of Citation Styles****12 Hours**

- Formatting in-text citations and reference lists in APA, MLA, IS:IDBR, Chicago, and Harvard styles
- Citing books, book chapters, journal articles, theses, reports, websites, e-resources, government documents, and conference papers.
- Handling multiple authors, no author, corporate authors, and anonymous works.
- Special cases: translated works, interviews, audio-visual materials, and social media citations.
- Cross-referencing and hyperlinking in digital documents.
- Common citation errors and how to avoid them.
- Evaluation of reference lists and citation accuracy

**UNIT IV: Citation Management Tools and Web -based Citation Tools****12 Hours**

- Introduction to reference management tools
- Features and benefits of citation management tools.
- Importing/exporting references from databases and OPACs.
- Introduction to Web-based Citation Creation Tools
- Generating citations in different styles using Web-based Citation tools.

**Reading List**

AMERICAN PSYCHOLOGICAL ASSOCIATION. APA style. Available at: <https://apastyle.apa.org/>. 2025.

ENDNOTE. EndNote – The best citation and reference management tool. Available at: <https://endnote.com/>. 2025.

HUNTER (J). The importance of citation. Available at: <http://web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf>. 2006.

INDIAN STANDARD INFORMATION AND DOCUMENTATION – BIBLIOGRAPHIC REFERENCES (IS: IDBR). Available at: <https://archive.org/details/gov.in.is.2381.1.2009>. 2014.

IS: IDBR. Available at: <https://law.resource.org/pub/in/bis/S07/is.2381.2.2009.pdf>. 2009.

MENDELEY. Mendeley – Reference management software. Available at: <https://www.mendeley.com/>. 2025.

MODERN LANGUAGE ASSOCIATION. MLA style. Available at: <https://www.mla.org/MLA-Style>. 2025.

PAPERPAL. AI academic writing tool – Online English language check. Available at: <https://paperpal.com/>. 2025.

PETAL. Document analysis platform. Available at: <https://www.petal.org/>. 2025.

SCISPACE. SciSpace. Available at: <https://scispace.com/>. 2025.

SEMANTIC SCHOLAR. Semantic Scholar – AI-powered research tool. Available at: <https://www.semanticscholar.org/>. 2025.

ZOTERO. Zotero – Your personal research assistant. Available at: <https://www.zotero.org/>. 2025.

## GE 2b: Personality Development and Communication Skills

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 2b: Personality Development and Communication Skills</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objective

To orient and train students regarding day to day and professional communication, instil them with communication skills, confidence, self-esteem and personality development for effective communicator, orient about communication barriers and ways to overcome for better job, personality, living and performance along-with marketing skills.

### Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept of personality, its development factors, and its role in professional and personal success.
- Demonstrate effective communication: verbal, non-verbal, and written.
- Apply soft skills, emotional intelligence, and interpersonal effectiveness in team and leadership settings.
- Prepare and perform effectively in interviews, group discussions, and professional presentations with confidence and ethics.

### UNIT I: Foundations of Personality Development

**12 Hours**

- Definition and Components of Personality
- Heredity, Environment, and Situational Influences on Personality
- Self-Awareness and Self-Image
- Building Self-Confidence and Self-Discipline
- Stress and Time Management

### UNIT II: Communication Skills

**12 Hours**

- Importance of Communication in Personality Development
- Verbal and Non-Verbal Communication
- Listening Skills and Feedback Techniques
- Body Language, Eye Contact, Posture, and Gestures
- Public Speaking and Presentation Skills

**UNIT III: Soft Skills and Interpersonal Effectiveness****10 Hours**

- Emotional Intelligence and Empathy
- Conflict Resolution and Assertiveness
- Teamwork and Collaboration
- Leadership Qualities and Decision-Making
- Professional Ethics and Workplace Etiquette

**UNIT IV: Interview Skills and Career Preparedness****11 Hours**

- Understanding the Job Interview Process
- Types of Interviews (HR, Technical, Stress, Telephonic, Online)
- Resume and Cover Letter Writing
- Group Discussions: Purpose and Techniques
- Mock Interviews and Self-Evaluation
- Dressing and Grooming for Interviews

**Reading List**

BRADBERRY (T) and GREAVES (J). Emotional intelligence 2.0. San Diego, TalentSmart. 2009.

CARNEGIE (D). How to win friends and influence people. New York, Simon & Schuster. 1936.

CARNEGIE (D). The quick and easy way to effective speaking. New York, Pocket Books. 1962.

COVEY (SR). The 7 habits of highly effective people. New York, Free Press. 1989.

COVEY (SR). The 8th habit: from effectiveness to greatness. New York, Free Press. 2004.

GOLEMAN (D). Emotional intelligence: why it can matter more than IQ. New York, Bantam Books. 1995.

HELLER (R). Effective leadership. London, DK Publishing. 1998.

HILL (N). Think and grow rich. Meriden, The Ralston Society. 1937.

LOWNDES (L). How to talk to anyone: 92 little tricks for big success in relationships. New York, McGraw-Hill. 2003.

LUCAS (SE). The art of public speaking. 13th ed. New York, McGraw-Hill Education. 2019.

PANDEY (Bhawna) and Others. A Leaders' Ascent: Prof. K.P. Singh's Journey in the Spotlight. Excel India Publishers, Delhi, 2026.

ROBBINS (A). Awaken the giant within. New York, Simon & Schuster. 1991.

TRACY (B). Eat that frog!: 21 great ways to stop procrastinating and get more done in less time. San Francisco, Berrett-Koehler Publishers. 2007.

## GE 2c: Soft Skills in Librarianship

**60 Hours**  
**(45hrs Lect. + 15hrs Tut.)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE 2c: Soft Skills in Librarianship</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>BLISc</b>	<b>-</b>

### Course Objectives:

To orient and train students regarding soft skills; inculcate good and effective communication skills, confidence, self esteem and personality development along-with team work attributes and professional behaviour and also prepare them to face the challenges and barriers in professional career with ways and means to achieve success through critical thinking and timely decision making.

### Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate effective oral and written communication skills tailored to diverse library settings.
- Apply interpersonal, collaborative, and empathetic skills to enhance user engagement and teamwork.
- Exhibit professional attributes such as adaptability, problem-solving, and ethical decision-making in LIS environments.
- Use soft skills such as leadership, conflict resolution, and time management to contribute to organizational effectiveness and user satisfaction.

### UNIT I: Foundations of Soft Skills in Librarianship

**12 Hours**

- Concept of Soft Skills in LIS: Definition and Importance
- Distinction between Soft Skills and Hard/Technical Skills
- Role of Soft Skills in Library Services and User Satisfaction
- Interpersonal Communication and Rapport Building
- Attitude, Empathy, Patience, and Cultural Competence

### UNIT 2: Communication and Interpersonal Skills

**12 Hours**

- Effective Oral Communication: Clarity, Tone, Language Choice
- Active Listening and Feedback Strategies
- Written Communication: Emails, Memos, Notices, Reports
- Body Language and Non-Verbal Cues in User Interaction
- Public Relations and Customer Service Excellence

### UNIT 3: Teamwork, Leadership, and Professional Behaviour

**11 Hours**

- Teamwork Dynamics and Collaborative Problem-Solving
- Leadership Styles and Decision-Making in Libraries
- Conflict Management and Negotiation Skills
- Professional etiquette and workplace conduct
- Time Management and Prioritization in LIS Tasks

**UNIT 4: Adaptability, Critical Thinking, and Career Skills****10 Hours**

- Adaptability and Flexibility in Changing LIS Environments
- Critical and Creative Thinking Skills for Service Innovation
- Stress Management and Emotional Intelligence
- Networking, Presentation Skills, and Professional Growth
- Career Preparedness: Resume Writing, Interviews, and Continuing Education

**Reading List**

- BARIL (K) and DONLEY (J). Academic Library Job Descriptions. Association of College and Research Libraries. 2021.
- BEJALWAR (SA). Soft Skills for Librarians: Critical Analysis of Soft Skills of Librarians Working in Institutes of Sant Gadge Baba Amravati University, Maharashtra. LAP LAMBERT Academic Publishing. 2022.
- BUCK (TH) and DUFF (S). Guidance for Librarians Transitioning to a New Environment. Routledge. 2020.
- CHIPMAN (SF) and others. Eds. Thinking and Learning Skills: Volume 2: Research and Open Questions. Routledge. 2013.
- FILHO (WL) and BARDI (U). Sustainability on University Campuses: Learning, Skills Building and Best Practices. Springer International Publishing, Germany. 2019.
- IUP Journal of Soft Skills. Available at [https://www.iupindia.in/1212/Soft%20Skills/Soft\\_Skills\\_Focus.asp](https://www.iupindia.in/1212/Soft%20Skills/Soft_Skills_Focus.asp)
- KULKARNI (L) and NOORAIN (H). Soft Skills: The Invisible Toolkit. Samvn Publication. 2025.
- MANGIANTE (EMS) and others. Eds. Teaching and Learning for Adult Skill Acquisition: Applying the Dreyfus and Dreyfus Model in Different Fields. Information Age Publishing, UNITED States. 2021.
- MCLELLAN (AH) and others. Eds. The Library Workplace Idea Book. ALA Editions. 2020.
- RIMMER (H). The Kind Librarian: Cultivating a Culture of Kindness and Wellbeing in Libraries. Facet Publishing. 2024.
- ROBBINS (SP) and JUDGE (TA). Organizational Behaviour. Pearson. 2013
- SAUNDERS (L) and BAJJALY (S). The Importance of Soft Skills to LIS Education. Available at <https://files.eric.ed.gov/fulltext/EJ1343492.pdf>
- SINGH (KP). The Player: Beyond the Canvas, Breaking Boundaries. Excel India Publishers, New Delhi, 2026
- ZIMA (B). Mindsets and Skill Sets for Learning: A Framework for Building Student Agency. Marzano Resources, UNITED States. 2021.