

**Bachelor of Library
and
Information Science
(BLISc.)**

● ————— **Semester-I** ————— ●



Scheme of B.L.I.Sc. Papers (as per the NEP 2020 Framework)

Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Internal Assessment Marks	Examination Marks	Total Marks	
	Post Graduate Professional	Bachelor of Library and Information Science	Lecture	Tutorial	Practical					
Semester I										
Core Courses	DSC-1	Library and Information Society	3	1	0	4	30	70	100	
	DSC-2	Library Classification: Theory	3	1	0	4	30	70	100	
	DSC-3	Basics of Information Technology Applications in Libraries: Theory	3	1	0	4	30	70	100	
	DSC-4	*Library Classification: Practical	0	0	4	4	30	70	100	
Discipline Specific	DSE-1	*Basics of Information Technology Applications in Libraries: Practical	0	0	4	4	30	70	100	
	DSE-2	Choose any one of the following:								
		Philosophy and Works of Dr. S.R. Ranganathan	3	1	0	4	30	70	100	
		Collection Development	3	1	0		30	70	100	
		Electronic Resource Management	3	1	0		30	70	100	
Skill Enhancement Course	SEC-1	Project Work in LIS: (a) Literature Survey, and (b) Field Survey	2	0	2		4	-	100	100
TOTAL CREDITS					28	TOTAL MARKS				700
General Elective**	GE-1	Choose any one of the following:								
		Universe of Knowledge	3	1	0	4	30	70	100	
		Community Information Need and Services	3	1	0		30	70	100	
		Open Educational Resources	3	1	0		30	70	100	
* 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.										

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		
DSC 1: Library and Information Society	4	3	1	0	-	-

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 Mission on Libraries (NML), National Education Policy 2020 – Role of Library in Education, Community Development and Life Long Learning

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, Digital Personal Data Protection Act, 2023 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
- ☞ Fake News detection.

Essential Reading

- ☞ AHUJA (VK) and BAISHYA (K). Ed. Research and Publication Ethics. National Law University and Judicial Academy, Assam. 2024.
- ☞ AMERICAN LIBRARY ASSOCIATION. <https://www.ala.org/>
- ☞ BHATT (RK). History and Development of Libraries in India. Mittal Publications, Delhi. 1995.
- ☞ BROPHY (P). The Academic Library. Library Association, London. 2000.
- ☞ RANGANATHAN (SR). Five Laws of Library Science. Ed. 2. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- ☞ SPECIAL LIBRARIES ASSOCIATION. <https://sla.org/>
- ☞ VENKATAPPAIAH (V) and MADHUSUDHAN (M). Public Library Legislation in the New Millennium. Bookwell, New Delhi. 2006.

Suggested Readings

- ☞ CHOWDHURY (GG) and Others. Librarianship: An Introduction. Facet Publishing, London. 2008.
- ☞ KUMAR (PSG). Information and Communication: Kumar's Curriculum Series in Library and Information Science. B.R. Publishing Corporation, Delhi. 2004.
- ☞ McMURRY (JH). The Etiquette Advantage: Personal Skills for Social Success. Stellar Publications, Wilmington, NC. 2002.
- ☞ SINGH (KP) and Others. Flying Colours of Platinum Jubilee Celebrations: A Treatise of Anthology of Tested Knowledge. AKS Publishing House, New Delhi. 2021.
- ☞ SINGH (SP) and KRISHAN KUMAR. Special Libraries in the Electronic Environment. Bookwell Publications, New Delhi. 2005.

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		
DSC 2: Library Classification: Theory	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.
- ☞ SAYERS (WCB). Manual of classification for librarians. Rev. by Arthur Malt by. Ed. 5. Andre Deutsch, London. 1975.
- ☞ SAYERS (WCB). Introduction to library classification. Rev. by Arthur Malt by. Ed. 9. Grafton, London. 1958.

Suggested Readings

- ☞ SATIJA (MP) and SINGH (KP). Colon Classification (Hindi). Ess Publications, New Delhi. 2010.
- ☞ 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		
DSC 3: Basics of Information Technology Applications in Libraries: Theory	4	3	1	0	-	-

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

Essential Readings

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

- ☞ INFLIBNET CENTRE. Software for university libraries: User manual. Gandhinagar: INFLIBNET Centre. n.d.
- ☞ JOHANSON (EB). Library automation. Oryson Press. 2023.
- ☞ ZENG (ML) and QIN (J). Metadata. London: Facet Publishing. 2022.

Suggested Readings

- ☞ 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.
- ☞ 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.

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		
DSC 4: Library Classification: Practical	4	0	0	4	-	-

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

Essential Readings

- ☞ DEWEY (Melvil). Dewey Decimal Classification. Ed. 21. Forest Press, Dublin, USA. 1996.
- ☞ 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.
- ☞ SAYERS (WCB). Introduction to library classification. Rev. by Arthur Malt by. 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.

Suggested Readings

- ☞ BHATT (RK) and others. Colon Classification Scheme: A simple study. Y K Publishers, Agra. 2002.
- ☞ KAULA (PN). A treatise on colon classification. Sterling Publishers, New Delhi. 1985.
- ☞ SATIJA (MP). The theory and practice of the Dewey Decimal Classification system. Chandos Publishing, Oxford. 2007.

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		
DSE 1a: Basics of Information Technology Applications in Libraries: Practical	4	0	0	4	-	-

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

Essential Readings

- ☞ 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.

Suggested Readings

- ☞ BORGMAN (CL). Scholarship in the digital age: Information, infrastructure, and the Internet. Cambridge: MIT Press. 2007.
- ☞ RMS (WY). Digital libraries. Cambridge: MIT Press. 2000.
- ☞ 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		
DSE 2a: Philosophy and Works of Dr. S. R. Ranganathan	4	3	1	0	-	-

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
- ☞ Ranganathan's Work at University of Delhi and Delhi

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

Essential Readings

- ☞ 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.
- ☞ SATIJA (MP) and others. SR Ranganathan: Some Select Indian Studies on His life and Work. Today & Tomorrow's Printers and Publishers, New Delhi. 2024.

- ☞ RAJAGOPALAN (TS). Ranganathan's Philosophy: Assessment, Impact and Relevance. Vikas Publishing House Pvt Ltd., Uttar Pradesh. 1986.
- ☞ RANGANATHAN (SR) and KAULA (PN). A Librarian Looks Back: An Autobiography of Dr. S.R. Ranganathan. Delhi, ABC Publishing House. 1992.
- ☞ SINGH (KP). 80 Years of Legacy, Leadership and Learning of Library & Information Science Department of Delhi University. New Delhi, Excel India Publishers. 2026.

Suggested Readings

- ☞ RANGANATHAN (SR). The five laws of library science. Madras, Madras Library ssociation. 1931.
- ☞ RANGANATHAN (SR). Reference service. 2nd ed. Bombay, Asia Publishing House. 1961.
- ☞ RANGANATHAN (SR). Prolegomena to library classification. Bombay, Asia Publishing House. 1967.
- ☞ SATIJA (MP). SR Ranganathan: The father of library science in India. New Delhi, Ess Ess Publications. 2000.
- ☞ 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). SR 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	-	-

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

Essential Readings

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

Suggested Readings

- ☞ EVANS (GE) and SAPONARO (MZ). Developing library and information center collections. Ed. 5. Libraries Unlimited, London. 2005.
- ☞ KRISHAN KUMAR. Library management in electronic environment. Har-Anand Publications, New Delhi. 2007.
- ☞ MITTAL (R). 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		
DSE 2c: Electronic Resource Management	4	3	1	0	-	-

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

Essential Readings

- ☞ COLE (J) and others. E-serials collection management: Transition, trends and technicalities. London: CRC Press. 2003.
- ☞ 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.
- ☞ YU (H) and BREIVOLD (S). Electronic resource management in libraries: Research and practice. Hershey, PA: Information Science Reference. 2008.

Suggested Readings

- ☞ 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.
- ☞ 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 SURRETT (BE). Cataloguing and organizing digital resources: A how-to-do-it manual for librarians. London: Facet Publishing. 2005.
- ☞ SHUKLA (S). Electronic resource management: What, why and how. New Delhi: Ess Ess Publication. 2010.

SEC-1

Project Work in LIS: (a) Literature Survey, and (b) Field Survey

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-1: Project Work in LIS: (a) Literature Survey, and (b) Field Survey	4	2	0	2	-	-

Course Objectives

The objectives of this course are to equip students with the essential research and practical skills required in a professional library setting. Students will undergo comprehensive training in literature searching, mastering the use of both traditional print resources and modern online databases within their specific area of study. This technical foundation is further strengthened by instruction on the systematic preparation of bibliographies and documentation lists. In addition to theoretical knowledge, the curriculum emphasizes practical application by exposing students to the real working environment of a library. By assigning topics centered on actual library operations, the program ensures students understand the complexities of daily management. Finally, students will be trained to synthesize their findings into a professional state-of-the-art report, demonstrating their ability to evaluate and present the current landscape of their assigned research field.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Conduct systematic literature searches using print and electronic sources.
- ☞ Prepare bibliographies and documentation lists using standard citation styles.

- ☞ Understand library housekeeping operations through practical exposure.
- ☞ Prepare state-of-the-art project report based on literature review and field survey.

UNIT I: Literature Search and Information Sources

- ☞ Concept and purpose of literature search
- ☞ Search techniques: keywords, Boolean operators, filters, etc
- ☞ Use of Shodhganga, Shodgangotri, Electronic Databases
- ☞ Basic awareness about plagiarism and ethical use of information

UNIT II: Bibliography and Documentation

- ☞ Concept, purpose and types of bibliography
- ☞ Bibliographic description of books, articles, and web resources
- ☞ Citation styles: APA (Latest) and MLA (Latest)
- ☞ Literature review: methods and organization
- ☞ Preparation of Indices

UNIT III: Field Survey

- ☞ Orientation to library housekeeping operations
- ☞ Methods of data collection: observation, interview, and questionnaire
- ☞ Field visit

UNIT IV: Report Writing

- ☞ Structure of the report: introduction, analysis, conclusion, references
- ☞ Academic writing and research ethics
- ☞ Report preparation, presentation, and viva-voce

Essential Readings

- ☞ CHOWDHURY (G G) and CHOWDHURY (Sudatta). Searching CD-ROM and online information sources. 2000. Library Association, London.
- ☞ BUSH (C H). Research methods in librarianship. 1990. Academic Press, New York.

- ☞ POWELL (R R) and SILIPIGNI (C L). Basic research methods for librarians. Ed. 4. 2004. Libraries Unlimited, Westport.
- ☞ SINGH (S P). Research methods in social sciences: a manual for designing questionnaires. 2002. Kanishka, New Delhi.

Suggested Readings

- ☞ LANCASTER (F Wilfred). Indexing and abstracting in theory and practice. Ed. 3. 2003. University of Illinois, Urbana.
- ☞ BROWN (Christopher C.). Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction. Ed 6. 2021. Libraries Unlimited, Westport.

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		
GE 1a: Universe of Knowledge	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.
- ☞ 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.

Suggested Readings

- ☞ KHANNA (JK). Communicating knowledge. Kurukshetra, Research Publications. 1997.
- ☞ KHANNA (JK) and VASHISHT (KK). Knowledge: evolution, structure and research methodology. Delhi, Ess Ess Publications. 1985.
- ☞ 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		
GE 1b: Community Information Need and Services	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.

Suggested Readings

- ☞ 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.
- ☞ 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.

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		
GE 1c: Open Educational Resources (OER)	4	3	1	0	-	-

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

Essential Readings

- ☞ BUTCHER (N). A Basic Guide to Open Educational Resources (OER). Commonwealth of Learning, 2011.
- ☞ 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.

Suggested Readings

- ☞ SMITH (MS) and others. The Promise of Open Educational Resources. Change Magazine, 2006.
- ☞ 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