

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

● ————— **Semester-II** ————— ●



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 II										
Core Courses	DSC-5	Management of Library and Information Centres	3	1	0	4	30	70	100	
	DSC-6	Information Sources and Services	3	1	0	4	30	70	100	
	DSC-7	Library Cataloguing: Theory	3	1	0	4	30	70	100	
	DSC-8	*Library Cataloguing: Practice	0	0	4	4	30	70	100	
Discipline Specific	DSE-3	Basics of Information Literacy	0	0	4	4	30	70	100	
	DSE-4	Choose any one of the following:				4				
		School Library and Information System	3	1	0		30	70	100	
		Public Library and Information System	3	1	0		30	70	100	
Skill Enhancement Course	SEC-2	Internship Programme	1	0	3		30	70	100	
TOTAL CREDITS					28	TOTAL MARKS				700
General Elective**	GE-2	Choose any one of the following:								
		Citation Styles and Tools	3	1	0	4	30	70	100	
		Personality Development and Communication Skills	3	1	0		30	70	100	
		Soft Skills in Librarianship	3	1	0		30	70	100	
* 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.										

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		
DSC 5: Management of Library and Information Centres	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.
- ☞ 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.
- ☞ RANGANATHAN (SR). Library administration. New Delhi, Ess Ess Publications, New Delhi. 2006.

Suggested Readings

- ☞ 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.
- ☞ MITTAL (R). Library administration: Theory and practice. Ess Ess Publications, New Delhi. 2007.
- ☞ SEETHARAMA (S). Guidelines for planning libraries and information centres. IASLIC, Calcutta. 1990.
- ☞ SINGH (KP). The Planner: Actions and Reflections. Today & Tomorrow's Printer and Publishers. 2025.

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		
DSC 6: Information Sources and Services	4	3	1	0	-	-

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

Essential Reading

- ☞ CASSELL (Kay Ann) and Hiremath (Uma). Reference and Information Services: An Introduction. Chicago: American Library Association, 2013
- ☞ CHENEY (FN) and WILLIAMS (WJ). Fundamental reference sources. Ed. 3. Chicago: ALA. 2000.
- ☞ FOSKETT (D J). Information service in libraries. Ed. 2. Connecticut: Archon Books, Hamden. 1967.

- ☞ GROGAN (D). Science and technology: An introduction to literature. London: Clive Bingley. 1984.
- ☞ KATZ (WA). Introduction to reference work. 2 vols. London: Butterworths. 2000.
- ☞ RANGANATHAN (SR). Reference service. Ed. 2. Bangalore: Ranganathan Endowment for Library Science. 2006.

Suggested Reading

- ☞ ALAN (P) and others. The library and information professional's guide to the World Wide Web. London: Facet Publishing. 1999.
- ☞ Bopp (Richard E.) and Smith (Linda C.). Reference and Information Services: An Introduction. Westport: Greenwood Publishing Group, 2013.
- ☞ HURT (CD). Information sources in science and technology. Ed. 3. London: Libraries Unlimited. 1998.
- ☞ KRISHAN KUMAR. Reference service. Ed. 3. New Delhi: Vikas Publishing. 1996.
- ☞ RAO (IKR). Electronic sources of information. Bangalore: DRTC. 2001.
- ☞ ROWLEY (J). The basics of information systems. Ed. 2. London: Library Association. 1996.
- ☞ SINGH (Gurdev). Information sources, services and systems. Delhi: PHI Learning. 2013.
- ☞ SUBRAMANYAM (K). Scientific and technical information resources. New York: Marcel Dekker. 1981.
- ☞ WALFORD (AJ). Guide to reference materials. 2nd edn. 3 vols. London: Library Association. 1992.

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		
DSC 7: Library Cataloguing: Theory	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.

Suggested Readings

- ☞ BOWMAN (JH). Essential cataloguing. Facet Publishing, London. 2003.
- ☞ HUNTER (EJ) and BAKEWELL (KGB). Advanced cataloguing. Clive Bingley, London.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		
DSC 8: Library Cataloguing: Practical	4	0	0	4	-	-

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

Essential Readings

- ☞ 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.

- ☞ 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.

Suggested Readings

- ☞ BHATT (RK) and SINGH (MP). Ranganathan's Classified Catalogue Code: A practical manual. Narender Publishing House, Delhi. 2019.
- ☞ HUSSAIN (MS) and SIDDIQUI (JA). Practical cataloguing with AACR-II. Ess Ess Publications, New Delhi, India. 1998.
- ☞ 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.
- ☞ 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	-	-

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

Essential Readings

- ☞ ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES. Information literacy competency standards for higher education. Chicago: American Library Association.2000.
Available at: <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>
- ☞ HORTON (FW). Understanding information literacy: A primer. UNESCO.
Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000155210>

- ☞ KISHOR (J). Model of information literacy. Ahmedabad: INFLIBNET Centre. 2018.
- ☞ LANNING (S). Concise guide to information literacy. Santa Barbara: Libraries Unlimited. 2017.
- ☞ LEUNG (BTH) and Others. Transferring Information Literacy Practices. Singapore: Springer. 2019
- ☞ MISHRA (R). Information literacy: Essential skills for the information seekers in the digital age. New Delhi: Kaveri Books. 2018.
- ☞ UNESCO. Information literacy. Available at: <https://www.unesco.org/en/ifap/information>

Suggested Readings

- ☞ 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) and Others. Information literacy: frameworks and practices. Ed. 1. New Delhi: Y K Publisher. 2025.
- ☞ SANTAMARÍA (M). Information literacy and social media: empowered student engagement with the ACRL framework. Chicago: American Library Association. 2025.
- ☞ UNESCO. Media and information literacy. Available at: <https://www.unesco.org/>
- ☞ ZHANG (C) and MAGERKO (B). Generative AI literacy: a comprehensive framework for literacy and responsible use. 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		
DSE 4a: School Library and Information System	4	3	1	0	-	-

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

Essential Readings

- ☞ ARCH (X) and GILMAN (I). Academic Library Services for First-Generation Students. Bloomsbury Publishing, UK. 2020.
- ☞ BALLARD (SD) and JOHNS (SK). Elevating the School Library: Building Positive Perceptions through Brand Behaviour. American Library Association. 2019.
- ☞ FARMER (LSJ). Reference and Information Sources and Services for Children and Young Adults. Bloomsbury Publishing, UK. 2022.
- ☞ FELDGES (T). Ed. Philosophy and the Study of Education: New Perspectives on a Complex Relationship. Routledge, New York. 2019.

- ☞ HARVEY (CA) and CHURCH (AP). Eds. School Library Management. 8th ed. Libraries Unlimited. 2022.
- ☞ IFLA–UNESCO. School Library Manifesto. 2025. <https://repository.ifla.org/items/e1234cf257e5-4cae-a0d1-da730c536bb3>
- ☞ KERBY (M). An Introduction to Collection Development for School Librarians. Ed. 2. American Library Association. 2019.

Suggested Readings

- ☞ KIZEL (A). Ed. Philosophy with Children and Teacher Education: Global Perspectives on Critical, Creative and Caring Thinking. Routledge, New York. 2023.
- ☞ MARDIS (MA). The Collection Program in Schools: Concepts and Practices. Bloomsbury Publishing, USA. 2021.
- ☞ RIEDLING (AM) and HOUSTON (C). Reference Skills for the School Librarian: Tools and Tips. 4th ed. Bloomsbury Publishing. 2019.
- ☞ SCHULTZ-JONES (B) and OBERG (D). Eds. Global Action on School Library Education and Training. De Gruyter Saur, Berlin. 2019.

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		
DSE 4b: Public Library and Information System	4	3	1	0	-	-

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

Essential Readings

- ☞ 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.
- ☞ RANGANATHAN (SR) and NEELAMEGHAN (A). Public library system. Bangalore: Sarada Ranganathan Endowment for Library Science. 1972.

Suggested Readings

- ☞ PATEMAN (J) and WILLIMEN (K). Developing community-led public libraries: Evidence from the UK and Canada. London: Routledge. 2017.
- ☞ 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.

SEC-2

Internship Programme

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-2: Internship Programme	4	1	0	3	-	-

Course Objectives

The course aims to train students through practical learning of library sections, functions, activities and services helping them gain hands-on experience. It also instills the necessary skills and competencies required to shoulder job responsibilities in different types of libraries. Finally, it provides real time experience to students with the opportunity to learn under the guidance of experienced librarians and to prepare an internship report based on their learning experience.

Learning Outcomes:

After completing this course, students will be able to:

- ☞ Become more confident and skilled to do work in a library.
- ☞ Practical learning and hands on training of Library Management Software(s) and Anti Plagiarism Software(s).
- ☞ Become skilled and competent professional with better understanding of theoretical knowledge and effective practical learning experience.

NOTE: Each student shall have to undergo an Internship Programme at a library under the supervision of a faculty member, selected by the Department for a period of one month, immediately after the Second Semester Examination.

The student will have to submit a certificate of successful completion issued by the concerned Librarian / Library in-charge along with the report about what S/he learnt along with the skills acquired during the training.

Internship Programme consists of:

- (a) Report on Internship Programme.
- (b) Viva-Voce (Based on Internship Programme).

UNIT I: Acquaintance and Practical Training of varied Library Sections

- ☞ Introduction and learning of functions and activities of various library sections viz. Acquisition section, Technical section, Circulation section, Periodical section, Reference section, etc.

UNIT II: Collection Development and Evaluation of Library Resources

- ☞ Budgetary Provisions and Selection of Library Resources.
- ☞ Evaluation of Print and Electronic Resources.

UNIT III: Training of ICT and Library Management Software(s)

- ☞ Introduction and Hands on training of Library Management Software(s) and their modules.
- ☞ Introduction and Hands on training of Anti Plagiarism Software.

UNIT IV: Report Writing

- ☞ Components of internship documentation
 - ◆ Daily Work Diary
 - ◆ Library Profile
 - ◆ Section-wise work report
- ☞ Preparation of Internship Report and viva-voce

Essential Readings

- ☞ AGGARWAL (DS). Management of Academic Libraries in the Digital Era. Ess Ess Publications, New Delhi. 2015.
- ☞ ANDERSON (CB) and FISHER (DH). Artificial Intelligence for Academic Libraries. Routledge, London. 2025.
- ☞ BAKER (D). Ed. Resource Management in Academic Libraries. Library Association, London. 1997.
- ☞ INFLIBNET CENTRE. Software for University Libraries: User Manual. INFLIBNET Centre, Gandhinagar. n.d.

- ☞ KATZ (LS). Collection Development Policies: New Dimension for Changing Collections. Routledge Kegan Paul, London. 2003.

Suggested Readings

- ☞ BALASUBRAMANIAN (P) and YOHANNAN (S). Library Automation and Digitization. Ess Publications, New Delhi. 2021.
- ☞ BREEDING (M). Library Technology Guides. American Library Association, Chicago. 2016.
- ☞ BROPHY (P). The Academic Library. Library Association, London. 2000.
- ☞ CHOI (Y) and YI (H). Artificial Intelligence in Libraries: Applications and Challenges. Journal of Academic Librarianship. 2021.
- ☞ JONES (R). AI and Machine Learning for Librarians. ALA Editions, Chicago. 2022.
- ☞ KATZ (LS). Managing Digital Resources in Libraries. Routledge Kegan Paul, London. 2005.
- ☞ KHAMIS (I). Applications of Artificial Intelligence in Libraries. IGI Global Scientific Publishing, Hershey. 2024.

GE 2a

Citation Styles and Tools

75 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 and Tools	4	3	-	1	-	-

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.

Essential Reading

- ☞ 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.
- ☞ 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.
- ☞ UNIVERSITY OF NORTH FLORIDA. Citation styles: a brief guide to APA, MLA and Turabian. Available at: <https://libguides.unf.edu/c.php?g=177030&p=1164278>
- ☞ ZOTERO. Zotero – Your personal research assistant. Available at: <https://www.zotero.org/>. 2025.

Suggested Reading

- ☞ HUNTER (J). The importance of citation. Available at: <http://web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf>. 2006.
- ☞ ONLINE INDIAN CITATION GENERATION TOOL [computer software]. Available at: <https://oicgt.vercel.app/>. 2026.
- ☞ PAPERPAL. AI academic writing tool – Online English language check. Available at: <https://paperpal.com/>. 2025.
- ☞ SEMANTIC SCHOLAR. Semantic Scholar – AI-powered research tool. Available at: <https://www.semanticscholar.org/>. 2025.
- ☞ 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.

- ☞ 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.
- ☞ 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		
GE 2b: Personality Development and Communication Skills	4	3	1	0	-	-

Course Objectives

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

- ☞ 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

Essential Readings

- ☞ 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.

- ☞ COVEY (SR). The 7 Habits of Highly Effective People. New York, Free Press. 1989.
- ☞ GOLEMAN (D). Emotional intelligence: why it can matter more than IQ. New York, Bantam Books. 1995.
- ☞ LUCAS (SE). The art of public speaking. 13th ed. New York, McGraw-Hill Education. 2019.
- ☞ 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.

Suggested Readings

- ☞ CARNEGIE (D). The quick and easy way to effective speaking. New York, Pocket Books. 1962.
- ☞ COVEY (SR). The 8th habit: from effectiveness to greatness. New York, Free Press. 2004.
- ☞ 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.
- ☞ PANDEY (Bhawna) and Others. A Leaders' Ascent: Prof. K.P. Singh's Journey in the Spotlight. Excel India Publishers, Delhi, 2026.

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		
GE 2c: Soft Skills in Librarianship	4	3	1	0	-	-

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

Essential Readings

- ☞ BARIL (K) and DONLEY (J). Academic Library Job Descriptions. Association of College and Research Libraries (ACRL). 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, New York. 2021.
- ☞ CHIPMAN (SF) and others. Eds. *Thinking and Learning Skills: Volume 2: Research and Open Questions*. Routledge, New York. 2009.
- ☞ FILHO (WL) and BARDI (U). *Sustainability on University Campuses: Learning, Skills Building and Best Practices*. Springer International Publishing, Germany. 2019.
- ☞ KULKARNI (L) and NOORAIN (H). *Soft Skills: The Invisible Toolkit*. Samvn Publication, Rajasthan. 2025.
- ☞ SEIBERT (HL) and others. Eds. *The Library Workplace Idea Book: Proactive Steps for Positive Change*. ALA Editions. 2020.

Suggested Readings

- ☞ McMURRY (JH). *The Etiquette Advantage: Personal Skills for Social Success*. Stellar Publications, Wilmington, NC. 2002.
- ☞ RIMMER (H). *The Kind Librarian: Cultivating a Culture of Kindness and Wellbeing in Libraries*. Facet Publishing. 2024.
- ☞ ROBBINS (SP) and JUDGE (TA). *Organizational Behavior*. Ed. 15. Pearson, Boston. 2013.
- ☞ SAUNDERS (L) and BAJJALY (S). *The Importance of Soft Skills to LIS Education*. <https://files.eric.ed.gov/fulltext/EJ1343492.pdf>
- ☞ SINGH (KP). *The Player: Beyond the Canvas, Breaking Boundaries*. Excel India Publishers, New Delhi. 2026.
- ☞ WALLACE (HR) and Others. *Personal Development for Life and Work*. 8th ed. South Western Cengage Learning. 2000.
- ☞ ZIMA (B). *Mindsets and Skill Sets for Learning: A Framework for Building Student Agency*. Marzano Resources, United States. 2021.