SCHEME OF EXAMINATION

&

CURRICULUM

(NEP-2020)

BACHELOR OF LIBRARY & INFORMATION SCIENCE

(B. LIB. & I. SC.)

FOLISBLIB

Academic Session 2025-26

FACULTY OF LIBRARY AND INFORMATION SCIENCES,
SHRI DAVARA UNIVERSITY,
Davara Educational Campus, NH 30, Atal Nagar-Nava Raipur, Mudpar Alias Bhelwadih, Chhattisgarh 49366

Bachelor of Library and Information Science
(Level – 8) NEP -2020
(SEMESTER – I)

Course Type	Course Code	Course Title	LTP Ratio				Assessment Marks		
			L	T	P	Credits	Formative	Summative	Total
Semester – I									
Specific Core Course (T)	BLIB 101	Foundation of Library and Information Science	4	0	0	4	30	70	100
	BLIB 102	Information & Communication Technology: Basics	4	0	0	4	30	70	100
	BLIB 103	Knowledge Organization: Classification and Ontology	4	0	0	4	30	70	100
Specific Core Course (Practice)	BLIB 104	Classification of Documents	0	1	3	4	30	70	100
Specific Elective Course	BLIB 105(A)	Public Library System	4	0	0	4	30	70	100
	BLIB 105 (B)	Academic Library System	4	0	0	4	30	70	100
Value Added Course	BLIB 106	Archival, Museums and Archeological Information System	2	0	0	2	15	35	50
		Total Credit				22	**Total Marks**		**550**

<table>
<tr><td>Title</td><td colspan="5">Foundation of Library and Information Science</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 101</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">Basic understanding of library functions and general knowledge of the Indian education and information system.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To familiarize students with the historical evolution and societal role of libraries.

• To introduce the principles and legal frameworks governing library science, with a focus on Indian legislation.

• To explore the development of libraries in India, including professional ethics and resource-sharing initiatives.

• To highlight the role of national and international library associations in the promotion and development of libraries.

• To develop an understanding of the role of libraries in national development, sustainable goals, and information society.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Explain the role of libraries as social institutions in national development and the information society.

• Analyze the Five Laws of Library Science and their implications on library functioning and services.

• Evaluate library development in India, particularly with reference to Chhattisgarh, and the need for resource sharing.

• Demonstrate awareness of library legislation, especially the Chhattisgarh Public Library Act, 2008.

• Assess the contribution of national and international library associations in shaping the profession of librarianship and promoting ethical practices.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Library as a Social Institution
• Historical Foundation of Libraries
• Role of Libraries in National Development
• Information Society
• Library Extension Activities and Outreach Programmes
• Information as a Commodity</td></tr>
</table>

	• Libraries and the Sustainable Development Goals **Unit II: Laws & Legislation** • Five Laws of Library Science • Implications of Five Laws of Library Science • Public Library Movement • Library Legislation in India • Chhattisgarh Public Library Act, 2008 **Unit III: Library Development** • Development of Libraries in India with Special Reference to Chhattisgarh. • Library Resource Sharing and Networking : Concept, Need and Applications in Libraries and Information Centres • Librarianship as Profession: Attributes, Ethics of Profession **Unit IV: Library Associations and Institutions** • Role of Library Associations in Development of Libraries • International Associations : UNESCO, IFLA, ALA and LA • National Associations: ILA, IASLIC and IATLIS
Reference Books	1. **1.** Tiwari, P. (2009). Organization and Development of Libraries New Delhi, A.P.H.Pub. 2. Kumar Krishan: (1987) Library Organization, New Delhi, Vikas Pub. House Pvt.Ltd. 3. Paliwal, P.K. (2000) Compendium of Library Administration. New Delhi, Ess Ess Pub. 4. Parker, Charles and Café. Thomas (1993) Management Information System: Strategy and Action, New York, McGraw Hill.Pub. 5. Evans, G. E. (1978). Management Techniques for Librarians. 6. Kumar Krishan (1989). Library Administration and Management, New Delhi, Vikas Pub. House. 7. Ranganathan, S.R: Five Laws of Library Science. 8. Kent, Allen: Resource Sharing in Libraries.

<table>
<tr><td>Title</td><td colspan="5">Information & Communication Technology: Basics</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 102</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">Basic familiarity with library operations and general knowledge of digital tools or computing environments.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To introduce the fundamental concepts, components, and applications of Information and Communication Technology (ICT).

• To provide knowledge about computer hardware, software, operating systems, and programming languages relevant to library systems.

• To explain computer networks and internet technologies, focusing on their application in libraries.

• To enable understanding of the concepts, need, and planning of library automation.

• To familiarize students with commercial and open-source library automation software and their features.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Define and explain the core components of ICT and describe its applications in various fields, especially libraries.

• Identify and differentiate between types of computer hardware and software, and understand their relevance in library environments.

• Understand computer networks and internet tools and apply them effectively in library and information centers.

• Plan and manage the automation of library housekeeping operations, including cataloguing, circulation, and OPAC.

• Compare various commercial and open-source library automation software and assess their basic features for implementation in library systems.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Fundamentals of ICT
• Meaning, Definition, Components, Channels and Applications
• Computer Basics: Definition, Characteristics, Components, Generations and Classification of Computers
• Computer Hardware: Overview of various Input, Output and Storage Devices</td></tr>
</table>

	• Computer software: Types: System Software and Application Software • Basics of Operating Systems and Programming Languages **Unit II: Networks Technology** • Network - Types, Topology and Components. • Internet- Concept, Services and Applications of Internet in Library and Information Centers. **Unit III: Computer Applications in Libraries and Information Centers** • Concept, pre-requisites/planning and need of Library Automation • Automation of Housekeeping Operations: Acquisition, Cataloguing, Circulation, Serial Control and OPAC **Unit IV: Library Automation Software packages** • Commercial Software packages : SOUL, LibSys, DelPlus etc. (Basic Features) • Open Source Software packages : KOHA, New-GenLib, e-granthalaya etc.(Basic Features)
Reference Books	1. Arvind Kumar. Ed. (2006). Information technology for all (2 vols.). New Delhi: Anmol 2. Bansal, S.K. (2005). Information technology and globalization, New Delhi: A.P.H. Publishing Corporation. 3. Basandra,S.K (2002). Computers today, New Delhi: Golgotia. 4. Carter, R.(1987). The Information technology hand book, London: Heinemann. 5. Croucher, P. (1996). Communications and networks. 2nd ed. New Delhi: Affiliated East West. 6. Curtin, D.P. & others: Information technology: The breaking wave. New Delhi: TMH, LatestEdition. 7. Decson, E. (2000). Managing with Information technology. Great Britan: Koganpage Ltd. 8. Dhiman, A.K. (2003). Basics of Information technology for librarians and Information scientists, Vol.1. New Delhi: Ess Ess. 9. Gupta, V. (2005). Rapidix computer course. New Delhi: Pustak Mahal. 10. Hunter & Shelly (2002). Computers and common sense, New Delhi: Prentice-Hall. 11. Jain, V.K. (1994). O Level Module I: Computer fundamentals. Delhi: BPBPublications. 12. Johri, A. &Jauhari, B.S. (1993). Computers today. Vol.1, Mumbai: Himalaya. 13. Keren, C &Perlmutter, L,Ed.(1995). The application of mini and micro computersin information, documentation, and libraries. Amsterdam: Elsevier. 14. Rajaraman, V. (1995). Fundamentals of Computes. New Delhi: PHI, 1995.

<table>
<tr><td>Title</td><td colspan="5">Knowledge Organization: Classification and Ontology</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 103</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">Basic familiarity with library operations and general knowledge of digital tools or computing environments.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To introduce the fundamental concepts, components, and applications of Information and Communication Technology (ICT).

• To provide knowledge about computer hardware, software, operating systems, and programming languages relevant to library systems.

• To explain computer networks and internet technologies, focusing on their application in libraries.

• To enable understanding of the concepts, need, and planning of library automation.

• To familiarize students with commercial and open-source library automation software and their features.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Define and explain the core components of ICT and describe its applications in various fields, especially libraries.

• Identify and differentiate between types of computer hardware and software, and understand their relevance in library environments.

• Understand computer networks and internet tools and apply them effectively in library and information centers.

• Plan and manage the automation of library housekeeping operations, including cataloguing, circulation, and OPAC.

• Compare various commercial and open-source library automation software and assess their basic features for implementation in library systems.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Universe of Knowledge
• Concept, Meaning and Definitions
• Types of Knowledge
• Attributes of Universe of knowledge
• Universe of subjects and its structure</td></tr>
</table>

	• Modes of formation of subjects • Knowledge Organization : meaning, need, purpose and functions **Unit II: Library Classification** • Concept, Meaning and Definitions • Need ,Purpose and Features of Library Classification • Knowledge Classification and Library Classification • Normative Principles of Classification : Canons, Principles and postulates facet • Canons for Three Planes: Idea, Verbal and Notational • Notation : Meaning , Qualities and features **Unit III: Schemes of Library Classification** • Species of Library Classification: Enumerative, Faceted, Analytico-Synthetic Scheme etc. • Study of Schemes of Library Classification: DDC,CC,UDC • Study of Online Schemes of Library Classification : LC,DDC,UDC **Unit IV: Recent Trends in Library Classification** • BSO • Thesaurofacet • Classaurus • Automatic Classification • Web Dewey and Classify service • Digital Knowledge Organization System : Concept, facet Ontologies, folksonomies, OWL, SKOS, Taxonomies, Authority files • Knowledge Organization in Digital Environment – natural languages processing: syntactic analysis, Universals and parsing algorithms; Data an text mining; Semantic Web, RDF. Enterprise Information Architecture.
Reference Books	1. Berwick Sayers, W.C. (1950).Introduction to Library Classification. London: Andradautch. 2. Chan, Luis M: Cataloguing and Classification. 2nd Ed. New York: McGraw Hill,1995. 3. Chernyi, A.I.(1973). Introduction to Information retrieval theory. London ASLIB. 4. Dhyani,P. (1998).Library Classification: Theory and practice.New Delhi: Vishwa Prakashan. 5. Fosket, A.C: Subject approach to information. 5th Ed., 1991. 6. Foskett, A. C. 1996. Subject Approach to Information. 5th ed. London: Library Association 7. Fuchs, Caroline & Angel, Christine M. (2017). Organization, Representation and Description through the Digital Age /1st ed., De Gruyter Saur,Gower. 8. Jennifer, E. R.(1987). Organizing knowledge: An introduction to Information retrieval. Aldershot.

<table>
<tr><td>Title</td><td colspan="5">Classification of Documents</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 104</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>-</td><td>1</td><td>3</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">Basic understanding of library science concepts and knowledge of subject organization in libraries.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To provide practical knowledge of the structure and use of Colon Classification (CC) and Dewey Decimal Classification (DDC) systems.

• To train students in classifying documents with simple, compound, and complex subjects.

• To develop the ability to use isolates (common, language, time, and space) in CC for effective classification.

• To equip students with skills to use standard subdivisions and assign book numbers in DDC.

• To enable comparison and application of both CC and DDC systems in real-world classification tasks.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Explain the structure and features of Colon Classification (6th edition) and Dewey Decimal Classification (18th/19th/21st editions).

• Classify documents with simple and compound subjects using both CC and DDC schemes.

• Apply isolates in CC (such as time, space, language, and common isolates) for accurate classification of complex subjects.

• Use standard subdivisions and assign book numbers in DDC for enhanced document organization.

• Compare and apply both CC and DDC schemes for classification of documents in practical scenarios.</td></tr>
<tr><td>Content</td><td colspan="5">Practical Content (PC)
UNIT I: Colon Classification (CC) (6th edition reprint
• Introduction: Structure and Organization of CC</td></tr>
</table>

	• Classification of documents with Simple Subjects • Classification of documents with Compound Subjects • Classification of documents with complex subjects using common isolates/language isolates/time isolates and space isolates from schedules **UNIT II: Dewey Decimal Classification (DDC) (19th/18th/21st ed.)** • Introduction: Structure and Organization of DDC • Classification of Documents Representing Simple Subjects. • Classification of Documents with Standard Sub-divisions. **UNIT III:** • Classification of Documents Representing Compound Subjects. • Classification of Documents Representing Complex Subjects. • Assigning Book Number. **UNIT IV: DDC and CC both** Classification of documents using DDC and CC
Reference Books	1. **Ranganathan, S.R.** (1960). *Colon Classification*. 6th Edition (Reprint). Bangalore: Sarada Ranganathan Endowment for Library Science. 2. **Dewey, Melvil**. *Dewey Decimal Classification and Relative Index*. 18th/19th/21st Editions. Forest Press. 3. **Satija, M.P.** (2002). *Manual of Practical Colon Classification*. New Delhi: Ess Ess Publications. 4. **Comaromi, John P.** (1982). *Dewey Decimal Classification: History, Theory, and Technique*. Albany: Forest Press. 5. **Broughton, Vanda** (2004). *Essential Classification*. London: Facet Publishing.

Title	**Public Library System**				
Code	**BLIB 105 (A)**				
Credit	**L**	**T**	**P**	**TC**	
	4	-	-	4	
Prerequisite	Basic understanding of library types and general functions, along with a foundational knowledge of library science principles.				
Course Objective	• To introduce the concept, objectives, and historical development of public libraries in India and abroad. • To provide an understanding of public library finance, budgeting, and the role of supporting organizations. • To study public library legislation across different countries and understand its importance. • To equip students with knowledge to plan and deliver inclusive public library services to diverse user groups. • To highlight the role of international bodies such as UNESCO, IFLA, and national institutions like RRRLF in promoting public library development.				
Outcome	• **Define and explain the meaning, objectives, and societal role of public libraries** with reference to national and international development. • **Describe the sources of funding** for public libraries and explain the process of budgeting and financial administration. • **Analyze the need and structure of public library legislation**, with examples from India, the UK, USA, and other countries. • **Design and recommend suitable public library services** for various user groups, including children, women, disabled users, and rural/urban communities. • **Evaluate the role of organizations like RRRLF, UNESCO, and IFLA** in enhancing the reach and effectiveness of public libraries.				
Content	**Unit-I: Introduction** • Meaning and definition, origin, objectives, and functions of Public Library • History and Development of Public Libraries in India and other countries. • Role of Public Library in Modern Society • UNESCO Public Library Manifesto. **Unit-II: Library Finance and Budgeting**				

	• Public Library Finance and Budgeting: Sources of Public Library Finance • Administration of Budget. • Role of national and international associations and organizations in the promotion and development of public libraries. **Unit-III: Study of Public Library Acts** • Study of Public Library Legislation: Need and importance. • An overview of Public Library Acts in UK, USA and other countries **Unit -IV: User Need and Services** • Public Library Services: Planning and Organization of various types of Information services to the different categories of Rural and Urban users including the physically disabled and special groups: women and children • Public Library extension activities • User awareness Programme and Outreach activities. • Raja Ram Mohan Roy Library Foundation, UNESCO, IFLA etc. Internet Public Library.
Reference Books	1. Burahohan, A. (2000).Various aspects of librarianship and Information Science. New Delhi: ESS ESS. 2. IFLA (1977). IFLA standards for Library service, 2nd Ed. Munich: Verlag. 3. Isaac, K.A. (2004). Library legislation in India: A critical and comparative study of state Library acts book description: New Delhi: Ess Ess Publication. 4. Khanna, J.K. (1987). Library and society. Kurukshetra: Research Publisher. 5. Kumar, P.S.G.(2003) Foundations of Library and Information Science. Paper I of UGC Model Curriculum. New Delhi: Manohar. 6. Kumar, P.S.G. (1997). Fundamentals of Information Science. Delhi: S.Chand.

<table>
<tr><td>Title</td><td colspan="5">Academic Library System</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 105 (B)</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">A basic understanding of library functions and services, especially in educational and research contexts.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To introduce the structure, functions, and types of academic libraries and their role in supporting education and research.

• To explore the role of UGC and various committees/commissions in the development of academic libraries in India.

• To familiarize students with a range of academic library services including virtual and current awareness services.

• To develop understanding of budgeting, human resource management, and staff development in academic libraries.

• To examine academic library networks, consortia, and the importance of resource sharing in the national and international context.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Explain the purpose, structure, and types of academic libraries, and the role of UGC and related bodies in their development.

• Plan and manage academic library collections, including selection policies, green libraries, and infrastructure planning.

• Identify and deliver core academic library services, such as reference, SDI, abstracting, document delivery, and bibliographic services.

• Apply human resource management practices like recruitment, training, motivation, and performance appraisal in academic libraries.

• Assess the role of academic library networks and consortia, such as INFLIBNET, DELNET, and OCLC, in facilitating resource sharing.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Academic Library System
• Academic Libraries: Meaning, Objectives, Functions & Types.
• Role of UGC in Academic Library Development- Committees and Commissions.
• Collection Development and Collection Management – Book Selection Principles and Policies, Procedures and Problems.
• Planning for Library Building and Green Library.</td></tr>
</table>

	Unit II: Academic Library Services • Academic Library services: Virtual Reference Services, Documentation and Information Services, Current Awareness Services, SDI Services. Abstracting and Indexing Services • Information Products Development services, ILL, Document Delivery Services, • Literature Survey and Bibliography. **Unit III: Budgeting and HRM** • Academic Library Finance and Budgeting. • Human Resource Management • Human Resource Planning & Development: Concepts • Job Analysis, Job Description, Job Evaluation & Job Specification • Recruitment Procedure • Training & Development • Motivation • Performance Appraisal • Stress Management **Unit IV: Academic Library Networks and Resource sharing** • Academic Library Networks. Library Co-operations: Resource Sharing, Networks and Consortia. • International and National Scenario. Academic Networks: INFLIBNET and DELNET: its Services and Activities. • OCLC: Its Activities and Functions.
Reference Books	1. Bavakutty, M, (1986). College Libraries in India, Vol.7: A case study, West Yorkshire: MCB University press. 2. Bavakutty, M. (1988). Libraries in higher education. New Delhi: ESSESS. 3. Cowley, John. (1982). Personnel management in Libraries. 4. Gelfand, M.A., ([1968]). University Libraries for developing countries. [Paris]: Unesco 5. Henry, M and Morgan, S. (2002). Practical strategies for modern academic Library. London: Aslib-IMI.

Title	**Archival, Museums and Archeological Information System**				
Code	**BLIB 106**				
Credit	**L**	**T**	**P**	**TC**	
	2	-	-	2	
Prerequisite	Basic understanding of information science, library management, and general knowledge of historical documentation and cultural heritage.				
Course Objective	• To introduce the historical development, objectives, and functions of archives and museums in India. • To familiarize students with types of archival centers and museums, including the role of initiatives like the National Mission for Manuscripts (NMM). • To provide knowledge of acquisition, classification, indexing, and digitization of archival and museum collections. • To explain preservation techniques and challenges, including causes of deterioration and preservation standards. • To equip students with knowledge and techniques for the rehabilitation and digital preservation of archival documents and materials.				
Outcome	• **Describe the historical evolution and structure of archives and museums** in India, along with their key objectives and types. • **Manage and organize archival and museum collections**, including acquisition, cataloguing, indexing, and digitization. • **Identify various causes of deterioration** in archival materials and outline strategies for environmental and biological control. • **Apply preservation and rehabilitation techniques**, such as fumigation,				

	deacidification, lamination, and digital preservation. • **Assess design and planning requirements** for archival and museum buildings, including furniture, storage, and technological standards.
Content	**Unit I: History and Development** **a) Archives:** • History and Development of Archives in India • Objectives and Functions • Types of Archival Centers • National Mission for Manuscripts (NMM) **b) Museums:** • History and Development of Museums in India • Objectives and Functions • Types of Museums **c) Collection, Organization and Management** • Collection of Archives and Museums • Acquisition, Classification, Cataloguing and Indexing of Archival Materia • Machine Readable and Microfilming of Archival Records • Databases and Digitization of Archives • Building, Design, Planning, Furniture and Fillings **Unit II: A) Preservation of Archives** • Objectives and Purpose • Causes of Deterioration • Environmental Pollution: Physical, Chemical and Atmospheric • Biological Enemies of materials: Moulds, Fungi, Insects and Rodents B) **Rehabilitation of Documents** • Cleaning, Removal of Stains • Fumigation and Deacidification • Repair and Restoration Techniques • Lamination • Digital preservation • Standards for Storage Condition

Reference Books	• **Sengupta, B.** (1981). *Archival Organisation and Records Management in India*. Calcutta: World Press. • **Ghose, P.K.** (1996). *Preservation and Conservation of Library and Archival Materials*. New Delhi: Ess Ess Publications. • **Banerjee, N.** (2000). *Archives and Records: A Manual for Care and Management*. New Delhi: Directorate of Archives. • **Bhatnagar, A.** (1995). *Museums and Museology in India*. New Delhi: Sundeep Prakashan. • **Agrawal, O.P.** (1993). *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust.

Bachelor of Library and Information Science
(Level – 8) NEP -2020
(SEMESTER – II)

Course Type	Course Code	Course Title	LTP Ratio				Assessment Marks		
			L	T	P	Credits	Formative	Summative	Total
Semester – II									
Specific Core Course (T)	BLIB 201	Management of Libraries and Information Centres	4	0	0	4	30	70	100
	BLIB 202	Knowledge Org. :Cataloguing & Metadata	4	0	0	4	30	70	100
	BLIB 203	Information Sources and Services	4	0	0	4	30	70	100
Specific Core Course (Practice)	BLIB 204	Cataloguing (according to AACR-II)	0	1	3	4	30	70	100
Specific Elective Course	BLIB 205(A)	Special Library System	4	0	0	4	30	70	100
	BLIB 205 (B)	Reference and Information Sources	4	0	0	4	30	70	100
Skill Enhancement Course (SEC)	BLIB 206	Information Literacy	2	0	0	2	15	35	50
		Total Credit				22	**Total Marks**		**550**

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<tr><td>Title</td><td colspan="5">Management of Libraries and Information Centres</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 201</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">A foundational understanding of library science concepts, including cataloguing, reference services, and organizational practices, is recommended. Familiarity with basic management principles and terminologies, as well as an interest in library operations and innovations, will be beneficial.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To provide an in-depth understanding of management concepts, principles, and functions, specifically tailored to the needs of libraries and information centers.

• To enable students to analyze and optimize library housekeeping operations, focusing on acquisition, circulation, and collection development.

• To familiarize learners with project management techniques such as PERT, CPM, and system design tools like decision tables and data flow diagrams for efficient library operations.

• To explore contemporary management approaches such as Total Quality Management (TQM), SWOC analysis, and Six Sigma, promoting effective change management in libraries.

• To equip students with financial and crisis management strategies that enhance the sustainability and efficiency of libraries.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Students will acquire the ability to manage diverse library operations, including technical processing, serial control, and stock verification, ensuring smooth functioning of information centers.
• Learners will develop skills to plan, budget, and evaluate financial aspects of library management, emphasizing cost-effectiveness and resource mobilization.
• Graduates will be adept at applying project management tools and performance measurement techniques, driving efficiency and innovation in library systems.
• Participants will understand the application of TQM and Six Sigma in library management, overcoming barriers and enhancing service quality.
• Students will gain insights into strategic approaches such as SWOC analysis and crisis management, preparing them to tackle challenges in dynamic library environments.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Basics of Management</td></tr>
</table>

	• Management: Concept, Definitions, Levels and Scope. • Principles and Functions of Management. • Schools of Management Thoughts. • Concept of Scientific Management. • Organizational Structure of the Library. **Unit II: Library Housekeeping Operations & Financial Management** • Different Sections of Library and Information Centres and their Functions. • Acquisition, Technical Processing, Circulation, Serial Control, Stock Verification & Weeding – out policies. • Collection Development : Concept, Policies, Procedures & Recent Trends • Library Annual Report : Contents and Compilation • Library Committee: Concept, Structure, Power & Functions • Financial Management: Resources Mobilization • Budgeting : Concept, Definitions, Methods & Techniques • Cost Effectiveness and Cost Benefit Analysis. **Unit III: System Analysis & Design** • Library as a System • Project Management: PERT & CPM • Decision Tables & DFD (Data Flow Diagram) • Performance Measurement, Reengineering, Time and Motion Study **Unit IV: Recent Trends in Library Management** • Management of Change in Libraries & Information Centers • TQM in Libraries : Definition, Components, Quality Audit, LIS related Standards & Technology Management • Benefits & Barriers of TQM in Libraries • Use of TQM in Libraries • SWOC (Strength, Weakness ,Opportunities, & Challenges) • Time & Crisis Management • Six Sigma
Reference	**1.**Cotton, F. A., Wilkinson, G., & Gaus, P. L. (1999). *Basic inorganic chemistry*

Books	(3rd ed.). Wiley. **2.**Frost, A. A., & Pearson, R. G. (1961). *Kinetics and mechanism of reactions* (2nd ed.). Wiley. **3.**Huheey, J. E., Keiter, E. A., & Keiter, R. L. (1993). *Inorganic chemistry: Principles of structure and reactivity* (4th ed.). Harper Collins. **4.**Mabbs, F. E., & Collison, D. (1992). *Electron paramagnetic resonance of transition metal complexes*. Academic Press. **5.**Baird, W. E., & Drago, R. S. (2000). *Organometallic chemistry* (2nd ed.).Prentice-Hall.

<table>
<tr><td>Title</td><td colspan="5">Knowledge Org. :Cataloguing & Metadata</td></tr>
<tr><td>Code</td><td colspan="5">BLIB</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">A foundational understanding of library science concepts, including familiarity with bibliographical description, cataloguing systems, metadata standards, and basic computer literacy, is recommended. Knowledge of library cataloguing principles such as AACR-II and MARC would be an advantage.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To provide students with the theoretical and practical knowledge required for bibliographical description and the organization of library catalogues.

• To equip learners with skills to analyze and design cataloguing systems, emphasizing subject cataloguing and handling non-book materials.

• To foster understanding of normative cataloguing principles, including the importance of resource sharing and centralized cataloguing.

• To explore recent trends in cataloguing, such as web-based OPACs, metadata standards, and innovative cataloguing tools.

• To enable students to critically examine the evolution of cataloguing standards and practices, preparing them for modern library environments.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Students will master the ability to create and maintain catalogues, including bibliographical descriptions, using standards like AACR-II, ISBD, and RDA.

• Learners will develop expertise in subject cataloguing and filing procedures for various formats, including non-book materials.

• Graduates will understand the value of resource sharing, centralized cataloguing, and cooperative cataloguing for efficient information dissemination.

• Participants will gain skills in applying metadata standards like MARC-21, Dublin Core, and others, ensuring systematic organization of resources.

• Individuals will be prepared to utilize advanced cataloguing technologies and methods, including Web OPACs and Z39.50, in digital library systems.</td></tr>
<tr><td>Content</td><td colspan="5">Unit I: Document Description
• Technical Reading of book</td></tr>
</table>

	• Bibliographical Description: Concepts and Definition. • Library Catalogue: Meaning, Definitions, Need, Purpose, Objectives and Functions. • History and Development of Catalogue Codes and Practices • Resource Description Standards: ISBD, AACR-II, RDA, BIBFRAME and FRBR etc. **Unit-II: Forms, Entries and Subject Cataloguing** • Physical forms and Inner forms of Catalogues. • Kinds of Entries as per AACR – 2R • Filing Rules and Procedures as per AACR – 2R • Subject Cataloguing: Design and Construction, SLSH and LCSH. • Cataloguing of Non-book Materials (NBM) **Unit-III: Principles of Cataloguing** • Normative Principles of Cataloguing: Canons, Laws, Principles. • Resource sharing of Bibliographic Data: Meaning and Importance. • Centralized Cataloguing, Cooperative Cataloguing, Cataloguing at Source CIP, Union Catalogues. **Unit-IV: Recent Trends in Cataloguing** • Current developments: Web OPACs and Z39.50 • Metadata: Meaning, Definition, Purpose, Use and Types. • Metadata Standards: MARC-21 & Dublin Core, TEI (Text Encoding Initiative), METS, TEI, EAD etc.
Reference Books	• Foulonneau, M. (2008). *Metadata for digital resources*. Chandos Publishing. • Lihitkar, S. (2012). *Cataloguing theory and practice*. Hyderabad: B.S. Publications. • Maxwell, R. L., & Connell, T. H. (Eds.). (2000). *Future of cataloging: The Lubetzky symposium*. Chicago: American Library Association. • OCLC. (2002). *Bibliographic formats and standards* (3rd ed.). Dublin, OH: OCLC. Retrieved from http://www.oclc.org/oclc/bib/toc.htm • Ranganathan, S. R. (1974). *Cataloguing practice* (Assisted by G. Bhattacharya). Bombay: Asia Publishing House.

<table>
<tr><td>Title</td><td colspan="5">INFORMATION SOURCES AND SERVICES</td></tr>
<tr><td>Code</td><td colspan="5">BLIB 203</td></tr>
<tr><td rowspan="2">Credit</td><td>L</td><td>T</td><td>P</td><td>TC</td><td></td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>4</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="5">A foundational understanding of library science or prior coursework in information organization, such as "Introduction to Library and Information Science," is recommended. Basic computer literacy and familiarity with digital tools and resources would also be beneficial for engaging with electronic information sources and services.</td></tr>
<tr><td>Course Objective</td><td colspan="5">• To develop a comprehensive understanding of the various types of information sources and their significance in research and knowledge dissemination.

• To familiarize students with the evaluation criteria for assessing the credibility and utility of print and electronic information resources.

• To explore the concept and scope of information services and their application in traditional and digital library environments.

• To equip students with knowledge about modern electronic information services and their advantages.

• To highlight the competencies required for librarians and information professionals in providing effective reference and information services.</td></tr>
<tr><td>Outcome</td><td colspan="5">• Students will acquire an in-depth understanding of various types of information sources, including documentary and non-documentary ones, enabling them to effectively locate and utilize information for academic and professional purposes.

• Learners will develop the ability to critically evaluate print and electronic information sources based on established criteria, ensuring the reliability and relevance of the resources they use.

• Graduates will understand the role of information services in libraries and information centers and be adept at managing traditional and digital services to meet diverse user needs.

• Participants will gain proficiency in advanced information services such as abstracting, indexing, and electronic document delivery, fostering innovation in</td></tr>
</table>

	the dissemination of knowledge. • Individuals will enhance their competencies as reference librarians, acquiring the necessary skills to deliver high-quality information services and adapt to evolving technologies.
Content	**Unit I: Fundamentals of Information Sources** • Information Sources: Concepts and Need • Categories of Information Sources : Primary, Secondary and Tertiary • Documentary and Non-documentary sources (Human Sources, Institution Sources and Internet sources) • Reference Sources: Dictionaries, Encyclopedias, Almanacs, Year Books, Directories, Handbooks, Manuals, Bibliographies, Educational, Biographical Sources and Geographical. **Unit II: Information Sources and their Evaluation** • Criteria of Evaluation of Information Sources • Electronic Information Sources: E-documents and Databases • Evaluation of Different Types of Information Sources :Print and Non-Prin **Unit III: Information Service** • Concept, Definition, Need and Scope • Scope and Types of Information Services – Traditional Library Services and Webenabled Library and Information Services; • Information Services in Different Types of Libraries and Information Centres • Reference Librarian: Role, Skills & Competencies **Unit IV: Types of Information Services** • Reference and Referral Service • Abstracting, Indexing, Translation and Reprography • Document Delivery Service, Alerting Services-CAS and SDI • Electronic Information Services - e-CAS, e-SDI, Electronic Document Delivery Services • Virtual Reference Service : Concept, Definition, Types and Modes • Abstracting Products: LISA, LISTA and CAS.
Reference Books	• Katz, W. A. (1992). *Introduction to reference work*. New York: McGraw Hill. • Kumar, K. (1990). *Reference service*. New Delhi: Vikas. • Kumar, K. (1987). *Reference service* (3rd ed.). New Delhi: Vikas. • Mahapatra, M., & others. (2003). *Access to electronic information*. Bhubaneshwar: SIS Chapter. • Bemis, M. F. (2013). *Library and information science: A guide to key literature and sources*. USA: American Library Association. ISBN: 978-0-8389-1185-3.

Title	**CATALOGING OF DOCUMENTS ACCORDING TO AACR-II**				
Code	**BLIB 204 P**				
Credit	**L**	**T**	**P**	**TC**	
	-	1	3	4	
Prerequisite	A foundational understanding of library cataloguing principles or an introductory course in library science is recommended. Familiarity with basic terminologies and classification systems like Dewey Decimal or Library of Congress Classification will provide a strong starting point.				
Course Objective	• To develop a working knowledge of AACR-II and its application in cataloguing diverse types of resources. • To equip students with practical skills for cataloguing books, serials, corporate works, and non-book materials across library systems. • To familiarize learners with the process of assigning accurate subject headings to improve resource retrieval.				
Outcome	• Students will be able to effectively apply AACR-II principles for cataloguing a variety of materials, including challenging cases like pseudonymous authors and multivolume works. • Participants will gain proficiency in cataloguing non-book and corporate publications, ensuring library collections are systematically organized. • Graduates will possess the ability to assign relevant subject headings that enhance the accessibility and usability of library resources.				
Content	• Introduction to AACR - II • Cataloguing of Single Author and Joint Authored Books. • Cataloguing of Edited Books, Multivolume Books, and Pseudonymous Authors. • Cataloguing of Serials Publications. • Cataloguing of Corporate Authors: Government Publications, Institutional Publications, Society Publications, Conference/Seminar Proceedings, and Workshop Materials etc. • Cataloguing of Non Book Materials (NBM) • Assigning Subject Headings.				
Reference Books	• Chan, L. M. (2007). *Cataloging and classification: An introduction* (3rd ed.). Lanham, MD: Scarecrow Press.				

	• Maxwell, R. L. (2002). *Maxwell's handbook for AACR2: Explaining and illustrating the Anglo-American Cataloguing Rules through the 2003 update*. Chicago, IL: American Library Association. • Taylor, A. G. (2006). *Introduction to cataloging and classification* (10th ed.). Westport, CT: Libraries Unlimited. • Krishan Kumar. (1987). *Theory of cataloguing* (5th ed.). New Delhi: Vikas Publishing House. • Carpenter, M., & Svenonius, E. (1985). *Foundations of cataloging: A sourcebook*. Littleton, CO: Libraries Unlimited.

Title	**Special Library System**				
Code	**BLIB 205 (A)**				
Credit	**L**	**T**	**P**	**TC**	
	4	-	-	4	
Prerequisite	A basic understanding of library and information science concepts is essential, including familiarity with cataloguing, reference services, and organizational practices in libraries. Additionally, a keen interest in special libraries and their role in knowledge dissemination is recommended.				
Course Objective	• To provide a comprehensive understanding of the objectives, functions, and types of special libraries and their significance in various sectors. • To equip students with the ability to plan, manage, and evaluate information services tailored to special libraries. • To explore human resource management practices for library professionals, focusing on recruitment, training, and development. • To teach students effective planning and design principles for library buildings, including space management and resource allocation. • To encourage the adoption of innovative practices such as resource sharing and networking to improve library operations.				
Outcome	• Students will gain expertise in the operations and roles of special libraries, especially in supporting industries, government, and R&D institutions. • Graduates will be able to design and implement information services like indexing, abstracting, reprography, and bibliographic services tailored to special library needs. • Learners will develop skills in human resource management, including recruitment, training, and motivation, applicable to library environments. • Participants will understand space and resource planning for library buildings, ensuring functional and aesthetic designs. • Individuals will be proficient in creating collaborative networks and sharing resources to optimize library systems.				

Content	**Unit I: Special Library** • Special Library: Definition, Characteristics, Types, Objectives and Functions • Role of Special Libraries in R & D Institutions, industries, government departments. • Collection Development and Resource Management • Resource Sharing and Networking **Unit II: Planning of Information Services** • Documentation Services: Abstracting Service, Indexing Service, CAS, SD Translation, Reprographic Services • Newspaper Clipping Service • Digest Service • Literature Searching and Bibliographic Services • Micrographic Services **Unit III: Human Resource Management** • Selection, Recruitment and Placement • Qualifications, Duties and Responsibilities • Organizational Structure • Service Conditions • Training, Education and Development • Motivation and Control **Unit IV: Planning for Special Library Building** • Feature of library Building • Standards for Planning • Space Management • Interior and Exterior • Furniture and Equipments
Reference Books	• Kruzas, A. T. (Ed.). (1963). *Directory of special libraries and information centers*. Detroit, MI: Gale Research Company. • Christianson, E. B. (1980). Special libraries: A growth industry. *Illinois Libraries, 62*(March), 220. • Ashworth, W. (1979). *Special librarianship*. London: Clive Bingley. • Davison, D. (1980). *Reference service*. London: Clive Bingley. (pp. 183–184). • Strable, E. G. (1980). Special libraries: What's the difference? *Illinois Libraries, 62*(March), 2017.

Title	**Reference and Information Sources**				
Code	**BLIB 205(B)**				
Credit	**L**	**T**	**P**	**TC**	
	4	-	-	4	
Prerequisite	A basic understanding of library and information science principles is recommended. Familiarity with terminologies like reference sources, cataloguing, and digital resources will serve as a strong foundation for this course.				
Course Objective	• To understand the concepts, formats, and importance of reference and information sources across traditional and digital platforms. • To develop the ability to evaluate different types of reference sources for accuracy, relevance, and credibility. • To explore effective methods for utilizing electronic resources and tools like databases, digital libraries, and reference management systems. • To equip students with the knowledge and skills required for competent reference librarianship, emphasizing adaptability to web-enabled services. • To analyze emerging trends such as artificial intelligence and innovative practices in reference services through case studies.				
Outcome	• Students will master the use of reference tools and techniques for organizing and retrieving information from various sources, including primary, secondary, and tertiary formats. • Learners will gain proficiency in managing electronic information services, including e-resources, databases, and bibliographic tools. • Participants will develop competencies in evaluating the effectiveness and scope of reference sources, both print and non-print. • Graduates will be prepared to adapt to the role of reference librarians, excelling in skills such as virtual reference services and literature searching. • Individuals will understand future trends and innovative technologies, such as AI-driven reference services, and their application in modern library systems.				
Content	**Unit I: Introduction to Reference and Information Sources** • Concepts and Importance of Reference and Information Sources.				

	• Types of Reference Sources: Primary, Secondary, and Tertiary. • Formats of Information Sources: Print, Non-Print, and Digital. • Evaluation Criteria for Reference and Information Sources. **Unit II: Documentary and Non-Documentary Sources** • Overview of Documentary Sources: Books, Journals, Reports, Standards, Patents. • Non-Documentary Sources: Institutional, Human, and Internet-Based. • Reference Tools: Dictionaries, Encyclopedias, Handbooks, Yearbooks, Directories. • Geographical and Biographical Sources. **Unit III: Electronic Information Resources and Services** • E-Resources: Databases, E-Books, Digital Libraries, Open Access Repositories. • Search Techniques for Electronic Information. • Reference Management Tools: EndNote, Zotero, Mendeley. • Virtual Reference Services and Web-Based Tools. **Unit IV: Role of Reference Librarians and Future Trends** • Role, Skills, and Competencies of Reference Librarians. • Traditional Library Services vs. Web-Enabled Information Services. • Emerging Trends: Artificial Intelligence in Reference Services. • Case Studies of Innovative Reference Services in Libraries.
Reference Books	• Katz, W. A. (1992). *Introduction to reference work*. New York: McGraw Hill. • Kumar, K. (1990). *Reference service*. New Delhi: Vikas. • Chan, L. M. (2007). *Cataloging and classification: An introduction* (3rd ed.). Lanham, MD: Scarecrow Press. • Bemis, M. F. (2013). *Library and information science: A guide to key literature and sources*. USA: American Library Association. • Maxwell, R. L., & Connell, T. H. (Eds.). (2000). *Future of cataloging: The Lubetzky symposium*. Chicago: American Library Association.

Title	**Information Literacy**
Code	**BLIB 206**
Credit	**L** **T** **P** **TC** 2 - - 2
Prerequisite	A foundational understanding of basic library science concepts and terminologies, including reference services and information resource management, is recommended. Familiarity with digital tools like web-based resources and brochures would be beneficial.
Course Objective	• To provide an in-depth understanding of the concept, types, and importance of information literacy, focusing on its applications in libraries and educational programs. • To explore various models and standards of information literacy and their implementation in academic and professional settings. • To equip students with practical knowledge of creating and managing information literacy products such as brochures, bulletins, and instructions. • To enable learners to design, evaluate, and implement user education programs in the context of libraries and information literacy. • To encourage critical thinking about the evolution of information literacy programs, particularly in the Indian context, and their global significance.
Outcome	• Students will acquire a comprehensive understanding of information literacy concepts, including their types and objectives, preparing them for professional roles in library systems. • Learners will master key information literacy models and standards, ensuring they can apply these frameworks in various academic and organizational contexts. • Graduates will gain practical experience in designing information literacy products and will be adept at creating resources tailored to user needs. • Participants will learn to assess and enhance user education programs, making information literacy accessible and impactful. • Students will develop insights into global and national perspectives of information literacy programs, enabling cross-cultural applications and innovation.

Content	**Unit I: Fundamental of Information Literacy** • Concept, Definitions, Need, Objectives Various Types and Importance of Information Literacy. • Information Literacy Products- Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin • User Education: Programs and Evaluation • Information Literacy programmes in India. **Unit II: Models and Standards of Information Literacy** • Information Literacy Models – Kuhlthau, Bruce's 7 Faces, Eisenberg and Berkovitz Big Six Model, SCONUL- Seven Pillar/Seven Faces Model, Empowering-8 Model, Pappas/Teppe-Pathways to Knowledge Model, Louisiana Model, Anderson and Johnston Model etc. • Information Literacy Standards: ACRL, ISTE, ANZIIL, AASL, AECT, IFLA Standards etc.
Reference Books	1. Bilawar, P. B. (2017). *Essentials of information literacy*. New Delhi: Ess Ess Publications. 2. Bandy, S. J. (2005). *Teaching and testing information literacy skills*. Linworth Publishing. 3. Breivik, P. S., & Gee, E. G. (1989). *Information literacy: Revolution in the library*. Detroit, MI: American Council on Education. 4. Bruce, C. (1997). *The seven faces of information literacy*. Adelaide: Auslib Press. 5. Eisenberg, M., & Berkowitz, R. E. (1990). *Information problem solving: The Big Six skills approach to library and information literacy*. Norwood, NJ: Ablex Publishing.