GURU KASHI UNIVERSITY

Bachelor of Library & information Science

Appendix-I

Session: 2025-26

Faculty of Sciences, Humanities & Languages

Graduate Attributes of the Programme: -

Type of learning outcomes	The Learning Outcomes Descriptors
The Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	develop a comprehensive understanding of cataloging standards (e.g., AACR2, MARC, RDA) and classification systems (e.g., Dewey Decimal, Library of Congress), enabling them to organize, manage, and retrieve information efficiently in various library settings..
	apply knowledge of information technology, including integrated library systems (ILS), digital repositories, and emerging technologies such as cloud computing and big data analytics, to enhance the accessibility and functionality of library services.
	The capability to deliver digital literacy and information services, as well as the proficiency to contribute to the knowledge economy in various cultural contexts, both locally and internationally.
Generic learning outcomes	Graduates will demonstrate the ability to efficiently locate, evaluate, and manage diverse information resources in various formats, including digital, print, and multimedia, to meet the information needs of users.
	exhibit a strong understanding of ethical principles, including intellectual property rights and privacy concerns, and will demonstrate a commitment to providing equitable, inclusive, and user-centered library services in diverse communities..
	critically assess the value and relevance of information sources, apply research methodologies, and provide insightful recommendations for library and information management practices.

Programme Learning outcomes: An Undergraduate Certificate is awarded to students who have demonstrated the achievement of the outcomes located at level 4.5:

Element of the Descriptor	Programme learning outcomes relating to Undergraduate Certificate
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding	Demonstrate understanding of key concepts, principles, and laws in Library and Information Science, including classification, cataloguing, information services, library management, technology applications, library movements, legislation, user studies, and the library profession.
	Understand the procedures for selecting, acquiring, classifying, cataloging, and processing documents; provide library services, manage routine tasks manually and digitally, maintain collections, assess user needs, and deliver user education.
	Apply skills in handling all kinds of information environment, both traditional and automated for carrying out professional activities, such as processing and circulation of documents; reference and information services; automated libraries.
	exhibit knowledge, understanding and skills that offer job opportunities as librarians in different types of libraries: academic, public, special, research, government, private and commercial information centers.
General, technical and professional skills required to perform and accomplish tasks	Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the field of library and Information Science.
	learn advanced skills needed to complete specialized tasks in Library and Information Science and perform tasks in different areas of the field.
	Effectively communicate the attained skills of Library and Information Science in well-structured and productive manner to the society at large.
Application of knowledge and skills	Apply knowledge and skills to manage information, use technology, and solve problems ethically.

Generic learning outcomes	Generic learning outcomes include mastering information management, critical thinking, technology use, and ethical practices.
Constitutional, humanistic, ethical, and moral values	Constitutional, humanistic, ethical, and moral values emphasize respect for rights, dignity, fairness, and integrity in all professional practices.

Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.
Credit requirements	The 1-year/2-semester Bachelor programme builds on a 1-year/2-semester bachelor's degree of Library and Information Science (BLIS) and requires a total of a minimum of 47 credits from the first and second Semester of the programme, with a minimum of 21 credits in the first Semester and minimum of 26 credits in the second Semester of the programme at level 4.5
Entry requirements	3-years or 4 years Bachelor's degree if any stream for the 1-year/2-semester Bachelor degree programme (Library and Information Science)

SEMESTER: 1ˢᵗ									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**Credits**	**Int.**	**Ext.**	**Total Marks**
BLS1400	Foundation of Library and Information Science	Core Course	4	0	0	4	30	70	100
BLS1401	Knowledge Organization: Classification (Theory)	Core Course	4	0	0	4	30	70	100
BLS1402	Knowledge Organisation Classification (Practice)	Core Course	4	0	0	4	30	70	100
BLS1403	Basics of Information and Communication Technology (Theory)	Skill Enhancement Course	2	0	0	2	30	70	100
BLS1404	Basics of Information and Communication Technology (Practical)	Skill Enhancement Course	0	0	2	1	30	70	100
VAC0002	Human Values and Professional Ethics	Value Added Course	2	0	0	2	30	70	100

Elective-I (Any one of the following)									
BLS1405	Information Sources	Discipline Elective	4	0	0	4	30	70	100
BLS1406	Preservation and Conservation of Library Materials								
Total			**20**	**0**	**2**	**21**	**210**	**490**	**700**

SEMESTER: 2nd									
Course Code	Course Title	Type of Courses	L	T	P	Credits	Int.	Ext.	Total Marks
BLS2450	Management of Libraries and Information Centres	Core Course	4	0	0	4	30	70	100
BLS2451	Knowledge Organization: Cataloguing (Theory)	Core Course	4	0	0	4	30	70	100
BLS2452	Knowledge Organization: Cataloguing (Practice)	Core Course	4	0	0	4	30	70	100
BLS2453	User and Information Services	Core Course	4	0	0	4	30	70	100
BLS2454	Library Internship	Skill Based	0	0	0	4	30	70	100
VAC0001	Environment Education	Value Added Course	2	0	0	2	30	70	100
Discipline Elective-II (Any one of the following)									
BLS2455	School Library System	Discipline Elective	4	0	0	4	30	70	100
BLS2456	Public Library System								
Total			22	0	0	26	210	490	700

Semester-I

Course Title: Foundation of Library and Information Science	L	T	P	Cr.
Course Code: BLS1400	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand foundational aspects of Library and Information Science (LIS), including its significant developments, major themes, organizations, and institutions.
2. Develop familiarity with the five laws of library science, the library profession, and professional ethics.
3. Gain knowledge of different Indian library legislation acts.
4. Examine major conceptual frameworks for LIS practice and theory, with a focus on user awareness and Resource Sharing

Course Content

UNIT-I Library-Types and Role   12 Hours

Library: Definition, concept, objectives and role of libraries; Types of Libraries: Features and Functions; Growth and development of libraries with special reference to India.

UNIT-II Laws of Library and Information Science   12 Hours

Five laws of library science of S R Ranganathan; Implications of five laws: general and digital environment.

UNIT-III Professional Library Legislations &, Public 16 Hours Relations, Extension Activities

Library Legislation: Need and Essential Features.; Library Legislation in India with special reference to states of TamilNadu, Maharashtra, Madras, Andhra Pradesh, Gujarat, Manipur; Right to Information Act; Intellectual Property Rights; Public Relations and Extension Activities.

UNIT IV Professional Associations, Organizations and

Resource Sharing   **18 Hours**

Librarianship as a Profession and Professional Ethics; National and International Professional Associations; Role of United Nations Educational, Scientific and Cultural Organization;(UNESCO), University Grants Commission (UGC) and Raja Ram Mohan Roy Library Foundation (RRRLF) in the promotion and development of Libraries; Resource Sharing: Concept, need, purpose and areas of resource sharing in libraries.

Transaction Mode: Demonstration, Open talk, Cooperative Teaching, Flipped Teaching

Suggested Readings

- *Prajapati, R.S.(2013) .Foundations of library and information science, .New Delhi:Discovery Pub. House.*
- *Khanna, J. K. (1984). Fundamentals of library Organisation. New Delhi: EssEss Publication.*
- *Davies, D. L.(2013).Library and information science. NewDelhi: Random Exports.*
- *Bawden, D., & Robinson, L. (2013). Introduction to information science. Chicago:Neal- Schuman.*
- *Sudhir, N. (2013). The right to information in India. New Delhi, India : OxfordUniversity Press.*
- *Joseph, E. S. (2014). Intellectual property rights, the pool of knowledge, andInnovation; National Bureau of Economic Research. Cambridge, MA.: NationalBureau of Economic Research.*
- *Vikrant N. V. & Alphen, (2014). Open source software and intellectualProperty rights. The Netherlands: Kluwer Law International.*
- *Pathak, M. (2014). An introduction to intellectual property rights. New Delhi: New India Publishing Agency.*
- *Talwar, S. (2012). Encyclopaedia of intellectual property rights. New Delhi: Serials Publications.*
- *Ranganathan, S. R. (1953). Library legislation: handbook to Madras library act. Madras: Madras Library Association.*
- *Sadhu, S. N. &Saraf, B. N. (1967). Library legislation in India: a historical and comparative study. New Delhi: Sagar Publication.*
- *Isaac, K. A. (2004). Library legislation in India: a critical and comparative study of state library acts. New Delhi: EssEss Publication*
- *Sujatha, G. (2000). Resource Sharing & Networking of University Libraries. New Delhi: EssEss Publication.*
- *Dhiman, Anil K. &Yashoda Rani (2007). Resource sharing and library & Information Networks .New Delhi: EssEss Publication.*
- *Lal, C, ed. (2008). Information Literacy in the Digital Age. New Delhi:*

EssEss Publication.
- *Welsh, Teresa S. & Wright, Melissa S. (2010). Information Literacy in the Digital Age: an evidence-based approach. Oxford: Chandos Publishing.*
- *Grassian, Esther S. &Kaplowitz, Joan R. (2013). Information Literacy Instruction: theory and practice. New Delhi: EssEss Publication.*

Web Resources: 1.https://en.unesco.org/
2. https://www.ifla.org/
3. http://rrrlf.nic.in/
4. http://www.nou.ac.in/Online%20Resourses/086/LIBRARY%20LEGISLATION%20IN%20INDIA. 1%20(1).pdf
5. https://egyankosh.ac.in/bitstream/123456789/33055/1/Unit-15.pdf
6. https://www.libraryscience.in/2020/10/library-legislation-in-india.html
7. https://egyankosh.ac.in/bitstream/123456789/34898/1/Unit-2.pdf

Course Title: Knowledge Organization: Classification (Theory)	L	T	P	Cr.
Course Code: BLS1401	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Explain the nature and attributes of the universe of knowledge.
2. Articulate the meaning, purpose, functions, Notation and Postulation approach of library classification.
3. Clarify various facets of Species of library classification and call numbers.
4. Highlight the salient features of major classification schemes and review current trends in library classification.

Course Content

UNIT-I Universe of Knowledge and Subjects   14 Hours

Universe of Knowledge: Knowledge Classification and Universe of Knowledge; Modes of Formation of Subjects; Subject: Meaning and types (Basic, Compound, Complex).

UNIT-II Library Classification   16 Hours

Library Classification: Meaning, Need and Purpose; Canons of Library Classification; Notation: Meaning, need, functions, types, qualities, Call number; Postulation approach: postulates, facet analysis, fundamental categories, phase analysis, principles of helpful sequence and facet sequence.

UNIT-III Classification Schemes and their features   17 Hours

Species of library classification: enumerative & faceted; Dewey decimal classification (DDC): Salient features; Colon Classification (CC): Salient features; Universal Decimal Classification (UDC): Salient feature; Library of Congress Classification (LCC): Salient features.

UNIT-IV Trends in Library Classification   13 Hours

Simple Knowledge Organization Systems (SKOS); Automatic Classification; Web Dewey, UDC online; Taxonomies Ontology.

Transaction modes: Lecture blended learning, Open Talk, Demonstration, and Cooperative Teaching, Flipped Teaching

Suggested Readings

- *Broughton, Vanda (2015). Essential classification (2nd ed). London: Facet.*
- *Chaudhary, G. G. & Chaudhary, Sudatta (2007). Organizing information: From the shelf to the web. London:Facet.*
- *Dhyani, Pushpa. (2000). Theory of library classification. Delhi: VishwaPrakashan.*
- *Foskett, A. C. (1990). Subject approach to information (5thed.). London: Clive Bingley.*
- *Krishan Kumar. (2000). Theory of classification (4th rev ed.) New Delhi: Vikas Publications.*
- *Ranganathan, S. R. (1967). Prolegomena to library classification (3rd ed.). Bangalore: SaradaRanganathanEndowment for Library Science.*
- *Stuart, David (2016). Practical anthologies for information professionals. London: Facet.*
- *Chan, L. M. and Salaba, Athena (2015). Cataloguing and classification: an introduction. 4th ed. Lanham, MD: Rowman& Littlefield Publisher.*
- *Joudrey, Daniel N. & Taylor, Arlene G. (2015). Introduction to cataloguing and classification, 11th ed. Santa Barbara: Libraries Unlimited.*
- *Batley, S. (2005). Classification in theory and practice. Oxford: Chandos.*
- *Satija, M. P. (2013). The theory and practice of the Dewey decimal classification system (2nd Ed.). Oxford: Chandos.*
- *Satija, M. P. (2011). A guide to the theory and practice of colon classification. New Delhi: EssEss Publications*
- *Kumbhar, Rajendra (2011). Library classification trends in 21st century. Oxford:Chandos.*
- *Rowley, Jennifer & Hartley, Richard (2008). Organizing knowledge: an introduction to managing access to information. 4th ed. London: Rout ledge.*
- *Decimaland Colon classification schemes.Srinagar: theauthors.*

Web Resources

https://en.unesco.org/

1. https://www.ifla.org/

2. http://rrrlf.nic.in/
   https://www.tandfonline.com/doi/abs/10.1080/01639374.2023.2209068 https://www.w3.org/2004/02/skos/
   https://arkiv.iva.ku.dk/kolifeboat/CONCEPTS/universe_of_knowledge.htm

Course Title: Knowledge Organization: Classification (Practice)	L	T	P	Cr.
Course Code: BLS1402	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Classify and construct the class numbers for titles using Colon Classification Scheme.
2. Synthesize class numbers by using common isolates and 'different devices of CC scheme.
3. Classify and construct the class numbers for complex titles using DDC scheme.
4. Use of different schedules, manual and relative index of Classification Schemes.

Course Content

UNIT-I Colon Classification (6th ed.)   15 Hours

Introduction and Structure of Colon Classification (CC);
Classification compound courses by CC; Classification of
simple documents; Use of Common Isolates; Classification of documents;
Use of Devices

UNIT-II According to CC   14 Hours
Classification of documents; Use of phase Relations;
Classification of documents; Involving Complex Subject;
Classification of Titles by DDC using Zero and add device

UNIT-III Classification of documents according to DDC16 Hours

Classification of documents with simple subjects; compound subjects: According to DDC; Classification of documents; Use of Table 1&2.; Classification of documents; Use of Table3.; Classification of documents; Use of Table 4&5; Classification of documents; Use of Table6.

UNIT-IV Classification of documents according to DDC and CC

15
   Hours

Classification of the same document according to DDC,23 and CC.;

The Students will be asked to classify same title according to both DDC & CC.

LIST OFREQUIREMENTSINTHEEXAMINATIONHALL

The following books are to be provided to the candidates:

1. Ranganathan, S.R. Colon Classification. Ed 6 (Reprinted with amendments), 1963.One for each candidate.

2. Dewey Decimal classification.4Voll. Ed.23rd.

Transaction Mode: Lecture, problem solving, discussion & demonstration, blended learning.

Suggested Readings

- *Dewey, M., & Custer, B.A. (1979). Dewey decimal classification and relative index(23rdEd.). (Vol.4). Albany: Forest Press.*

- *Ranganathan, S.R. (1989). Colon Classification (6th).Bangalore: Sarda Ranganathan Endowment Library Science.*
- *Satija, M.P. (2011). A guide to the theory and practice of colon classification. New Delhi: Ess Ess Publications.*
- *Satija, P. (2013). The theory and practice of the Dewey Decimal Classification system(2nded.). Oxford: Chandos Pub.*
- *Satija, M. P. (2004). Exercises in the 22nd edition of the Dewey decimal classification. New Delhi: EssEss Publications.*
- *Singh, S. (2011). The theory and practice of the Dewey decimal classification system. New Delhi: Isha Books.*

Course Title: Basics of Information and Communication Technology (Theory)	L	T	P	Cr.
Course Code: BLS1403	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Describe the Fundamentals of Computers.
2. Critically compare computer networks, internet protocols, and multimedia technologies.
3. Examine the functions and Networks of database management systems.
4. Conceptualize the Internet of Things and web servers.

UNIT- I Fundamentals of Computer   7 Hours

Computers: Concept, generations and types; Units of Computers: Arithmetic and logic unit, control unit, input and output; unit, memory unit; Software: System Software - Operating systems-MS-Windows and LINUX (basic features

UNIT- II Telecommunication Technologies   8 Hours

Transmission Channels, Mode and   Media,   ISDN,   PSDN; Modulation, Frequency, Bandwidth and Multiplexing, Standards and Protocols; Wireless Communication: Media, Wi-Fi, Li-fi, Satellite Communication; Mobile Communication

UNIT-IIIComputer Networks and Library Networks 9 Hours

Computer Networks: Concept, need, topologies and types (LAN, MAN, WAN) Internet: Web Browsers, Search Engines (Meta & Entity); Internet Protocols and Standards: HTTPS, FTP, SMTP, TCP/IP, URI, URL OSI Modals.

UNIT- IV Library Automation **6 Hours**

Library Automation**:** Definition, purpose and historical development; Planning and implementation of automation in housekeeping; operations, Retrospective Conversion; Standards for library automation; Library Management Software: Proprietary, Free and Open Source.

Transaction modes: Lecture blended learning, Open Talk, Demonstration, and Cooperative Teaching, Flipped Teaching

Suggested Readings

- *Gaboitsiwe, T. (2013). Information and communication technology: Introduction to the Internetcomponents-WorldWideWebandemail.UnitedStates:CreateSpace.com*

- *Williams, B.K., & Sawyer, S.C. (2013). Using information technology: A practical introduction to computers & communications. New York, NY: McGraw-Hill.*

- *Alkhatib, G. (2013). Network and communication technology innovations for web and IT advancement. Hershey, PA: Information Science Reference*

- *Singh, H., Kakkar, S.K., &Sharma, A. (2011). A Book of fundamentals of Information Technology. Amritsar: Lakhanpal Publishers.*

- *Bailey, D. R., & Tierney, B. (2008). Transforming library service through information commons: Case studies for the digital age. Chicago: American Library Association.*

- *Tanenbaum, A. S. & Feamster, N. (2019). Computer networks. Boston, Mass: Pearson Education.*

- *Leckie, G. J., & Buschman, J. (2009). Information technology in librarianship: New critical approaches. Westport, Conn: Libraries Unlimited.*

- *Sathaiah, B. (2011). Information technology in university libraries. New Delhi: Common wealth Publishers.*

- *Singh, S.P. (2009). Information technology in library. New Delhi, India: Omega Publications.*

- *Theresa, T. B., Ratna, K. C. & Rai, B. A. (2011). Information technology and library automation. New Delhi: Common wealth Publishers.*

Course Title: Basics of Information and Communication Technology (Practical)	L	T	P	Cr.
Course Code: BLS1404		0	2	1

Total Hours: 15

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. using Operating System: Windows and LINUX.
2. Understand data, information and file management
3. Demonstrate the SOUL and Koha organize and present data.
4. Learn the use of ICT in library and information Centre and to impart practical knowledge of library automation software

Course Content

1. Operating System: Windows, LINUX.
2. MS office package. Word, power point
3. An Introduction to SOUL, Koha.
4. Basic of the Internet, Search engines and Web Browser, Internet Search Techniques.

Transaction Mode: Lecture, blended learning, problem solving, discussion demonstration, Self-study.

Suggested Readings

- *Mishra, V. (2016). Basics of Library Automation, Koha Library Management Software and Data Migration: Challenges with Case Studies. EssEss Publications.*
- *Poornima, G & Girish, R. (n.d). Creating and Managing Institutional Repository Using DSpace: A Case Study Approach. Educreation Publishing.*
- *Sharma, A. (2019). Koha for Beginners. Willford Press*
- *Sirohi, S., & Gupta, A. (2010). Koha 3 Library Management System. Packt Publishing Ltd.*
- *Witten, I. H., Bainbridge, D., & Nichols, D. M. (2009). How*

to build a digital library. Morgan Kaufmann.

Course Title: Human Values and Professional Ethics	L	T	P	Cr.
Course Code: VAC0002	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the essence of Indian ethos, cultural values and ethical principles derived from scriptures, integrating self-exploration with scientific inquiry.
2. Analyze human values, self-awareness and ethical decision-making by distinguishing between perspectives, ideologies and universal moral principles.
3. Evaluate constitutional values, global responsibilities and the role of ethics in citizenship while promoting inclusivity and social welfare.
4. Develop essential life skills, stress management techniques and holistic well-being through mindfulness, self-discipline and personality development.

Course Content

UNIT-I Introduction to Indian Ethos   7 Hours

Meaning of ethos and cultural essence of India, Scriptures as the base of the Indian Knowledge System (IKS), Integrating the two methodologies: interiorization process for self-exploration and exterior scientifc pursuit for the prosperity of world, The Law of Karma and Nishkama Karma (The Law of action and selfless action), Practical: Five hours of Yoga practice per week, Ethics through Music and Indian Poetry, Community Engagement

UNIT-II Human Values and Ethics   8 Hours
Knowing the Self and the universal values that we stand for. This is self-enquiry & self-discovery, Background conversations and deep listening, recognizing the assumptions that we make, the biases we have and the implications for ethical action. Self-identity: distinguishing and embracing oneself (and others) four profiles (inner potential, social, professional, personality), Distinguish ideology, perspectives beliefs from embodying

values. Practical: Self discovery, self enquiry and Mindfulness, Yama & Niyama of Ashthang Yoga

UNIT-III Constitutional Values, Global Responsibility & Skills for Youth
7 Hours

Values embedded in the Preamble of the Indian Constitution, Integration of Human Rights and duties. Principles and responsibilities: as citizens of India, towards global environment, Loksangraha and Vasudhaiva Kutumbakam, Conscious Full Spectrum Response model. Distinguishing judgement from discernment, Practical: Development of concentration among students through music, fine arts, mathematics, sports, yoga and mindfulness

UNIT-IV Integrated Personality and Well-being   8 Hours
The three gunas (qualities of sattva—purity and harmony, rajas —activity and passion, tamas —darkness and chaos), the four antah-karanas (inner instruments) and panch kosha (five sheaths), Stress management, Oneness, non-duality and equanimity, Physical, mental, social and spiritual well-being. Practical: Talks on importance of the Ayurvedic concept of well-being and nutrition, sports activities.

Suggested Readings

- *Mahadevan, B., Bhat, V.R. and Nagendra, P.R.N. 2022. Introduction to Indian Knowledge System. Delhi: PHI.*
- *Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010.*
- *Kashyap, Subhash C. 2019. Constitution of India. A handbook for students. New Delhi: National Book Trust.*
- *Dr. Awadesh Pradhan, Mahamana ke Vichara". (B.H.U., Vanarasi 2007)*
- *Harold Koontz & Heinz Weihrich, Essentials of Management, Tata McGraw Hill.*
- *Lama, D. 2012. Beyond Religion: Ethics for a Whole World. India: Harper Collins.*
- *Shrimad Bhagavad-Gita (Part of the Mahabharata). 1994. Gorakhpur: Gita Press. Swami Harshananda. 2000. The Birds' Eye View of the Vedas. Bangalore: Ramakrishna Math.*
- *Fontaine, D. K., Rushton, C. H. and Sharma, M. 2013. Cultivating Compassion and Empathy. In: M. Plews-Ogan and G. Beyt (Eds.), Wisdom Leadership in academic Health Science Centers- Leading Positive Change. London: Radcliffe Publishing.*

- *Blanchard, Kenneth and Peale, Norman Vincent. 1988. The Power of Ethical Management. New York: William Morrow and Company, Inc.*
- *Gandhi, Mohandas Karamchand. 1971. Pathway to God compiled by MS Deshpande. Ahmedabad: Navajivan Mudranalaya, Navjivan Trust.*
- *Gardner, H. 2006. Five Minds for the Future. Boston: Harvard Business School Press.*
- *Rodriguez, S. and Juvva, S. 2018. Embodying Universal Values and Ethical Leadership in Higher Education: Creating Change Agents for Social Transformation. In B. Chatterjee, A. Banerji and P. Arya (Eds.). Resolution to Resolve: Sustainability Practices in Industry and Education. New Delhi: Bloomsbury*
- *[ISBN: 978-938-74-7168-9]*
- *Sharma, M. 2017. Radical Transformational Leadership: Strategic Action for Change Agents. Berkeley, US: North Atlantic Books.*

Web Sources:
- https://www.holy-bhagavad-gita.org/
- https://iksindia.org/
- NPTEL Course: Exploring Human Values: Visions of Happiness and Perfect Society
- https://ebooks.inflibnet.ac.in/hrmp01/

Course Title: Information Sources	L	T	P	Cr.
Course Code: BLS1405	4	0	0	4

Total hours 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Know different categories of Information Sources.

2. Understand different types of Reference Sources & criteria for their evaluation.

3. Enumerate the evaluating Bibliographical Sources

4. Understand different types of on-printed and electronics information sources.

Course Content

UNIT-I Reference and Information Sources   15 Hours

Documentary Sources of Information: Print, Non-print and Electronic Resources; Categories: Primary, Secondary and Tertiary Sources; Human and Institutional: Nature, Types, Characteristics and Utility; Internet as a Source of Information.

UNIT-II Types and Evaluation of Reference Sources 15 Hours

Different types of Reference Books and Criteria for their Evaluation of Encyclopedias, Dictionaries; Geographical Sources, Biographical Sources, Reference Sources for Current Events and Ready Reference Sources.

UNIT-III Bibliographical Sources   14 Hours
Bibliographical Sources: Functions and Types and Branches; Uses and Criteria for Evaluation of National Bibliography, Trade Bibliography, Subject Bibliography, Indexing and

Abstracting Sources.

UNIT-IV Information Systems and Networks   16 Hours

Information System – Characteristics, Types, Functions; National Information Systems and Networks –NASSDOC, DESIDOC, ENVIS, NICNET, DELNET, INFLIBNET; Global Information Systems and Networks – MEDLARS, AGRIS, INIS, INSPEC, BIOSIS, ERIC,

Transaction Mode: Video based Learning, blended learning, Open Talk, Demonstration, Cooperative Teaching, Flipped Teaching

Suggested Reading

- *Bunch, A. (1995). Basics of Information Work. Clive Bingley.*
- *Chandler, G. (1971). How to Find Out: A Guide to Sources of Information for All (4th ed.). Pergamon.*
- *Katz, W. A. (1996). Introduction to Reference Work (7th ed., 2 vol.). McGraw Hill.*
- *Kumar, K. (1969). Reference Service. Vikas.*
- *Tripathi, S. M. (1992). Modern Bibliographical Control: Bibliography and Documentation. Y.K.*
- *Pawan, U., & Gupta, P. K. (1994). Sandarbh Sewa: Saidhantik Avom Kriyatmak (Hindi Medium). RBSA.*

webography
https://www.library.ualberta.ca/about-us/policies/access-to-electronic- resources

Course Title: Preservation and Conservation of Library Materials	L	T	P	Cr.
Course Code: BLS1406	4	0	0	4

Total Hour 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Summarize the need for preserving and conserving library materials.
2. Apply control measures for safeguarding library materials.
3. Critically differentiate the types of binding used for library materials.
4. Discover the process of restoring library materials to original form.

Course Content

UNIT-I Preservation and Conservation   15 Hours

Need for Preservation and Conservation; Evolution of Writing Materials; Palm leaves and Birch Bark: Their Nature and Preservation; Manuscripts, books, Periodicals, Newspapers, Pamphlets etc

UNIT -II Hazards to Library Materials   15 Hours

Environmental Factors – Temperature, Humidity, Light and Dust; Biological Factors – Fungi, Insects and Other Pests; Chemical Factors – Chemicals used in Production and Preservation of Documents

UNIT-III Non-Book Materials and Their Preservation   13 Hours
Different Types of Binding for Library Documents; Binding Materials Binding Process; Standards for Library Binding

UNIT IV Non-Book Materials and their Preservation   17 Hours

Variety of Non-Book Material; Physical Environment for Storing of Non-Book Materials; Care and Handling of Non-Book Materials; Digital Preservation: It's Need Challenges and Strategies for Preserving Digital Contents

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

- *Bogdan, Zerek (2014). Preservation and protection of library collections. Chandos Publishing.*

- *Feather, John (1996). Preservation and the Management of Library Collections. 2nd Ed. London: Library Association Publishing.*

- *Chakrabarti, B. &Mahapatra, P. K. (1991). Library collection: Selection and preservation. Calcutta: WordPress.*

- *Harvey, Ross. (1994). Preservation in libraries: principles, strategies and practices for librarians. London: Bowker Saur.*

- *Hendersen, Kathryn Luther and Henderson, William T. (ed) (1991). Conserving and Preserving Library Materials. Urbana Champaign: University of Illinois.*

- *India. National Archives of India, (1988). Repair and Preservation of Records. New Delhi: National Archives of India.*

- *Johnson, Arthur W. (1988). The Practical Guide to Book Repair and Conservation. London: Thames and Hudson.*

- *Majumdar, P.C. (1957). Birch Bark (Bhurjapatra) and Clay Coated Manuscripts in the Gilgit Collection - their Repair and Preservation. Indian Archives, Vol 11, Nos. 1-2, pp. 77-84.*

- *National Archives of India. (1988). Repair and Preservation of Records. New Delhi.*

- *Prajapati, C.L.(1997). Archivo-Library Materials – Their Enemies and Need of First Phase Conservation. New Delhi: Mittal Publications.*

- *Ranbir Kishore, (1962). Preservation and Repair of Palm Leaf Manuscripts, Ibid; Vol.14, pp. 73-78*

- *Singh, R.S. (1995) Conservation of Documents in Libraries, Archives and Museums. New Delhi: Aditya Prakashan.*

- *Suri, JinaHarisagara, (1947). Palm Leaf Manuscripts in Jaisalmir, Ibid, Vol.1, No.3, pp 234*

Semester: II

Course Title: Management of Libraries and Information Centres	L	T	P	Cr.
Course Code: BLS2450	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Introduce environmental factors of Libraries and Information Centres.
2. Study functions and routines of different sections.
3. Maintenance and Space Management
4. Manage the library Financial, Library Rules and Reports effectively

Course Content

UNIT- I Principles and Functions of Management   15 Hours

Management: Concept, scope, principles and Functions. Schools of Management Thoughts.; Management Information System (MIS): Concept, scope and Characteristics. Management by Objectives (MBO): An Introduction: Library Committee, Library Authority

UNIT -II Library Housekeeping Operation   16 Hours

Acquisition Section: Activities. Technical Section: Activities. Circulation Section: Activities; Periodical Section: Activities Reference Section: Activities; Maintenance Section: Activities

UNIT- III Maintenance and Space Management   14 Hours

Maintenance Section: Stacking, Shelving, Shelf Rectification, Stock Verification, Binding etc.; Space Management.

UNIT -IV Financial Management, Library Rules and Reports   15 Hours

Sources of library finance, Estimation of library's financial requirements.; Budgeting techniques.; Analysis.; Library statistics and Annual Report.; Library rules and regulations.; Library building: Introduction Furniture and Space management

Transaction Mode: Lecture, problem solving, discussion & demonstration, blended Learning.

Suggested Readings:

- *Johnson, P. (2014). Fundamentals of collection development & management(3rded.). Chicago: American Library Association.*
- *Thanuskodi, S. (2013). Challenges of academic library management in developing Countries. Hershey PA: Information Science Reference.*
- *Franks, P. C. (2013). Records and Information Management. Chicago: American Library Association.*
- *Stueart, R. D., Moran, B. B., &Morner, C. J. (2012). Library and information centreManagement (8thed.). Englewood, Colon: Libraries Unlimited.*
- *IASLIC. (1979). Application of Management Techniques to Library and Information Systems, 12th IASLIC Conference. Roorkee.*
- *Mittal, R. L. (1983). Library Administration: Theory and Practice (5th ed.). Metropolitan.*
- *Mookerjee, S. K., & Sengupta, B. (1972). Library Organization and Library Administration. World Press.*
- *Panwar, B. S., & Vyas, S. D. (1986). Library Management. R.R. Publishing Corporation.*
- *Ranganathan, S. R. (1967). Library Manual for Authorities, Librarians and Honorary Library Workers (2nd ed.). Asia.*
- *Singh, M. (1983). Library and Information Management: Theory and Practice. IBT.*
- *Singh, R. S. P. (1990). Fundamentals of Library Administration and Management. Prabha.*
- *Steuart, R., & Eastlick, J. T. (1991). Libraries Management (2nd ed.). Libraries Unlimited.*
- *Tripathi, S. M. (Granthalyaprabandh). (Hindi medium).*

Course Title: Knowledge Organization: Cataloguing (Theory)	L	T	P	Cr.
Course Code: BLS2451	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Acquaint Library Catalogue objectives, functions and Physical Forms
2. Understand the concept of library catalogue and types Know about the normative principles of cataloguing.
3. Comprehend various approaches of deriving subject headings.
4. Understand the concept of Current Trends in Cataloguing.

Course Content

UNIT- I Library Catalogue   15 Hours

Library Catalogue: Concept, objectives and functions; Physical Forms of Library Catalogue: Conventional and non-conventional; Types of Catalogue: Dictionary Catalogue, Classified Catalogue, Alphabetico- Classed Catalogue, Alphabetico Catalogue.

UNIT- II Canons and Normative Principles   16 Hours

Canons and Normative Principles of cataloguing; Catalogue Entries according to AACR-2/CCC/RDA.

UNIT- III Subject Catalogue and Union Catalogue 19 Hours

Union Catalogue; Subject Catalogue: Concept, need, purpose and usefulness. Tools and techniques for deriving Subject Headings (Chain Procedure and Sears's list of Subject Headings).; Union Catalogue: Concept and purpose. Union catalogue of DELNET. Selective, Simplified, Cooperative and Centralized Cataloguing

UNIT- IV Current Trends in Cataloguing   10 Hours

Current Trends in Standardization, Description and Exchange**:** ISBD, MARC and CCF.FRBR DUBLIN

Transactional mode: Demonstration, Open talk, Cooperative Teaching, Flipped Teaching

Suggested Readings:

- *Gorman, M., Winkler, P. W., Joint Steering Committee for Revision of AACR.,&American Library Association. (1988). Anglo-American cataloguing rules. Ottawa:Canadian Library Association.*
- *Bowman, J. H. (2003). Essential cataloguing. London: Facet.*
- *Girja, Kumar., &Krishan, Kumar.(2011).Theory of cataloguing (5thed.). Delhi:VikasPub. House.*
- *Bristow, Barbara.(2018).Sears List of subject headings (22nd ed.).New York: GreyHouse publishing*
- *Welsh, A. & Batley, S.(2012). Practical cataloguing: AACR, RDA and MARC21.London: Facet Publishing.*
- *Gorman, M.(2004).The concise AACR2.Chicago: American Library Association.*
- *Krishan Gopal (2000). Library online cataloguing in digital way. Delhi: Authorspress.*
- *Mitchell, A. M., & Surratt, B. E. (2005). Cataloging and organizing digital resources: A how- to-do-it manual for librarians. London: Facet Publ.*
- *Taylor, A. G. & Miller, D. P (2007). Introduction*

Course Title: Knowledge Organization: Cataloguing (Practice)	L	T	P	Cr.
Course Code: BLS2452	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the techniques of cataloguing with Multiple Authorship documents according to Anglo American Cataloguing Rules (AACR-2).
2. Compare the structure of main entry in Corporate Authorship, Multiple Volume and Composite Books library cataloguing practice
3. Use about cataloging of pseudonyms and composite work
4. Acquaint the techniques of cataloguing documents according to Classified Catalogue Code (CCC).

Course Content

UNIT-I Cataloguing of Works of AACR-2/ RDA   16 Hours

Introduction to AACR-2/RDA; Cataloging of single Authorship by AACR-2/ Cataloging with Multiple Authorship Cataloging titles.

UNIT-II According to AACR-   16 Hours

Corporate Authorship:
Series with Multiple
Volume Works Composite
Books

UNIT-III According to AACR-2/RDA   14 Hours

Uniform Titles; Simple and Complex Cataloguing; Serial publication Cataloging of Pseudonyms and Composite work

UNIT-IV: According to CCC   14 Hours

Corporate Authorship; Series with Multiple Volume Works Composite

Books

Transactional mode: Demonstration, Open talk, Cooperative Teaching, Flipped Teaching

Suggested Readings
- *Bristow, Barbara A. (2018). Sears list of subject headings. (22nd ed.) New York: GreyHouse Publishing*
- *Kelsey, Marie (2018). Cataloguing for School Librarians. London: Rowman and Little Field.*
- *Gorman, M., & Winkler, P. (2005). Anglo-American Cataloguing Rules -2R. Chicago: American Library Association*
- *Gorman, M., Winkler, P. W. (Eds.), Joint Steering Committee for Revision of AACR. & American Library Association. (1988). Anglo-American cataloguing Rules. Ottawa: Canadian Library Association.*
- *Welsh, A., & Batley, S. (2012). Practical cataloguing: AACR, RDA and MARC 21.*
- *London: Facet Publishing.*
- *Gorman, M. (2004). The concise AACR2. Chicago: American Library Association.*
- *Read, J.M. (2003). Cataloguing without tears: Managing knowledge in the Information society. Oxford: Chandos.*
- *Krishan Kumar & Garg, B.S. (2005). Advanced Cataloguing practice: Based on*
- *AACR (2nd Ed.). New Delhi: Har-Anand.*
- *Mitchell, A.M. & Surratt, B.E. (2005). Cataloguing and organizing digital Resources: A how-to-do-It manual for librarians. London: Facet Pub.*

Course Title: Users and Information Services	L	T	P	Cr.
Course Code: BLS2453	4	0	0	4

Total hours 60

Course Learning Outcomes: After completion of this course, the learner will be able to:
1. Familiarize with different types of Users and their information needs.
2. Know the types and purpose of Reference services.
3. Enumerate the current information services.
4. Understand different types of Online 'information's.

Course Content

UNIT-I Information Users and their Information Needs 14 Hours

Conceptual Definitions of Data, Information, Knowledge and Wisdom; Information Types and Characteristics; Categories of Information Users and their Characteristics; Information Need and Seeking Behavior: Concept and Models; User Studies: Need, Objectives, Plan and Methods: User Education: Concept, Need and Methods.

UNIT – II Information Services-I   15 Hours

Information Services: An overview. - Reference Service: Definition, Need, Types and Functions. - Reference Process: Reference Question; Reference Interview. - Referral Service - Document Delivery Service - Translation Services.

UNIT – III Information Services-II   15 Hours

Current Awareness type of Service (CAS); Selective Dissemination of Information (SDI); Press Clipping Service; Indexing & Abstracting Service; Web-based or Internet-based Service.

UNIT-IV Online Services   16 Hours

Definition of online services for libraries; Importance of digital in modern libraries; Virtual Collections and Digital Archives; Digitization efforts and their impacts; consortia ONOS.

Suggested Readings

- *Atherton, P. (1977). Handbook for information systems and services. UNESCO, Paris.*
- *Bopp, R. E., & Smith, L. C. (Eds.). (1995). Reference and information services: An introduction (Rev. ed.). Libraries Unlimited.*
- *Chowdhury, G. G. (2011). Information users and usability in the digital age. Neal-Schuman Publishers, Inc.*
- *Guha, B. (1983). Documentation and information (Rev. ed.). World Press.*
- *Katz, W. A. (1996). Introduction to reference work (7th ed., 2 vols.). McGraw Hill.*
- *Kawatra, P. S. (1983). Fundamentals of documentation. Sterling Publishers.*
- *Kumar, K. (1987). Reference service (3rd rev. ed.). Vikas.*
- *Laloo, B. T. (2002). Information needs, information seeking behavior and users. Ess Ess Publications.*
- *Prasad, H. N. (1991). Information needs and users (2nd rev. ed.). BR Publications.*
- *Ranganathan, S. R. (1991). Reference service. Sarada Ranganathan Endowment.*

Course Title: **Library Internship (1Month)**	L	T	P	Cr.
Course Code: **BLS2454**	0	0	0	4

Total Hours:120

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyses the in-house operations of the libraries and information centres.
2. Discover the functions of the library in different settings.
3. Examine the duties carried out by library personnel.
4. Practice the technologies used for managing routine operations of the library and also for rendering services to the users.

Guidelines:
1. Every student has to undergo a professional training in the library for 4 weeks in the end of second semester.
2. Student may select the library according to his own choice with the approval of HOD.
   Department may also allocate the library to a student.
3. Library selected should be:
   i) Having a collection of more than 20,000 books
   ii) Subscribing at least 10 journals and 5 news papers
   iii) Computerized and have modern equipment's like computer systems, software's, bar coding system and scanner etc.
4. Student will attend the library at least 4 hours daily & sign on attendance register.

5. Each student will submit a project report of his training period.

Evaluation criteria
1. **External Assessment:**   **50 marks**
External expert appointed by the university shall conduct the viva-voce examination of the student on the project report submitted. Internal examiner appointed by the department shall assist the external examiner in the conduct of viva-voce

examination.

2.   Internal Assessment: 50 marks

Internal assessment by the faculty allotted by the department shall assess on the following basis:

i)   Report on library visit.   :20 marks
ii)   Seminar on project report   :20 marks
iii)   Attendance & discipline during the library visit   :10 marks

Course Title: Environment Education	L	T	P	Cr.
Course Code: VAC0001	2	0	0	2

Total Hours: 30

Course Learning Outcomes: After completing all the units, students will learn:

1. Grasp the concept of Environmental Science, its components, types of natural resources, their distribution, and usage, with a focus on India.
2. Discuss the factors impacting biodiversity loss and ecosystem degradation in India and the world.
3. An overview of Contemporary Environmental Issues i.e National and Global efforts to address climate change adaptation and mitigation.
4. To understand environmental laws for monitoring pollution.
5. Principles guiding human responsibility toward the environment.
6. Toxic chemicals and analytical methods for monitoring environmental pollutants.

Course Content

UNIT-I. Human – Environment Interaction, Natural Resources, and Sustainable Development   6 Hours

The man-environment interaction: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment, Indic Knowledge and Culture of sustainability; Middle Ages and Renaissance; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change. Environmental Ethics and emergence of environmentalism: Anthropocentric and eco-centric perspectives (Major thinkers); The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development and Rio Summit. Natural resources: Definition and Classification. Microbes as a resource; Status and challenges. Environmental impact of over-exploitation, issues and challenges; Water scarcity and Conflicts over water. Mineral resources and their exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation. Energy resources: Sources and their classification. Implications of energy use on the environment. Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.

UNIT-II: Biodiversity Conservation and Environmental Issues   6 Hours

Biodiversity as a natural resource; Levels and types. Biodiversity in India and the world; Biodiversity hotspots; Species and ecosystem threat categories.

Major ecosystem types in India, their services, classification, significance and characteristics of forests, wetlands, grasslands, agriculture, coastal and marine; Threats to biodiversity and ecosystems: Land use and land cover change; Commercial exploitation of species; Invasive species; Fire, disasters and climate change. Major conservation policies: in-situ and ex-situ approaches; National and International Instruments for biodiversity conservation; the role of traditional knowledge, community-based conservation; Gender and conservation. Environmental issues and scales: micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena. Pollution: Types of Pollution- air, noise, water, soil, thermal, radioactive ;municipal solid waste, hazardous waste; transboundary air pollution; acid rain; smog. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact. Global change: Ozone layer depletion; Natural Disasters – Natural and Man-made (Anthropogenic).

UNIT-III: Environmental Pollution, Health, Climate Change: Impacts, Adaptation and Mitigation   8 Hours

Definition of pollution; Point and non-point sources. Air pollution: sources, Impacts, Primary and Secondary pollutants; Criteria pollutants- carbon monoxide, lead, nitrogen oxides, ground-level ozone, particulate matter and sulphur dioxide; Other important air pollutants- Volatile Organic compounds (VOCs), Peroxyacetyl Nitrate (PAN), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); Indoor air pollution; National Ambient Air Quality Standards. Water pollution: Sources; River, lake and marine pollution, groundwater pollution, impacts ; Water quality parameters and standards. Soil pollution: sources and pollutants. Solid and hazardous waste, its impacts. Noise pollution: Definition, Unit of measurement, sources, noise standards; adverse impacts. Thermal and Radioactive pollution: Sources and impacts. Climate change: natural variations in climate due to greenhouse gas emission- past, present & future. Structure of atmosphere. Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events; Importance of 1.5 °C and 2.0 °C limits to global warming; Climate change projections for the Indian sub-continent. Impacts, vulnerability and adaptation to climate change: Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests, natural ecosystems, animal species, agriculture, health, urban infrastructure; the concept of vulnerability and its assessment; Adaptation vs. resilience; Climate-resilient development; Indigenous

knowledge for adaptation to climate change. Mitigation of climate change: Synergies between adaptation and mitigation measures; Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; National and international policy instruments for mitigation, decarbonizing pathways and net zero targets for the future; Energy efficiency measures; Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs); Climate justice.

UNIT-IV: Environment Management, Treaties and Legislation   10 Hours

Introduction to environmental laws and regulation: Article 48A, Article 51A (g) and other environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control. Environmental management system: ISO 14001 Concept of Circular Economy, Life cycle analysis; Cost-benefit analysis Environmental audit and impact assessment; Environmental risk assessment Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme. Bilateral and multilateral agreements on international co-operation of instruments; conventions and protocols; binding and nonbinding measures; Conference of the Parties (COP) Major International Environmental Agreements:- Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing; Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention, Minamata Convention, United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules; Ramsar sites; Biosphere reserves; Protected Areas; Ecologically Sensitive Areas; Coastal Regulation

Zone; Production and consumption of Ozone Depleting substances, Green Tribunal; Some landmark Supreme Court judgements Major International organisations and initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN),World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Suggested Readings: -

- *Chahal, M. K. (2024). Environmental Science and Hazards Management (Ecology and Risk Management), ISBN:978-93-6440-586-7.*
- *Baskar, S. and Baskar, R. (2009). Natural Disasters (Earth's Processes & Geological Hazards), ISBN: 978-81-7806-168-9.*
- *Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/*
- *Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.*
- *Bhagwat, Shonil (Editor) (2018) Conservation and Development in India: Reimagining Wilderness, Earthscan Conservation and Development, Routledge.*
- *Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press. https://doi.org/10.1201/9781003096238.*
- *William P.Cunningham and Mary A. (2015) Cunningham Environmental Science: A Global Concern, Publisher (Mc-Graw Hill, USA)*
- *Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/ standards/*
- *Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.*
- *Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. https://moef.gov.in/wp- content/uploads/2020/02/ convention-V-16-CURVE-web.pdf*

Course Title: School Library System	L	T	P	Cr.
Course Code: BLS2455	4	0	0	4

Total Hours 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Empowering students with information literacy and a love for reading through diverse resources and supportive learning environments
2. Select, acquire organize and manage collection of School Library
3. Skills and Competencies for School Library System.
4. Fostering efficiency and collaboration through automated processes and shared resources in the school library system

Course Content

UNIT-I Basics of School Library System   15 Hours

School Library: Definition, Objectives, Functions; Types of School Library Users: Their Reading Habits and Information Needs; Role of School Library in Inculcating Reading Habits

UNIT-II Collection Development and Management   16 Hours

Collection Development and Management; Print Information Sources: Selection, Acquisition, Evaluation; Electronic Information Sources: Selection Acquisition, Evaluation; Organization and Management of Library Collection

UNIT-III Resources Management   13 Hours

Resource and Budgeting. Skills and Competencies for School Library personnel

UNIT-IV Automation and Resource Sharing   16 Hours

Library Automation - Need and Importance; Resource Sharing and Library Networking; User Orientation E-Granthalya E-Pathshala open Access Resources

Transaction Mode: Video based Learning, blended learning, Open Talk, Demonstration, Cooperative Teaching, Flipped Teaching

Suggested Readings

- *Dickinson, Gail K. &Repman, Judi (2015). School library management, 7th ed. Columbus: Longworth Publishing.*
- *Fontichiaro, K. (2009). 21st-century learning in school libraries. Santa Barbara, Calif: Libraries Unlimited.*
- *International Federation of Library Association (2015). IFLA School Library Guidelines https://www.ifla.org/ files/assets/school-libraries-resource-centers/publications/ifla- schoollibrary-guidelines.pdf*
- *Marquardt, L. (2010). School Libraries.München: De Gruyter Saur.*
- *Mohan raj, V. M. (2011). School library: An educational tool. New Delhi: EssEss Publications.*
- *Repman, Judi & Dickinson, Gail K. (2007). School library management, 6th ed. Columbus: Linworth Publishing.*
- *United States Office of Education (2018). Public, society, and school libraries (Classic Reprint). London: Forgotten Books.*
- *Vardell Sylvia M. (2014). Children's literature in action: A librarian's guide, 2nd ed. Santa Barbara: Libraries Unlimited*
- *Verma, S. R. (2005). Academic library system. New Delhi: Shree Publishers & Distributors*
- *Wilson, Martha (2013). School library management. Charleston: Nabu Press.*
- *Woolls, Blanche &Loertscher, David V. (2013). The whole school library handbook 2. Chicago: American Library Association*
- *Stueart, Robert D &Moran, Barbara B. (2007). Library and information centre Management. 7th ed. London: Libraries Unlimited.*

Course Title: Public Library System	L	T	P	Cr.
Course Code: BLS2456	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Foster the development of professional knowledge to successful Public librarianship
2. have knowledge of and can operate hassle free run public library system at different levels.
3. Educate and train Financial Management & Resource Sharing
4. Understand public library specific services and activities.

Course Content

UNIT-I Basics of Public Library System   16 Hours

Public Library - Definition, Purpose, Functions; Development of Public Library System in India; Role of Public Library in Formal and Informal Education; Role of Government and other agencies in the Public Libraries: Organizational Structure of Public Libraries as depicted in Public Library Acts of States and Union Territories in India

UNIT-II Collection Development and Management   14 Hours

Printed Information Sources: Selection, Acquisition, Evaluation; Electronic Information Sources: Selection, Acquisition, Evaluation – information Sources for Special Categories of Users: Children, Young Adults, Senior Citizens, differently abled People; Organization and Management of Library Collection

UNIT-III Financial Management & Resource Sharing   16 Hours

Library Governance: Composition, and Functions of Library Authority/Library Committee in Public Library Acts

of States and Union Territories in India; Financial Management: Sources of Finance, Financial Provisions in Public Library Acts; Budgeting Methods; Resource Sharing and Library Networking.

UNIT-IV Public Library Services   **14 Hours**

Circulation Service, Reference service, Readers' Advisory Service; Information literacy Extension Services: Author Talk, Book Clubs, Exhibition, Lectures; Outreach Activities: Mobile Library Services, Online Services; Community Information Services; Automation of Public Libraries

Transaction Mode: Video based Learning, blended learning, Open Talk, Demonstration, Cooperative Teaching, Flipped Teaching

Suggested Readings:

- *Curran, K., Murray, M., & Christian, M. (January 01, 2007). Taking the information tothepublic through Library 2.0. Library Hi Tech, 25, 2, 288-297.*

- *Garrod, P. (2004) The Changing Face of the Public Library, Ariadne, 39, Available athttp://www.ariadne.ac.uk/issue/39/public-libraries/*

- *Gosling, M., Harper, G., & McLean, M. (October 02, 2009). Public library 2.0: SomeAustralian experiences. Electronic Library, 27, 5, 846-855.*

- *Goulding, Anne (2017). Public libraries in the 21st century: Defining Services and Debatingthe Future. London: Rout ledge.*

- *Higgins, Susan E. (2007). Youth Services and Public Libraries. Oxford: Chandos Publishing*

- *Koontz, Christie &Gubbin, Barbara. (2010). IFLA public library service guidelines.2ndRev ed. Berlin: Walter de Gruyter& Co.*

- *Matthews, Joseph R. (2005). Measuring for results: The dimensions of public libraryEffectiveness. London: Libraries Unlimited.*

- *Matthews, Joseph R.&Hernon, Peter (2013). Reflecting on the future of academic andPublic libraries. London: Facet Publishing.*

- *McClure, C. R., & Jaeger, P. T. (2009). Public libraries and internet service roles:Measuring and maximizing Internet services. Chicago: American Library Association.*

- *McCook, Kathleen de la Pena (2011). Introduction to public librarianship. New York:NealSchuman Publication.*

- *McMenemy, David (2009). Public library. London: Facet*

publishing.

- *Nicholson, Kirstie (2017). Innovation in public libraries: Learning from internationallibrary practice. London: Chandos Publishing.*

- *Pateman, John &Willimen, Ken (2017). Developing community-led public libraries:Evidence from the UK and Canada. London: Rout ledge.*

- *Prentice, A. E. (2011). Public libraries in the 21st century. Santa Barbara, Calif: Libraries.*