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ADESH

ADESH UNIVERSITY BATHINDA

SYLLABUS

FOR

BACHELOR OF LIBRARY & INFORMATION SCIENCE

(Under Choice Based Credit System)

(SEMESTER: I - II)

2017-18

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(ii) Subject to change in the syllabi at any time.

Dr. H. L. Chhill

Dr. S. K. Singh

Dr. P. S. Singh

Dr. A. S. Singh

Dr. B. S. Singh

Bachelor of Library & Information Science

Course Code: BLibISc

Scheme of Examination: Semester (Choice Based Credit System)

Duration of Course: 1 Year (2 semesters)

Number of Seats recommended: 30

Objective of the Course: To acquaint students with basic philosophy of library and information science and to understand the role and evolution of library as a social institution. Also to understand and appreciate the library and information profession.

Eligibility Conditions (as per UGC): Passed Bachelor Degree Examination in any faculty from any statutory University with at least 40% marks.

(Note: A candidate, who fails to pass this course within three years of his /her admission to the course, shall be deemed to be unfit for the Bachelor in Library & Information Science course.)

Medium of Instructions: Punjabi & English.

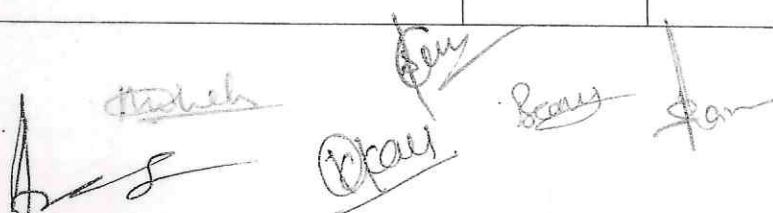
Medium of Examination: Punjabi & English.

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Department of Library & Information Science
Adesh University, Bathinda

Course Structure for BLibISc programme

Course code	Course Title	Course Type	Credits (L+T+P)	Total credits
Semester-I				
LIS.301	Foundation of Library & Information Science	Foundation course	5+0+0	5
LIS.401	Information Sources & Services	Core course	5+0+0	5
LIS.402	Knowledge Organisation: Classification-Theory	Core course	5+0+0	5
LIS.403	Knowledge Organisation: Classification-Practice	Core course	5+0+0	5
EVS.401	Environment studies	Other compulsory course	2+0+0	2(NC)
Total Credits			22+0+0	22
Semester-II				
LIS.404	Management of Library & Information Centers	Core course	5+0+0	5
LIS.405	Basics of Information & Communication Technology	Core course	5+0+0	5
LIS.406	Knowledge Organization: Cataloguing - Theory	Core course	5+0+0	5
LIS.407	Knowledge Organization: Cataloguing - Practice	Core course	5+0+0	5
HVE.201	Human values and ethics	Other compulsory course	2+0+0	2(NC)
Total Credits			22+0+0	22
Grand Total Credits			44+0+0	44



EXAMINATIONS AND EVALUATION OF STUDENTS UNDER CONTINUED INTERNAL ASSESSMENT

1. During the semester, students shall be continuously evaluated for academic performance in each course through surprise test (s), three pre-announced examinations (First hourly examination, mid term examination and second hourly examination), tutorials, assignment (s), term paper, field work, class seminar (s) and the End-Semester Examination. The weightage for Continued Internal Assessment and the End Semester Examination shall be equal. The distribution of marks for all the components shall be as given below:
 - I. The first hourly examination is for 1 hour duration and covers about 20% content – weightage is 10%
 - II. Second examination called Mid Term Examination is of 2 hours duration and covers 50% content - weightage is 25%
 - III. The third examination is again a 1 hour examination covering syllabus after mid term examination - weightage is 10%
 - IV. The End Semester Examination covers the entire syllabus and it is of 2-3 hours duration - weightage is 50%
 - V. 5% marks are for attendance or any other evaluations the teacher has done during the semester (5 marks for 100% attendance, no marks for 75% attendance and 1 mark for each 5% increment in attendance beyond 75% and fractions thereof)
2. All the examinations shall be conducted by the teacher (s) concerned under the overall supervision of the head of the department and Dean Academic Affairs.
3. The Mid Term and End Semester Examinations shall be conducted according to the schedule fixed by the COE.
4. The answer sheets for all examinations shall be marked by the teacher offering a course and shown to the students within one week of holding the examination. The answers to each question shall be discussed by the teacher in the class.
5. Since the teacher has continuously evaluated the students for all the 100 marks, there is no need for sending internal assessment. However, the head of the department shall report the award list in respect of all courses taken by different students to the Controller of Examinations through the concerned Dean/Principal of College/Chairperson within seven days of the completion of End Semester Examination.
6. The concerned HOD shall keep a check on the conduct of all examinations and shall send a report to COE after Mid Term Examination on the performance of every student till that examination.
7. In case a student could not appear in any component of the Continuous Internal Assessment of a course due to medical reasons or under other exceptional circumstances (supported by documentary evidence), a separate examination in that component shall be arranged by the concerned teacher with the approval of respective head of the department before the beginning of End Semester Examination.

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8. The End Semester Practical Examination (wherever applicable) shall be held before the end of each semester as declared in the academic calendar.
9. A student shall be permitted to appear in the End-Semester Examination as per the Conduct of Examination Rules after filling up the prescribed examination form, payment of the prescribed examination fee, satisfying the attendance requirement and fulfilling other eligibility criteria.
10. The question paper pattern of Mid Term Examination and End Semester Examination shall be prescribed by the Board of Studies concerned, and at least two sets of question papers for these examinations shall be submitted to COE in the beginning of the semester, one of these sets shall be passed on to the concerned HOD one hour before the Examination. It will be compulsory to pass the End Semester Examination for successful completion of the course.
11. Unless prescribed in the Regulations and the Scheme of Examination of a particular programme, a candidate shall be deemed to have completed his/her course successfully if he/she obtains minimum 40 % marks/Grade point of 4.00/ as per the 10 point scale in each course.
12. If a student fails in the End Semester Examination, a supplementary examination within six weeks of declaration of result shall be arranged for such students by the respective department/centre with the help of COE. The marks for all other components as applicable shall however, be carried forward in such cases. The students shall be required to deposit the examination form along with prescribed fee for all such examinations.
13. The marks obtained in the Continued Internal Assessment (CIA) and all the examinations shall be shown to the students.
14. At the end of semester the result for each course is compiled by the concerned teacher, discussed with the head of department and submitted to COE for further processing through the concerned Dean/principal.

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Question paper Pattern for Bachelor of Library & Information Science

Choice Based Credit System

First Hourly Examination – Weightage 10%, Duration: 60 minutes

Question 1. Objective type multiple choice questions carrying 10 marks.

Question 2. Objective type fill in the blanks or Match the statement questions carrying 10 marks.

Question 3. Two short descriptive questions with choice carrying 10 marks each.

Question 4. Two short notes with choice carrying 5 marks each.

Second Hourly Examination – Weightage 10%, Duration: 60 minutes

Question 1. Objective type multiple choice questions carrying 10 marks.

Question 2. Objective type fill in the blanks or Match the statement questions carrying 10 marks.

Question 3. Two short descriptive questions with choice carrying 10 marks each.

Question 4. Two short notes with choice carrying 5 marks each.

Mid Term Examination – Weightage 25%, Duration: 2 hours

Question 1. Objective type multiple choice questions carrying 10 marks.

Question 2. Objective type fill in the blanks or Match the statement questions carrying 10 marks.

Question 3. Two short descriptive questions/short notes with choice carrying 10 marks each.

Question 4. One descriptive question with choice carrying 10 marks each.

End Semester Examination – Weightage 50%, Duration: 3 hours

Should have Part A for 30 marks objective type questions to be attempted in 30 minutes

Should have Part B for 70 marks all subjective questions with ample choice for attempting only five questions. Duration should be two and a half hours to three hours.

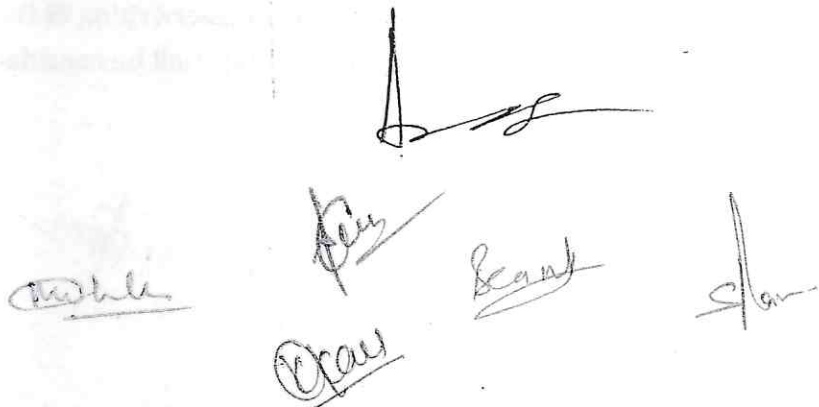
Marks for attendance: 5 (Five)

Instructions for setting question paper:

No true/false objective type question to be set for any examination.

The objective type questions for the end semester examination shall be set on a separate sheet and collected 30 minutes after beginning of the examination.

Two copies of the question paper for Mid Term and End Semester Examination shall be submitted by the teacher to the Controller of Examinations within a week of the start of the semester.



Adesh University
Department of Library & Information Science

Name of Programme First Hourly Examination Sem I (2017-18)

Course Code: Course Title
(Question paper - cum - Answer Sheet)

Time allowed: 50 min.

Maximum Marks: 50

Name:

Admission No.

Note: Attempt all the questions. Cutting or overwriting is not allowed. Answer with cutting or overwriting shall be considered a wrong answer.

Adesh University
Department of Library & Information Science

Name of Programme Second Hourly Examination Sem I (2017-18)

Course Code: Course Title
(Question paper - cum - Answer Sheet)

Time allowed: 50 min.

Maximum Marks: 50

Name:

Admission No.

Note: Attempt all the questions. Cutting or overwriting is not allowed. Answer with cutting or overwriting shall be considered a wrong answer.

Adesh University
Department of Library & Information Science

Name of Programme Mid Term Examination Sem I (2017-18)

Course Code: Course Title
(Question paper - cum - Answer Sheet)

Time allowed: Two hours

Maximum Marks: 50

Name:

Admission No.

Note: Attempt all the questions. Cutting or overwriting IN OBJECTIVE TYPE QUESTION is not allowed. Answer with cutting or overwriting shall be considered a wrong answer.



Adesh University

Department of Library & Information Science

Name of Programme End Semester Examination Sem I (2017-18)

Course Code: Course Title

(Question paper - cum - Answer Sheet – Part A Objective Type)

Time allowed: 30 min.

Maximum Marks:30

Name:

Admission No.

Note: Attempt all the questions. Cutting or overwriting is not allowed. Answer with cutting or overwriting shall be considered a wrong answer.

Adesh University

Department of Library & Information Science

Name of Programme End Semester Examination Sem I (2017-18)

Course Code: Course Title

(Question paper – Part B Subjective)

Time allowed: 2 Hours.

Maximum Marks: 70

Name:

Admission No.

Note: Attempt any five questions.

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(Semester – I)

LIS.301

Foundation of Library & Information Science

Credits: 5

Unit 1:

15 Lectures

Concept of library: Definition, purpose and functions. Five laws of library science.

Library in Society: Place of library in dissemination of information. Changing role of library in socio-economic development, education and recreation.

Unit 2:

20 Lectures

Types of libraries: Public, academic, special and national libraries: Definition, purpose and functions of each type of library. Brief introduction of automated, digital and virtual libraries.

Library cooperation: Definition, types, levels. Resources sharing and networking.

Unit 3:

20 Lectures

Comparative librarianship: Library development in India

Library Legislation: Need, purpose and factors. A brief account of its present position in India. Copyright Act, Press and Registration Act and Delivery of Books and Newspapers (Public Libraries) Act.

Unit 4:

20 Lectures

Library profession: Librarianship as a profession, Professional ethics. Role of library associations: ILA, IASLIC, ALA, LA.

Promoters of library and information services : At national Level RRRLF, and at International Level: UNESCO, and IFLA: Their role in promotion and development of libraries.

Recommended Books

- 1 Chopra, Hans Raj. Librarianship as a profession in India. Jodhpur: Jain Brothers, 1989. 284p. (ISBN: 81-85287-02-3).
- 2 Kumar, P.S.G.: Fundamentals of information science. New Delhi: Chand, 1998.

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Unit 1: Reference Service and Sources**20 Lectures**

Reference Service: Concept, definition, types, theories. Reference Sources: Primary, Secondary, tertiary (Document and Non-Documentary). Changing nature of reference sources: e-documents; On-line reference service; databases; bibliographic, numeric and full text (evaluation in general)

Unit 2: Information Services:**15 Lectures**

Bibliographies. Indexing and Abstracting. CAS and SDI, Trend Reports.

Unit 3: Reference and Information Sources-I**20 Lectures**

Encyclopedias, dictionaries, geographical sources, biographical sources, year books, directories and handbooks, statistical sources (salient features and evaluation of enlisted reference sources only).

A List of important reference works

Dictionaries: Oxford English Dictionary. Webster's New International Dictionary, Peter Roget's International Thesaurus, Encyclopaedias : New Encyclopaedia Britannica. Encyclopaedia Americana International Encyclopedia of Social Sciences, McGraw-Hill Encyclopaedia of Science and Technology. Encyclopaedia of Library and Information Science (Marcel Dekker). Biographical Dictionaries: India Who's Who. International Who's Who (Europa). Dictionary of National Biography (UK and India). Gazetteers/Geographical Dictionaries: Columbia Gazetteer of the World. Gazetteer of India (New volumes after Independence). Fodor's India. Year Books: Europa Yearbook, India: A Reference Annual, World Fact Book, Bowker Library and Book Trade, Almanac. Whitaker's Almanac. Statesman's Year Book. World of Learning. Universities Handbook, India. Statistical Sources, Census of India. UNO Statistical Abstracts.

Unit 4: Reference and Information Sources-II**20 Lectures**

Bibliographies, Union Catalogues, Indexing and Abstracting Sources (salient features and evaluation of enlisted reference sources only)

A List of important reference works

Bibliographies: British National Bibliography. Indian National Bibliography. Whitaker's Books in Print. Cumulative Book Index (Wilson). Books in Print (Bowker). Indian Books in Print. American Book Publishing Record (Bowker). Ulrich's International Periodicals Directory (Bowker). Union Catalogue: National Union Catalogues of Scientific Periodicals in India (INSDOC, NISCAIR). Union Catalogues of Social Science NASSDOC). Union Catalogues of CD-ROM Databases (NASSDOC). Indexes: Guide to Indian Periodical Literature (Gurgaon). Library Literature (Wilson). Readers Guide to Periodical Literature. Abstracts: Library and Information Science Abstracts. Keesing's Record of World Events. Asian News Digest.

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Recommended Books

- 1 Katz, William A. Introduction to reference work. 2V. NY: McGraw-Hill, 1987.
- 2 Krishan Kumar. Reference Service. 3rd rev. ed. Delhi: Vikas, 1996.
- 3 Ranganathan, S .R. Reference service. 2nd ed. Bombay: Asia Pub. House, 1961.
- 4 Sewa Singh. Manual of Reference and Information Sources. 2nd ed., Delhi:B.R.Pub., 2004.
- 5 Grogan, Denis. Practical reference work. 2nd ed. London: LA, 1981.
- 6 Kumar, P.S.G. Fundamentals of information science. New Delhi: S. Chand, 1998.
- 7 Sharma, Jagdish Saran and Grover D.R. Reference service and source of information. New Delhi:EssEss Pub., 1987.

LIS.402 Knowledge Organisation: Classification-Theory

Credits: 5

Unit 1: Library Classification

15 Lectures

Knowledge Organisation: Basic concept. Classification as a general term. Library Classification: Concept, need and objectives. Species of Library Classification. Faceted and Enumerative, Schemes of classification. Brief introduction to descriptive and dynamic theory of classification.

Unit 2: Colon Classification (CC) and Universal Decimal Classification (UDC)

20 Lectures

Colon Classification (CC): Salient features and Components: Facet analysis, principles of facet sequence, Fundamental Categories (PMEST), Devices, Notational System, Three planes, Mnemonics, Phase Relations, Common Isolates (ACI and PCT), Rounds and Levels, Index.

Universal Decimal Classification (UDC): Salient Features: Nature and Scope, Structure, Notational System, Arrangement and Tables in UDC. Common Auxiliary Tables: Scope and Examples. Common Auxiliary Signs: Scope and Types Master Reference File (UDC MRF): Basic Concept UDC Translations: Current Status.

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Unit 3: Dewey decimal classification (DDC)

20 Lectures

Salient Features and Components of DDC: Structure and layout, organization of basic classes, hierarchy, coverage, notation, simplicity, memorability, hospitality, Chain-Structure, flexibility, manual, DDC Summaries, Relative Index, Table, Schedules, Summaries, entries, notes.

Unit 4: Current Trends and Organization of the Web Resources

20 Lectures

Online Versions: Web Dewey, UDC online and LC Web (Brief Description). Brief Introduction of OCLC Dewey Browser, OCLC Classify, UDC Online Summary. Folksonomy: Basic concept, Tagging and Social Book. Activities of DRTC and ISKO.

Recommended Books

- 1 Ranganathan, S.R. Elements of library classification. / Ranganathan, S.R. Bangalore: Sarada Ranganathan endowment for Library Science, 1989.
- 2 Khanna, J.K. Vohra, R. Handbook of library classification systems. / Khanna, J.K.; Vohra, R. . . Delhi: Beacon Bks., 1996. 472p. 81-86104-15-1
- 3 Library classification / Sharma, C.K.; Sharma, Amit K. New Delhi: Atlantic, 2007. X: 253p. 81-269-0782-7
- 4 Husain, Shababat. Library classification: facets and analyses. / Husain, Shababat. . New Delhi: Tata McGraw-Hill, 1993. Xvi: 367p. 0-07-460149 -0
- 5 Dhyani, Pushpa Library classification: theory and principles. / Dhyani, Pushpa . New Delhi: WishwaPrak. , 1998. 381p. 8 1-7328-089-4
- 6 Wali, MotiLal Abdul Majid Baba Manual of library classification practice, for Dewey Decimal and Colon classification schemes. / Wali, MotiLal; Abdul Majid Baba . Srinagar: the auths, 1982. ix: 360p.
- 7 Ranganathan, S.R. Philosophy of library classification. / Ranganathan, S.R. . Bangalore: SaradaRanganathan Endowment for Library Science, 1989.
- 8 Khan, M.T.M. Dewey Decimal Classification / Khan, M.T.M. . New Delhi: Shree Pub. , 2005.vi:283p. 81-8329-019-1
- 9 Chan, Lois Mai [et al]. Dewey Decimal Classification: a practical guide. / Chan, Lois Mai [et al]. 2nd rev. ed. Albany: Forest Pr. , 1996. Xvi: 246p.
- 10 Mills, Jack Universal decimal classification. / Mills, Jack . Rutgers: Graduate School of Lib. Sc., 1964. v.1 (Rutgers series on systems for the Intellectual Organization of Information)
- 11 Sehgal, R.L. Introduction to Universal decimal classification. / Sehgal, R.L. New Delhi: EssEss, 1994. ii: 266p.
- 12 Sehgal, R.L. Number building in Dewey decimal classification, Universal decimal classification. /Sehgal, R.L. . New Delhi: EssEss Pub. , 1993

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LIS.403 Knowledge Organisation: Classification-Practice

Credits: 5

Unit 1:

18 Lectures

Classification of Documents according to DDC (19th ed.)

Classification of documents representing simple subjects.
Classification of documents using tables.

Unit 2:

19 Lectures

Classification of Documents according to DDC (19th ed.)

Classification of documents representing compound subject.
Classification of documents representing complex subject.

Unit 3:

20 Lectures

Classification of documents according to CC (6th rev. ed.).

Classification of documents representing simple subjects.
Classification of documents having Common isolates.

Unit 4:

18 Lectures

Classification of documents according to CC (6th rev. ed.).

Classification of documents representing compound subject.
Classification of documents representing complex subject.

Recommended Books

- 1 Dewey, Melvil. Dewey decimal classification and Relative Index .19th ed. New York: Forest Press, 1978. 3v.
- 2 Ranganathan, S.R. Colon Classification. 6th rev. ed. Bangalore: Sarda Ranganathan Endowment for Library Science, 1960 (Reprint 1989).
- 3 Batty, C.D. An Introduction to the Twentieth Edition of the Dewey decimal classification. London: LA, 1992.
- 4 Cham, Lois Mai and others. Dewey decimal classification: A Practical Guide. New York: Forest Press, 1996.
- 5 Raju, A.A.N. Dewey Decimal Classification (DDC 20): Theory and Practice: A Practical Self Instructional Manual. Madras: T.R.Pub., 1995.
- 6 Satija, M.P. Colon Classification, 7th ed.: Some perspectives. New Delhi: Sterling, 1993.





Unit No.	Content	Lectures
1.	Introduction to ecology and environment Definition, scope and importance of environment and environmental science. Structure of Environment – atmosphere, hydrosphere, lithosphere. Concept of ecology and ecosystem; types of ecosystem (Forest, pond, lakes, desert and grass land); energy flow of ecosystem; food chain and food web; ecological pyramids and succession	4
2.	Natural resources Forest resources – uses and exploitation, deforestation and conservation; Renewable, Nonrenewable and alternate energy resources; Mineral resources -Use and exploitation, environmental effects of extracting and using mineral resources; water resources – uses and exploitation; Bioresources – biodiversity value, threats and conservation, hot spots of biodiversity and endangered species; soil erosion and desertification.	6
3.	Air, water, soil and noise – sources, effects and consequences; marine and thermal pollution; Greenhouse effect, acid rain, ozone depletion, nuclear winter, photochemical smog, London smog Solid waste management – sources of waste generation, collection, segregation and disposal. Waste hierarchy and Integrated solid waste management	4
4.	Natural disasters Earthquakes, floods, tsunamis, cyclones, droughts, landslides and tsunamis	3
5.	Environmental laws, conventions and protocols Water (Prevention and control of Pollution) act; Air (Prevention and Control of Pollution) Act; Environment Protection Act; Forest Conservation act; Kyoto protocol, Montreal protocol, Rio summit 1992 and convention on biodiversity, Cartagena protocol, IPCC.	6
6.	Social issues and the environment Rain water harvesting; wasteland reclamation; environmental ethics; sustainable development; population growth, industrialization, urbanization, family welfare programmes, human health and environment; Role of Information Technology in Environment; value education	5
7.	Field work Visit to local polluted site, biogas plant, waste management site, wildlife sanctuary; Study of simple ecosystems-pond, river etc.	4
	Total	32

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Suggested Books:

Sr. No.	Authors/ Name of Books/Publisher
1.	Rana, S.V.S (2013) Essentials of Ecology and Environmental Science, 5 th Edition, PHI Learning Private Limited, Delhi.
2.	S.P Mishra and S N Pandey (2008) Essential Environmental Studies, 1 st Edition, CRC press
3.	Andrew Friedland, Rick Relyea, David Courard-hauri and Ross Jones (2012) Essentials of Environmental Science, 1 st Edition, Freeman Publishers
4.	Kamaraj. P & Arthanareeswari. M, (2010) Environmental Science – Challenges and Changes", 4 th Edition, Sudhandhira Publications
5.	R. Jeyalakshmi, (2008) Principles of environmental science, 2 nd Edition, Devi publications
6.	Kurian Joseph, R. Nagendran, (2005) 'Essentials of Environmental Studies', 2 nd edition Pearson Education
7.	De. A.K. (1996) 'Environmental Chemistry, 3 rd edition, New Age International (P) Ltd Publishers, New Delhi
8.	Helen P Kavitha, (2008) Principles of Environmental Science, 2nd Edition, Science tech Publications
9.	Vasudevan N. (2006), Essentials of Environmental Science, 1st Edition, Alpha Science Intl Ltd
10.	William Cunningham and Mary Cunningham Environmental Science: A Global Concern, 12 th edition, Mc Graw-Hill Publishers, New York
11.	P.R. Trivedi (2004) Environmental Pollution and Control, 1 st Edition, APH Publishing Corporation
12.	P. Anandan (2009) Environmental Science and Engg, <i>Scitech Publications</i> (India) Pvt Ltd
13.	Rajagopalan (2015) Environmental Studies: From Crisis to Cure ,3 edition, OUP India Publishers

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(Semester – II)

LIS.404 Management of Library & Information Centers

Credits: 5

Unit 1

20 Lectures

Concept of Management: Principles and functions of scientific management and their application to libraries and information centers. Levels of management.

Library organization: Policy making bodies of library: library authority and library committee. Organisational structure in libraries.

Library Finance: Sources of finance, Budgeting procedure and accounts.

Human Resource Management: Policy and staffing (selection, recruitment, training and development, appraisal), classification of library personnel, staff manual, outsourcing.

Unit 2:

20 Lectures

Collection Development and Access Management: Need, purpose, Principles and factors. Collection Development policy. Procedure of ordering, appointing vendors. Book trade problems with special reference to India. Accessioning. Good Offices Committee (GOC). Acquisition of non-print/multimedia materials.

Management of technical section and services.

Storage and Maintenance Section: Planning and policies, Open vs Closed access, Stacking arrangement, stack maintenance, binding, stock rectification and stock verification.

Unit 3:

15 Lectures

Periodical section: Acquisition, methods of recording with special reference to Kardex.

Circulation Section: Membership/Registration, Charging and discharging systems, Library rules.

Reference and Information Section: Organization of reference and Information section. User Orientation.

Unit 4:

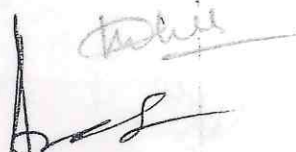
20 Lectures

Library Building: Planning, responsibilities; standards and norms for planning. Furniture and equipment. Criteria for selection and qualities.

Public Relations and Extension Services: Definition, need, objectives and methods.

Library Statistics: Need, purpose and types.

Annual report: Need, purpose and contents.



Recommended Books

- 1 Evans, (GE) : Management techniques for librarians.
- 2 Lock (RN) : Brown's manual of library economy. Latest ed.
- 3 Lock (RN), Ed: Manual of library economy: conspectus of professional librarianship for students and practitioners. London: Clive Bingley. Latest ed.
- 4 Mittal (RL) : Library Administration: Theory and practice. Latest ed.
- 5 Narayana (GJ): Library and information management.
- 6 Ranganathan (SR): Library administration. Latest ed.
- 7 Wheeler (JL) and Goldhar: Practical administration of public Libraries. Latest ed.
- 8 Wilson (LR) and Tauber, MF: University library. Latest ed.

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LIS.405 Basics of Information & Communication Technology

Credits: 5

Unit 1:

15 Lectures

Introduction to computers: Generations of computers, salient features of computers.

Types of computers: Supercomputers, mainframes, personal computers, notebook computers.

Computer Hardware: Input & Output devices.

Software: System software and application software (Basics Only).

Unit 2:

20 Lectures

Windows Operating Systems: Definition and functions. (Basic features).

Algorithms and flowcharts.

Programming language: Types and functions.

Word-Processing software: MS-Word: Creating, editing, and formatting a document.

Unit 3:

20 Lectures

Library Automation: Need and purpose.

Application of ICT in different areas in libraries.

Online information services

Information Retrieval: search engines Boolean operators.

Unit 4:

20 Lectures

Library software: Essential features, Study of features of selected library packages: WINISIS, LIBSYS, SOUL, KOHA.

Recommended Books

- 1 Devarajan, (G). Information technology in libraries. Delhi: Ess Ess, 1990
- 2 Ravichandra Rao, (IK): Library automation. New Delhi: Wiley Eastern.
- 3 Rowley, (J.) The electronic library. 4th ed. London: LA, 1998.
- 4 Satyanarayana, (NR): A manual of computerization in libraries.
- 5 Chopra, H.S. Digital library: Indian and global scenario / Chopra, H.S... New Delhi: Shree Pub. , 2006. xvi: 168p. 81-8329-128-7.
- 6 Sinha, Kamla. Information preservation in digital library / Sinha, Kamla. Delhi: Vista Int. 2009.272p. 978-81-908605-7-4.
- 7 Singh, Pramod Kumar. Library automation / Singh, Pramod Kumar. New Delhi: Shree, 2005. vi: 274p. 81-8329-022-1.

LIS.406 Knowledge Organisation: Cataloguing –Theory

Credits: 5

Unit 1: Library Catalogue

15 Lectures

Library Catalogue: Concept, objectives, purpose and functions. Union Catalogue: Concept, purpose, Union Catalogues of INFLIBNET and DELNET. Selective and Simplified Cataloguing. Authority File, Shelf List, ISBN, ISSN.

Unit 2: Forms of Library Catalogue

20 Lectures

Physical forms of Library Catalogue: Conventional and Non-conventional (OPAC). Types of Catalogue: Dictionary Catalogue, Classified Catalogue, Alphabetical Classed Catalogue, Alphabetical Subject Catalogue.

Unit 3: Catalogue Entries, Filing and Subject Cataloguing

20 Lectures

Catalogue Entries: Main entry and Added entries (According to CCC, 5th ed. and AACR-2). Filing of Entries. Subject Cataloguing:

Meaning, purpose, objectives, approaches (Chain Procedure and Sear's List of Subject Headings).

Unit 4: Normative Principles of Cataloguing and Current Trends in Cataloguing

Canons and Principles of Cataloguing: Their application to CCC and AACR -2 and its revision. Current Trends: ISBD, MARC 21, CCF, RDI. **20 Lectures**

Recommended Books

- 1 Anglo American Cataloguing Rules/edited by Michael Gorman and Paul Winkler. 2nd rev. ed. Ottawa, Canadian Library Association, 1998.
- 2 Girja Kumar and Krishan Kumar. Theory of cataloguing. 5th ed. New Delhi: Vikas, 1986.
- 3 Krishan Kumar. An introduction to AACR-2. New Delhi: Vikas, 1992.
- 4 Ranganathan, S.R. Classified catalogue code. 5th ed. Bombay: Asia, 1964.
- 5 Sears, Minnie Earl. Sears list of subject headings. 18th ed., New York: H.W. Wilson, 2004.
- 6 Foskett, A.C. Subject approach to information. 5th ed. London: Clive Bingley, 1990.
- 7 Gradley, Ellen and Hopkin, Alan. Exchanging bibliographical data: MARC and other international formats. Ottawa: Canadian Lib. Assoc., 1990.
- 8 Hunter, E.J. and Bakewell, K.G.B. Advanced cataloguing. London: Clive Bingley, 1989.

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- 9 Khan, M.A. Cataloguing in library services. New Delhi: Sarup pub., 1997.
- 10 Kochar, R.S. Principles and practices of cataloguing. Delhi: Rajat pub., 1998.
- 11 KrishanGopal. Library online cataloguing in digital way. Delhi: Authors press, 2000.
- 12 Wyner, Bondan S. Introduction to cataloguing and classification. 7th ed. Littleton: Libraries Unlimited, 1985.

LIS.407 Knowledge Organisation: Cataloguing -Practice

Credits: 5

- Unit 1:** Anglo American Cataloguing Rules, 2nd Ed.:
Single authorship. Shared authorship. Collections and works produced under editorial direction. Work of mixed responsibility (Collaborators). Revisions of works. Biographical works. Pseudonyms and multi-volume documents.
Note: Sears List of Subject Headings will be followed for subject cataloguing.
- Unit 2:** Anglo American Cataloguing Rules, 2nd Ed.:
Corporate authorship (Government bodies: Executive, Legislative, Judiciary; Institutions, Associations, Conferences, Proceedings). Composite books (With and without collective title page, bound with). Microforms. Serials (to be set in Question No. 1 only)
Note: Sears List of Subject Headings will be followed for subject cataloguing.
- Unit 3:** Classified Catalogue Code, 5th ed. by Dr. S.R.Ranganathan:
Single authorship. Shared authorship. Work of mixed responsibility (Collaborators) and Pseudonyms.
Note: Chain Procedure will be followed for Subject Cataloguing.
- Unit 4:** Classified Catalogue Code, 5th ed. by Dr. S.R.Ranganathan:
Multi-volume documents. Corporate authorship (Government bodies: Executive, Legislative, Judiciary; Institutions, Associations, Conference, proceedings). Composite books (ordinary and artificial). Festschrift volumes. Serials (to be set in Question No. 1 only)
Note: Chain Procedure will be followed for Subject Cataloguing.

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Recommended Books

- 1 Anglo-American Cataloguing Rules/edited by Michael Gorman and Paul Winkler. 2nd ed. Ottawa: Canadian Library Association, 1988 revision.
- 2 Ranganathan, S.R. Classified Catalogue Code with Additional Rules for Dictionary Catalogue Code. 5th ed. Bombay: Asia Pub. House, 1964.
- 3 Ranganathan, S.R. Cataloguing Practice. 2nd ed. (Reprint).Bangalore: SaradaRanganathan Endowment for Library Science, 1989.
- 4 Sear's List of subject Headings. 12th/17th ed. New York: H.W. Wilson, 1982/2000.
- 5 Girja Kumar and Krishan Kumar. Theory of Cataloguing. 5th ed. New Delhi: Vikas, 1986
- 6 Khan, M.A. Cataloguing in Library Services. New Delhi: Sarup pub., 1997.
- 7 Kochar, R.S. Principles and Practices of Cataloguing. Delhi: Rajat pub., 1998.
- 8 Krishan Kumar. An Introduction to AACR-2. New Delhi: Vikas, 1992.
- 9 Ranganathan, S.R. Classified Catalogue Code. 5th ed. Bombay: Asia, 1964.

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Below it, the word "Begu" is written again.
To the right, there is a signature that appears to be "S. R. Ranganathan".

Unit No.	Content	Lectures
1.	Introduction to Value Education: Understanding the need, basic guidelines, content and process for Value Education, Self-exploration—its content and process; 'Natural Acceptance' and Experiential Validation—as the mechanism for self exploration.	1
2.	Continuous Happiness and Prosperity: A look at basic human aspirations, Right understanding, Relationship and Physical Facilities — the basic requirements for fulfillment of aspirations of every human being, Understanding Happiness and Prosperity come — A critical appraisal of the current scenario, Method to fulfill the above human aspirations: Understanding and living in harmony at various levels.	2
3.	Harmony in the Human Being: Understanding human being as a coexistence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' Sukh and Suvidha. Body as an instrument of 'I': Being the doer, seer and enjoyer, understanding the characteristics and activities of 'I' and harmony in 'I', understanding the harmony of 'I' with the Body: Sanyam and Svasthya; correct appraisal of physical needs, meaning of prosperity in detail, programs to ensure Sanyam and Svasthya	2
4.	Harmony in the Family and Society: Understanding harmony in the Family — the basic unit of human interaction, Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhaya — tripti; Trust; vrs-vasa) and Respect (Sammana) as the foundational values of relationship. Understanding the meaning of VISVASA; Difference between intention and competence, Understanding the meaning of Sammana, Difference between respect and differentiation; the other salient values in relationship.	2
5.	Harmony in the society: Understanding the harmony in the society (society being an extension of family): Samadhana, Samriddhi, Abhaya. Sah-astirva as comprehensive Human Goals, Visualizing a universal harmonious order in society — Undivided Society (Akhand Samaj), Universal Order (Sarvabhauma Vyavasthal - from family to world family.	1
6.	Harmony in the Nature (Existence): Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature—recyclability and self-regulation in nature.	2
7.	Understanding Sah-astitva: Co-existence of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.	1
8.	Implications of the Holistic Understanding — A Look at Professional Ethics : Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics. Ability to utilize the professional competence for augmenting universal human order, Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems.	2
9.	Strategy for transition from the present state to Universal Human Order: (a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, (b) At the level of society as mutually enriching institutions and organizations.	2
10.	Introduction to Medical Ethics (Deontology): (a) Relationship of health workers with their patients, relatives of patients and their co-workers. (b) History of Deontology (c) Principles and practice of Deontology.	1
	Total	16

Practice session	Topic	Number of sessions
PS 1.	Module 1: Introduction to Value Education: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your salient achievements and shortcomings in your life? Observe and analyze them.	1
PS 2.	<p>Now-a-days, there is a tendency of talk about many techno-genic maladies such as energy and material resource depletion environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. — all these seem to be man-made problems, threatening the survival of life on Earth — What is the root cause of these maladies & what is the way out in your opinion?</p> <p>On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption. scams, breakdown of relationships, generation gap, depression & suicidal attempts etc. - what do you think, is the root cause of these threats to human happiness and peace - what could be the way out in your opinion?</p>	1
PS 3.	<p>1. Observe that each one of us has the faculty of 'Natural Acceptance'. based on which one can verify what is right or not right for him. (As such we are not properly trained to listen to our 'Natural Acceptance' and many a time it is also clouded by our strong pre-conditionings and sensory attractions).</p> <p>Explore the following:</p> <p>(i) What is 'Naturally Acceptable' to you in relationship—the feeling of respect & disrespect for yourself and for others?</p> <p>(ii) What is 'Naturally Acceptable' to you - to nurture or to exploit others?</p> <p>Is your living in accordance with your natural acceptance or different from it?</p> <p>2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities- observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.</p>	2
PS 4.	Module 2: Harmony in the Human Being: List down all your important desires. Observe whether the desire is related to Self ('I') or the Body. If it appears to be related to both, visualize which part of it is related to Self ('I') and which part is related to Body.	1
PS 5.	<p>1. (a) Observe that any physical facility' you use, follows the given sequence with time: Necessary and tasteful unnecessary but still tasteful unnecessary and tasteless —> intolerable.</p> <p>(b) In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment</p> <p>2. List down all your important activities. Observe whether the activity is of 'I' , or of Body or with the participation of both 'I' and Body.</p> <p>3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.</p>	1
PS 6	<p>1. Chalk out some programs towards -insuring your harmony with the body - in terms of nurturing, protection and right utilisation of the body.</p> <p>2. Find out the plants and shrubs growing in and around your campus, which can be useful in curing common diseases.</p>	1
PS 7	<p>Module 3: Harmony in the Family and Society</p> <p>Form small groups in the class and make them carry out a dialogue focusing on the following eight questions related to 'TRUST':</p> <p>1a. Do I want to make myself happy?</p> <p>2a. Do I want to make the other happy?</p> <p>3a. Does the other want to make himself/herself happy?</p> <p>4a. Does the other want to make me happy?</p>	1

	<p>What is the answer?</p> <p>Intention (Natural Acceptance)</p> <p>1b. Am I able to always make myself happy? 2b. Am I able to always make the other happy? 3b. Is the other able to always make himself/herself happy? 4b. Is the other able to always make me happy? What is the answer?</p> <p>Competence</p> <p>Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate yourself and others on the basis of intention/ competence.</p>	
PS 8.	<p>1. Observe, on how many occasions, you are able to respect your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation.</p> <p>2. Also, observe whether your feeling of respect is based on treating the other as you would treat yourself or on differentiations based on body, physical facilities or beliefs.</p>	1
PS 9.	<p>1. Write a narration in the form of a story, poem, skit or essay to clarify a salient Human Value to the children.</p> <p>2. Recollect and narrate an incident in your life where you were able to exhibit willful adherence to values in a difficult situation.</p>	1
PS 10.	<p>Module 4: Harmony in the Nature (Existence)</p> <p>List down some common units (things) of Nature which you come across in your daily life and classify them in the four orders of Nature. Analyse and explain the aspect of mutual fulfillment of each unit with other orders.</p>	1
PS 11.	<p>Make a chart to show the whole existence as co-existence. With the help of this chart try to identify the role and the scope of some of the courses of your study. Also indicate the areas which are being either over-emphasized or ignored in the present context.</p>	1
PS 12.	<p>Module 5: Implications of the Holistic Understanding — a Look at Professional Ethics: Identify any two important problems being faced by the society today and analyze the root cause of these problems. Can these be solved on the basis of natural acceptance of human values? If so, how should one proceed in this direction from the present situation?</p>	1
PS 13.	<p>Suggest ways in which you can use your knowledge of Science/Technology/Management etc. for moving towards a universal human order.</p> <p>Propose a broad outline for Humanistic Constitution at the level of Nation.</p>	1
PS 14.	<p>The course is going to be over view. It is time to evaluate what difference in your thinking has it made. Summarize the core message of this course grasped by you. How has this affected you in terms of;</p> <p>a. Thought b. Behavior c. Work and d. Realization</p> <p>What practical steps are you able to visualize for the transition of the society from its present state.</p>	2

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