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# ADESH UNIVERSITY BATHINDA

**SYLLABUS**

**FOR**

**DIPLOMA IN LIBRARY & INFORMATION SCIENCE**

**(Under Choice Based Credit System)**

**(SEMESTER: I - II)**

**2017-18 Onwards**

**- : 0 :-**

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# Diploma of Library & Information Science

**Course Code:** DLibISc

**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 impart elementary knowledge to students about different aspects of Library Science, Thus preparing them for the job of Semi-professional nature in all types of libraries.

**Eligibility Conditions (as per UGC):** Pass in 10+2 examinations in five subjects with English as one of the subjects from the Punjab School Education Board or any other examination recognized by this University as equivalent thereto.

**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 Diploma in Library & Information Science course.

**Medium of Instructions:** Punjabi & English.

**Medium of Examination:** Punjabi & English.





**Department of Library & Information Science**  
**Adesh University, Bathinda**

**Course Structure for DLibISc programme**

Course code	Course Title	Course Type	Credits (L+T+P)	Total credits
<b>Semester-I</b>				
LIS.201	Library Organisation & Management	Foundation course	5+0+0	5
LIS.301	Organisation of Library Materials (Library Classification: Theory)	Core course	5+0+0	5
LIS.302	Library Classification : Practice	Core course	5+0+0	5
EVS.201	Environment studies	Other compulsory course	2+0+0	2(NC)
<b>Total Credits</b>			<b>17+0+0</b>	<b>17</b>
<b>Semester-II</b>				
LIS.303	Reference Service & Document Bibliography	Core course	5+0+0	5
LIS.304	Organisation of Library Materials (Library Cataloguing: Theory)	Core course	5+0+0	5
LIS.305	Library Cataloguing :Practice	Core course	5+0+0	5
HVE.201	Human values and ethics	Other compulsory course	2+0+0	2(NC)
		<b>Total Credits</b>	<b>17+0+0</b>	<b>17</b>
<b>Grand Total Credits</b>			<b>34+0+0</b>	<b>34</b>

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## 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 weight age 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 midterm 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.
8. The End Semester Practical Examination (wherever applicable) shall be held before the end of each semester as declared in the academic calendar.

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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 Diploma in 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.

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## Adesh University

### Department of Library & Information Science

Name of Programme

First Hourly Examination

Sem I (2016-17)

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 (2016-17)

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 (2016-17)

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.

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A signature on the right.  
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**Adesh University**  
**Department of Library & Information Science**

Name of Programme \_\_\_\_\_ End Semester Examination \_\_\_\_\_ Sem I (2016-17)

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 (2016-17)

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.201**

## **Library Organisation & Management**

**Credits: 5**

### **Unit 1:**

**25 Lectures**

Library Organisation, purpose and functions of Libraries; Laws of Library Science,

### **Unit 2:**

**25 Lectures**

Different types of Libraries; Library Movement in India after 1947, Library Cooperation.

### **Unit 3:**

**25 Lectures**

Different sections of the Library and their functions: Acquisition, Periodical, Technical, Reference, Circulation and Maintenance;

Library Rules.

Elementary Knowledge of computer application in libraries.

(Note: Emphasis shall be on practical knowledge of these topics)

### **Recommended Books**

- |                       |   |
|-----------------------|---|
| 1. Ranganathan, S.R.  | : Library Manual, 1961.                 |
| 2. Krishan Kumar      | : Library Manual,                       |
| 3. Ranaganathan, S.R. | : Five Laws of Library science, 1957.   |
| 4. Hakam singh        | : Library Science di Jan Pachhan, 1974. |
| 5. Gurbachan Singh    | : Library Sangathan,                    |
| 6. Gurbachan Singh    | : Library Andolan da Itihas             |

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**LIS.301**

## **Organisation of Library Materials (Library Classification: Theory)**

**Credits: 5**

### **Unit 1: Classification (Theory)**

**25 Lectures**

Library Classification: Definition, need, purpose.

Brief introduction to dynamic theory of classification.

Introduction to Dewey and Colon Schemes of Library Classification.

### **Unit 2: Colon Classification:**

**25 Lectures**

Introduction to Colon Classification.

Salient features: Fundamental categories (PMEST), Call Number, Book Number and Collection number, Round and Levels.

### **Unit 3: Dewey Decimal classification:**

**25 Lectures**

Introduction to Dewey Decimal Classification

DDC Summaries, Notation, Chain structure and DDC Schedules, Table and Indexes.

### **Recommended Books :**

- |                      |  |
|----------------------|--|
| 1. Dewey, Melvil     | : Decimal Classification and Relative index, 19 <sup>th</sup> ed. 3v.1979. |
| 2. Ranganathan, S.R. | : Colon Classification, 6 <sup>th</sup> ed. Rev. 1963.                     |
| 3. Krishan Kumar     | : Theory of Classification. Latest ed.                                     |
| 4. Hakam Singh       | : Library Science di Jan Panchan, 1974.                                    |
| 5. Satija, M.P       | : Colon Vargikaran.  |
| 6. Krishan kumar     | : Library Manual   |
| 7. A.A.C.R           | : Ed. 2, 1978  |

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## LIS.302 Library Classification - Practice

Credits: 5

### Unit I:

25 Lectures

Classification of documents according to Colon Classification (6<sup>th</sup> revised edition)

Classification practice of simple titles by the Colon Classification scheme

### Unit II:

25 Lectures

Classification of documents according to DDC (19<sup>th</sup> edition)

Classification practice of documents representing simple subjects.

### Unit III:

25 Lectures

Classification of documents using tables of DDC (19<sup>th</sup> edition)

### Recommended Books:

- |                      |   |
|----------------------|---|
| 1. Dewey, M.         | : Decimal Classification, 19th edition. |
| 2. Ranganathan, S.R. | : Colon Classification, Rev.ed 6, 1963  |
| 3. Gurbachan Singh   | : Vargikaran di Vivharik Sikhilai       |
| 4. Krishan Kumar     | : Theory of Classification. Latest ed.  |

## EVS.201

## Environmental Studies

Credits: 2

Unit No.	Content	Lectures
1.	<b>Introduction to ecology and environment</b> Definition, scope and importance of environment and environmental science. Concept of ecology and ecosystem; types of ecosystem (Forest, pond and grass land); energy flow of ecosystem; food chain and food web; ecological pyramids and succession	4
2.	<b>Natural resources</b> Forest resources – uses and exploitation, deforestation and conservation; Renewable, Nonrenewable and alternate energy 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.	<b>Environmental pollution</b> Air, water, soil and noise – sources, effects and consequences; marine and thermal pollution; Greenhouse effect, acid rain, ozone depletion Solid waste management – sources of waste generation, segregation and disposal.	4

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4.	<b>Natural disasters</b> Earthquakes, floods, tsunamis, cyclones and tsunamis	3
5.	<b>Environmental laws, conventions and protocols</b> Water (Prevention and control of Pollution) act; Air (Prevention and Control of Pollution) Act; Environment Protection Act; Kyoto protocol, Montreal protocol, Rio summit 1992 and convention on biodiversity	6
6.	<b>Social issues and the environment</b> Rain water harvesting; wasteland reclamation; environmental ethics; sustainable development; population growth, industrialization, urbanization, family welfare programmes; Role of Information Technology in Environment	5
7.	<b>Field work</b> Visit to local polluted site, biogas plant, waste management site, Study of simple ecosystems- pond, etc.	4
<b>Total</b>		<b>32</b>

### Recommended books:

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

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## (Semester – II)

### LIS.303      Reference Service & Document Bibliography

Credits: 5

#### Unit 1: Reference Service

25 Lectures

Definition need and purpose of Reference Service; Initiation of fresh reader; Kinds of Reference Service; and Reference and Information Sources, Definition, kinds and uses.

#### Unit 2: Document Bibliography

25 Lectures

Definition, need and purpose of document bibliography; kinds of document bibliographies; National Bibliography (I. N. B/ B.N.B.); Subject Bibliography; Trade Bibliographies.

#### Unit 3: Practice

25 Lectures

Acquaintance with at least fifty important sources (Appendix enclosed)

*(Note: 1. Elementary Knowledge about the above topics is to be imparted. 2. A List of important information sources given in the Appendix should be sent to the Paper-Setter/ Examiner.*

#### Recommended Books:

- |                                |   |                                |
|--------------------------------|---|--------------------------------|
| 1. Jasmer Singh                | : | Sandharbh Sewa.                |
| 2. Krishan Kumar               | : | Reference Service              |
| 3. Girja Kumar & Krishan Kumar | : | Bibliography.                  |
| 4. Hakam Singh                 | : | Library Science di JanPachhan. |

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**LIS.304      Organisation of Library Materials**  
**(Library Cataloguing: Theory)**

**Credits: 5**

**25 Lectures**

**Unit 1:**

Library Catalogue: Definition, need, Purpose and functions.

Physical forms of catalogues, Conventional and Non Conventional, OPAC, Authority file, Shelf List, ISBN, ISSN.

**Unit2: Types of Catalogue**

**25 Lectures**

Dictionary Catalogue, Classified Catalogue, Catalogue, Alphabetical Subject Catalogue.

Alphabetical Classed

**Unit 3: Catalogue Entries, Filing and Subject Cataloguing**

**25 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).

(Note: Elementary knowledge about the above topics needs to be imparted.)

**Recommended Books :**

1. Hakam singh : Library Science di Jan Panchan, 1974.
2. Ranganathan, S.R. : Classified Catalogue Code, 5<sup>th</sup> ed., 1964
3. Girja Kumar and Krishan Kumar: Theory of Cataloguing.
4. Sears List of Subject Headings : 12<sup>th</sup> ed.

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- (I) Cataloguing practice of simple books by Colon classified Code (5<sup>th</sup> ed.), and **37 Lectures**
- (II) The concise Anglo- American Cataloguing Rules, 2<sup>nd</sup> ed. Prepared by Michael Gorman supplemented by Sears List of Subject Headings (Latest Edition). **38 Lectures**

Note: - Cataloguing of Corporate authors, composite books, multivolume books and periodical publications is excluded. In case adequate number of the Concise A.A.C R.2 is not available, the unabridged 2<sup>nd</sup>ed. Of A.A.C. R., 1978 will be used as alternative text-book.



**Recommended Books:**

1. Ranganathan (SR): Classified Catalogue code with Additional Rules for Dictionary Catalogue Code, Ed. 5, 1954.
2. The Concise Anglo-American Cataloguing Rules, Ed. 2, prepared by Michael Gorman, 1984.
3. Sears List of Subject Headings, Ed. 12.

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Unit No.	Content	Lectures
1.	<b>Introduction to Value Education:</b> 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.	<b>Continuous Happiness and Prosperity:</b> 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.	<b>Harmony in the Human Being:</b> 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. <b>Body as an instrument of 'I':</b> 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.	<b>Harmony in the Family and Society:</b> 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.	<b>Harmony in the society:</b> Understanding the harmony in the society (society being an extension of family): Samadhana, Samriddhi, Abhaya. Sah-astitva 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.	<b>Harmony in the Nature (Existence):</b> Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature—recyclability and self-regulation in nature.	2
7.	<b>Understanding Sah-astitva:</b> Co-existence of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.	1
8.	<b>Implications of the Holistic Understanding — A Look at Professional Ethics :</b> 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.	<b>Strategy for transition from the present state to Universal Human Order:</b> (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.	<b>Introduction to Medical Ethics (Deontology):</b> (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.	<b>Module 1: Introduction to Value Education:</b> 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 &amp; 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 &amp; 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><b>Explore the following:</b></p> <p>(i) What is 'Naturally Acceptable' to you in relationship—the feeling of respect &amp; 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 &amp; effort you devote for each in your daily routine.</p>	2
PS 4.	<b>Module 2: Harmony in the Human Being:</b> 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><b>Module 3: Harmony in the Family and Society</b></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

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	<p>What is the answer?</p> <p><b>Intention (Natural Acceptance)</b></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><b>Competence</b></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><b>Module 4: Harmony in the Nature (Existence)</b></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><b>Module 5: Implications of the Holistic Understanding — a Look at Professional Ethics:</b> 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

*Handwritten signatures and initials:*

Arul  
Ravi  
Ravi  
Ravi  
Ravi