



**SAVITRIBAI PHULE PUNE UNIVERSITY**  
(Formerly University of Pune)

**Bachelor of Library & Information Science (B.Lib.I.Sc.)**  
**Syllabus**  
**(One Year – Professional Post Graduate Diploma)**

**As per NEP- 2020**  
**Syllabus**

**Revised Syllabus will be implemented with effect from the**  
**academic year 2024-2025 onwards**

**Faculty of Inter-Disciplinary Studies**  
**Savitribai Phule Pune University, Pune-05**

<b>1</b>	<b>Name of the Program</b>	<b>Bachelor of Library &amp; Information Science (B.Lib.I.Sc.)</b>
<b>2</b>	<b>Program Code</b>	BLISc – UG (ONE YEAR)
<b>3</b>	<b>Program Abbreviation</b>	BLISc- UG
<b>4</b>	<b>Program Level (PG/ UG/ PG Diploma/Diploma/Certificate etc.</b>	Level8: Post-Graduate Degree/Diploma (NHEQF)
<b>5</b>	<b>Subject</b>	Library and Information Science
<b>6</b>	<b>Name of the Faculty</b>	Faculty of Interdisciplinary Studies
<b>7</b>	<b>Name of the Board of Study</b>	Board of Library and Information Science (Ad-Hoc)
<b>8</b>	<b>Name of the Department</b>	Library and Information Science
<b>9</b>	<b>Assessment Type</b>	University & College Assessment
<b>10</b>	<b>Examination Type &amp; Paper Pattern</b>	Semester (50-50) (Theory & Practical)
<b>11</b>	<b>Separate Passing</b>	Yes
<b>12</b>	<b>Program Type</b>	Professional
<b>13</b>	<b>Program Duration</b>	2 Semester (1 Year)
<b>14</b>	<b>Program Description</b>	The interdisciplinary professional degree programme aims at preparing the skilled workforce to work in the rapidly changing information environment to meet the user requirements following the professional values and principles, innovative practices and preparing the student to meet information needs of the society and active service leaders.
<b>15</b>	<b>Program Objectives</b>	<ul style="list-style-type: none"> <li>• Understand basic principles and fundamental laws of Librarianship</li> <li>• Understand and appreciate the function and purposes of LICs in the changing social, cultural, technological and economic environment.</li> <li>• Train in organization and the management of LICs including computer applications to house-keeping activities of the libraries.</li> <li>• Develop a thorough knowledge of various sources of information, their organization and the necessary skills to provide traditional and modern library services.</li> <li>• Develop the knowledge, skills and attitudes of the students leading to professional qualification for practicing librarianship as a career.</li> </ul>

16	<b>Program Outcome</b>	Application of knowledge and understanding General, Technical and Professional skills required to perform accomplish tasks in all types of libraries. It is to develop knowledge and skill requires to deals with wide range of information sources. The generic learning outcome-Communication Skills, Learning Skills, Critical thinking, Judgment & Decision making. With the Constitutional, Humanistic, Ethical and Moral values enhancing Employability and Job ready skills.
17	<b>Total Credits (Minimum and Maximum Credits)</b>	22 Credits-I Semester + 22 Credits-II Semester Total– 44 Credits
18	<b>Intake Capacity (One Batch)</b>	30
19	<b>Medium of Instruction</b>	English
20	<b>Medium of Examination</b>	Marathi/English
21	<b>External Students Admission</b>	This course is not open to external students. <b>Only full Time regular students are eligible for this course</b>
22	<b>Age Limit (if required)</b>	Not Applicable
23	<b>Eligibility</b>	Any graduate from Savitribai Phule Pune University or any other recognized University with minimum 120 Credits from 3-years / 6-semester. Graduate degree with not less than 40 % for reserve and 45% for open candidate will be eligible to take admission for B.Lib.I.Sc at level 8 on the NHEQF.
24	<b>Attendance</b>	Minimum attendance for each semester is 75% of the total number of Theory, Tutorial, Practical, Seminar, and Group Discussion periods etc
25	<b>Jurisdiction</b>	Savitribai Phule Pune University's affiliated Colleges where Master of Library and Information Science (B. Lib. I. Sc.) course is conducted. Presently the course is conducted in the following colleges - <ul style="list-style-type: none"> <li>i. H. P. T. Arts &amp; R. Y. K. Science College, Nashik</li> <li>ii. Padmashri Vikhe Patil College, Pravaranagar</li> </ul>

26	University terms	<p>For the award of Bachelor of Library &amp; Information Science (B.Lib.I.Sc.) a candidate should fulfill the following conditions:</p> <ol style="list-style-type: none"> <li>He/She shall have kept two terms for the Degree Course in Library &amp; Information Science conducted by the Savitribai Phule Pune University, Pune and</li> <li>He/She shall have completed the prescribed course to the satisfaction of the concerned Head of the Department.</li> </ol> <p><b>The student, who fails in internal examination, shall have to take fresh admission for the Course.</b></p>
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## EXAMINATION RULES

(CA=Continuous assessment and ESE (ETE) = End of Semester (Term) Examination) The system of evaluation will be as follows: Each **CA (Continuous Assessment)** and **ESE (ETE) (End of Semester (Term) Examination)** will be evaluated in terms of marks. The marks for CA and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

- A student cannot appear for the semester end examination unless he/she has maintained 75% attendance during the teaching period of that course. If a student fails to maintain attendance up to 75%, at the time of filling of examination forms, an undertaking from the student should be taken stating that he/she will be allowed to appear for examination subject to fulfillment of required attendance criteria during the remaining period of teaching of the course.
- Each credit will be evaluated for 25 marks.
- Each course will have-
  - 70% of marks as semester-end examination of minimum 30 minutes to maximum 45 minutes per credit and**
    - 30% marks for internal (i.e. in-semester) assessment.**
  - To pass a course, the student has to obtain forty percent marks in the semester-end assessment examination and fifty percent in-semester assessment.
  - If a student misses an internal assessment examination, he/she will have a second chance with the permission of the Head of the department concerned. Such a second chance shall not be the right of the student; it will be the discretion of the Head of the department concerned to give or not to give a second chance to a student to appear for internal assessment.
  - Internal marks will not change. A student cannot repeat internal assessment. In case he/she wants to reappear for the internal assessment he/she can do so only by registering for the said courses during the semesters in which the courses are being conducted.
  - There shall be revaluation of the answer scripts of semester-end examination but not of internal assessment papers as per Ordinance no 134 A and B.
  - While marks will be given for all examinations, they will be converted into grades. The semester end and final grade sheets and transcripts will have only grades and grade points average.

9. A student shall be admitted to the examination for B. Lib.I.Sc. programme if:
- He/She has necessary attendance in each semester.
  - He/She has satisfactorily completed the prescribed programme of Practical Work, Seminars, Tutorials and assignments.

\* A candidate who fails and reappears for the Examination as Ex-Students shall be titled to have the marks previously assigned to him/her by the Head of the Department of Library and Information Science for the record of practical work. These marks will be carried forward in respect with his/her subsequent performance of the examination. In case, however, the candidate joins the programme again as a regular student, he/she shall have to do the record of Practical work afresh.

#### **ATKT Rules:-**

1. An applicant who has passed Semester I shall be eligible for admission to Semester II subject to ATKT rules.
2. Reappearing candidate shall be awarded the actual class based on total marks obtained in the re-examination.

#### **Mechanism of Credit Systems:**

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

#### **Rules of Standard of Passing:**

- 1) In order to pass in a theory paper, a candidate shall have to secure 40% marks in each theory paper and in order to pass in each head other than theory papers; the candidate has to obtain 40% marks in each head of passing.
- 2) A Candidate can claim exemption for each theory or practical paper, if he/she secures 40% marks in theory or practical paper.
- 3) The Candidate shall be declared to have passed in the examination in Pass Class, if he/she passes the examination with minimum 40% aggregate marks.
- 4) In order to secure a Second Class, a candidate shall have to secure at least 50% aggregate marks or more marks.
- 5) In order to secure a First Class, a candidate shall have to secure at least 60% aggregate marks or more marks.
- 6) In order to secure a First Class with distinction a candidate shall have to secure at least 70% aggregate or more marks.
- 7) The class will be awarded on the aggregate total marks of semester I and II semester.

If a candidate fails in the final result he/she will be held over to the consecutive examinations thereafter.

To pass the subject head student has to earn minimum 40% marks in the Internal & External heads of passing separately for Theory/Internal/Practical/Oral/Presentation/Seminar/Project etc.

The B.Lib.I.Sc degree will be awarded to students who complete a total of 44credits in a year by completing an average 22 credits per semester.

**Obtained Marks to Grade Conversion and Conversion of Marks into grades:** The marks obtained by a candidate in each paper or practical/ CIE (Out of 100 or any fraction like **50** +**50** shall be converted into grades on the basis of the following table:

Sr. No	Marks Obtained	Grade Pint	Description
1	$90 \leq \text{Marks} \leq 100$	10	O (Outstanding)
2	$75 \leq \text{Marks} \leq 89$	9	A+ (Excellent)
3	$60 \leq \text{Marks} \leq 74$	8	A (Very Good)
4	$55 \leq \text{Marks} \leq 59$	7	B+ (Good)
5	$50 \leq \text{Marks} \leq 54$	6	B (Above Average)
6	$45 \leq \text{Marks} \leq 49$	5	C (Average)
7	$40 \leq \text{Marks} \leq 44$	4	D (Pass)
8	Marks <40	0	F (Fail)
9	Nil	0	Ab (Absent)
10	-	0	FX (Detained, Repeat the course)
11	-	0	IC (Incomplete Course- Absent for Exam but continue for the course)
12	-	0	AC ( Audit Course Completed)
13	-	0	CAN (Audit Course Not Completed)

**Award of Class of the degree from CGPA distribution:**

The class will be awarded on the basis of CGPA as follows:

Sr. No	CGPA	Grade Letter
1	9.50 and above	O(Outstanding)
2	8.25 or more but less than 9.50	A+(Excellent)
3	6.75 or more but less than 8.25	A(Very Good)
4	5.75 or more but less than 6.75	B+(Good)
5	5.25 or more but less than 5.75	B(Above Average)
6	4.75 or more but less than 5.25	C(Average)
7	4.00 or more but less than 4.75	D(Pass)

## **Scheme for B Plus/Improvement of Class-Revised Rules**

Persons who hold a pass or Second Class at the B. Lib. and I. Sc. and who wish to improve their class to secure B + Class shall be allowed to do so as per the provisions of the following rules:

1. The concession to re-appear will be available only to: a] the holders of the Bachelor's degree of this university.
2. Persons holding, B. Lib. and I. Sc. degree of this University in the Pass Class or Second Class and desirous of re-appearing for the same examination for improvement of class shall be given three chances to do so within a period of three years from his/her first passing the said examination in the Pass Class or Second Class.
3. A candidate intending to re-appear at the B. Lib. and I. Sc. Examination under these rules shall be allowed to do so without keeping fresh terms.
4. A Candidate intending to re-appear for B. Lib. and I. Sc. examination of this university under these rules shall be governed by the rules and regulations relating to the courses and syllabi which may be prescribed by the university authorities. It is entirely the responsibility of the candidate to ascertain that the papers he/she chooses are a part of a syllabus in force and are actually taught for the said examination.
5. A candidate is required to get his/ her name registered as an external student by submitting the prescribed registration form along with the necessary Certificates and fees within the prescribed dates under this scheme.
6. The result of the candidate appearing for B. Lib. and I. Sc. Examination under than the class he/she possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request and on the payment of prescribed fees. So also, the statement of marks for his/her examination will be issued on payment of prescribed fees.
7. The answer-books of the candidate appearing for this scheme can be verified and re-valued, as per University rules.
8. A candidate re-appearing for the B. Lib. and I. Sc. examination under these rules, and obtaining B+ Class shall not be eligible to appear again for the same examination in the same subjects or subject for securing a class higher than the B+.
9. A candidate passing any of the postgraduate examinations mentioned above under these rules shall not be eligible to receive any prizes, scholarships etc. instituted by the University and he shall also not be entitled to a merit certificate from the University
10. If a candidate is unable to get a higher class under this scheme, his/ her previous performance in the corresponding examination shall hold good.
11. A Candidate who improves his/ her class under this scheme shall have to surrender his / her 'Pass Class Degree Certificate' to the Savitribai Phule Pune University. In the absence of

this the Degree under the "Improvement of Class Scheme" will not be conferred on him/ her.

**Note:**

- 1) The Examination Reforms regarding matters pertaining to Examinations of the University shall be made applicable as per the policy of the University. Information regarding the same shall be notified as and when Examination Reforms are made effective.
- 2) The pattern of question papers will be as per the rules and regulations of the University. The following shall be the papers prescribed for the Examination



**BLISc-UG**  
**Structure of B.Lib.I.Sc. Programme (One Year)**

	SEMESTERONE					Teaching Hours/Week (48 Mins)		
Course Code	Title of the Course	Type of Course	Internal Mark s	Exter nal Mark s	Credits			
BL– C11	Foundations of Library & Information Science	Core Theory	30	70	4	4	-	1
BL– C12	Library Management	Core Theory	30	70	4	4	-	1
BL– C13	Basics of Information and Communication Technology - Theory	Core Theory	30	70	4	4	-	1
BL– C14	Basics of Information and Communication Technology – Practical	Core Practical	15	35	2	-	2	-
BL– RM	Research Methodology	RM	30	70	4	4	-	1
BL– ET (Any One)	A. Information Sources, Systems and Services	Elective Theory	30	70	4	4	-	1
	B. Public Library System							
Total			165	385	22	27		

	SEMESTERTWO					Teaching Hours/Week (48 Mins)		
Course Code	Title of the Course	Type of Course	Internal Marks	External Ma	Credits	Theory	Pract.	I/A
BL– C21	Knowledge Organization: Basic Theory	Core Theory	30	70	4	4	-	1
BL– C22	Knowledge Organization: Practical – (Classification)	Core Practical	30	70	4	-	4	1
BL– C23	Knowledge Organization: Practical – (Cataloguing)	Core Practical	30	70	4	-	4	1
BL– C24	Reference Sources Practical	Core Practical	15	35	2	-	2	-
BL– OJT	Internship	OJT	30	70	4	-	4	1
BL– ET (Any One)	A. School Librarianship	Elective Theory	30	70	4	4	-	1
	B. Information Literacy							
Total			165	385	22	27		

### B.Lib.I.Sc Workload

#### I) Core Theory Papers

Five lectures of 48 minutes per theory paper per week

No. of theory papers = 04

No. of lectures per paper per week = 5

**Workload of theory papers =  $4 \times 5 = 20$  lectures**

#### II) Core Practical Papers

Five lectures of Practical of 48 minutes per practical paper per week

**(Note: For Practical papers each batch shall have 15 students.)**

**No. of Practical Papers = 3**

**No. of lectures per paper = 5**

**Workload of practical papers One Batch =  $3 \times 5 = 15$  lectures**

**Workload of practical papers Two Batches =  $(3 \times 5) \times 2 = 30$  lectures**

### **III) Elective Theory Papers**

Five lectures of 48 minutes per theory paper per week

No. of theory papers = 02

No. of lectures per paper per week=5

**Workload of elective theory papers=2x5=10 lectures**

### **IV) Research Methodology**

Five lectures of 48minutes per theory paper per week

No. of theory papers= 01

No. of lectures per paper per week=05

**Workload of RM theory papers =1x2 =5 lectures**

### **V) Internship-OJT**

Five lectures of 48minutes per week

No. of theory papers= 01

No. of lectures per paper per week=05

**Workload of Internship=1x2=5 lectures**

Total Workload for Two Batches is 70 Lectures of 48 Minutes.

(20 Core theory lectures + 30 Core Practical lectures + 10 Elective Theory + 5 Research Methodology Theory + 5 Internship OJT = 70 Lectures per week)

**Note:** Each theory course requires 60 hours for teaching. Teacher should engaged one (01) Lecture every week for each course for conducting tests, assignments, seminars/presentations, discussion/roundtable, tutorial, brainstorming session, case studies and any other activities to be conducted for continuous evaluation and internal examination. The Actual lecture to be held for each course would be five per week (Four Hours direct teaching and one hour for internal assessment = total Five lectures per week). There shall be a batch for practical courses. Each batch will comprise of Maximum 15 Students.

## **SEMESTER ONE**

### **BL-C11: Foundations of Library & Information Science**

#### **Aim of this paper:**

**To familiarize the students with the philosophy of Librarianship, Laws of Library Science and their implications and importance of service aspect.**

#### **Objectives:**

- 1. To make students aware about the concept of Library and objectives, functions of different types of libraries.**
- 2. To understand the purpose, role of libraries in society.**
- 3. To make them aware about five laws of Library Science.**
- 4. To understand Library and Information Science as a Discipline.**
- 5. To create awareness about various Library Associations.**

#### **Unit1: Libraries – Types and Role in Society**

Historical Development of Libraries

Types of Libraries and Information Centers: (National, Public, Special, Research and Academic Libraries) Objectives, Features Functions.

Public relations and Extension Activities of Libraries–

Library as Social Institution - Role of Library in Society, in Education, in Culture and in Science and Technology and development

#### **Unit2: Five Laws of Library Science**

Five Laws of Library Science and their implication by Dr. S.R.Ranganathan  
Library and Information Science as a Discipline

#### **Unit3: Information, Knowledge and Society**

Data, Information, Knowledge and Wisdom –Meaning and Characteristics

Information Transfer Cycle –Generation, Transfer and Recipient

Communication Models

Resource Sharing–Concept and Barriers with introduction to consortia

#### **Unit4: Professional Associations and Organizations**

Librarianship as a Profession

Professional Ethics

Knowledge Sharing activities in India

National and International Professional Associations – ILA, IASLIC, IATLIS, IFLA, ALA, CILIP, ASLIB and SLA

Contribution of RRRLF and UNESCO

#### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, Group discussion, Library Visit.

#### **Suggested Assessments**

Assignments, Small Project on different libraries, Peer assessment, PPT Presentation, Reflective note.

### **Learning Outcome**

1. Understand purpose, role and importance of libraries in society
2. Familiarize with development of libraries in general and India in particular.
3. Awareness about the five laws of library science.
4. Know about various types of libraries, their objectives & functions.
5. Get awareness about various Library Associations & their role in Professional Development

### **References**

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4. IFLA Standards for Library Services, 2nd Ed. Munich: Verlag, 1977
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8. McGarry, K.J Changing Context of Information, 1993
9. Ranganathan, S.R. The Five Laws of Library Science, Ed. 2 Bangalore: Sarada Ranganathan Endowment for Library Science, 1999
10. Sahai, Srinath. Library and Community. New Delhi: Today & Tomorrow, 1992
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12. Sharma, Pandey, S.K Library and Society. Ed. 2 Delhi: EssEss, 1992
13. Stella Pilling & Stephanie Kenna (Eds). Co-operation in action: collaborative initiatives in the World of Information.
14. Surendra Singh and Sonal Singh. Ed. Library, Information and Science and Society. New Delhi: EssEss, 2002
15. Tiwari, P. Organization and Development of Libraries New Delhi, A.P.H. Pub., 2009
16. Vyas, S.D. Library and Society, Jaipur: Panchasheel, 1993

### **BL-C12: Library Management**

#### **Aim:**

**The intention of this paper is to prepare students to administer and manage libraries.**

#### **Objectives:**

1. To make the students aware of principles & functions of management & their application to librarianship.
2. To train students in the organization of library work & collection development.
3. To familiarize with various library procedures & housekeeping activities.

#### **4. To understand, monitor and evaluate library procedures & practices.**

##### **Unit1: Principles & functions of Management**

Management-Concept & scope, Management & Administration

Schools of Management Thoughts

Principles of Management- by Taylor, Fayol & Urquhart

Functions of Management- POSDCORB & their application to librarianship

Qualities of a good manager

##### **Unit2: Technical Services, Circulation, Maintenance**

Acquisition of print books

- Objectives of acquisition section, function of acquisition department
- Book Selection Tools and Principles
- Sources of acquisition of books,
- Collection development policy: concept, need and purpose
- Steps in acquisition,
- Technical Processing- Manual and Machine

Acquisition of print periodicals

- Types of periodicals, selection tools, procurement (direct & through agent): their pros & cons, receipt & recording of periodicals (three card), shelving, routing of periodicals, collation of completed volumes
- Good Offices Committee

Circulation Methods and Processes

- Definition, importance and activities, registration work, reservation, renewal, overdue reminders etc.
- Pre-requisites of good charging system
- Detail study of Browne, Newark charging system & Machine Charging System

Maintenance:

- Shelving methods-broken order, parallel arrangement, ethics of shelving, open access v/s closed access
- Stock Verification - definition, need, purpose, advantages & disadvantages, methods
- Stock rectification and Withdrawal policy : concept, need and purpose
- Binding-library binding
- Preservation - internal & external causes of deterioration of books, re-formatting, Building Maintenance routine, Opening & Closing routine

##### **Unit3: Financial & Human Resources Management**

Library Finance-Sources, Estimation of Library's Financial Requirements

Budgeting- definition, importance, kinds of budget: Line-Item, Formula budget, ZBB, PPBS;

Accounting- financial records and its types; Auditing- types; Cost Effectiveness Analysis; Cost Benefit Analysis; Outsourcing: concept, need, pros & cons, library services to be outsourced

Human Resource Management- concept, need, functions, recruitment & hiring

Staff Manual-concept, need

##### **Unit4: Library Rules and Reports**

Library Rules-need, purpose & draft

Library Statistics- purpose, sources & kinds  
Annual Report- definition, purpose, contents & its compilation  
Library Building and Space Planning- need, factors to be considered while planning, standards, green library building: concept

### **Suggested Pedagogy**

Classroom Lecture and discussion, working in different sections of library during Library hours, Question and Answer, Project on Library Management etc.

### **Suggested Assessments**

Assignments, Surprise test, Peer assessment, Presentation on various topics.

### **Learning Outcome**

1. Training in organization of library work & collection development.
2. Familiarize with various library procedures & library house-keeping activities.
3. Make aware of principles & functions of management & their application to Librarianship.
4. Understand, monitor & evaluate library procedures & practices.

### **References**

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4. Deshpande, N.J & Patil, S.K, Ed, University and College Librarianship in India in the 21<sup>st</sup> Century. Prof. S.G. Mahajan Felicitation Committee, DLISc, University of Pune. 2004.
5. Katz, W.A Collection Development Selection of Materials for Libraries. New York; HRW. 1980
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## **BL-C13: Basics of Information and Communication Technology (Theory)**

### **Aim:**

**The purpose of this paper is to provide latest knowledge in the field of ICT and its applicability in Library and Information Centres.**

### **Objectives:**

- 1. To introduce concepts such as networks, their types and uses in libraries, digital library.**
- 2. To familiarize students with ICT and its application in library organization.**
- 3. To develop skills to plan and implement library automation.**

### **Unit1: Fundamentals of Computers**

Concepts, Generation, Types, Hardware

Units of Computers, Arithmetic and Logic Unit ,Control Unit, Input and output unit, Memory Unit

Software: System software, Operating Systems–MS Window, UNIX and Linux.

Application Software, MS–Word, MS–Excel and MS Power point

Introduction to CM D (Command line Interpreter)

### **Unit2: Library Automation**

Definition, Purpose, Historical Development

Planning and Implementation of Automation in operations like Acquisition,

Cataloguing. Circulation, OPAC, Serial Control and Stock verification

Retrospective Conversion

Library Management Software (Proprietary), Free and Open Source Software(FOSS),

Their Evaluation – Criteria for Evaluation

Concept of File Organization, Database, Database Management System Unit

### **Unit3: Computer Networks and Library Networks**

Computer Networks: Concept, need Topologies, Types: LAN, MAN, WAN

Internet services and resources- WWW, Email, FTP, Telnet, Bulletin Board.

Internet Protocols and Standards, HTTP, SHTTP, FTP, TCP/IP, URI, URL

Data Security and Network Security: Firewalls, Cryptographic Techniques, Anti-virus software, Anti spyware, Intrusion Detection System,

Data download, Data upload, Data zipping, Data unzipping

Library Networks– Concept, history, need, types (Regional, National, International)

### **Unit4: Website and Search Engine**

Introduction to webpage- importance and background

Website–structure, function and importance.

HTML and XML–Introduction and background

Web server- Host and Clientele. Web hosting services and provider.

Search Engine– Concept, Function and mechanism with example. Web Search and strategy.

### **Suggested Pedagogy**



Classroom Lecture and discussion, Pre-reading material for self-study, Practical session of IT Lab, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation etc.

### **Suggested Assessments**

PPT Presentation, Assignments, Classroom Surprise test, Peer assessment.

### **Learning Outcome**

1. Familiar with Computer systems including hardware and software.
2. Learn to operate the library software and perform the library automation operation.
3. Skillful search and access to online resources.
4. Skillful use of the Internet and its different applications.
5. Learn the configuration and installation of important software.

### **References**

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### **BL–C14: Basics of Information and Communication Technology- Practical**

#### **Aim:**

**The overall purpose is to provide students hands- on experience in the use of ICT for providing library and information services**

**Objectives:**

1. **To provide hands- on experience in libraries required to set up using ICT, the use of library software, E- Resources and Internet Searches.**

**Unit1: Office Application and Internet Search**

Use of Word Processing Software  
Power Point Presentation (inserting of image, table)  
Web Searching- Advance Internet Searching using Google Search Engines  
Online book store sites and ordering. (Introduction)  
Google Book and Google Scholar

**Unit2: Library Management System - KOHA**

Library Management Software Introduction to different Modules  
New user registration  
Charging-discharging  
Generation of various reports using Library Management Software

**Suggested Pedagogy**

Computer Lab Practical with discussion, Pre-reading material for self-study, Hands-on training of use of Computer system, Practical use of various application software, Working in various sections of library during Library hours, Question and Answer, Group Discussion, etc.

**Suggested Assessments**

Typing in word and information searching on Internet, E sharing the document, Surprise test, Assignments, Peer assessment

**Learning Outcome**

1. Give hands-on-experience in computer and application to Library housekeeping Operations.
2. Creating the PPT.
3. Familiarity with ICT tools
4. Introduction to online search.

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## **BL-RM: Research Methodology**

### **Aim:**

**The aim of this paper is to develop research skills in students and enable them to carry out research in Library and Information Science.**

### **Objectives:**

- 1 To give an advanced exposure to the students about research.**
- 2 To develop acquaintance with intensive techniques and skills of the research process.**
- 3 To familiarize the art and style of writing a research report.**

### **Unit1: Introduction to Research**

Research: Definition, characteristics, types-pure, applied and action research

Research Design: definition, identification of problem, steps in research

Hypothesis: definition, types

Literature Review: definition, purpose, importance

Designing of Research Proposal: definition, structure

Research and publication ethics

### **Unit2: Research Methods and Techniques**

Research Methods: Historical, Descriptive, Experimental, Survey, Case Study & future research

Bibliometrics: concept, definition, historical development, laws and its application to librarianship

Citation : concept, definition, citation database: concept, examples (Web of Science, Scopus, Google Scholar), Citation analysis, citation network, citation matrix, bibliographic coupling, co-citation analysis, impact factor, H-index: concept

### **Unit3: Data Collection, Analysis &Presentation**

Data collection Tools: Questionnaire, Interview, Observation-features, merits &limitation

Sampling: definition, purpose, types

Descriptive Statistics: measures of central tendency, dispersion- range, variation, standard deviation, co-relation

Inferential Statistics: regression: linear and non-linear, Z-Ttest, chi-square test

Data presentation techniques: tabular, graphic, charts etc.

### **Unit4: Research Reporting**

Research reporting: structure, types, contents

Style manuals (APA, MLA, Chicago), reference management software (Mendeley, Zotero etc.)

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, PPT Presentation, Short data collection project.

### **Suggested Assessments**

Small project, Assignments, Peer assessment.

### **Learning Outcome**

1. Introduce application of Research Methodology in LIS and inculcate research skills among the students.
2. Understand the use of various data collection tools & statistical techniques for Research.

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- 7 Rao, Ravichander I.K. Quantitative Methods for Library and Information Science. New Delhi: Wiley Eastern, 1983.
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- 9 Stevens Roll and E. Research Methods in Librarianship London, Bingley, 1971.

### **BL–ET: A. Information Sources, Systems and Services (Elective Theory)**

#### **Aim:**

**The paper aims to provide in-depth knowledge about information sources, systems and services; their importance and pivotal role in libraries.**

#### **Objectives:**

1. **To familiarize students with different library services and sources.**
2. **To develop the skills for providing reference and information services.**
3. **To introduce National and International Information Systems and Centers and their information and knowledge management activities.**

#### **Unit1: Information Sources**

Information Sources: Meaning, Definition and Importance  
Documentary and Non Documentary Sources (print, non-print & electronic sources etc.)  
Primary, Secondary and Tertiary Sources of Information (with details)  
Human and Institutional Sources of Information.

#### **Unit2: Reference Sources and Electronic Information Sources**

Reference Sources: Characteristics, Types, Usefulness

Electronic Sources: Online, Offline, E-Books, E-Journals, E-Databases, ETD etc.:  
their permutations and combinations  
Subject Gateways, Web Portals, Bulletin Boards, Discussion Groups/Forums,  
Multimedia Resources, Databases, Institutional Repositories  
OER–Open Educational Resources- Introduction and examples  
Evaluation of Reference Sources and Electronic Information Sources

### **Unit3: Reference and Information Services**

Users and Information Needs

Reference Service: definition, needs, scope and objectives. (Origin and development of reference service from the beginning to the internet era.

Orientation Programme, Ready-Short and Long range reference service

Documentation and Documentation Services – Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Translation Services, Indexing and Abstracting Services, Bibliographical Services, etc.

Document Delivery Service & Inter Library Loan Service

Referral Services

Online Services

### **Unit4: Information Systems and Networks**

Information and Knowledge Management - Concept and activities

Information Systems–Meaning, characteristics and functions

National Information Systems and Networks: NISCAIR, NASSDOC, DESIDOC, SENDOC, National Knowledge Network etc with current examples

Global Information Systems and Networks: MEDLARS, AGRIS, INIS, INSPEC, BIOSIS, ERIC, Patents Information System, BIS etc with current examples

User Education: definition, need, objectives, methods and Information Literacy

### **Suggested Pedagogy**

Classroom Lecture and discussion, Practical use of different sources from the library, Online Access and use of E-resources, working in reference service department of library during Library hours, Mock reference interview, Question and Answer etc.

### **Suggested Assessments**

Project and submission of reference diary, Assignments, Surprise test, Peer assessment, Presentation on various topics.

### **Learning Outcome**

1. Familiarize with nature & organization of reference service in libraries.
2. Familiarize with various reference and information sources, types, contents and their use for answering reference questions of different types.
3. Develop the skills for providing reference and information services.
4. Familiarization with various national and global Information systems.

### **References**

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2. Guide to the WWW: London: Facet Publishing, 1999. Bangalore2000Crest, New Delhi
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## **BL-ET: B. Public Library System (Elective Theory)**

### **Aim:**

To train students to manage effectively and efficiently the public libraries

### **Objectives:**

1. To familiarize students with the public library system
2. To impart skills in managing public libraries and their services

### **Unit1: Introduction to the public library system**

Meaning, objectives and functions

Role in formal and informal mass education.

Users (Features of all types of users) and their needs

### **Unit2: Management of Public libraries**

Collection development

Selection and acquisition

Classification (local requirements and how they can be fulfilled), Requirements of keywords for fiction and non-fiction collection and its fulfillment

Budget- Sources of public library finance (State government, RRRLF, other)

### **Unit 3: Services**

Routine services

Services to the specific types of users (children, senior citizens, etc.

Readers' Advisory service

Extension and publicity (exhibition, book talks, book clubs, authors talk, etc.)

Outreach activities- Mobile and branch library services

### **Unit4: Associations and their roles in the development of public libraries**

UNESCO Manifesto

IFLA's role

RRRLF

NKC

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on various public libraries and their organization and services, working in various sections of any public library during internship, Question and Answer, Group Discussion, etc.

### **Suggested Assessments**

Case Study Project on public Library, Assignments, Peer assessment, quiz competition.

### **Learning Outcome**



1. Introduction to the objectives and functions of public libraries.
2. Understand the collection development and management of public libraries.
3. Familiarize with sources of finance and services to be provided by the public library.
4. Explore the role of national and international associations in the development of public Library.

#### References:

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## SEMESTER TWO

### BL–C21: Knowledge Organization: Basic Theory

#### Aim:

**To emphasize the importance of organization of knowledge and introduce them with the techniques of classification and cataloguing.**

#### Objectives:

1. To understand the role of library classification and cataloguing in knowledge organization.
2. To understand the mode of formation of subjects in the universe of knowledge.
3. To get familiar with DDC scheme of classification.
4. To impart Bibliographic Skills of Cataloguing.



**Unit1: Universe of knowledge**

Structure and attribute

Subject: meaning, types (simple, compound, complex)

Modes of formation of subjects

Universe of knowledge as mapped in DDC.

**Unit2: Library Classification**

Library Classification: Concept, need, purpose, functions

Knowledge classification and Book Classification

Knowledge classification: concept, types: Vedic classification, Greek classification & Baconian classification; Book classification- features; Difference between Knowledge classification and Book Classification

Notation: meaning, need, types, qualities, mnemonics

Call Number: structure, various parts & their functions

Dewey decimal classification: biographical sketch of Melvil Dewey, origin, basic plan and structure, notation (decimal fraction notation), synthetic devices (seven tables, add instructions), phoenix schedules, relative location, index, versions, revision.

**Unit3: Library Catalogue**

Introduction to various parts of the Document (How to read a book technically)

Library Catalogue: Definition, Concept, Objectives and Functions

Difference between Catalogue and other lists like Bibliography, Accession Register and others

Physical Forms of Library Catalogue –Conventional and Non-Conventional

Types of Catalogue: Alphabetical Catalogue and Classified Catalogue.

**Unit4: Catalogue Codes and Normative Principles**

Catalogue Codes: History and Development

Catalogue Entries–Types; Entry According to AACR (latest editions); Entry

Elements; Filing of Entries

Choice and rendering of Headings – Personal Authors, Corporate Authors Western and Indic Names.

Bibliographic and Exchange Standards– Introduction ISO2709, Z39.50 and Z39.71, ISBD, CCF.

Computerization in Cataloguing – OPAC, Web-OPAC, Metadata, Worldcat, Copy Cataloguing.

**Suggested Pedagogy**

- Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on Classification, Practical use and handling of classification schema, working in Classification department of library during Library hours, Question and Answer etc.
- Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on Cataloguing, Practical session of Cataloguing, Working in Cataloguing department of library during Library hours, Question and Answer, Group Discussion etc.

## **Suggested Assessments**

Assignments, Surprise test, Peer assessment, Reflective note, Poster presentation, Assignments.

## **Learning Outcome**

1. Understand the role of Library classification in knowledge organization.
2. Understand the mode of formation of subjects in the universe of knowledge.
3. Know various concepts, theories and principles in classification.
4. Get familiar with DDC scheme of classification.
5. Explore the current trends in library classification.
6. Understand the role of cataloguing for retrieving library materials.
7. Know the fundamentals, various concepts, theories and principles in Cataloguing.
8. Familiarize with the concept of subject cataloguing.
9. Introduction to various standards in cataloguing.

## **References**

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### **BL-C22-Knowledge Organization: Classification Practical**

**Aim :- To provide practice in document classification.**

**Objective:**

**To develop skills in using classification schemes for classifying various documents.**

#### **Unit1: Structure of DDC (Dewey Decimal Classification- 21<sup>st</sup> Edition)**

Main classes, First summary, Second summary, Third summary  
Classification of simple subjects

#### **Unit2: Classification of documents with compound subjects**

Use of Table-1

#### **Unit3: Classification of documents with compound subjects**

Use of Table 2 to 7

#### **Unit4: Classification of documents with complex subjects**

Using “Add to” Instructions

#### **Suggested Pedagogy:**

Demonstrations, discussions, debates, brain storming sessions, case studies, practicals, project-based teaching, internship.

#### **Suggested Assessments:**

Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.

### **BL-C23: Knowledge Organization: Cataloguing Practical**

**Aim:**

**The purpose of this paper is to provide practice in library cataloguing.**

**Objectives:**

- 1. To impart skills in using world known catalogue codes.**
- 2. To develop skills in cataloguing documents using AACR-2R and CCC Steps in cataloguing**

**Note:** Cataloguing practical According to AACR-2R will carry 40 marks and CCC 10 marks.

**1. AACR-2R: (40marks)**

**Unit1: Cataloguing of Works of**

- Single and Shared Authorship
- Works of Mixed Responsibilities
- Pseudonyms

**Unit2: Cataloguing of**

- Editorial Works
- Composite Works
- Series Publications

**Unit3: Cataloguing of**

- Multi Volume Works
- Serial (Periodicals and similar) Publications

**Unit4: Cataloguing of**

- Uniform Titles
- Corporate Authors
- Non-Book Materials

**Suggested Pedagogy:**

Demonstrations, discussions, debates, brainstorming sessions, case studies, practicals, project-based teaching, internship.

**Suggested Assessments:**

Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.

**BL-C-24 Reference Sources Practical**

**Following list of References Sources should be consulted for conducting Practical.  
(The Electronic version of the listed sources can also be referred for the same)**

▪ **Encyclopedia:**

1. The New Encyclopedia Britannica
2. Bhartiya Sanskruti Kosh
3. Marathi Vishwakosh
4. McGraw-Hill Encyclopedia of Science & Technology
5. International Encyclopedia of the Social Science
6. Encyclopedia of Library and Information Science
7. Pear's Cyclopedia

▪ **Dictionary:**

1. Oxford English Dictionary

2. Oxford Dictionary of Quotation.
  3. The Librarians Glossary: of Terms Used in Librarianship, Documentation
  4. Brewer's Dictionary of Phrase & Fables.
  5. Roget's International Thesaurus
  6. Adarsh Marathi Shabdkosh. (P.N.Joshi)
  7. Marathi Vyutpatti Kosh.
  8. Everyman's pronouncing English Dictionary.
  9. Everyman's Dictionary of Dates.
- **Yearbooks & Almanacs:**
    1. India2014:A Reference Annual
    2. Manorama Yearbook.
    3. The Statesman's Yearbook.
    4. The Europa World Yearbook
    5. World Almanac and Book of Facts etc.
    6. Whitaker's Almanac.
  - **Biographical Sources:**
    1. India Who's Who
    2. The International Who's Who
    3. Who's Who of Indian Writers: 1999
    4. Dictionary of National Biography (by S.P.Sen)
    5. Bharatavarshiya Charitra Kosha (Siddheshwar Shashtr Chitrao)
    6. Marathi Saraswat (A. I. Hoshi Ed.)
  - **Geographical Sources:**
    1. Britannica World Atlas
    2. Gazetteer of India: Indian Union etc.
    3. Maharashtra Paryatan Kosh
    4. Maharashtra State Gazetteer: Nasik District
    5. Fodor's India, Nepal and Sri Lanka
  - **Directories:**
    1. Directories of Libraries in India
    2. World of learning.
    3. University Handbook: AIU Publication (INDIA) etc.
    4. Kothari's Industrial Directory of India
  - **News Summaries:**
    1. Facts on file.
    2. Keesing's Record of World Events.
  - **Handbook and Manuals:**
    1. Guinness Book of World Records
    2. Limca Book of Records
  - **Bibliographies:**
    1. Indian National Bibliography
    2. British National Bibliography

3. Indian Books in Print
4. Books in Print (R.R. Bowker)
5. Ulrich's International Periodicals Directory etc.
6. Marathi Grantha Suchi (S.G.Date)
7. Marathi Niyatakalisanchi Suchi (Kale and others)
8. Prakashan Varshik. (Aniruddha Prakshan, Pune)

▪ **Indexing Sources**

1. Guide to Indian Periodical Literature: Social Sciences and Humanities
2. Index India

▪ **Abstracting Sources**

1. Indian Library Science Abstracts
2. Indian Science Abstracts
3. Chemical Abstracts
4. Biological Abstracts
5. Library and Information Science Abstracts (LISA)
6. Sociological Abstracts

**Suggested Pedagogy:**

Demonstrations, discussions, debates, brainstorming sessions, case studies, practical's, project-based teaching, internship.

**Suggested Assessments:**

Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports, viva-voce, quiz, tests.

**BL-OJT – Internship**

**Internship:** The students shall work in one Library for 30 working days under the supervision of a concerned Librarian. The librarian has to give hands-on training to each section of the library.

\* Students have to maintain and submit the internship report duly signed by the concerned supervisor to the department and the grade will be awarded for the completed training.

1. Working in a library minimum 30 days : 30 marks
2. Field work (visiting minimum 05 libraries) : 10 marks
3. Writing report of the work and visits : 05 marks
4. Presentation of the work experience : 05 marks

**BL-ET: A. School Librarianship (Elective Theory)**

**Objectives:**

**To produce skilled manpower to develop and manage School and Media Library and to provide effective library services to children**

1. To educate students about nature of school and media library
2. To familiarize students with the various types of children's literature along with their characteristics
3. To impart skills in managing school and media library
4. To train students in providing various types of services to children

**Unit1: Basics of School Librarianship**

School education and library

Role of librarian in school education

Definition, purpose, functions of school library

Qualities of school librarian

Children Library: Types-school libraries and children sections in public libraries, infrastructure

Types of children and their needs: Preschoolers, Elementary school children, Teenagers, and Teenagers/Young Adults

Importance of inculcating reading habits among children

**Unit2: Collection in School Libraries**

Books-Wordless (illustrated books), recreational books, reference books, Inspirational books, adventure and travel books, classics, Audio and Video Collection, maps, charts, models, atlases

Electronic sources- e-books, e-journals

**Unit3: Services and Activities of School Libraries**

Read aloud, Reference service, Book and Library Literacy Reader's advisory service

Story hours, Book discussion groups, Book talking, Summer reading programs,

Family programs and family literacy

Organization of competitions –spelling storytelling, handwriting

Book review, celebration of special days, skill development program, interactive session by teachers

**Unit4: Management of School Libraries**

Collection development -Selection, acquisition, weeding

Processing-Classification, Cataloguing

Collection management- shelving, Display

Budget, finance

**Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on school libraries and their organization and services, Working in various sections of any school library during Library hours, Question and Answer, Group Discussion, etc.

**Suggested Assessments**

Case Study Project on School Library, Assignments, Peer assessment, and Quiz competition.



## **Learning Outcome**

1. Understand the meaning and functions of children's library.
2. Familiarize with the collection of children's library.
3. Introduce the services of school and media library.
4. Study the collection development and management of school and media library.

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## **BL-ET: B Information Literacy**

### **Objectives:**

1. To create awareness and provide knowledge of information literacy.
2. To develop information literacy skills

### **UNIT – I : Information Literacy:**

- Historical Evolution of the concept

- Need and Objectives and types.
- Information Literacy Skills and Competencies
- Information Literacy and Lifelong learning
- Information literacy and Bridging the digital divide

#### **UNIT-II: Information Literacy Standards and Models:**

- Standards & Models: ACRL, IFLA, Big6, SCONUL etc.
- Information Literacy Best Practices.
- Information Literacy Programme: National and International Scenario

#### **UNIT-III: Information Literacy and Libraries**

- Information Literacy at School, Public and Academic Libraries
- Information Literacy Products: Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin.

#### **UNIT-IV: Designing and Development of IL Module:**

- Designing and testing of Information Literacy module

#### **Suggested Pedagogy:**

Lectures, discussions, debates, brainstorming sessions, case studies.

#### **Suggested Assessments:**

Written examinations, seminar presentations, assignments, tutorials, quiz, open-book tests.

#### **Learning outcomes:**

After studying this paper, students shall be able to:

1. Explain the concept, need, objectives and types of information literacy
2. Understand information literacy standards and models
3. Develop innovative information literacy models
4. Impart information literacy skills and competencies

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