KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Programme Project Report (PPR)

on

BACHELOR OF LIBRARY AND INFORMATION SCIENCES

(To be Offered from 2025-26 Academic Session)

Submitted to
UNIVERSITY GRANTS COMMISSION, NEW DELHI

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CONTENTS

		Pg. No.
1.	Programme Overview	2
2.	Programme Mission and Objectives	3
	2.1 Programme Mission	3
	2.2 Programme Objective	3
3.	Relevance of the Programme with KKHSOU's Mission and Goals	4
4.	Nature of Prospective Target Group of Learners	5
5.	Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence	5
6.	Instructional Design	6
	6.1 Curriculum Design	6
	6.2 Programme Structure and Duration	6
	6.3 Duration of the Programme	7
	6.4 Definition of Credit Hours	7
	6.5 Faculty and Support Staff requirement	7
	6.6 Instructional Delivery Mechanisms	8
	6.7 Identification of Media-print, Audio or Video, Online, Computer Aided	9
	6.8 Learner Support Services	9
	6.9 Internship	13
7.	Procedure for Admission, Curriculum Transaction and Evaluation	13
	7.1 Procedure for Admission	13
	7.2 Curriculum Transaction	15
	7.3 Assessment and Evaluation	16
	7.3.1.1 Formative Assessment	17
	7.3.2 Summative Assessment	17
	7.3.3 Assessment of Internship	18
8.	Requirement of Laboratory Support and Library Resources	18
9.	Cost Estimate of the Programme and The Provisions	19
	9.1 Programme Development Cost	19
	9.2 Programme Delivery Cost	20
	9.3 Programme Maintenance Cost	20
10.	Quality Assurance Mechanism and Expected Programme Outcomes	20
	10.1 Quality Assurance Mechanism	20
	10.2 Expected Programme Outcomes	21
	10.3 Learning Objective and Outcome of B. Lib. I. Sc. Programme	22
11.	List of Annexures	26
	Annexure I: Programme Structure	
	Annexure II: Detailed Syllabus	
	Annexure III: Course wise Faculty allotment of B. Lib. I. Sc. Programme	
	Annexure IV: Guidelines of Internship	

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT (PPR)

BACHELOR OF LIBRARY AND INFORMATION SCIENCES

1 PROGRAMME OVERVIEW

The Bachelor of Library and Information Sciences (B. Lib. I. Sc.) is a one-year (Two semesters) programme proposed to be offered from the academic session beginning in July 2025. The programme is designed in line with the notifications, guidelines, and regulations set forth by the University Grants Commission (UGC) from time to time.

The 44th Meeting of the Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirements. The assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

To ensure a holistic educational experience, the programme will include practical sessions and hands-on training, preparing learners for the demands of the library and information science profession. The course design has been structured in such a way that learners will gain exposure to various aspects of library management, information retrieval, digital libraries and information technology. Moreover, the University is registered with the Academic Bank of Credit (ABC) to ensure that learners can easily transfer credits between institutions, promoting flexibility in their academic journey.

The academic structure also incorporates an internship component, providing learners with valuable hands-on experience in real-world library settings. This practical exposure is designed to enhance learners' understanding of library operations and equip them with the skills needed to manage and organize library resources effectively. The inclusion of internships is expected to bridge the gap between theoretical knowledge and practical application, allowing learners to develop a deeper insight into the day-to-day functioning of libraries and information centers.

The faculty of the Discipline of Library and Information Sciences, with the assistance of the Committee on Courses (CCS) and the Schools of Studies, has designed the proposed programme and the detailed syllabi. This Programme Project Report (PPR) on the One-Year Bachelor Degree Programme in Library and Information Sciences is the result of this collaborative process.

2 PROGRAMME MISSION AND OBJECTIVES:

2.1 Programme Mission

Guru Prasad Das School of Interdisciplinary and Vocational Studies of KKHSOU strives to provide developmental avenues for working personnel, professionals and also for those who are keen to have knowledge of library to upgrade and refine their organizing skills, working capabilities and orientation of its learners by providing comprehensive library and information qualifications.

The B. Lib. I. Sc. programme of Guru Prasad Das School of Interdisciplinary and Vocational Studies of KKHSOU is designed to empower the learners to imbibe in their careers and acquiring specialized knowledge and skills in the field of librarianship and Information Science.

The B. Lib. I. Sc. Programme aims to impart learning opportunities to the learners in the area of organizing and managing library and information centers along with provide various library service. Syllabi of B. Lib. I. Sc. Programme have been finalized after discussion with academic experts in the respective field from University of repute, viz., Gauhati University. This programme has been thoroughly revised in accordance with the UGC Regulations on Open and Distance Learning, 2020. The quality of Curriculum has been so designed to accommodate the recent developments in the field of higher education in general and the Library and Information Science area in particular.

The overall mission of the Bachelor of Library and Information Science (B. Lib. I. Sc.) programme is to provide high-quality higher education through a barrier-free, flexible Open and Distance Learning (ODL) mode, in line with national priorities and societal needs. The University is committed to offering "*Education Beyond Barriers*," aiming to bridge gaps in access to learning and equip learners with the knowledge and skills needed to succeed in the library and information science field.

2.2 Programme Objectives

The Bachelor of Library and Information Science (B. Lib. I. Sc.) programme is structured to achieve the following objectives:

a) Educate and train individuals from different walks of life, who are desirous to study Library and Information Science.
b) Provide both the theoretical and applied knowledge in the field of Library and Information Science to the learners, so that their skill level and employability are developed.
c) To provide learners with a comprehensive understanding of the fundamental concepts across various aspects of library and Information Science.

d) To equip learners with the skills and knowledge necessary for the effective application of techniques and management strategies in present libraries.
e) To help the learners with development of relevant knowledge of automation, digital library and information management.
f) To support working professionals who wish to develop their library and information science skills.
g) To foster an understanding of modern technological advancements in the field of Library and Information Science
h) To equip learners with the practical skills and theoretical knowledge required to apply modern techniques and management strategies in contemporary libraries through internship.

3 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:

In the spirit of reaching out to the unreached, the University endeavors to provide higher education and training in various skills using the latest educational inputs and technology. The vision of the University entails to:

1. Emerge as a premier Institute of higher education in the NE region of India, with adequate display of social responsibility.
2. Equip the learners with necessary knowledge and skills.
3. Enable the learners to compete and excel in their respective areas of interest and to live a life of their choice with dignity.

With the motto "*Education Beyond Barriers*", the Mission of the University entails imparting innovative and contextually relevant education and providing opportunities for lifelong learning to its learners through excellence in education, research and innovation. The University, accordingly, envisages formulating its academic programmes in such a way so as to attract learners from all sections of the society, with, however, a specific focus on the underserved, disadvantaged and marginalized. The B. Lib. I. Sc. Programme of KKHSOU offered through a network of Study Centers in different parts of Assam endeavors to contribute towards accomplishment of the mission of the University in the following manner:

a) Ensuring that B. Lib. I. Sc. programme is made accessible, inclusive and responsive to the needs of diverse groups of learners with special focus on learners from disadvantaged population groups, particularly youth with special needs and with various forms of disabilities and ensuring that all enrolled learners are supported to enable them achieve the expected learning outcomes;
b) Providing the employed and self-employed individuals with the preference for Library and Information Science education;

c) Ensuring social, regional and gender gaps are eliminated and gender equality and women's empowerment are promoted throughout the education system;
d) Ensuring integration of Information and Communication Technologies (ICTs) in this programme.

4 NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

KKHSOU specially strives to cater to the needs of the learners from far flung areas cutting across of age, sex and backwardness so that they can have access to quality education and it functions with a motto of "*Education beyond Barriers*". KKHSOU offers its B. Lib. I. Sc. programme specially designed and developed for the learners to make them acquainted with various skills related to professionals working in library and Information centers skills such as organizing resources, managing library and information system. The B. Lib. I. Sc. Programme has emphasized the following prospective target groups of learners:

a) The freshers graduate who are desirous to obtain a Bachelor's Degree in Library and Information Sciences.
b) Learners who want to acquire professional skills and boost their career in Library and Information Science field.
c) Working person who wish to upgrade their professional skills of librarianship and managing library and information center.
d) Self-employed people and others engaged in different professions to augment their library skills and develop competencies.
e) Learners who are deprived of higher education in conventional system for varieties of reasons and who are interested in Library and Information Sciences.
f) Working professionals at library with diploma who want to upgrade their skills.
g) People living in rural and remote area and other disadvantageous conditions desire to obtain higher education in Library and Information Sciences.
h) Denied and deprived sections of people who need education of Library and Information Sciences.

5 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The B. Lib. I. Sc. programme at KKHSOU has been designed to help learners understand the concepts and practices of library science through the open and distance learning (ODL) mode. The entire programme is structured to allow learners to study various courses by using the Self-Learning Materials (SLMs) specifically created for this programme. Additionally, the programme includes supplementary resources such as community radio programmes and counselling sessions at study centres, which are aimed at helping learners clarify any doubts they may have.

Furthermore, video lectures created by the faculty will be made readily accessible, enhancing the delivery of the programme through the university's Learning Management System (LMS)

6 INSTRUCTIONAL DESIGN:

6.1 Curriculum Design:

The B. Lib. I. Sc. programme has been so designed that it meets the standards within the provision of the UGC ODL Regulations 2020. Designed with the help of experts in the subject from other reputed university in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, UGC Distance and Online Education Regulations 2020, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration

The One-year (semester-based) Bachelor of Library and Information Sciences programme have been designed such a way that the learners can obtain theoretical concepts and practical orientation. Practical skills like classification and cataloguing of the library materials have also been incorporated in the second semester. The overall programme-structure of the Bachelor of Library and Information Sciences has been shown in Table 1.

Table 1: Programme Structure of B. Lib. I. Sc.

Semester	Paper Code	Name of the Course	Credit
I	BLIS 101	Foundation of Library and Information Science	4
	BLIS 102	Information Sources and Services	4
	BLIS 103	Fundamental of ICT	4
	BLIS 104	Library Management	4
	BLIS 105	Library Classification and Cataloguing (Theory)	4
II	BLIS 201	ICT in Library	4
	BLIS 202	Information Products and Services	4
	BLIS 203	Library Classification and Cataloguing (Practice)	4
	BLIS 204	Information Society and Communication	4
	BLIS 205	Internship	4
Total			**40**

The structure of the B. Lib. I. Sc. Programme and detailed course wise syllabus are presented in Annexure I. Relevant internship Guidelines have been attached in Annexure IV.

6.3 Duration of the programme:

The B. Lib. I. Sc. programme has two semesters and is of minimum one year. The programme has 5 courses in each semester carrying 100 marks (70 marks for summative assessment and 30 marks for formative assessment). Two semesters of the programme will have 10 courses (40 credit) including internship (of 4 credits). However, the duration of the programme is as stated below:

- Minimum Duration : 2 semesters (1 year).
- Maximum Duration : 2 years (maximum of 2 attempts in 1 course/paper).

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next two attempts, subject to maximum duration of the programme.

6.4 Definition of Credit Hours

As per the credit definition given in the UGC ODL Regulations of 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at their respective study centers and through centralized online counseling. This programme has 40 credits in total.

Table 2: Semester-wise Credit Distribution in B. Lib. I. Sc.

Semester	Courses	Internship	Total credits in the semester
I	5	-	20
II	4	1	20
Total Credits	9	1	40

6.5 Faculty and Support Staff requirement:

The Discipline of Library and Information Science under the Guru Prasad Das School of Interdisciplinary and Vocational Studies currently has three full time faculty members (Assistant Professors).

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective Learners' Study Centre (LSC).

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

A list of assigned faculty members against each course offered by the Library and Information Science Discipline is presented in Annexure III.

6.6 Instructional Delivery Mechanisms

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the states has also been sought in preparing the SLMs. The experts from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the B. Lib. I. Sc. through LMS. The e-resources are developed in four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

(a) **Course Objectives** (major objectives of the Unit are stated)

(b) **Introduction** (linkage with previous Unit as may be applicable and general introduction of the content is provided)

(c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)

(d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)

(e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)

(f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)

(g) **Let us Sum up** (pin pointed summary of the Unit is given)

(h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)

(i) **Model Questions** (Different types of questions have been provided in the Unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 Identification of Media–print, Audio or Video, Online, Computer Aided

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior Professors/Associate Professors/Assistant Professors/ Librarians from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through Community radio programmes broadcast through the 90.4 FM ***Jnan Taranga*** Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8 Learner Support Services

The learners of the proposed bachelor programme in Library and Information Sciences would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their quarries and clearing their doubts. Responsibility for Admission, distribution of SLMs and

Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 263 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programmes through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines and Handbook for the Study Centres https://kkhsou.ac.in/web/storage/uploads/pdf/Handbook-for-the-Study-Centres-PDF--20231228023634.pdf in addition to a Standard Operating Procedures (SOP) of Examination https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal https://kkhsou.ac.in/web/index_page_details.php?page=cy9oSHdRK1ZaMFc0V3BlQUhWS1hjdz09&title=grievance-redressal through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redress cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- ***Website:*** The University has a full-fledged official website www.kkhsou.ac.in which contains all relevant information and resources for learners and the general public. It has a Learners' Corner https://kkhsou.ac.in/web/index_learners_zone.php that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible athttps://www.youtube.com/user/kkhsou)
- ***University's Own LMS e-Bidya:*** As part of its ongoing attempts to enhance learners learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open-source MOODLE which can be accessed via https://lmskkhsou.in/web/. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices

as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.

- ***E-Mentoring:*** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their fingertips instantly.
- ***Community Radio Service:*** The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the Community for taking up Community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners though https://kkhsou.ac.in/web/jnantaranga/ index.html
- ***Digital Library:*** The digital library at https://dlkkhsou.inflibnet.ac.in/ of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.
- ***Online Counselling:*** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.
- ***SMS Alert Facility:*** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.
- ***E-mail Support:*** Learners can also write emails to any officials/faculty members of the University atinfo@kkhsou.in and grc@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and

Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:*** KKHSOU has incorporated social media like Facebook pages (https://www.facebook.com/groups/272636986264210) WhatsApp group, Twitter Account (https://twitter.com/KKHSOU1?s=09) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' Community.

6.9 Internship:

The objective of this component is to help the learners acquire ability to apply concepts, tools and techniques deal with library housekeeping works and information organisation. The duration of the internship is of thirty days/100hours. To fulfil the requirements of B. Lib. I. Sc. Degree, it is mandatory for the learners to submit the certificate and report of the internship by the end of the second semester.

7. PROCEDURE FOR ADMISSIONS, CURRICULAM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

a) **Minimum Qualification**: For admission into B. Lib. I. Sc. programme for 2025-26 session, a candidate must have:

i) Bachelor's Degree with 50% marks for general and 45% for the SC/ST/OBC/PH category respectively; OR

ii) Bachelor's Degree with one-year Diploma in Library and Information Science/ Library Science from KKHSOU or any UGC recognized institution; OR

iii) Bachelor's Degree with 2 years of working experience in Library.

b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal https://kkhsou.ac.in/web/index_page_details.php?page=L2xkNFZUU0tBUVFDazJRUVd4aWlYUT09&title=online-admission. The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process, they can make online payments of the requisite fee via net banking,

credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.

d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.

e) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

f) **Fee Waiver for Differently Able Persons (DIVYANGJAN)**: The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this B. Lib. I. Sc. programme also.

g) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates

in 30 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

h) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines**.**

a) **Fee Structure:** The fee structure of the B. Lib. I. Sc, programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all-inclusive fees for the B. Lib. I. Sc. Programme is charged as Rs 5500 per semester.

7.2 Curriculum Transaction

(a) Activity Planner:

There will be an activity planner, which guides the overall academic activities in the B. Lib. I. Sc. programme prior to the University's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.

(b) Self-learning Materials (SLMs):

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self-learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

(c) Multimedia Materials:

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) Induction and Counselling Sessions:

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, centralised online counselling sessions (for the learners of

all study centres) are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 44th Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent. The questions of internal assignments will be according to the format given by Controller of Examinations. On the other hand, the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 44th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given in Table 3.

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based

on the above-mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Continuous and comprehensive assessment is an important component of the total assessment process in KKHSOU. There is provision for self-evaluation based on the Self-Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a mix of various flexible methods. Considering the practical limitations of the learners and the difficulty of administering, the University has adopted the formative assessment mechanism with the following in view. The learners are communicated about the details through the University website, official notifications, study centres and social media. Assignments totalling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline. The formative assessment comprises:

a. A closed-ended assignment directly derived from the course or study material = 10 marks
b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
c. An assignment pertaining to an environmental topic = 10 marks
d. Additional assignments in lieu of multiple-choice question tests = 10 marks.

The learner's marks will be allocated by the relevant study centers according to the breakdown provided for (a), (b), (c), and (d), totalling 50 marks, which will be automatically reduced to 30 marks by the system. However, for courses with practical component, the distribution will be 50% weightage for theory, 30% weightage for practical and 20% weightage for internal assessment. Concerned study centres will arrange Personal Contact Programmes (Online or Offline) and the learners need to attend the same, as per UGC Guidelines. The coordinators of the study centres will submit the marks after assessments, through the Home Assignment portal of the University.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres *(for 70% of total marks).* The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and

thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of Internship

The evaluation of learners is based on the submitted internship certificate and report provided by the librarian in which the learner undergoes internship, as per the prescribed format of the university guidelines. Learners must compulsorily submit the internship certificate in order to complete the B. Lib. I. Sc. programme.

8. REQUIREMENTS OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES:

The University is already equipped with computer lab for the learners of B. Lib. I. Sc. programme. Library services are offered to the learners through physical library facilities set up by the University at the respective study centers. Reference books are suggested by the SLM writers of the University.

The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to library and information Science. The books available at the Central Library are quite helpful for the faculty members and the SLM writers and the content editors as well. The digital version of the University Central Library, KKHSOU is also available on the website: https://dlkkhsou.inflibnet.ac.in/ which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. The University has an OER Policy. (http://dlkkhsou.inflibnet.ac.in/bitstream/123456789/831/1/KKHSOU_OER%20Policy.pdf.) In the Digital Library platform, the catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to the programme are also made available. The learners are communicated once the subscriptions are made to specific journals.

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful

enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience. Moreover, the learners can take advantage of the facilities of the Digital Library (https://dlkkhsou.inflibnet.ac.in/). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global Community including its learners. Further, the Library of the university maintains a web catalogue to facilitate the learners to browse library collection online.

The University also has an OER Policy The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' Community of University can avail the services through a single-window (https://ndl.iitkgp.ac.in/).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. For the courses of the proposed Bachelor Programme in Library and Information Sciences the required laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centers etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the B. Lib. I. Sc. programme.

9.1. Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following also.

a. SLM Development Cost for Bachelor Programme: Rs. 7,600/- per Unit. A 4-credit course normally has 14 Units. In One-Year UG Programme, there will be 10 Courses.

b. Printing Cost per Unit of SLM: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far-flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per learner. The cost of delivery of 1 KG of such material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the Bachelor of Library and Information Science will be provisioned by the University. The office of the Finance branch has calculated the delivery cost of SLM per learner at Rs. 132.00.

9.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Branch as regards maintenance of Arts programmes- is Rs. 1,750.00. The figures as indicated above will be applicable for the Bachelor Programme in Library Science of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

10.1 Quality Assurance Mechanism: With regard to the quality concerns of the course materials of B. Lib. I. Sc. Programme, Guru Prasad Das School of Interdisciplinary and Vocational Studies in particular, is involved in the following activities:

- The programme design and structure are decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly

eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, the Committee on Courses (CCS) is helped by the in-house faculties while preparing the framework of the programme.

- The next step after the completion of the framework preparation is the allotment of the assigned papers (which normally comprises 14 units) to the assigned authors. The in-house faculties prepare a carefully chosen list of authors for the task which needs approval from School of Studies and Academic Council. The in-house faculties also contribute their writings, besides the outsourced authors, who are mostly research scholars and faculty members from higher educational institutions.

- The content editors are then roped in for the next round. The content editors, who are mostly academics from reputed higher educational institutions, look into the contents of the units and provide their suggestions and feedbacks to be included by the coordinator of the programme.

- The next step is that of printing and distributing the SLMs to the respective study centers. Arrangements are made to distribute the SLMs to the learners at the time of admission. The University adheres to the requirements of SLM Policy. (http://dlkkhsou.inflibnet.ac.in/handle/123456789/825).

- The Centre for Internal Quality Assurance (CIQA) of the University takes care of the quality of the various facets of the University including the quality of SLM with the following activities:
    - Counselors' workshops
    - Stakeholders' meetings
    - Feedback Responses from the learners
    - SLM Audit
- In order to keep the programme updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above.

10.2 Expected Programme Outcomes:

The outcomes of the B. Lib. I. Sc. Programme are manifold, after completion of the programme learners will be able:

i. To develop skills in classification and cataloguing for management and organization of various kind of libraries.

ii. To enhance career prospect avenues in corporate, non-corporate and government libraries.

iii. To encourage further academic pursuit and research in the field of library and information science.

iv. To avail lifelong learning opportunities for library graduates in specific and common graduates in general.

v. To cultivate highly skilled Library and Information Science (LIS) professionals with a comprehensive understanding of library and information center management, organization, and automation.

vi. To equip learners with the ability to apply modern technologies and innovative practices for improving library services and information systems.

vii. To encourage a sense of responsibility and ethics in the management of information resources, ensuring access, equity and privacy for all library users.

10.3 Learning Objective and Outcome of B. Lib. I. Sc. Programme

The objective and outcomes of the B. Lib. I. Sc. Programme has been presented in the following Table.

Semester	Name of Course	Course Objectives	Course Learning Objectives
I	Foundation of Library and Information Science	The course intends to: • identify the origin and development of libraries. • describe various aspects of Library and Information Science. • demonstrate how libraries function as social institutions for knowledge generation, creation, and dissemination.	After going through the course, the learner will be able to: • recall the history and evolution of libraries. • explain the role of libraries in knowledge generation, creation, and dissemination. • analyse and examine library legislation, information acts, and bills, understanding their importance in library practices. • apply knowledge of professional ethics and professionalism in library and information science contexts.
	Information Sources and Services	The course intends to: • define the concept of information sources, their content, and utility.	After going through the course, the learner will be able to: • recall various theories of information and their relevance to information science.

		• explain the process involved in providing various information services. • examine and compare different types of information sources and services in the context of Library and Information Science.	• understand and describe the various information services provided by Library and Information (LIS) centres. • apply knowledge of information sources and services in real-world library and information settings.
	Fundamental of ICT	The course intends to: • define the different generations of computers, their applications, and the knowledge of computer fundamentals. • explain the concept of cybercrimes, computer security threats, and the various protection mechanisms available. • apply the knowledge of computers and security to real-world scenarios.	After going through the course, the learner will be able to: • define the different generations of computers, their applications, and the knowledge of computer fundamentals. • explain the concept of cybercrimes, computer security threats, and the various protection mechanisms available. • apply the knowledge of computers and security to real-world scenarios.
	Library Management	The course intends to: • explain the concept of information sources, including their content and utility. • describe the components of human resource management and their application in the context of library and information centres. • apply knowledge of human resource	After going through the course, the learner will be able to: • identify housekeeping operations in different sections of library and information centres. • formulate a budget proposal by considering both budgeting aspects and the functions of a library. • analyse and evaluate the role of various housekeeping operations and budget formulations in library management.

		management and information sources to practical scenarios in the library and information science field.	
	Library Classification and Cataloguing (Theory)	This course intends to: • describe the concept and need of organization of knowledge. • identify and describe the need, purpose and function of library classification and cataloguing.	After going through this course, the learner will be able to: • explain the different classification scheme. • apply the basics of subject indexing.
II	ICT in Library	The course intends to: • explain the significance of Library Management Systems (LMS) in modern libraries, focusing on their role in automating routine tasks, facilitating efficient resource management, and enhancing user services. • apply the principles of LMS in real-world library management to improve resource	After going through the course, the learner will be able to: • use modern LMS software applications to manage library resources efficiently. • highlight and explain the skills required for effective digitization and management of digital collections in libraries. • develop strategies for implementing digitization processes and digital library systems.

		handling and user service delivery. • describe the principles and practices involved in digitization and the development of digital libraries.	
	Information Products and Services	The course intends to: • to describe various information institutions, products, and services, explaining their significance and roles. • to identify different aspects of users and the information services provided to meet their needs.	After going through the course, the learner will be able to: • to explain the various types of information services, including literature search, bibliographic services, alerting services, referral services, and Document Delivery Services (DDS). • describe the concept of information users and user studies, explaining how they impact information service delivery. • analyse and evaluate the emerging trends in information services and their implications for the future of information institutions.
	Library Classification and Cataloguing (Practice)	The course intends to: • describe the knowledge, skills, and competencies required to excel in document processing. • analyse complex records and apply critical thinking to solve challenges in document processing.	After going through the course, the learner will be able to: • develop proficiency in using the Dewey Decimal Classification (DDC) for classifying library materials, including understanding the DDC tables, schedules, and relative index. • demonstrate competence in applying cataloguing standards, such as AACR-2 and MARC 21, for bibliographic

			description and organization of library resources. • to evaluate the effectiveness of different cataloguing methods and document processing techniques in library settings.
	Information Society and Communication	The course intends to: • to describe the concept of information communication in society and its significance. • explain various aspects of an informed society, including its role in the communication process.	After going through the course, the learner will be able to: • explain the concept of communication of information, its models, and various theories related to information dissemination. • identify and analyse the limitations in effective communication within society. • describe the concepts of media literacy and media convergence and understand their relevance in today's information society.
	Internship	After completion of the internships the learners will be able to: • understand the functioning of different sections of library. • gain hands-on experience of library operations. • analyse the role of library professionals.	After going through the course, the learner will be able to: • Identify key roles and responsibilities of library staff. • Describe the structure and functioning of library. • Assist in the circulation process of library.

11. List of Annexures

a) Annexure I : Programme Structure
b) Annexure II : Detailed Syllabus
c) Annexure III : Course wise Faculty allotment of B. Lib. I. Sc. Programme
d) Annexure IV : Guidelines for Internship

Annexure-I

PROGRAMME STRUCTURE

The semester wise courses of the B. Lib. I. Sc. Programme are listed below:

Semester	Paper Code	Name of the Course	Credit
I	BLIS 101	Foundation of Library and Information Science	4
	BLIS 102	Information Sources and Services	4
	BLIS 103	Fundamental of ICT	4
	BLIS 104	Library Management	4
	BLIS 105	Library Classification and Cataloguing (Theory)	4
II	BLIS 201	ICT in Library	4
	BLIS 202	Information Products and Services	4
	BLIS 203	Library Classification and Cataloguing (Practice)	4
	BLIS 204	Information Society and Communication	4
	BLIS 205	Internship	4
Total			**40**

Annexure-II

DETAILED SYLLABUS

BLIS 101 - FOUNDATION OF LIBRARY AND INFORMATION SCIENCE

Course Outcomes:

The course intends to:

- identify the origin and development of libraries.
- describe various aspects of Library and Information Science.
- demonstrate how libraries function as social institutions for knowledge generation, creation, and dissemination.

Learning Outcomes:

After going through the course, the learner will be able to:

- recall the history and evolution of libraries.
- explain the role of libraries in knowledge generation, creation, and dissemination.
- analyse and examine library legislation, information acts, and bills, understanding their importance in library practices.
- apply knowledge of professional ethics and professionalism in library and information science contexts.

Unit 1: Library

Definition, Types of libraries: National, Public, Academic, School, Special, Personal, Archives – definition, objectives, collection, and services.

Unit 2: Library as a Social Institution

Information society: definition, criteria. Social institution: Need of library, emergence of library, origin, organization, social responsibility. Role of library in society: formal, non-formal and informal education. Changing role of library and information centres.

Unit 3: Five Fundamental Laws of Library

Five laws and their need and importance, different variation of five laws in LIS. The implication of five laws in different library and information activities.

Unit 4: Library Association (International)

Definition, functions and activities. International, National, State and Local level library association. International Library Association: International Federation of Library Associations and Institutions (IFLA), United Nations Educational, Scientific and Cultural Organization (UNESCO).

Unit 5: Library Association (National)

National Library Associations: Indian Library Association (ILA), Indian Association of Special Libraries and Information Centres (IASLIC).

Unit 6: Library Association (State)

State Library Association: Assam Library Association, Bengal Library Association. Local Library Associations: Guwahati Library Association.

Unit 7: Library Legislation and Model Public Library Acts/ Bills

Concept, need, components, essential features, State Policy for Library and Information Services, Need for Library Legislation, Components of Library Legislation, and Model Acts/Bill

Unit 8: Library Legislation of India

Library legislation of India- functions; Library Act: Madras, Bengal, Kerala, Assam, Haryana, Rajasthan, Gujrat, Delhi, U. P. and their salient features.

Unit 9: Information Acts & Policies

Intellectual Property Right (IPR), Concept of Freedom, Censorship, Copy Right (Print and Electronic Resources) and Fair Use, Delivery of Books Act; Press & Registration Act, Right to Information (RTI) Act, Information Policies: National, International, National Knowledge Commission: Recommendations and Implication in LIS.

Unit 10: Library and Information Science Education

Definition, Linkage of Library and Information Science with other discipline. Library and Information Science Education in India, LIS Research in India. Growth and Development of Library in India.

Unit 11: Librarianship as a Profession

Attribute of profession, Professional ethics, Library authorities, professional education and research, role of Library and Information professional association.

Unit 12: Staffing Pattern

Staffing Pattern of the library (School, College, University, Public, Special). Roles of librarians at different types of libraries. Academic status of librarians. Library governance and authority. Library Rules and its components.

Unit 13: Ethical Issues in Librarianship

Ethics, Professional ethics, code of ethics of library professionals, issues and problems.

Unit 14: Public Relations and Extension Activities

Public relation and extension services, publicity and LIS Centre as an agency of Mass Communication, various channels of communication in the library.

Suggested Readings:

Kumar, K. (1986). *Library organization*. Vikas Publishing House.

Kumar, P. S. G. (2000). *Indian library chronology* (2nd ed.). Allied Publishers.

Mahapatra, P. K., & Chakrabarty. (1999). *Organizing information in libraries* (Vol. 1). EssEss.

Marshal, D. N. (1983). *History of libraries: Ancient and medieval*. Oxford.

Mukherjee, A. K. (1996). *Librarianship: Its philosophy and history*. Asia.

Ramiah, L. S. (1998). *Information and society*. EssEss Publications.

BLIS 102 - INFORMATION SOURCES AND SERVICES

Course Outcomes:

The course intends to:

- define the concept of information sources, their content, and utility.
- explain the process involved in providing various information services.
- examine and compare different types of information sources and services in the context of Library and Information Science.

Learning Outcomes:

After going through the course, the learner will be able to:

- recall various theories of information and their relevance to information science.
- understand and describe the various information services provided by Library and Information (LIS) centers.
- apply knowledge of information sources and services in real-world library and information settings.

Unit 1: Information and Its Role

Data, information, knowledge and wisdom. Properties of information, Information Transfer Cycle (generation, collection, storage, dissemination).

Unit 2: Theories of information

Different theories of information. Information need (definition, types). Role of information in different context.

Unit 3: Information as a commodity

Information as a resource and commodity. Information explosion: concept, causes, impact, measures to be taken.

Unit 4: Categorization of sources

Information sources categories: Documentary Sources, Non-documentary Sources; Printed and Non-printed; Published Source and Unpublished Sources, Categorisation of sources by Hanson, Grogan, Categorisation of Sources by Dr S. R. Ranganthan.

Unit 5: Primary sources of information

Primary Periodicals, Reports, Conference Documents, Monographs, Official Publications, Patents, Standards, Trade Literature, Theses and Dissertations, Reprints, Manuscripts, Laboratory Notebooks, Diaries, Minutes of Meetings, Official Files, Correspondence, Audio and Video Tape, Data Files.

Unit 6: Secondary source of information

Secondary Periodicals, Bibliographies, Lists of Research in Progress, Reference Sources, Treatises, Textbooks, Translations, Computer Files, Bibliographic Databases, Databanks, CD-ROMs

Unit 7: Tertiary Sources

Library Catalogues, Bibliography of Bibliographies, Guides to Literature, Directory of Directories, Guides to Reference Sources

Unit 8: Criteria of evaluation

Checklist of Evaluation, Reference Sources, Other Sources; bibliographic control.

Unit 9: Reference and Information Services

Reference Service: Concept, definition, need Information Service: concept, definition; Types: Ready Reference and Long-Range Reference Service; References services provided by different types of libraries.

Unit 10: Information Reference Services

Types of information services; characteristics, scope; Current Awareness Service: concept, features, types; Selective Dissemination of Information: concept, need, features; Alerting service: email alert, RSS feed, Feed reader, Extension and online services.

Unit 11: On Demand Reference and Information Services

Bibliographic services: need, concept; types of bibliographies, Compilation of Subject Bibliography Referral Services, Translation Services, Reprographic Service, Consultancy services

Unit 12: Literature search and database services

Literature Search: need, importance, role of library in literature search; Process of literature search- sources, searching techniques, searching database; Electronic Databases, Types of Databases, Database Services.

Unit 13: Indexing and Abstracting services

Index, indexing service, purpose of indexing, need, Principle of indexing, types of indexes, example-ICI, etc.; Abstract, types of abstracts- Titular, Annotation, Descriptive, Comprehensive Abstract, Structured, Slant, Author, Subject-specialist. Importance of abstracting service, Examples- CAS, etc. content analysis.

Unit 14: Marketing of information services

Marketing: definition, concept, purpose and scope; Marketing of Information Services: Need and purpose in library, Product and service marketing, clients of library, Marketing strategies in Libraries.

Suggested Readings:

Choudhury, G. G. (2001). *Information sources and searching on the World Wide Web*. Facet Publishing.

Ghenney, F. N. (1980). *Fundamentals of reference sources*. McGraw-Hill.

Guha, B. (1999). *Documentation and information services* (2nd ed.). World Press.

Higgens, C. (Ed.). (1980). *Printed reference materials*. Library Association.

Kumar, K. (1984). *Reference service*. Vikas Publishing House.

Mohapatra, M., et al. (1997). *Access to electronic information*. SIS Chapter.

Padhi, P. (1994). *Reference sources in modern Indian languages*. SIS Chapter.

Ranganathan, S. R. (1991). *Reference service*. Sarada Ranganathan Endowment.

Seetharama, S. (1997). *Information consolidation and repackaging: Framework, methodology, planning*. EssEss Publications.

Walford, A. J. (1968–1970). *Guide to reference materials* (Vols. 1–3). Library Association.

LIS 103 - FUNDAMENTALS OF ICT

Course Outcomes:

The course intends to:

- define the different generations of computers, their applications, and the knowledge of computer fundamentals.
- explain the concept of cybercrimes, computer security threats, and the various protection mechanisms available.
- apply the knowledge of computers and security to real-world scenarios.

Learning Outcomes:

After going through the course, the learner will be able to:

- define the different generations of computers, their applications, and the knowledge of computer fundamentals.
- explain the concept of cybercrimes, computer security threats, and the various protection mechanisms available.
- apply the knowledge of computers and security to real-world scenarios.

Unit 1: Basics of Computer

Definition, history, generations, components. Types of computers, Advantages and disadvantages of computes, Application of computer.

Unit 2: Introduction to Hardware

Definition, Types of hardware, CPU, Memory (Primary/Secondary), RAM, ROM, Input devices, Output devices, Control unit, Storage devices.

Unit 3: Introduction to Software

Definition, Necessities of software, Types of software, Operating systems and its types, features of operating system, MS Windows, UNIX, LINUX, Loader, Linker.

Unit 4: Office Tools

Word processing: MS Word, presentation: MS PowerPoint, spreadsheet: MS Excel, MS Office Suite.

Unit 5: Database Management System

DBMS: Concept, Definition, Advantages, Disadvantages, Types, Components; RDBMS, Data Definition Language, Data Manipulation Language.

Unit 6: Multimedia System

Multimedia- concept, definition, characteristics, need and use, Types, Hardware requirements, Software requirements, examples.

Unit 7: Basics of Communication Technology

Analog and Digital Communication, Data Communication Modes, Communication Hardware Communication Protocols/Standard; ICT (Information and Communication technology): concept, component, challenges.

Unit 8: Basics of Network Technology

Computer Network: concept, need; Topologies; types: LAN, MAN, WAN; Components: Client-server; Networking techniques: Switching techniques- circuit switching, packet switching, cell switching, ISDN (Integrated Services Digital Network); Wireless technology.

Unit 9: Communication Protocol

Protocols: meaning, need, function. IP, UDP, TCP/IP, FTP, HTTP, SHTTP, URI, URL.

Unit 10: Basics of Internet

Concept, history, components. Internet Protocol addresses, types of internet connections. Factors affecting speed of Internet connectivity. Internet based services. Internet browsing and searching, advantages of Internet.

Unit 11: Internet Applications

Email, Online Chat, Search engine, World Wide Web, E-commerce, online discussion.

Unit 12: Interactive and Distributive Services of Internet

Video Conferencing Tools, Social Network, E-learning platform, Virtual Assistants, E-Commerce Platforms, Cloud Storage and File Sharing.

Unit 13: Computer Security

Computer security: definition, objective, types- cyber, information, application, network. Attacks types: DOS, Backdoor, Virus, Phishing, Spoofing, Polymorphic. Malware- Trojan Horse, Spyware, Measures for computer security-firewall, Antivirus Software.

Unit 14: Basics of Cyber Crimes

Cyber Crimes against Individuals, Institution and State, Hacking, Digital Forgery, Identity Theft and Fraud.

Suggested Readings:

Sinha, P. K., & Sinha, P. (2007). *Computer fundamentals*. BPB Publications.

Goel, A. (2010). *Computer fundamentals*. Pearson Education.

Martin, M. J. (2000). *Understanding the network: A practical guide to internetworking*. New Riders.

Norton, P. (2000). *Peter Norton's introduction to computers*. McGraw-Hill.

Rajaraman, V., & Adabala, N. (2014). *Fundamentals of computers* (6th ed.). PHI Learning Pvt Ltd.

Tannenbaum, A. (2013). *Computer networks*. Prentice Hall.

BLIS 104 - LIBRARY MANAGEMENT

Course Outcomes:

The course intends to:

- explain the concept of information sources, including their content and utility.
- describe the components of human resource management and their application in the context of library and information centres.
- apply knowledge of human resource management and information sources to practical scenarios in the library and information science field.

Learning Outcomes:

After going through the course, the learner will be able to:

- identify housekeeping operations in different sections of library and information centers.
- formulate a budget proposal by considering both budgeting aspects and the functions of a library.
- analyse and evaluate the role of various housekeeping operations and budget formulations in library management.

Unit 1: Management

Concepts, definition, scope; management styles and approaches; management schools of thought; functions and principles of scientific management.

Unit 2: Basic of human resource management (HRM)

Need and purpose of HRM, HRM process, HRM and Indian libraries and information centres.

Unit 3: Human Resource Planning

Need and purpose human resource planning**,** elements of HR planning and policy.

Unit 4: Human resource development

Concept, human elements of the organisation, leadership, motivation, Human Resource Development in Libraries and Information Institutions.

Unit 5: Basic housekeeping operations (i)

Acquisition Process, Document Procurement Methods, Accession Routines.

Unit 6: Basic housekeeping operations (ii)

Accessioning, classification and cataloguing, and processing. Serial control. Circulation.

Unit 7: Physical Infrastructure

Planning, basic principles of library building design, standards. Library furniture and fittings.

Unit 8: Maintenance Service

Guides, shelf list. Document maintenance in and around the shelves. Binding, Stock verification and its procedures. Evaluation and Weeding.

Unit 9: Preservation and Conservation of Library Materials

Definition, need, strategies, ethics. Preservation and conservation techniques of Print and digital material.

Unit 10: Disaster Management

Historical Background, causes of disaster, disaster management planning.

Unit 11: Sources of finance and resource mobilisation

Principal of financial management, sources of funding, library expenditure planning.

Unit 12: Budgeting techniques

Library Budget and Financial Planning, Budgetary Methods and Techniques, Methods and Techniques of Financial Estimation.

Unit 13: Budget preparation

Preparation of library budget, use of funds, financial control and accounting.

Unit 14: Total Quality Management (TQM)

Meaning, Objectives, Implementing TQM in libraries and information centres.

Suggested Readings:

Kumar, K. (1987). *Library administration and management*. South Asia Books.

Kumar, K. (2007). *Library management in electronic environment*. Har-Anand Publications Pvt. Ltd.

Mittal, R. L. (2007). *Library administration: Theory and practice*. EssEss Publications.

Ranganathan, S. R. (2006). *Library administration*. EssEss Publications.

Redfern, B. (1995). *Studies in library management*. Clive Bingley.

Sehy, K. (1976). *Problems in library management*. Vikas Publishing House.

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BLIS 105 - LIBRARY CLASSIFICATION AND CATALOGUING (THEORY)

Course Outcomes:

This course intends to:

- describe the concept and need of organization of knowledge.
- identify and describe the need, purpose and function of library classification and cataloguing.

Learning Outcomes:

After going through this course, the learner will be able to:

- explain the different classification scheme.
- apply the basics of subject indexing.

Unit 1: Introduction to Library Document Processing

Library Document Processing: Overview, Importance, Evolution of Document Processing Method; Different processing methods.

Unit 2: Library Classification

Library classification: Meaning, need, process, characteristics; Universe of knowledge, formation of subject; dichotomy, decachotomy, polychotomy, proliferation, notation, limitations of classifications.

Unit 3: Classification scheme

Enumerative, purely enumerative, almost enumerative; Faceted Scheme: Almost faceted, rigidly faceted, almost freely faceted, freely faceted classification, analytico-synthetic classification; Common Isolates: concepts, DDC, CC.

Unit 4: General and special classification scheme

Type of classification schemes; DDC, UDC, Colon Classification, Current trends in classification scheme.

Unit 5: Approaches to Library Classification

Classification Theory; Postulational approach and system approach, fundamental categories, facet analysis and facet sequence, phase relation and common isolate.

Unit 6: Basics of Decimal Dewey Classification (DDC)

Core Principles and Structure of Decimal Dewey Classification, Conventions for Three-Digit Classification Numbers, Introduction to DDC Tables, Schedules, and Relative Index.

Unit 7: Call Number, Book number

Call No.: Concept, components of call number, significance, Class number, Book Number: methods of building book no.; ISBN, ISSN, publisher code, Accession Number.

Unit 8: Library cataloguing

Catalogue: Definitions, need, concept, objectives, functions, cataloguing process and the role of technology: OPAC, Union Catalogue.

Unit 9: Types and forms of catalogues

Forms of a Catalogue, outer/physical forms of a catalogue; Format, Bibliographic Standards, Standards for Machine-Readable Record Format.

Unit 10: Cataloguing of non-book materials

Types of non-book materials, cataloguing of non-book materials, bibliographic description of non-book materials, Resource Description and Access (RDA).

Unit 11: Basic of subject indexing

Meaning and purpose, Indexing Principles and Process, evolution of Indexing

Unit 12: Subject Headings

Concept, study of standard list (SLSH, LCSH, Chain Procedure).

Unit 13: Online cataloguing

Online Public Access Catalogue, Physical catalogue to OPAC, Online Cataloguing utility services, web OPAC.

Unit 14: Overview of web indexing, metadata and ontology

Concepts and types of web indexing, metadata and ontology.

Suggested Readings:

Batley, S. (2014). *Classification in theory and practice*. Chandos Publishing.

Broughton, V. (2004). *Essential classification*. Facet Publishing.

Comaromi, J. P., & Satija, M. P. (1989). *Dewey Decimal Classification: History and current status*. Sterling Publishers.

Gilchrist, A., & Vernau, J. (2012). *Facets of knowledge organization: Proceedings of the ISKO UK second biennial conference, 4th–5th July, 2011, London*. Emerald Group Publishing.

Kumar, K. (2000). *Theory of classification*. Vikas.

Marcella, R., & Newton, R. (1997). *A new manual of classification*. Jaico.

Palmer, B. I., & Wells, A. J. (2021). *The fundamentals of library classification*. Routledge.

Ranganathan, S. R. (1951). *Philosophy of library classification*. E. Munksgaard.

Ranganathan, S. R. (1989). *Elements of library classification* (2nd ed.). UBS.

Ranganathan, S. R. (1989). *Prolegomena to library classification* (3rd ed.). Asia.

Sayers, W. C. B. (1958). *An introduction to library classification, theoretical, historical, and practical: With readings, exercises, and examination papers*. Grafton.

Dhiman, A. K., & Rani, Y. (2005). *Learn library cataloguing: Learning library science series*. EssEss Publications.

Kumar, K. (2000). *Theory of cataloguing*. Vikas.

Ranganathan, S. R. (1964). *Classified catalogue code: With additional rules for dictionary catalogue*. Asia.

Aswal, R. S. (2005). *AACR2R with MARC21: Cataloging practice for the 21st century*. EssEss Publications.

Cole, J. E., & Jones, W. (2002). *E-serials cataloging: Access to continuing and integrating resources via the catalog and the web*. Psychology Press.

Eden, B. L. (2014). *Twenty-first century metadata operations: Challenges, opportunities, directions*. Routledge.

Ferguson, B. (1998). *MARC/AACR2/authority control tagging: Blitz cataloging workbook*. Libraries Unlimited.

Hart, A. (2014). *RDA made simple: A practical guide to the new cataloging rules*. ABCCLIO.

Joachim, M. D. (2003). *Historical aspects of cataloging and classification*. Psychology Press.

Lubas, R. L. (2011). *Practical strategies for cataloging departments*. ABC-CLIO.

Studwell, W. E. (1990). *Library of Congress subject headings: Philosophy, practice, and prospects*. Psychology Press.

BLIS 201 - ICT IN LIBRARY

Course Outcomes:

The course intends to:

- explain the significance of Library Management Systems (LMS) in modern libraries, focusing on their role in automating routine tasks, facilitating efficient resource management, and enhancing user services.
- apply the principles of LMS in real-world library management to improve resource handling and user service delivery.
- describe the principles and practices involved in digitization and the development of digital libraries.

Learning Outcomes:

After going through the course, the learner will be able to:

- use modern LMS software applications to manage library resources efficiently.
- highlight and explain the skills required for effective digitization and management of digital collections in libraries.
- develop strategies for implementing digitization processes and digital library systems.

Unit 1: Introduction to ICT in Libraries

Overview of ICT (Information and Communication Technology), Concept, Need in library, Importance of ICT in Library Services, Historical Context and Evolution of ICT in Libraries.

Unit 2: Components of ICT

Types of Information and Communication Technology; LAN; ICT application in library: Daily operation, Technical Service, ITC based services.

Unit 3: Library Management Systems (LMS)

Definition and Components of LMS, Functions and Features of LMS, Popular LMS Software in Libraries.

Unit 4: Library Automation

Automation of Cataloguing and Classification, Digitization of Print Materials, Challenges and Benefits of Digitization.

Unit 5: Digital Libraries

Definition and Characteristics of Digital Libraries, Types of Digital Libraries, Tools and Technologies for Digital Library Development.

Unit 6: Library Website Development

Importance of Library Websites, Design Principles for Library Websites, Content Management Systems (CMS) for Library Websites.

Unit 7: Electronic Resource Management (ERM)

Managing Electronic Journals, Databases, and E-books, Licensing and Access Control, Integration with Library Catalogues.

Unit 8: Open Access and Institutional Repositories

Overview of Open Access Movement, Creation and Management of Institutional Repositories, Benefits and Challenges of Open Access.

Unit 9: Library Networking and Consortiums

Interlibrary Loan Systems, Resource Sharing among Libraries, Collaborative Collection Development.

Unit 10: RFID Technology in Libraries

Introduction to RFID (Radio Frequency Identification), Applications of RFID in Library Management, RFID Implementation Considerations and Best Practices.

Unit 11: Mobile Applications for Libraries

Mobile-friendly Library Services, Development of Library Mobile Apps, Use Cases and, Examples of Library Mobile Applications.

Unit 12: Social Media and Libraries

Utilizing Social Media for Library Promotion, Engaging with Users on Social Media Platforms, Social Media Policies and Guidelines for Libraries.

Unit 13: Information Literacy and ICT

Integration of ICT in Information Literacy Programmes, Teaching Digital Skills and Critical Evaluation of Online Information, Assessing Information Literacy Competencies.

Unit 14: Emerging Trends in ICT and Libraries

AI (Artificial Intelligence) Applications in Libraries, Virtual and Augmented Reality in Library Services, Blockchain Technology for Secure Information Management.

Suggested Readings:

Devarajan, G. (1999). *Information technology for libraries*. Ess Ess.

Ahmad, S. (2008). *Computer in library management*. A.P.H. Publishing Corporation.

Singh, S. K. (2014). *Impact of ICT on management of library operations*. Avon Publications.

BLIS 202 - INFORMATION PRODUCTS AND SERVICES

Course Outcomes:

The course intends to:

- to describe various information institutions, products, and services, explaining their significance and roles.
- to identify different aspects of users and the information services provided to meet their needs.

Learning Outcomes:

After going through the course, the learner will be able to:

- to explain the various types of information services, including literature search, bibliographic services, alerting services, referral services, and Document Delivery Services (DDS).
- describe the concept of information users and user studies, explaining how they impact information service delivery.
- analyse and evaluate the emerging trends in information services and their implications for the future of information institutions.

Unit 1: Information Institutions

Growth and evaluation, Types: Libraries, Documentation centres, Information Analysis Centre, Data Centre, Referral centres, Non-traditional Information Organisations, Information Broker

Unit 2: Information Products

Newsletters, House Bulletins, In-house Communications, Trade and Product Bulletins, State-of the-art Report and Trend Reports, Technical Digest

Unit 3: Information Services: An overview

Information and Knowledge – Definition, need for Information, Types of Information Needs: current information needs, exhaustive information needs, everyday information needs, Library and Information Services: Responsive Information Services, Anticipatory Information Services, Web-based or Internet-based Services.

Unit 4: Literature Search and Bibliographic Services

Literature search: search technique, subject approach, author approach, bibliographic service.

Unit 5: Alerting Services

Definition, scope and characteristics, Current Awareness Service, Selective Dissemination of Service, Electronic Clipping Services.

Unit 6: Abstracting, Digest and Newspaper Clipping Services

Abstracting Service: definition, scope, abstract, types of abstracts, Digest Service: definition, types, preparation of a digest, Newspaper Clipping Service: definition, scope, types

Unit 7: Referral Service

Definition, Scope, Need for Referral Service, Tools for Referral Service Institutions

Unit 8: Document Delivery Service: An Overview

Meaning, Historical perspectives, Objectives, Steps of document delivery, Electronic Document Delivery Service.

Unit 9: Users of Information Services

Information Services in Libraries: Libraries as Facilitators, Information Demand, Information Service Agencies, Facilitating Centres/Services, User Needs and Use and User Studies, Information Behaviour.

Unit 10: Information Services for Special User Groups

Services for children, seniors, differently-abled individuals, Outreach programmes and community engagement, Tailoring services to diverse user needs

Unit 11: Information Use and User Studies (i)

Meaning, need and need for user studies, types of information user study: user- based, profession-based, subject based, non- electronic source based, electronic-source based, oral information use study. Conducting information use study: methods

Unit 12: Information Use and User Studies (ii)

User Studies: Need for User Studies, Planning of a User Study, Methodologies/Techniques for User Studies, Limitations and Criticisms.

Unit 13: User education and Information Literacy

User education: definition, components, historical development, objectives, methods, IT and user education, evaluation, Information literacy: concept, need, IL models, standards, imparting information literacy, Information Literacy and User Education.

Unit 14: Emerging Trends in Information Services

Artificial intelligence, chatbots, and virtual reference, Data curation, data science, and data repositories, User experience (UX) design and personalized services.

Suggested Readings:

Kumar, K. (1980). *Reference service* (2nd rev. ed.). Vikas Publishing House.

McFarland, M. W. (1993). The national referral centre: Science and technology in the Library of Congress. *Aslib Proceedings, 16*(258–268).

Grogan, D. J. (1982). *Science and technology: An introduction to the literature*. Clive Bingley.

Guha, B. (1983). *Documentation and information*. World Press.

Kunz, W., et al. (1976). *Methods of analysis and evaluation of information needs*.

Sen, B. K. (1975). Literature search. In M. McGrath (Ed.), *Training course in documentation and information services*.

Moorthy, L. A. (1995). Electronic document delivery systems. In G. V. S. L. Narasimha Raju (Ed.), *New vistas in library and information science*. Vikas Publishers.

Moreno, M., & Xu, A. (2010). The National Library of Australia's document supply service. *Interlending and Document Supply*.

BLIS 203 LIBRARY CLASSIFICATION AND CATALOGUING (PRACTICE)

Course Outcomes:

The course intends to:

- describe the knowledge, skills, and competencies required to excel in document processing.
- analyse complex records and apply critical thinking to solve challenges in document processing.

Learning Outcomes:

After going through the course, the learner will be able to:

- develop proficiency in using the Dewey Decimal Classification (DDC) for classifying library materials, including understanding the DDC tables, schedules, and relative index.
- demonstrate competence in applying cataloguing standards, such as AACR-2 and MARC 21, for bibliographic description and organization of library resources.
- to evaluate the effectiveness of different cataloguing methods and document processing techniques in library settings.

Unit 1: Introduction to DDC

Introduction to four volumes of DDC 22nd edition; enumerative classification system, DDC notation formation.

Umit 2: Use of Subdivision and Auxiliaries

Classification of Documents requiring use of Table1.

Unit 3: Compound Subject

Classification of Documents representing compound and complex subjects according to DDC (use of table 2).

Unit 4: Documents Representing one or more subjects in DDC

Classification of Documents representing basic and compound subjects according to DDC (use of table 1 and 2).

Unit 5: Documents Representing Subject and Auxiliaries in DDC

Classification of Documents representing subjects and auxiliaries according to DDC(use of table 3).

Unit 6: Documents Representing Subject and Auxiliaries in DDC

Classification of Documents representing subjects and auxiliaries according to DDC(use of table 1 and 3).

Unit 7: Practice

Learner's will prepare a register of classification 100 titles (with proper step) using DDC

Unit 8: Catalogue entry

Catalogued materials of library**,** Information on catalogue

Unit 9: Preparation of Main Entries for Personal Authors

Main entries for personal author(s), shared responsibility, mixed responsibility.

Unit 10: Preparation of Main Entries for Corporate Authors

Main entries preparation for editorial publications, periodicals and other serial publications, multivolume, pseudonyms, corporate bodies and non-book materials according to AACR- 2R.

Unit 11: Assigning Subject Headings

Finding out subject heading using SLSH or LCSH.

Unit 12: Data Entry in SOUL and Koha

Data entries in SOUL and Koha software for preparation of OPAC.

Unit 13: RDA Toolkit

Practice in RDA Toolkit by using the trial access.

Unit 14: The learners will prepare a register of catalogue 100 using AACR II Classification

Catalogue of the provided books need to be prepared.

Suggested Readings:

Kumar, K., & Garg, B. S. (2005). *Advanced cataloguing practice: Based on Anglo-American cataloguing rules*. Har-Anand Publications Pvt. Ltd.

Kochar, R. S. (1998). *Principles and practices of cataloguing*. Rajat Pub.

Gopal, K. (2000). *Library online cataloguing in digital way*. Authors Press.

Sharp, H. A. (1948). *Cataloguing: A textbook for use in libraries* (4th ed.). Grafton.

Wyner, B. S. (1985). *Introduction to cataloguing and classification* (7th ed.). Libraries Unlimited.

Dewey, M. (1971). *Dewey Decimal Classification and relative index* (22nd ed., Vols. 1-4). Forest Press.

Raju, A. A. N. (1995). *Dewey Decimal Classification (DDC 20): Theory and practice: A practical self-instructional manual*. T. R. Pub.

Satija, M. P., & Comaromi, M. P. (1998). *Exercises in the 21st edition of DDC* (Revised and enlarged). Sterling.

Cham, L. M., et al. (1996). *Dewey Decimal Classification: A practical guide*. Forest Press.

Dewey, M. (1971). *Dewey Decimal Classification and relative index* (22nd ed., Vols. 1-4). Forest Press.

BLIS 204 - INFORMATION SOCIETY AND COMMUNICATION

Course Outcomes:

The course intends to:

- to describe the concept of information communication in society and its significance.
- explain various aspects of an informed society, including its role in the communication process.

Learning Outcomes:

After going through the course, the learner will be able to:

- explain the concept of communication of information, its models, and various theories related to information dissemination.
- identify and analyse the limitations in effective communication within society.
- describe the concepts of media literacy and media convergence and understand their relevance in today's information society.

Unit 1: Communication of Information

Concept, component. Types of communication: Formal and informal channels, verbal and non-verbal, importance of communication.

Unit 2: **Communication and its Nature**

Process of Communication: communicator, message, audience, component of communication, evolution of communication, nature of communication, communication in library and Information Center.

Unit 3: **Communication models and theories**

Communication models: Linear model, Interactive model, Transactional model, Harold Lasswell's Model of communication, Shannon and Weaver model of communication. Communication theories: Rhetoric theory, Semiotic theory and Phenomenological theory.

Unit 4: Effective communication

7C's of effective communication: clarity, concise, concrete, correct, coherent complete, courteous. Logical argument, persuasion techniques, tools of communication: paraphrase, Digital tools (email, messaging and chat, discussion forum, social media applications)

Unit 5: Structure of Society

Economic, Social, Educational, Cultural, Political, Psychological.

Unit 6: **Right to Information**

Concept, feature, scope, significance in accordance to library.

Unit 7: **Information Generating Agency**

Newspaper, Magazine, Journal, TV, Radio, Blogs, Google, etc. Information and news.

Unit 8: **Barriers in Information Communication in Society.**

Misinformation, Disinformation, Propaganda, Fake News, Security issues, Cyber fraud, Information protection.

Unit 9: **Scholarly Communication**

Definition, Process. Scientific communication, Open access of scholarly information, OpenDOAR, DOAJ

Unit 10: **Traditional Knowledge Communication**

Traditional knowledge: meaning, definition, significance, challenges, traditional knowledge communication: concept and importance. Traditional knowledge communication vs scientific knowledge communication.

Unit 11: Transformation of Information Communication

Introduction, Need, Transformation in library. Impact on society: economic, social, political, cultural aspects and research. Enterprise emergence in society by self-learning.

Unit 12: **Knowledge Society and Knowledge Management**

Concept, Definition, Characteristics, role of the knowledge towards society, Knowledge management: concept, definition, role of knowledge managers.

Unit 13: **Media literacy**

Media literacy: definition, concept, need and purpose of media literacy, role of media literacy in society.

Unit 14: Media convergence

Definition, concept, significance, implications of media convergence, concepts of 3c's, convergence in digital age.

Suggested Reading

Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS Quarterly, 25*(1), 107–136. https://doi.org/10.2307/3250961

Barman, B. (2022). *A comprehensive book on library and information science*. LIS Links.

Models of communication – Communication technologies. (n.d.). *https://ebooks.inflibnet.ac.in/ae01/chapter/models-of-communication/*

Zack, M. H. (1999). *Knowledge and strategy: Managing knowledge for competitive advantage*. Springer.

BLIS 205 - INTERNSHIP

As a learner of B. Lib. I. Sc. programme, learners have to undergo an apprenticeship course within one month with minimum of 100 hours duration at any automated University Library/College Library/Public Library (District Library or Sub Divisional Library) whose collection is not less than10 thousand volumes of reading materials.

Learners need to submit:

1. Certificate of internship from the respected libraries.
2. A certified Report based on the experience gained and activities performed from the concern library comprising of 30 pages to 50 pages have to be submitted to the university after completion of the internship within a week.

Annexure III

COURSE WISE FACULTY ALLOTMENT OF B. LIB. I. SC. PROGRAMME

Semester	Course Code	Name of the Course	School	Discipline	Course coordinator
I	BLIS 101	Foundation of Library and Information Science	GPDSIVS	B. Lib. I. Sc	Pranjit Kalita
	BLIS 102	Information Sources and Services	GPDSIVS	B. Lib. I. Sc	Pranjit Kalita
	BLIS 103	Fundamental of ICT	GPDSIVS	B. Lib. I. Sc	Jayashree Konwar
	BLIS 104	Library Management	GPDSIVS	B. Lib. I. Sc	Komal Kumari
	BLIS 105	Library Classification and Cataloguing (Theory)	GPDSIVS	B. Lib. I. Sc	Komal Kumari
II	BLIS 201	ICT in Library	GPDSIVS	B. Lib. I. Sc	Pranjit Kalita
	BLIS 202	Information Products and Services	GPDSIVS	B. Lib. I. Sc	Jayashree Konwar
	BLIS 203	Library Classification and Cataloguing (Practice)	GPDSIVS	B. Lib. I. Sc	Komal Kumari
	BLIS 204	Information Society and Communication	GPDSIVS	B. Lib. I. Sc	Komal Kumari
	BLIS 205	Internship	GPDSIVS	B. Lib. I. Sc	Pranjit Kalita

Annexure IV

GUIDELINES FOR INTERNSHIP

1. Introduction

In the B. Lib. I. Sc. (Bachelor of Library and Information Science) programme, an internship is an essential part of the curriculum, incorporated in the final semester of the course. The internship provides learners with practical, hands-on experience in the field of library science and information management, allowing them to apply the theoretical knowledge gained throughout the programme. This experience plays a crucial role in bridging the gap between academic learning and real-world application.

The objective of the internship is to expose learners to the day-to-day operations of these organizations and familiarize them with modern tools, technologies, and management practices used in the field of library and information science. Interns will be expected to actively participate in library operations, including cataloging, classification, reference services, digital resource management, and user support, while also gaining exposure to the latest trends in information science.

This internship is an important component of the B. Lib. I. Sc. programme, as it helps learners acquire essential skills required in the professional world, such as time management, communication, problem-solving, and teamwork. Additionally, this practical training provides learners with the opportunity to observe and learn from experienced professionals in the field, thereby enhancing their career prospects. The internship is also an excellent way for learners to gain confidence in applying their academic learning to solve real-world problems, further preparing them for their future roles as information professionals.

It is crucial for learners to approach this internship with dedication and commitment, as it not only helps in professional growth but also has a significant impact on their academic performance, enabling them to achieve a higher grade in the programme. Furthermore, the experience gained during the internship will equip learners with the knowledge and skills needed for further research or higher studies in the field of library and information science.

As part of the academic requirements, learners are required to undergo a one-month internship course with a minimum of 100 hours at University Library, College Library, or Public Library. The library should have a collection of not less than 10,000 volumes of reading materials.

2. Objectives

The primary objectives of the internship are to:

- Gain practical knowledge of library operations and services.
- Learn the implementation of library automation tools and systems.
- Enhance skills in library management, cataloging, reference services, and user engagement.

- Develop an understanding of the challenges and opportunities in library science.
- Produce a comprehensive report reflecting the internship experience.

3. Internship Structure

3.1 Duration

The internship will last for one month (approximately 4 weeks), with a minimum of 100 hours (5 hours/day and 5 days/week excluding holidays) to be completed at the designated library.

3.2 Library Selection Criteria

The internship must be completed at one of the following types of libraries:

- Automated University Library
- College Library
- Public Library (District Library or Sub Divisional Library)

The library must meet the following conditions:

a) The library should have a collection of at least 10,000 volumes of reading materials.

b) The library should have modern automation tools in place, such as an Integrated Library Management System (ILMS).

c) Qualification of supervisor

The minimum qualification of supervisor should be-

i) PhD. in Library and Information Science OR

ii) Masters of Library and Information Science with minimum 2 years of working experience in reputed library.

d) One supervisor can train maximum 10 learners.

3.3 Internship Activities

During the internship, learners are expected to engage in the following activities:

- **Orientation and Familiarization**: Understand the structure of the library, its policies, services, and available resources.

- **Cataloging and Classification**: Assist in cataloging and classifying library materials according to standardized systems (e.g., Dewey Decimal Classification)

- **User Services**: Participate in reference and information services, assist library users, and learn to manage user queries.

- **Automated Systems Operation**: Gain hands-on experience with the library's automation systems, ILMS like KOHA, SOUL, DSpace.

- **Inventory Management**: Assist in inventory control, acquisitions, stock verification, and ensuring the integrity of library resources.

- **Library Maintenance**: Support in the maintenance and organization of the library space, ensuring a conducive environment for study and research.

4. Submissions

4.1 Certificate of Internship

Upon completion of the internship, the learner must obtain a Certificate of Internship from the library where they completed their internship. This certificate should include the following details:

- The name of the learner.
- Duration of the internship (no. of days and total hours).
- Name of the supervising librarian or staff.

4.2 Internship Report

The learner must submit a Final Internship Report summarizing their experience and the activities performed during the internship. This report should:

a) Be between 30 to 50 pages in length, describing the day-to-day assignments and tasks.
b) Be submitted to KKHSOU study center within one week of the internship completion.
c) The Report should include the following sections:

- **Introduction**: Brief overview of the library where the internship was conducted, including its size, collection, and services.
- **Library Section**: Mention different sections present in the library briefly.
- **Methodology**: Description of the tasks and responsibilities undertaken during the internship.

- **Activities and Experiences**: Detailed account of the day-to-day activities performed, challenges faced, and skills learned.
- **Analysis of Library Operations**: Insights gained regarding library management, automation systems, and user engagement.
- **Conclusion and Recommendations**: Final thoughts on the experience and suggestions for improvements in library services.
- **References**: Any resources, books, or articles referenced during the internship. The reference must be in APA 7th edition citation style.

5. Internship Procedure

5.1 Application Process

a. **Library Identification**: The learner must identify a suitable library meeting the selection criteria outlined in Section 3.2.
b. **Approval**: The learner must seek approval from the university's internship coordinator or faculty. This may involve submitting a proposal that outlines the objectives, chosen library, and expected outcomes.

5.2 Execution

1. **Internship Start**: Upon approval, the learner begins the internship and must complete the assigned hours within the agreed timeline.
2. **Documentation**: The learner should maintain a daily log of activities and tasks performed to support the final report and ensure compliance with the minimum hour requirement.
3. **Feedback and Supervision**: Throughout the internship, regular feedback and guidance should be provided by the library's supervising librarian to ensure the learner is gaining valuable experience.

5.3 Completion

1. **Completion of Hours**: The learner must complete a total of at least 100 hours over the one-month internship period.
2. **Report Submission**: Upon completing the internship, the learner must submit the internship report to the university within one week.
3. **Certificate Submission**: The learner must submit the internship certificate issued by the library to the university.

6. Evaluation

Upon receipt of the internship report and certificate:

- **University Review**: The university will review the report to ensure it meets the required standards.
- **Grade Assignment**: The learner's internship performance will be graded as part of their academic evaluation for the B. Lib. I. Sc Programme.

7. Do's and Don'ts for the interns

Do's

- Once assigned the learners must report to the designated centre and complete the full schedule duration of internship.
- After completion of one month internship programme, submit the feedback report and detailed final internship report to the KKHSOU.
- Include a certificate of originality in the prescribed format duly signed by the supervising Librarian i.e. the certificate of Internship provided by the Librarian.
- Maintain discipline, punctuality and professionalism throughout the internship.

Don'ts

- Learners must not abstain from training or skip internship duties.
- Learner shall not damage or misuse properties of the host institution. Any loss caused will be the learner's financial/legal responsibility.
- After internship completion the intern can't demand full time employment from the host organization.

8. Conclusion

This internship is a critical component of the B. Lib. I. Sc. programme, providing learners with valuable practical exposure to the workings of modern libraries. Adhering to these guidelines provided will ensure that learners have a structured, rewarding, and fulfilling internship experience. The completion of the internship will also contribute significantly to the learner's professional development in the field of Library and Information Science.

SPECIMEN OF INTERNSHIP REPORT

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

BACHELOR'S DEGREE IN

Library and Information Science

(YEAR)

By

Name: .....

Enrollment No: .....

Study Centre Code: .....

Under the guidance of

(Name of Librarian or In charge Librarian)

(Designation)

Krishna Kanta Handiqui State Open University

Guwahati, Assam

CERTIFICATE OF INTERNSHIP

This is to certify that Mr./Ms……. learner of B. Lib. I. Sc., Krishna Kanta Handiqui State Open University (KKHSOU), Resham Nagar, Khanapara, Guwahati, bearing enrollment number……..……has successfully completed the internship at ……. From……to…….

_____

Date:

Librarian/Library In charge

Name:

Name of Library: