



**Vidyasagar University**  
**Midnapore-721102, West Bengal**

**The Syllabus for**  
**BACHELOR OF LIBRARY AND INFORMATION SCIENCE**  
**(B.Lib.I.Sc.)**

**(Based on NEP-2020)**

**(With effect from 2025-2026 Academic Session)**



## **Title and Commencement**

The programme shall be called the **Bachelor of Library and Information Science (B.Lib.I.Sc.)**. This is a **Post-Graduate Degree Course** of one-year duration, divided into **two semesters**. This syllabus shall come into force from the **academic session 2025–2026**.

## **Objectives of the Programme**

The primary objective of the **Bachelor of Library and Information Science (B.Lib.I.Sc.)** programme is to educate students in the foundations of librarianship, enabling them to manage information and knowledge resources effectively and serve society through their professional work in libraries and information centres.

The specific objectives of the programme are as follows:

1. To enhance comprehensive knowledge and understanding of various aspects of Library and Information Science among library professionals and students from other interdisciplinary fields.
2. To develop a broad and balanced understanding of the fundamental concepts, principles, and theories related to Library and Information Science.
3. To equip students with the necessary skills and techniques to perform library operations and deliver information services using ICT tools.
4. To instill professional attitudes, along with ethical and moral values, for addressing the information needs of society.
5. To prepare skilled library professionals and effective communicators.
6. To develop capable executive and operational staff for libraries and information centres.
7. To nurture students for advanced studies in Library and Information Science and related areas, and to help them build a range of transferable and professional skills useful for their future endeavors.

## **Eligibility**

Minimum qualification: **Honours graduate in any discipline** from any recognized university.

## **Intake Capacity**

**42 (Forty two)** students.

(Reservation will be provided as per State Government rules.)

## **Academic Calendar**

As per the **University Academic Calendar**.

## **Duration and Semester System**

The duration of the programme leading to the degree of **Bachelor of Library and Information Science (B.Lib.I.Sc.)** shall be **one academic year**.

A student must complete the programme within **one year** from the date of admission.

The academic year shall be divided into **two semesters**.

## **Programme Outcomes (PO)**

After completing this programme, students will be able to:

1. Understand the basic concepts, terminology, theories, and principles of Library and Information Science.
2. Interpret various Library Acts, ethics of librarianship, and the philosophy of libraries to provide effective library services for developing an informed citizenry.
3. Strengthen their knowledge and skills to carry out library operations and meet users' information needs.
4. Develop the ability to train budding library professionals in the effective use of Information and Communication Technology (ICT) for information handling.
5. Gain hands-on experience with library application software.

## **Programme Specific Outcomes (PSO)**

Upon completion of the programme, students will be able to:

1. Understand library operations within the social framework, including the functions and objectives of different types of libraries, the philosophy of librarianship, and library policies and movements.

2. Interpret various library legislations and Acts, and apply ethical and moral values for professional practice, public relations, and extension activities.
3. Understand organizational and managerial activities, including exposure to housekeeping, personnel, and financial operations of libraries and information centres.
4. Learn the principles and theories of library classification and develop skills for classifying different types of documents using standard classification schemes.
5. Understand the principles and rules of library cataloguing and acquire the ability to catalogue various types of documents using different cataloguing codes.
6. Identify, organize, and evaluate information sources, and develop the ability to compile information packages for users.
7. Gain exposure to real-life library organization and services through field surveys of renowned libraries and information centres in India.
8. Develop awareness of modern ICT tools and techniques, including the use of different systems and application software in library operations.

### **Programme Career Opportunities**

Graduates of the **B.Lib.I.Sc.** programme can pursue careers as:

1. Library Trainee in various institutions.
2. Librarian in Secondary or Higher Secondary Schools.
3. Librarian in Public Libraries.
4. Cataloguer, Sorter, Technical Assistant, or Records Manager.
5. Senior Library and Information Assistant.
6. Library Clerk or Library Assistant in General Degree Colleges, Government-aided Colleges, or Medical Colleges and Universities.

### **Course Structure**

- The **B.Lib.I.Sc.** curriculum consists of **44 credits**, distributed across **23 courses** over one academic year (two semesters).
- The **B.Lib.I.Sc.** course carries a total of **1100 marks**.
- Internal Assessment marks in each course will be based on **Continuous Evaluation (CE)**, **Practical (PRC)**, **Project (PRJ)**, or a combination of these components, as decided by the respective course teacher.
- If the internal assessment is based on Continuous Evaluation (CE), it will include a combination of **tests, term papers, seminar presentations, and/or colloquia**.

## Credit Structure First Semester

Course Code	Course Title	Credit Pattern			Credit Value	Marks Distribution		
		Lecture (L)	Field-Self Study-Tutorial (FST)	Practice (P)		Semester Examination	Internal Assessment	Total Marks
LIS-DSC-401	Fundamentals of Library and Information Science	1	1		2	40	10	50
LIS-DSC-402	Management of Libraries and Information Centres - I	1	1		2	40	10	50
LIS-DSC-403	Document Classification (Theory)	1	1		2	40	10	50
LIS-DSC-404	Document Cataloguing (Theory)	1	1		2	40	10	50
LIS-DSC-405	Document Classification (Practice) - I			2	2	40	10	50
LIS-DSC-406	Information Sources and Services (Theory)	1	1		2	40	10	50
LIS-DSC-407	Content Generation and Documentation (Practice)			2	2	40	10	50
LIS-DSC-408	Document Indexing	1	1		2	40	10	50
LIS-DSC-409	Preservation and Conservation of Documents	1	1		2	40	10	50
LIS-DSC-410	Basics of ICT for Library and Information Services (Theory)	1	1		2	40	10	50
LIS-VAC-449A	449A1: Primer to AI 449A2: Soft Skills in LIS Services	1	1		2	40	10	50
LIS-VAC-450	Life and philosophy of Vidyasagar							(25)

## Second Semester

Course Code	Course Title	Credit Pattern			Credit Value	Marks Distribution		
		Lecture (L)	Field-Self Study-Tutorial (FST)	Practice (P)		Semester Examination	Internal Assessment	Total Marks
LIS-IDS-451	Open Knowledge System	1	1		2	40	10	50
LIS-DSC-452	Library and Society	1	1		2	40	10	50
LIS-DSC-453	Management of Libraries and Information Centres - II	1	1		2	40	10	50
LIS-DSC-454	Document Classification (Practice) - II			2	2	40	10	50
LIS-DSC-455	Document Cataloguing (Practice)			2	2	40	10	50
LIS-DSC-456	Resource Description and Content Designation (Practice)			2	2	40	10	50
LIS-DSC-457	Study and Evaluation of Information Sources	1	1		2	40	10	50
LIS-DSC-458	Field Study on Library and Information Centre		2		2	40	10	50
LIS-DSC-459	Citation Management System	1	1		2	40	10	50
LIS-DSC-460	ICT Application in Library and Information Services (Practice)			2	2	40	10	50
LIS-VAC-449B	449B1: Content Analytics 449B2: Theory of Bibliography	1	1		2	40	10	50

\*\* Field Survey Project will have to be submitted by the students before the formal dissolution of semester classes.

**Course Structure  
First Semester**

<b>Course Content Structure</b>		<b>Course Summary</b>	<b>Marks distribution</b>		
<b>Course Code</b>	<b>Course Title</b>		Semester Exam	Internal Assessment	Total Marks
			LIS-DSC-401	Fundamentals of Library and Information Science	40
		Unit-1: Library as a Social Institution			
		Unit-2: Types of Libraries and other Information Centres			
		Unit - 3: Philosophy of Library and Information Science			
		Unit - 4: Library Policy, Movement and Development			
		Unit-5: Class Test/Project/ Seminar Presentation			
LIS-DSC-402	Management of Libraries and Information Centres - I	Unit-1: Basics of Library Management	40	10	50
		Unit-2: Managerial Tasks			
		Unit-3: Personnel Management Unit - 4: Financial Management			
		Unit-5: Class Test/Project/Viva			
LIS-DSC-403	Document Classification (Theory)	Unit-1: Basic Concepts and Terminology	40	10	50
		Unit-2: Universe of Subjects			
		Unit-3: General Theory of Library Classification			
		Unit-4: Major Schemes of Library Classification: DDC, UDC and CC			
		Unit-5 : Modern Trends			
		Unit-6: Class Test/Project/Seminar Presentation			
LIS-DSC-404	Document Cataloguing (Theory)	Unit-1: Library Catalogue and Cataloguing	40	10	50
		Unit-2: Principles and Rules of Resource Description and Access			
		Unit-3: Subject Cataloguing			
		Unit -4: Organizational Strategies of Cataloguing			
		Unit-5: Class Test/Project/Seminar Presentation			
LIS-DSC-405	Document Classification (Practice) - I	Unit-1 : Dewey Decimal Classification	40	10	50
		Unit-2: Classification of books using schedules and Standard Sub-divisions			
		Unit-3: Classification of books using Tables			

		and “Add” notation			
		Unit-4: Construction of Book numbers and collection numbers			
		Unit-5: Class Test /Project / Seminar Presentation			
LIS-DSC-406	Information Sources and Services (Theory)	Unit-1: Reference and Information Sources	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Information Users			
		Unit -3: Information Organization and Services			
		Unit-4: Information Systems and Centres			
		Unit-5: Class Test/Project/Seminar Presentation			
LIS-DSC-407	Content Generation and Documentation (Practice)	Unit-: Theoretical Background	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Content Creation through Documentation Tools and Techniques			
		Unit-3: Viva-voce			
LIS-DSC-408	Document Indexing	Unit-1: Introduction to Indexing Techniques: Derivative and Assignment	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Pre-coordinate Indexing			
		Unit-3: Post Coordinate Indexing			
		Unit-4: Computerized Indexing and Indexing Web Resources			
		Unit-5: Class Test Project/Seminar Presentation			
LIS-DSC-409	Preservation and Conservation of Documents	Unit-1: Concept of Preservation and Conservation	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Causes of Deterioration			
		Unit-3: Preventive Methods of Preservation of Library Resources			
		Unit-4: Digital Preservation			
		Unit-5: Class Test Project/Seminar Presentation			
LIS-DSC-410	Basics of ICT for Library and Information Services (Theory)	Unit-1: Basics of Computer and Networking	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Introduction to Programming Languages			
		Unit-3: Database Management System (DBMS)			
		Unit-4: Automation of Library Housekeeping Operations			
		Unit-5: Class Test/Project/Seminar Presentation / Viva-Voce			
LIS-VAC-	449A1: Primer to	Unit-1: Introduction to AI/ML	<b>40</b>	<b>10</b>	<b>50</b>

449A	AI	Unit 2: AI in Library Operations			
		Unit-3: Prompt Engineering			
		Unit -4: Responsible AI			
		Unit-5: Class Test/Project/Seminar Presentation / Viva-Voce			
		449A2: Soft Skills in LIS Services			
Unit-2: Presentation Skills					
Unit-3: Workplace Skills					
Unit-4: Secretarial and Managerial Skills					
Unit-5: Unit-5:ClassTest/Project/Seminar Presentation / Viva-Voce					
LIS-VAC-450	Life and Philosophy of Vidyasagar	Unit-1: Early Life and Education			<b>(25)</b>
		Unit-2: Vidyasagar and Indian Education			
		Unit-3: Vidyasagar as Bibliophile, Author and Publisher			
		Unit-4: Philanthropist Vidyasagar			
<b>Total</b>					<b>550</b>

### Second Semester

CourseContentsStructure		Course Summary	Marks distribution		
Course Code	Course Title		Semester Exam	Internal Assessment	Total Marks
LIS-IDS-451	Open Knowledge System		Unit-1 : Introduction to Open Knowledge System	<b>40</b>	<b>10</b>
		Unit -2 : Open Access Mechanisms			
		Unit -3 : Promoting Open Access Services and Technologies			
		Unit -4 : Open Access Mandate and Policies			
		Unit -5 : Class Test / Project / Seminar Presentation			
LIS-DSC-452	Library and Society	Unit-1:Legislation Relating to Libraries and Information Centres	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2:Library and Information Profession			
		Unit-3:Public Relations and Extension Activities			
		Unit-4: Information and Society			
		Unit-5: Class Test/Project/ Seminar Presentation			
LIS-DSC-453	Management of Libraries and Information	Unit-1: Planning of Libraries and Information Centres	<b>40</b>	<b>10</b>	<b>50</b>
		Uni-2: Library Housekeeping Operations			
		Uni-3: Library Records and Library			

	Centres - II	Accounts			
		Unit-4: Library Statistics			
		Unit-5: Class Test/Project/ Seminar Presentation			
LIS-DSC-454	Document Classification (Practice) - II	Unit-1 : Introduction to Universal Decimal Classification	<b>40</b>	<b>10</b>	<b>50</b>
		Unit -2 : Classification of Books using Schedules and Common Auxiliaries			
		Unit-3: Classification of Books using Special Auxiliaries			
		Unit-4: Subject Indexing and Book Number Construction			
		Unit-5: Class Test/Project/Seminar Presentation			
LIS-DSC-455	Document Cataloguing (Practice)	Unit-1: Preparation of Catalogue Entries following AACR 2R	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Preparation of Catalogue Entries of Bengali Books by using AACR 2R			
		Unit-3: Preparation of Catalogue Entries by using CCC			
		Unit-4: Assigning subject headings			
		Unit 5 : Class Test / Project / Seminar Presentation			
LIS-DSC-456	Resource Description and Content Designation (Practice)	Unit-1: Content Designation of Books following MARC-21	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Class Test/Project/Seminar Presentation			
LIS-DSC-457	Study and Evaluation of Information Sources	Unit-1: Study of Conventional Reference Tools and Electronic/ Digital Information Sources using a prescribed proforma (30 marks)	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Answering specific reference question from reference tools (10 marks)			
		Unit-3: Viva-voce(10marks)			
LIS-DSC-458	Field Study on Library and Information Centre	Unit-1: Survey of libraries and/ or information centres (25 marks)	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Survey of users of information (25 marks)			
LIS-DSC-459	Citation Management System	Unit-: Reference vs Bibliography vs Citation	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Reference Management Tools (Open Source)			
		Unit-3: Plugin in Reference Management Tools			
		Unit-4: AI-enabled Reference Management			

		for Literature Review			
		Unit-5: : Class Test Project/Seminar Presentation			
LIS-DSC-460	ICT Application in Library and Information Services (Practice)	Unit-1: Desktop setup; Use of Operating Systems: Single user and Multitasking Environment; Use of Word Processor, Power Point, Spread Sheet Management	<b>40</b>	<b>10</b>	<b>50</b>
		Unit-2: Introduction to general DBMS and Bibliographic DBMS			
		Unit-3: Basics of Webpage Designing; Basics of Online Search and retrieval			
		Unit-4: Library Management Software and Introduction to ILMS; Online Search and Retrieval			
		Unit-5: Class Test/Project/Seminar Presentation / Viva-Voce			
LIS-VAC-449	449B1: Content Analytics	Unit-1: Concept of Digital Humanities	<b>40</b>	<b>10</b>	<b>50</b>
		Unit 2: Text to Context			
		Unit-3: Text Analytics- Basics			
		Unit -4: Text Analytics Tools (Open Source)			
		Unit-5: Class Test/Project/Seminar Presentation / Viva-Voce			
	449B2: Theory of Bibliography	Unit-1: Definitions and Concepts			
		Unit-2: Types of Bibliography			
		Unit-3: Structure of Bibliography			
		Unit-4: Construction and Presentation of Bibliography			
		Unit-5: Class Test/Project/Seminar Presentation / Viva-Voce			

## Graduate Attributes Mapping Table

Bachelor of Library and Information Science (B.Lib.I.Sc.) – NEP 2020 Framework

Graduate Attributes	Course Code	Course Title
<ul style="list-style-type: none"> <li>➤ Social and Cultural Sensitivity</li> <li>➤ Social and Gender Sensitivity</li> <li>➤ Ethical Awareness</li> <li>➤ Civic Responsibility</li> </ul>	LIS-DSC-401	Fundamentals of Library and Information Science
	LIS-DSC-452	Library and Society
<ul style="list-style-type: none"> <li>➤ Professional Ethics</li> <li>➤ Leadership</li> <li>➤ Teamwork</li> <li>➤ Problem Solving</li> </ul>	LIS-DSC-402	Management of Libraries and Information Centres – I
	LIS-DSC-453	Management of Libraries and Information Centres – II
<ul style="list-style-type: none"> <li>➤ Technical Competence</li> <li>➤ Analytical Thinking</li> <li>➤ Information Organization</li> </ul>	LIS-DSC-403	Document Classification (Theory)
	LIS-DSC-405	Document Classification (Practice) – I
	LIS-DSC-454	Document Classification (Practice) – II
<ul style="list-style-type: none"> <li>➤ Digital Metadata Competence</li> <li>➤ Data Management</li> <li>➤ Precision and Standardization</li> <li>➤ Resource description</li> </ul>	LIS-DSC-404	Document Cataloguing (Theory)
	LIS-DSC-455	Document Cataloguing (Practice)
	LIS-DSC-456	Resource Description and Content Designation (Practice)
<ul style="list-style-type: none"> <li>➤ Social Responsibility</li> <li>➤ Research and Enquiry</li> <li>➤ Service Orientation</li> </ul>	LIS-DSC-406	Information Sources and Services
	LIS-DSC-457	Study and Evaluation of Information Sources
<ul style="list-style-type: none"> <li>➤ Creativity and Innovation</li> <li>➤ Documentation Skills</li> </ul>	LIS-DSC-407	Content Generation and Documentation (Practice)
<ul style="list-style-type: none"> <li>➤ Information Retrieval Skills</li> <li>➤ Information Literacy</li> </ul>	LIS-DSC-408	Document Indexing
<ul style="list-style-type: none"> <li>➤ Professional Responsibility</li> <li>➤ Archival Values</li> </ul>	LIS-DSC-409	Preservation and Conservation of Documents
<ul style="list-style-type: none"> <li>➤ ICT Skills</li> <li>➤ Digital Competence</li> <li>➤ Digital Fluency</li> <li>➤ Data Analytics Skills</li> <li>➤ AI Literacy</li> </ul>	LIS-DSC-410	Basics of ICT for Library and Information Services
	LIS-DSC-460	ICT Application in Library and Information Services (Practice)
	LIS-VAC-449A1 / 449A2	Primer to AI / Soft Skills in LIS Services
	LIS-VAC-449B1	Content Analytics
<ul style="list-style-type: none"> <li>➤ Global Citizenship</li> <li>➤ Exposer to Openness</li> </ul>	LIS-IDS-451	Open Knowledge System
<ul style="list-style-type: none"> <li>➤ Experiential Learning</li> <li>➤ Observation Skills</li> <li>➤ Communication Skills</li> </ul>	LIS-DSC-458	Field Study on Library and Information Centre

➤ Academic Integrity	LIS-DSC-459	Citation Management System
➤ Research Ethics	LIS-VAC-449B2	Theory of Bibliography
➤ Data Analytics Skills		
➤ Cultural Awareness	LIS-VAC-450	Life and Philosophy of Vidyasagar
➤ Ethical Values		
➤ Humanitarian Sensitivity		

## FIRST SEMESTER

### Course Outcomes and Syllabus Contents of each Course

**Course Code: LIS-DSC-401**

**Course Title: Fundamentals of Library and Information Science**

Full Marks – 50

Examination Marks – 40

Class Test / Project / Seminar Presentation – 10

### Course Outcomes (CO):

After studying this course, students shall be able to:

1. Comprehend the concepts of Information and understand the field of Library and Information Science.
2. Understand the evolution of libraries.
3. Distinguish libraries according to the nature of their functions and purposes.
4. Understand the role that libraries play in the growth of different aspects of society — such as eradicating gender inequality and promoting social justice.
5. Learn the fundamental philosophy of Library and Information Science.
6. Emphasize the role of various library promoters at national and international levels.

### Course Content

#### Unit 1: Library as a Social Institution

- Library – Definition, need, and scope.
- Objectives and functions of Libraries and Information Centres (LICs) in society.
- Historical development of Libraries and Information Centres.
- Historical development of Library and Information Science as a discipline.
- Library and information systems in different countries.

#### Unit 2: Types of Libraries and other Information Centres

- National and Copyright Libraries – Functions, objectives, and services.

- Public Libraries – Functions, objectives, and activities.
- Academic Libraries – Functions, objectives, and activities.
- Special Libraries and Information Centres – Functions, objectives, and activities.
- Libraries in online environments and other information centres.

### **Unit 3: Philosophy of Library and Information Science**

- Five Laws of Library Science and their implications.
- Interpretation of Five Laws in Information Science and their implications.
- UNESCO Public Library Manifesto.
- IFLA principles relating to bibliographical control.
- Eminent thinkers on libraries and information services.

### **Unit 4: Library Policy, Movement, and Development**

- International and National programmes and policies: NAPLIS, UAP, and UBC.
- Library resource sharing and networking.
- Library development and trends in India, with special reference to West Bengal; IT application in LICs in India.
- National and International promoting agencies of library and information services – RRRLF, IFLA, UNESCO, National Knowledge Commission.
- Library movement in India, with special reference to West Bengal.

### **Unit 5: Class Test / Project / Seminar Presentation**

#### **Reading List**

1. Bhattacharyya Sahu, N. & Chakrabarti, B. (2014). *Library and Society: An Introduction*. Kolkata: Mitram.
2. Chakrabarti, B. (2010). *Library and Information Society*. Kolkata: The World Press Pvt. Ltd.
3. Cornish, G. P. (2001). *Interpreting the Law for Libraries, Archives, and Information Services* (3rd Rev. ed.). London: Facet Publishing.
4. Davis, D. W. (1975). *Public Libraries as Cultural and Social Centres*. New York: Scarecrow Press.
5. IFLA. (1977). *Standards for Library Service* (2nd ed.). Munich: Verlag.
6. IFLA. (2015). *IFLA School Library Guidelines*.
7. IFLA. (2022). *IFLA–UNESCO Public Library Manifesto*.
8. India. (1959). *Advisory Committee for Libraries, Report*. Delhi: Manager of Publications.
9. Khanna, J. K. (1987). *Library and Society*. Kurukshetra: Research Publications.
10. Koontz, C. & Gubbin, B. (2010). *IFLA Public Library Service Guidelines*. Berlin: De Gruyter Saur.
11. Krishan Kumar. (1986). *Library Organization*. Delhi: Vikas Publishing House.
12. Kumar, P. S. G. (2001). *Indian Encyclopedia of Library & Information Science*. New Delhi: S. Chand.
13. Kumar, P. S. G. (2002). *A Student's Manual of Library & Information Science*. Delhi: B. R. Publishing House.
14. LaxmanRao, S., Vishwa Mohan, V., & SudarshanRao, S. (2001). *Changing Dimensions of LIS Education*. Hyderabad: IATLIS.
15. Ranganathan, S. R. (1957). *Five Laws of Library Science*. Delhi: UBS.
16. Ranganathan, S. R. et al. (1968). *Free Book Service for All*. Bombay: Asia.
17. Ranganathan, S. R., & Neelameghan, A. (1972). *Public Library System*. Bangalore: SaradaRanganathan Endowment.
18. Saha, R. (Ed.). (1989). *Library Movement in India*. Kolkata: Bengal Library Association.
19. Sharma, P., & Pandey, S. K. (1987). *Library and Society*. New Delhi: EssEss Publications.
20. Shera, J. H. (1970). *The Foundations of Education for Librarianship*. Bombay: Asia Publishing House.
21. Shera, J. H. (1970). *Sociological Foundations of Librarianship*. New York: Asia Publishing House.
22. Vashisht, C. P. (1994). *Library Movement and Library Development in India*. Delhi: ILA.

**Course Code: LIS-DSC-402**

**Course Title: Management of Libraries and Information Centres-I**

Full Marks – 50

Examination Marks – 40

Class Test / Project / Seminar Presentation – 10

**Course Outcomes (CO):**

After studying this course, students shall be able to:

1. Learn the concepts of management principles and their application in library administration.
2. Understand the organs of the management process, committees and their roles, and the responsibilities of the Government.
3. Carry out manpower and financial planning for resource management, recruitment, and induction.

**Course Content**

**Unit 1: Basics of Library Management**

- Library organization – Concept, scope, structure, and process.
- Library administration – Definition, functions, PODSCORB; difference between library organization and library administration.
- Library management – Definition, scope, functions; difference between library administration and library management.
- General principles of management and their application to libraries and information centres.

**Unit 2: Managerial Tasks**

- Library authority and library committee – Types, need, and functions.
- Library authority and committees in different types of libraries – Powers and functions.
- Different library committees formed by the Government – Objectives and functions.
- Library rules and regulations.

**Unit 3: Personnel Management**

- Personnel management – Meaning, nature, and objectives.
- Manpower planning – Need, importance, process, categories of library staff, staffing requirements, and staff formula.
- Job analysis, job evaluation, and performance appraisal; skill requirements in modern library services.
- Training and development – Importance, steps, and methods.

**Unit 4: Financial Management**

- Objectives and scope of financial management.
- Sources of library finance and resource mobilization.
- Budgeting techniques and methods; budgetary control.
- Financial estimation and cost-benefit analysis.

**Unit 5: Class Test / Project / Seminar Presentation**

## Reading List

1. Biswas, A., Nausheen, S., & Chakrabarti, B. (2011). An Introduction to Library Management. Kolkata: Progressive Publishers.
2. Bryson, J. (1990). Effective Library and Information Centre Management. England: Gower.
3. Evans, G. E. (1983). Management Techniques for Librarians. New York: Academic Press.
4. Gupta, S. K. (1989). Granthagar Prashasan. Kolkata: Paschim Banga Rajya Pustak Parishad.
5. Ian, B. W., & Holden, L. (1996). Human Resource Management: A Contemporary Perspective. London: Longman.
6. Khanna, J. K. (1984). Fundamentals of Library Organization. New Delhi: ESS Publications.
7. Krishan Kumar. (2007). Library Management in Electronic Environment. New Delhi: Har-Anand Publications.
8. Krishan Kumar. (1991). Library Manual. New Delhi: Vikas Publishing House.
9. Krishan Kumar. (2006). Library Administration and Management. New Delhi: Vikas Publishing House.
10. Krishan Kumar. (2006). Library Organization. New Delhi: Vikas Publishing House.
11. Mittal, R. L. (1987). Library Administration: Theory and Practice. Delhi: Metropolitan Book Co.
12. Ranganathan, S. R. (1989). Library Administration. Bombay: Asia Publishing House.
13. RavichandraRao, I. K. (1983). Quantitative Methods for Library and Information Science. New Delhi: Wiley Eastern.
14. Simpson, I. S. (1988). Basic Statistics for Libraries. London: Library Association.
15. Singh, R. S. (1992). Conservation of Documents in Libraries, Archives and Museums. New Delhi: AdityaPrakashan.

**Course Code: LIS-DSC-403**

**Course Title: Document Classification (Theory)**

Full Marks – 50

Examination Marks – 40

Class Test/Project/Seminar Presentation – 10

## Course Outcomes (CO)

After studying this course, students shall be able to:

1. Comprehend classification schedule: types, components and relevance to the Universe of Subjects.
2. Explain the principles and canons of library classification.
3. Know library classification schemes and computer-assisted classification.

## Course Content

Unit-1: Basic Concepts and Terminology

- Classification: Its different meanings, purpose and function;
- Knowledge classification and document classification;
- Classification schedule and its components;
- Kinds of scheme: Enumerative and Faceted.

## Unit-2: Universe of Subjects

- Subject and disciplines: Concept, features;
- Modes of formation of subjects;

- Subjects: Basic subjects – Primary and Non-primary, Compound subjects, Complex subjects;
- Isolates: Common (AIC and PCI) and special;
- Facets and Facet Analysis;
- Speciators and their kinds;
- Phase relation: levels and kinds.

### **Unit-3: General Theory of Library Classification**

- Normative principles: Basic concept;
- Three planes of work;
- Fundamental categories, Rounds and levels;
- Notational systems – kinds, qualities, mnemonics, and devices.

### **Unit-4: Major Schemes of Library Classification: DDC, UDC and CC**

- History, structure and features of DDC, UDC and CC;
- Notation and indicator digits;
- Common isolates/auxiliaries and special auxiliaries;
- Synthesis of class numbers;
- Call number and its parts;
- Treatment of different subjects.

### **Unit-5: Modern Trends**

- Development and trend in Library Classification;
- Automatic classification, WebDewey;
- Classification of electronic resources;
- Library Classification Scheme as a search aid.

### **Unit-6: Class Test/Project/Seminar Presentation**

#### **Reading List**

1. Bliss, Henry Evelyn. (1933). The organization of knowledge in libraries and the subject-approach to books. New York: Wilson.
2. Dhyani, P. (1998). Library classification: theory and principles. New Delhi: Vishwa.
3. Krishan Kumar. (1988). Theory of classification. New Delhi: Vikas.
4. Mills, J. (1960). A modern outline of library classification. London: Chapman & Hall.
5. Needham, C.D. (1971). Organising knowledge in libraries: An introduction to information retrieval. London: Andre Deutsch.
6. Ohdedar, A.K. (1994). Book classification. Kolkata: Bengal Library Association.
7. Palmer, B. I. & Wells, A. J. (1961). Fundamentals of library classification. London: George Allen & Unwin.
8. Raju, A. A. N. (1984). Decimal, Universal and Colon classification. New Delhi: Ajanta Publication.
9. Ranganathan, S.R. (1967). Prolegomena to library classification. Bangalore: Sarada Ranganathan Endowment for Library Science.
10. Sayers, W.C.B. (1959). A Manual of Classification for Librarians and Bibliographers (3rd ed., rev.). Grafton.
11. Sayers, W.C.B. (2016). An Introduction to Library Classification. London: Wentworth.

**Course Code: LIS-DSC-404**  
**Course Title: Document Cataloguing (Theory)**  
Full Marks – 50  
Examination Marks – 40  
Class Test/Project/Seminar Presentation – 10

**Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Equip themselves with the theoretical concepts of library cataloguing and understand the principles behind the development of cataloguing rules.
2. Review the features and development of different cataloguing codes.
3. Gather knowledge about different forms of catalogue and understand different approaches of deriving subject headings.
4. Know different ways and methods of organising cataloguing departments.
5. Examine recent trends of cataloguing.

**Course Content**

Unit-1: Library Catalogue and Cataloguing

- Library Catalogue: Importance, objectives and functions; difference from similar tools;
- Physical forms: Book, sheaf, card and machine-readable (including OPAC) forms – their advantages, disadvantages and suitability in different types of libraries;
- Inner forms: Dictionary, classified and alphanumerical catalogues – their comparative study;
- Entries: Formats, kinds and their functions;
- Unit card system and alternative heading methods;
- Filing of entries.

Unit-2: Principles and Rules of Resource Description and Access

- Principles and Rules: Cutter's rules, ICCP recommendations (Paris Principles);
- Codes of Cataloguing: Definition, objectives, components, and historical development;
- Canons of cataloguing: Implications in AACR2R and CCC (5th Ed. 1964 with amendments);
- Main features of AACR2R, CCC (5th Ed. 1964 with amendments) and RDA;
- Standardization of Bibliographic Description, ISBD;
- Computerized cataloguing: CCF, MARC, UNIMARC, ISO 2709;
- Cataloguing Network: OCLC, RLIN.

Unit-3: Subject Cataloguing

- Purpose and general principles of subject cataloguing;
- History of subject cataloguing;
- Library of Congress Subject Headings: Features, Principles and Structure;
- Sears List of Subject Headings: Features, Principles and Structure;
- Subject cataloguing by chain procedure.

#### Unit-4: Organizational Strategies of Cataloguing

- Centralized and co-operative cataloguing;
- Union Catalogue: Need, layout and compilation;
- Limited and selective cataloguing;
- Organization of cataloguing department;
- Staff Manual and Decision Table.

#### Unit-5: Class Test / Project / Seminar Presentation

#### Reading List

1. ALA (1968). ALA Rules for Filing Catalog Cards. Chicago: ALA.
2. Bean, C.A. & Green, R. (2001). Relationships in Organization of Knowledge. London: Kluwer.
3. Bowman, J.H. (2003). Essential Cataloguing. London: Facet Publishing.
4. Chan, L.M. (1994). Cataloging and Classification: An Introduction. New York: McGraw-Hill.
5. Chapman, Liz. (1984). How to Catalogue: A Practical Handbook. London: Clive Bingley.
6. Delsey, T. (1999). The Logical Structure of AACR – Part I & Part II. Retrieved from <http://www.nlc-bnc.ca/jsc/aacrdel.htm>
7. Girja Kumar & Krishan Kumar (1988). Theory of Cataloguing. New Delhi: Vikas.
8. Heaney, M. (1995). Object-oriented Cataloguing. Information Technology and Libraries, 14(3), 135–153.
9. Horner, J. (1975). Cataloguing. London: AAL.
10. Hunter, E.J. (1986). Computerised Cataloguing. London: Clive Bingley.
11. Hunter, E.J. & Blackwell, K.G.B. (1983). Cataloguing. London: Clive Bingley.
12. IFLA. (1998). Functional Requirements for Bibliographic Records: Final Report. Munich: K.G. Saur.
13. International Conference on the Principles and Future Development of AACR, & Weihs, J.R. (1998). The Principles and Future of AACR. Ottawa: Canadian Library Association.
14. JISC (2006). RDA Online. Retrieved from <http://www.rdaonline.org>
15. Krishan Kumar. (1993). Cataloguing. New Delhi: Har-Anand.
16. Le, B.P. (2005). Functional Requirements for Bibliographic Records (FRBR): Hype or Cure-All? Binghamton, NY: Haworth Information Press.
17. Livingston, E.D. (1982). Rudiments of Library Cataloguing: Theory and Practice. Hyderabad: Andhra Pradesh Public Library Association.
18. Nanda, M. (2006). Library Cataloguing. New Delhi: Anmol Publications.
19. Needham, C.D. (1971). Organisation of Knowledge and Libraries. London: Andre Deutsch.
20. OCLC. <http://www.oclc.org/en/services.html>
21. Olding, R.K. (1967). Readings in Library Cataloguing. New Delhi: Lakshmi.
22. Oliver, C. (2010). Introducing RDA: A Guide to the Basics. Chicago: ALA.
23. Patton, G.E. (2009). Functional Requirements for Authority Data: A Conceptual Model. Munich: K.G. Saur.
24. Ranganathan, S.R. (1955). Headings and Canons: Comparative Study of Five Catalogue Codes. Madras: Viswanathan.
25. Sayers, W.B. (1985). Introduction to Cataloguing and Classification. Littleton: Libraries Unlimited.
26. Sengupta, B. (1975). Cataloguing: Its Theory and Practice. Calcutta: World Press.
27. Statement of International Cataloguing Principles (ICP). Retrieved from <http://www.ifla.org/wp-content/uploads/2019/05/assets/cataloguing.pdf>
28. Svenonius, E. (1989). The Conceptual Foundations of Descriptive Cataloguing. San Diego: Academic Press.
29. Svenonius, E. (2000). The Intellectual Foundations of Information Organization. Cambridge, MA: MIT Press.

30. Tripathy, S.M. (1978). Modern Cataloguing Theory and Practice. Agra: ShivalalAgarwal& Co.
31. Vishwanathan, C.G. (1983). Cataloguing: Theory and Practice.Lucknow: Print House.
32. Welsh, A. &Batley, S. (2012). Practical Cataloguing: AACR, RDA and MARC 21. Chicago: ALA.
33. WorldCat. <http://www.oclc.org/en/worldcat.html>
34. Yee, M.M. & Layne, S.S. (1998). Improving Online Public Access Catalogue. Chicago: ALA.
35. Zeng, M.L., Zume, M. &Salaba, A. (2011). Functional Requirements for Subject Authority Data (FRSAD): A Conceptual Model. Berlin: De Gruyter Saur.
36. Zeng, M.L. &Zume, M. (2010). Introducing FRSAD and Mapping it with SKOS and Other Models. International Cataloguing and Bibliographic Control, 39(3), 53–56.

**Course Code: LIS-DSC-405**

**Course Title: Document Classification (Practice) - I**

Full Marks – 50

Examination Marks – 40

Class Test/Project/Seminar Presentation – 10

### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Acquaint themselves with Dewey Decimal Classification (DDC) 23rd edition.
2. Construct library classification numbers using DDC.
3. Become aware of terminological control of different basic, interdisciplinary and multidisciplinary subjects such as nano science & technology, anthropocene & holocene, actuarial sciences, gender-sensitive issues & women's studies, various facets of social justice etc., enhancing employability.
4. Explore DDC 23rd edition.
5. Understand context analysis of subject-specific terms.

### **Course Content**

#### **Unit–1: Dewey Decimal Classification**

- Introduction, genesis and history of Dewey Decimal Classification (DDC);
- Features and structure of Dewey Decimal Classification system (23rd Edition);
- Steps involved in classification by DDC.

#### **Unit–2: Classification of Books using Schedules and Standard Sub-divisions**

- Steps involved in practical classification;
- Classification of books representing simple subjects by DDC (23rd edition);
- Classification of books requiring use of Standard Subdivisions (Table 1).

#### **Unit–3: Classification of Books using Tables and 'Add' Notation**

- Classification of books requiring use of Table 2, Table 5 and Table 6;
- Classification of books requiring use of Special Isolate Tables, i.e., Table 3 and Table 4;

- Classification of books using 'add' notation.

#### **Unit-4: Construction of Book Numbers and Collection Numbers**

- Construction of book numbers (by Cutter's Author Table);
- Construction of collection numbers.

#### **Unit-5: Class Test / Project / Seminar Presentation**

##### **Reading List**

1. Chakraborty, B. (1994). Library Classification Theory. Calcutta: World Press.
2. Comaromi, J.P. (1976). Conception and Development of Dewey Decimal Classification. International Classification, 3(1), 11-15.
3. Dutta, B. (2015). Organizing Knowledge: Then and Now. New Delhi: EssEss Publications.
4. Kaushik, S.K. (2012). Dewey Decimal Classification: A Practical Manual of 23rd Edition. New Delhi: EssEss Publications.
5. Krishan Kumar (1979). Theory of Classification. New Delhi: Vikas Publishing House.
6. Maity, A. & Chakrabarti, B. (2011). A Practical Guide to 22nd Edition of the Dewey Decimal Classification. Kolkata: Progressive Publishers.
7. Ranganathan, S.R. (2006). Prolegomena to Library Classification. New Delhi: EssEss Publications.
8. Satija, M.P. (2012). Beyond Classification: Book Numbers. New Delhi: EssEss Publications.
9. Satija, M.P. (2012). Exercises in the 23rd Edition of Dewey Decimal Classification. New Delhi: EssEss Publications.
10. Sharma, Pandey S.K. (1998). Practical Approach to DDC: Dewey Decimal Classification Made Easy. New Delhi: EssEss Publications.
11. <https://www.oclc.org/en/dewey/webdewey.html>
12. <https://www.ifla.org/units/subject-analysis-and-access/>
13. <https://blogs.ifla.org/ci/category/classification-schemes/universal-decimal-classification-udc/>
14. <https://www.oclc.org/en/dewey.html>

**Course Code: LIS-DSC-406**

**Course Title: Information Sources and Services (Theory)**

Full Marks – 50

Examination Marks – 40

Class Test/Project/Seminar Presentation – 10

##### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Understand users, their information needs and appropriate sources of information.
2. Introduce the nature and purpose of reference and other services.
3. Identify the information providing organizations and their services.
4. Explore various information systems and their different services.

## Course Content

### Unit–1: Reference and Information Sources

- Reference and Information Sources: Documentary and Non-documentary – their characteristics and importance.
- Indian Reference Sources, with special emphasis on reference tools in Bengali language.
- E-Reference and Information Sources: Types and characteristics.
- Evaluation of Reference and Information Sources.
- Reference 2.0: Cooperative Contents Creation.

### Unit–2: Information Users

- Users and Non-users: Categories of Users and their characteristics.
- Users in different types of Libraries and Information Centres; Users' Needs: Types of need.
- Information Seeking Behaviour of users.
- User Study: Need, types and techniques, Evaluation of user study.
- User Education: Objectives, types and programmes.

### Unit–3: Information Organization and Services

- Reference, Referral, Documentation and Information Services: Kinds, Need, Characteristics and Differences; E-information services.
- Abstract and Abstracting: Types and Methodology of preparation of abstract.
- Indexing Language: Types, Characteristics, Objectives and Processes.
- Reference Processes: Reference Interview, Information Query and Search Strategy.
- Current Awareness Service, SDI Service, Document Delivery Service and Translation service.

### Unit–4: Information Systems and Centres

- Library as an information system.
- Information Systems and Networks: Importance and Structure.
- International Information System and Network: UNISIST, AGRIS, INIS, DEVSIS, MEDLARS/MEDLINE, INFOTERRA, OCLC Inc., DIALOG.
- Information Centres: Types, Functions and Services.
- Objectives and Services of FID, CILIP, ASLIB, IFLA, VINITI, NASSDOC, DESIDOC, SENDOC, DRTC and NISCAIR.

### Unit–5: Class Test / Project / Seminar Presentation

#### Reading List

1. Bopp, R.E., & Smith, L.C. (1995). Reference and information services: An introduction. Englewood, Colo: Libraries Unlimited.
2. Chakrabarti, B., Chattopadhyay, T., & Chatterjee, A. (2016). An Introduction to the Humanities Resource Centres of India. Kolkata: Mitram.
3. Chatterjee, A. (2017). Elements of Information Organization and Dissemination. Oxford: Chandos Publishing.
4. Crawford, J. (2006). The Culture of Evaluation in Library and Information Services. Burlington: Elsevier

Science.

5. Crawford, J., & Aslib. (2000). Evaluation of Library and Information Services. London: Aslib.
6. Farmer, L.S.J. (2007). The Human Side of Reference and Information Services in Academic Libraries: Adding Value in the Digital World. Oxford: Chandos Publishing.
7. Foskett, D.J. (1994). Information Service in Libraries. New Delhi: Anmol Publications.
8. Gorman, G.E. (2001). Information Services in an Electronic Environment. Lanham, Md: Scarecrow Press.
9. Guha, B. (1983). Documentation and Information: Services, Techniques and Systems. Calcutta: World Press Private Ltd.
10. IFLA (2014). IFLA Digital Reference Guidelines. Retrieved from <https://repository.ifla.org/handle/123456789/719>
11. Katz, B. (2002). Introduction to Reference Work. Boston: McGraw-Hill.
12. Krishan Kumar (1996). Reference Service. New Delhi: Vikas Publishing House.
13. Lipow, A.G. (2003). The Virtual Reference Librarian's Handbook. Berkeley, Calif.: Library Solutions Press.
14. Lipson, C. (2006). Cite Right: A Quick Guide to Citation Styles – MLA, APA, Chicago, the Sciences, Professions, and More. Chicago: University of Chicago Press.
15. Ranganathan, S.R. (2006). Documentation: Genesis and Development. New Delhi: EssEss Publications.
16. Ranganathan, S.R. (1963). Documentation and its Facets. Bombay: Asia Publishing House.
17. Ranganathan, S.R. (2006). Reference Service. Bangalore: SaradaRanganathan Endowment for Library Science.
18. Singh, G. (2013). Information Sources, Services and Systems. Delhi: PHI Learning Private Limited.
19. Stevens, R.E., & Smith, L.C. (1986). Reference Work in the University Library. Littleton, Colo: Libraries Unlimited.
20. Walford, A.J., Mullan, M., & Schlicke, P. (1989). Guide to Reference Material. London: Library Association.
21. Wood, M. Sandra, & Seeds, Robert S. (1974). Development of SDI Services from a Manual Current Awareness Service to SDILINE.

**Course Code: LIS-DSC-407**

**Course Title: Content Generation and Documentation (Practice)**

Full Marks: 50

Examination Marks: 40

Viva-voce: 10

### **Course Outcomes (CO)**

1. Build theoretical foundation of the subject enabling students to identify the characteristics of information under study.
2. Explore and categorize information components of contents.
3. Gain a practical and technical understanding of documentation tools and techniques.
4. Categorize contents required for digital content design.
5. Cultivate skills to continue learning domain-specific content creation independently.

## Course Content

### Unit 1: Theoretical Background

- Document: Definition, Types, Use;
- Information: Definition, Characteristics, Types;
- Content Creation: Concept, Kinds, Characteristics;
- Documentation: Concept, Genesis, Relevance;
- Methodology of Studying a Subject;
- Citation Style of Bibliographical References.

### Unit 2: Content Creation through Documentation Tools and Techniques

- Each student will be assigned a Project;
- The Project will be based on real-life subjects with scope for scholarly usage;
- The content of the project will be created to represent all available information organized through documentation techniques;
- Every step of this project will be supervised and approved by the concerned teacher;
- A final Project submitted without step-by-step approval of the concerned supervisor is subject to rejection.

### Unit 3: Viva-voce

Students will undergo viva-voce based on project work and practical performance.

### Reading List

1. Cassell, K. A., & Hiremath, U. (2013). Reference and Information Services: An Introduction. American Library Association.
2. Chatterjee, A. (1983). Elements of Documentation. Calcutta: Mukherji Books House.
3. Chatterjee, A. (2017). Elements of Information Organization and Dissemination. Oxford: Chandos Publishing.
4. Evia, C. (2018). Creating Intelligent Content with Lightweight DITA. Routledge.
5. Guha, B. (1983). Documentation and Information: Services, Techniques and Systems. Calcutta: World Press.
6. Hirsh, S. (2015). Information Services Today: An Introduction (3rd ed.). New York: Rowman & Littlefield Publishers, Inc.
7. Ranganathan, S. R. (1963). Documentation and its Facets. Bombay: Asia Publishing House.
8. Ranganathan, S. R. (2006). Documentation: Genesis and Development. New Delhi: EssEss Publications.
9. Sengupta, B. & Chatterjee, M. (1977). Documentation and Information Retrieval. Calcutta: The World Press.
10. Shuman, B. A. (2005). Issues for Libraries and Information Science in the Internet Age. ABC-CLIO: Greenwood.
11. Toffler, A. (1991). Powershift: Knowledge, Wealth and Violence at the Edge of the 21st Century. New York: Bantam Books.

**Course Code: LIS-DSC-408**  
**Course Title: Document Indexing**  
Full Marks–50  
Examination Marks–40  
Class Test/Project/Seminar Presentation -10

**Course Outcomes (CO)**

1. Understand the basic concepts, principles, and importance of indexing and abstracting in information retrieval.
2. Distinguish between different types of indexing systems and their techniques.
3. Apply the principles of pre-coordinate and post-coordinate indexing for effective information organization.
4. Explore computerized indexing systems and web-based indexing tools.
5. Develop an understanding of abstracting techniques and their role in knowledge organization and dissemination.

**Course Content**

**Unit–1: Introduction to Indexing Techniques: Derivative and Assignment**

- Concept, need, and functions of indexing.
- Types of indexes: subject, author, title, and keyword indexes.
- Derivative indexing vs. assigned indexing – characteristics and differences.
- Indexing languages and vocabulary control.
- Role of thesauri and controlled vocabularies in indexing.

**Unit–2: Pre-coordinate Indexing**

- Definition, concept, and characteristics.
- Chain Indexing (S.R. Ranganathan) – steps and examples.
- PRECIS (Preserved Context Indexing System) – structure and application.
- POPSI (Postulate-based Permuted Subject Indexing) – principles and features.
- Evaluation of pre-coordinate indexing systems.

**Unit–3: Post-coordinate Indexing**

- Concept and evolution of post-coordinate indexing.
- Uniterm system: origin, structure, and method of combination.
- Coordinate indexing using Boolean operators.
- Citation indexing – concept and application in research evaluation.
- Strengths and limitations of post-coordinate systems.

**Unit–4: Computerized Indexing and Indexing Web Resources**

- Automation in indexing – need and scope.
- Metadata and tagging systems for online content.
- Indexing of web resources: techniques and challenges.
- Search engines, subject gateways, and digital libraries.
- Artificial intelligence and machine learning applications in automatic indexing.

**Unit–5: Class Test / Project / Seminar Presentation**

## Reading List

1. Cleveland, D. B., & Cleveland, A. D. (2013). Introduction to Indexing and Abstracting. Libraries Unlimited.
2. Ranganathan, S. R. (1963). Prolegomena to Library Classification. Bangalore: SaradaRanganathan Endowment for Library Science.
3. Gilchrist, A. (2003). Thesauri for Indexing and Information Retrieval. Facet Publishing.
4. Borko, H., & Bernier, C. L. (1975). Abstracting Concepts and Methods. Academic Press.
5. Fugmann, R. (1993). Subject Analysis and Indexing: Theoretical Foundation and Practical Advice. K.G. Saur.
6. Vickery, B. C. (1975). Information Systems. London: Butterworths.
7. Foskett, D. J. (1996). Subject Approach to Information. London: Bingley.
8. Lancaster, F. W. (2003). Indexing and Abstracting in Theory and Practice. Facet Publishing.
9. Rowley, J., & Farrow, J. (2000). Organizing Knowledge: An Introduction to Managing Access to Information. Ashgate.
10. Chowdhury, G. G. (2010). Introduction to Modern Information Retrieval. Facet Publishing.

**Course Code: LIS-DSC-409**

**Course Title: Preservation and Conservation of Documents**

Full Marks–50

Examination Marks–40

Class Test/Project/Seminar Presentation -10

## Course Outcomes (CO)

1. Understand the need and importance of preservation and conservation of library materials.
2. Identify various causes and factors responsible for the deterioration of documents.
3. Apply preventive and curative measures for prolonging the life of library materials.
4. Learn about modern preservation techniques including digital preservation.
5. Develop awareness of preservation policies, planning, and disaster management in libraries and archives.

## Course Content

### Unit–1: Concept of Preservation and Conservation

- Concept, meaning, and scope of preservation and conservation.
- Importance of preservation in libraries, archives, and information centres.
- Historical development of preservation and conservation practices.
- Difference between preservation and conservation.
- Objectives of preservation policy and planning in libraries.

### Unit–2: Causes of Deterioration

- Types of documents and their composition (paper, parchment, palm leaf, microform, electronic).
- Biological factors: fungi, insects, rodents, and microorganisms.
- Environmental factors: temperature, humidity, light, and air pollution.
- Chemical and physical causes of deterioration.

- Human and mechanical factors contributing to damage of documents.

### **Unit–3: Preventive Methods of Preservation of Library Resources**

- Preventive preservation: proper handling, storage, and environment control.
- Curative measures: repair, restoration, lamination, deacidification, fumigation, and encapsulation.
- Binding, shelving, and cleaning practices.
- Disaster management and emergency preparedness in libraries and archives.
- Policy formulation for preservation and conservation – planning, budgeting, and training.

### **Unit–4: Digital Preservation**

- Concept and need for digital preservation.
- Strategies and methods: migration, emulation, encapsulation, and refreshing.
- Metadata for digital preservation (e.g., PREMIS, METS).
- Digital repositories and preservation standards (e.g., OAIS model).
- Challenges and best practices in digital preservation.

### **Unit–5: Class Test / Project / Seminar Presentation**

- Hands-on project on preservation techniques.
- Preparation of a preservation plan for a small library or archive.
- Seminar on emerging trends and technologies in preservation and conservation.

### **Reading List**

1. Balloffet, N., &Hille, J. A. (2005). Preservation and Conservation for Libraries and Archives.American Library Association.
2. Harvey, R. (1993). Preservation in Libraries: Principles, Strategies and Practices for Librarians. Bowker Saur.
3. Banks, P. N., &Pilette, R. (2000). Preservation: Issues and Planning. American Library Association.
4. Chapman, E. A. (1984). Cleaning and Preserving Bindings and Related Materials.Library Association.
5. IFLA (2010). Principles for the Care and Handling of Library Materials.IFLA PAC Programme.
6. Mittal, R. L. (2007). Library Administration: Theory and Practice. EssEss Publications.
7. Ritzenthaler, M. L. (2010). Preserving Archives and Manuscripts.Society of American Archivists.
8. Smith, C. A. (1994). Digital Preservation. Library Trends, 43(3), 453–462.
9. Wilson, W. K. (1981). The Restoration of Documents and Books.Butterworths.

**Course Code: LIS-DSC-410**  
**Course Title: Basics of ICT for Library and Information Services (Theory)**  
Full Marks: 50  
Examination Marks: 40  
Class Test/Project/Seminar Presentation: 10

**Course Outcomes (CO)**

1. Acquaint themselves with the architecture of a digital computer.
2. Judge the qualitative difference in configuration of various commonly available hardware and software.
3. Understand the complexity of networked library environments and its implications for LIS activities.
4. Interpret how computers work using character representation techniques and number systems.
5. Appreciate the superiority of DBMS over simple text files in the library environment.
6. Become aware of program development methods, tools, and various computer languages.
7. Learn various search intricacies for effective information retrieval.
8. Highlight communication channels, modes, media, modulation, and standards for various protocols.
9. Perceive the different procedural models of modern integrated Library Management Software and their relationships.
10. Assess the idea of various library networks, including internet search engines and network security.

**Course Content**

**Unit-1: Basics of Computer and Networking**

- ICT: Scope and application in Library and Information Science;
- Computer: Generation and types; Hardware and Software; Output/Input Devices;
- Text Representation and Number System;
- Computer Network and Networking: Scope, purpose, types, features, advantages; Telecommunication and transmission media (including wireless communication); Switching system, Bandwidth, Protocols; Networking topology;
- Internet: Origin and development, components and architecture; connection options, access tools and techniques; Internet services – browsing, web browsers, search engines, data security, and network security.

**Unit-2: Introduction to Programming Languages**

- Scope and use of programming languages; classification, application domain, and generations;
- Program development tools: Compiler, interpreter, loader, linker, and locator;
- Programming process: Steps, algorithm, and flowcharting;
- Overview of popular high-level languages: C, C++, Java, Visual Basic, etc.

**Unit-3: Database Management System (DBMS)**

- Scope, purpose, and advantages of DBMS;
- Data models – hierarchical, network, and relational;
- Basics of Bibliographic databases;
- Search strategy and techniques of data retrieval.

**Unit-4: Automation of Library Housekeeping Operations**

- Library system and subsystems; Procedural model of library automation;
- Automation of housekeeping operations: Planning and implementation; acquisition and cataloguing subsystems; serial control subsystem; circulation and maintenance subsystems (including RFID-based circulation systems);
- Application of library automation software in housekeeping operations.

## **Unit-5: Class Test/Project/Seminar Presentation**

### **Reading List**

1. Alur, R., Arzen, K. E., &Baillieul, J. (2007). Handbook of Networked and Embedded Control Systems. Springer Science & Business Media.
2. Balaguruswamy, E. (1995). Object Oriented Programming with C++. New Delhi: Tata McGraw-Hill.
3. Harbour, R. T. (1994). Managing Library Automation. London: ASLIB.
4. Kanetkar, Y. Let Us C. Delhi: BPB Publications.
5. Kumar, A., Manjunath, D., &Kuri, J. (2008). Wireless Networking. Elsevier Inc.
6. Mahapatra, M., & Ramesh, D. B. (2004). Information Technology Application in Libraries: A Textbook for Beginners. Bhubaneswar: Reprint.
7. Maier, D. (1983). The Theory of Relational Databases. Rockville: Computer Science Press.
8. Mukhopadhyay, P. (2008). Library Automation through Koha. ProvaPrakashani.
9. Murihead, G. (1994). The System Librarian. London: Library Association Publishing.
10. Narang, R. (2011). Database Management Systems. PHI Learning.
11. Ram Krishnan, R., & Johannes, G. (2000). Database Management Systems. McGraw Hill.
12. RavichandraRao, I. K. (1990). Library Automation. New Delhi: Wiley Eastern Ltd.
13. Robertazzi, T. (2011). Basics of Computer Networking. New York: Springer.
14. Rowley, J. (1998). The Electronic Library. London: Library Association Publishing.
15. Sinha, P. K., &Sinha, P. (2003). Computer Fundamentals. Delhi: BPB Publications.
16. Sirohi, S., & Gupta, A. (2010). Koha 3 Library Management System. Packet Publishing Ltd.
17. Tanenbaum, A., &Wetherall, D. J. (2013). Computer Networks (5th ed.). New Delhi: Prentice Hall.
18. Tedd, L. A. (1993). An Introduction to Computer-Based Library Systems. Chichester, England: John Wiley & Sons.

**Course Code: LIS-DSC-449A1**  
**Course Title: Primer to AI**  
Full Marks: 50  
Examination Marks: 40  
Class Test/Project/Seminar Presentation: 10

### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Understand the basic concepts and applications of Artificial Intelligence (AI) and Machine Learning (ML).
2. Identify the areas where AI can be implemented in library and information science (LIS).
3. Develop effective AI prompts and understand prompt engineering principles.
4. Apply ethical and responsible AI practices in LIS operations.

### **Course Content**

#### **Unit-1: Introduction to AI/ML**

- Concepts and definitions of AI and ML.
- Historical development and evolution of AI.
- Applications of AI across various fields.
- Role of AI in data-driven decision making.

#### **Unit-2: AI in Library Operations**

- AI-based cataloguing and classification.
- AI in information retrieval and discovery.
- Virtual assistants and chatbots in libraries.
- Predictive analytics for collection management.
- AI tools for plagiarism detection and recommendation systems.

#### **Unit-3: Prompt Engineering**

- Understanding prompt engineering and natural language models.
- Designing effective prompts for AI systems.
- Context, clarity, and specificity in prompts.
- Tools and platforms for prompt creation.
- Practical exercises using ChatGPT or similar AI tools.

#### **Unit-4: Responsible AI**

- Ethical principles in AI use.
- Data privacy and intellectual property rights.
- Bias and fairness in AI algorithms.
- Sustainable and transparent AI practices.
- International frameworks for responsible AI.

#### **Unit-5: Class Test / Project / Seminar Presentation / Viva-Voce**

- Individual/Group projects on AI applications in LIS.
- Seminar on current trends in AI and ML.
- Class tests and viva-voce for assessment.

## Reading List

1. Russell, S. & Norvig, P. (2021). Artificial Intelligence: A Modern Approach. Pearson.
2. Goodfellow, I., Bengio, Y., & Courville, A. (2016). Deep Learning. MIT Press.
3. Nilsson, N. J. (2010). The Quest for Artificial Intelligence. Cambridge University Press.
4. Bawden, D., & Robinson, L. (2020). Introduction to Information Science. Facet Publishing.
5. Floridi, L. (2019). The Logic of Information: A Theory of Philosophy as Conceptual Design. Oxford University Press.

**Course Code: LIS-DSC-449A2**  
**Course Title: Soft Skills in LIS Services**  
Full Marks: 50  
Examination Marks: 40  
Class Test/Project/Seminar Presentation: 10

## Course Outcomes (CO)

After studying this course, students shall be able to:

1. Develop professional communication and interpersonal skills.
2. Enhance presentation and public speaking abilities.
3. Cultivate workplace ethics, teamwork, and leadership qualities.
4. Apply managerial and secretarial skills effectively in LIS environments.

## Course Content

### Unit-1: Communication Fundamentals

- Concept and importance of communication.
- Types and channels of communication.
- Barriers to effective communication and their solutions.
- Verbal and non-verbal communication in LIS context.
- Listening and feedback skills.

### Unit-2: Presentation Skills

- Basics of effective presentation.
- Use of ICT tools for presentation.
- Visual aids and multimedia communication.
- Public speaking skills for professionals.
- Group discussion and debate techniques.

### Unit-3: Workplace Skills

- Time management and goal setting.
- Emotional intelligence and stress management.
- Teamwork and collaboration.
- Professional etiquette and work ethics.
- Conflict resolution strategies.

#### **Unit–4: Secretarial and Managerial Skills**

- Office management and record-keeping.
- Meeting organization and minute writing.
- Event planning and coordination.
- Decision-making and leadership.
- Customer service and public relations in LIS settings.

#### **Unit–5: Class Test / Project / Seminar Presentation / Viva-Voce**

#### **Reading List**

1. Kaul, A. (2019). Effective Business Communication. PHI Learning.
2. Lesikar, R. V., & Flatley, M. E. (2018). Basic Business Communication. Tata McGraw Hill.
3. Guffey, M. E., & Loewy, D. (2020). Essentials of Business Communication. Cengage Learning.
4. Covey, S. (2020). The 7 Habits of Highly Effective People. Simon & Schuster.
5. Carnegie, D. (2019). How to Win Friends and Influence People. Simon & Schuster.

**Course Code: LIS-VAC-450**

**Course Title: Life and Philosophy of Vidyasagar**

Full Marks: (25)

#### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Understand the early life, education, and contributions of Ishwar Chandra Vidyasagar.
2. Analyze Vidyasagar's influence on Indian education and social reforms.
3. Appreciate Vidyasagar's role as a bibliophile, author, and publisher.
4. Recognize the humanitarian and philanthropic aspects of Vidyasagar's philosophy.
5. Relate Vidyasagar's ideals to modern social and educational contexts.

#### **Course Content**

##### **Unit–1: Early Life and Education**

- Birth and Lineage
- A journey from Iswar Chandra Bondopadhaya to Iswar Chandra Vidyasagar

##### **Unit–2: Vidyasagar and Indian Education**

- The then Indian Education System .
- Vidyasagarian plan for reformation of Indian education- Vidyasagar as teacher, Vidyasagar as write, planner and reformer of Indian education.

##### **Unit–3: Vidyasagar as Bibliophile, Author and Publisher**

- Vidyasagar's contribution to Bengali literature.
- Role as an author, editor, and publisher.

- Promotion of printing and publishing in Bengal.
- His notable works and their impact on Bengali prose and society.

#### **Unit–4: Philanthropist Vidyasagar**

- Vidyasagar’s philanthropy as narrated by others.

#### **Unit–5: Class Test / Project / Seminar Presentation / Viva-Voce**

#### **Reading List (Latest Available Editions)**

1. Basu, S. (1999). Ishwar Chandra Vidyasagar and His Elusive Milestones. Calcutta: Firma KLM.
2. Chaudhuri, S. (1974). Vidyasagar and His Elusive Milestones. New Delhi: Sahitya Akademi.
3. Mukherjee, S. N. (1969). Education and the Social Order: Ishwar Chandra Vidyasagar and His Elusive Milestones. New Delhi: People's Publishing House.
4. Sarkar, S. (2015). Vidyasagar: A Reassessment. Kolkata: Progressive Publishers.
5. Bhattacharya, A. (2010). Ishwar Chandra Vidyasagar: The Man and His Legacy. Kolkata: Naya Prokash.

DRAFT

**SECOND SEMESTER**  
**Course Outcomes and Syllabus Content of each Course**

**Course Code: LIS-IDS-451**  
**Course Title: Open Knowledge System**  
Full Marks -50  
Examination Marks -40  
Internal Assessment/Project-10

**Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Facilitate the ethical use of scholarly information by information professionals.
2. Empower future professionals through the use of open knowledge resources.
3. Develop libraries with open resources.

**Course Content**

**Unit – 1: Introduction to Open Knowledge System**

- Philosophy, Necessity and Purpose; Creative Commons.
- History and landmarks of the Open Access movement – Project Gutenberg.
- Open Access resources – characteristics, categories, advantages.

**Unit – 2: Open Access Mechanisms**

- Open Access models – Green, Gold, Gratis, Libre, Hybrid.
- Open Access journals – Fee-based and No-fee-based (popular examples).
- Open Access repositories – Institutional repositories, GNU Project.

**Unit – 3: Promoting Open Access Services and Technologies**

- Open Access initiatives – Open Access organizations, Open Access Scholarly Publisher Association, Public Library of Science (PLOS).
- Open Access advocacy – Open Access federations (BASE, CORE), Open Access India.
- Open Access policy tools – SHERPA/RoMEO, OpenDOAR.

**Unit – 4: Open Access Mandate and Policies**

- Open Access Declarations, Mandates, Policies, and Licensing.
- Model policies – NIH Public Access Policy, UNESCO Open Access Policy to Scientific Information.
- Open Access in India – National Open Access Policy of India.

**Unit – 5: Class Test/Project/Seminar Presentation**

**Reading List**

1. Chan, L. (2012). Re-imagining research impact in the open knowledge environment.
2. Chan, L., Kirsop, B., & Arunachalam, S. (2005). Open access archiving: The fast track to building research capacity in developing countries.
3. Crawford, W. (2011). Open Access: What you need to know now. Chicago: ALA.
4. D'Antoni, S., Savage, C., & UNESCO. (2009). Open educational resources: Conversations in cyberspace.

Paris: UNESCO.

5. Suber, P. (2012). Open Access. Cambridge, Mass: MIT Press.

6. Swan, A., & UNESCO. (2012). Policy guidelines for the development and promotion of Open Access. Paris: UNESCO.

7. Willinsky, J. (2006). The Access Principle: The Case for Open Access to Research and Scholarship. Cambridge, Mass: MIT Press.

**Course Code: LIS-DSC-452**

**Course Title: Library and Society**

Full Marks – 50

Examination Marks – 40

Class Test/Project/Seminar Presentation – 10

### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Acquaint themselves with the laws pertaining to libraries and other information centres.
2. Learn about librarianship as a profession to create job opportunities and augment employability.
3. Appraise the role of national and international library associations and organizations.
4. Assess the significance of library extension activities for women empowerment and skill enhancement.
5. Recognize the importance of societal information and the emergence of the Community Information System.

### **Course Content**

#### **Unit – 1: Legislation Relating to Libraries and Information Centres**

- Library legislation: Need, purpose, objectives and Model Library Act.
- Library legislation in India with special reference to West Bengal.
- Laws relating to legal deposit of documents: Press and Registration Act, Delivery of Books (Public Libraries) Act.
- Copyright Act and Intellectual Property Right Acts.
- Right to Information Act in India.

#### **Unit – 2: Library and Information Profession**

- Attributes of a profession: Differences between occupation, vocation and profession.
- Library and information profession in India and abroad.
- Professional ethics: Need, aspects, code of ethics, and ethical dilemmas.
- LIS education and research.
- Professional associations – BLA, ILA, IASLIC, IATLIS, IFLA, FID, ALA, SLA, ACRL, LA.

#### **Unit – 3: Public Relations and Extension Activities**

- Library extension activities: Need and types.
- Role of library in formal and informal education (literacy, post-literacy, adult and continuing education programmes).
- Local history collection and area profile.
- Community information services in India and abroad.

#### **Unit – 4: Information and Society**

- Information: Scope and characteristics.
- Information society: Genesis and characteristics.
- Information literacy: Need, scope, and methods; Role of libraries in information literacy programmes.
- Role of libraries in socio-economic, cultural, educational, scientific, and technological development.

#### **Unit – 5: Class Test/Project/Seminar Presentation**

#### **Reading List**

7. Bhattacharyya Sahu, N. & Chakrabarti, B. (2014). Library and Society: An Introduction. Kolkata: Mitram.
8. Chakrabarti, B. (2010). Library and Information Society. Kolkata: The World Press.
9. IFLA (2009). Multicultural Communities: Guidelines for Library Services.
10. Venkatappaiah, V. (1990). Indian Library Legislation. Delhi: Daya Publishing House.
11. Rout, R. K. (1991). Library Legislation in India. New Delhi: Reliance.
12. Sahai, S. (1973). Library and Community. New Delhi: Today & Tomorrow.
13. Feather, J. (2000). The Information Society. London: Library Association.
14. McGarry, K. J. (1993). The Changing Concept of Information: An Introductory Analysis. London: Facet Publishing.
15. Masuda, Y. (1993). The Information Society.

**Course Code: LIS-DSC-453**

**Course Title: Management of Libraries and Information Centres – II**

Full Marks – 50

Examination Marks – 40

Class Test/Project/Seminar Presentation – 10

#### **Course Outcomes (CO)**

1. Understand the aspects of planning, its scope, types and process for libraries.
2. Gain knowledge of statistics for managing libraries.
3. Build theoretical foundation for library collection development, records and accounts management.

#### **Course Content**

##### **Unit-1: Planning of Libraries and Information Centres**

- Scope, types and purpose of planning library/information centre;
- Planning methodology, factors in planning, assessment of needs;
- Policy making, decision making, forecasting;
- Library building, furniture and equipment: Standards.

##### **Unit-2: Library Housekeeping Operations**

- Different sections of a library and information centre and their functions;

- Collection development: Policies, procedures – selection, ordering and accessioning; evaluation and weeding;
- Technical Processing;
- Serial control, circulation control, methods of charging and discharging;
- Maintenance work: Binding, shelving, stock rectification and stock verification; Archiving, conservation, preservation and restoration of print, non-print and digital objects, ISBN, ISSN.

### **Unit–3: Library Records and Library Accounts**

- Library records: Types of records, records preparation and management;
- Library reports: Types and importance;
- Annual report: Compilation, content and style;
- Library Accounts.

### **Unit–4: Library Statistics**

- Library Statistics: Scope and importance;
- Organization of data: Tools and techniques;
- Presentation of data: Charts and diagrams;
- Measurement of central tendency: Mean, median and mode;
- Measurement of dispersion.

### **Unit–5: Class Test/Project/Seminar Presentation**

#### **Reading List**

1. Bryson, J. (1990). Effective library and information center management. England: Gower.
2. Evans, G.E. (1983). Management techniques for librarians. New York: Academic Press.
3. Gupta, S.K. (1989). GranthagarPrashasan. Kolkata: PashimbangaRajyaPustakParshad.
4. Khanna, J.K. (1984). Fundamental of Library Organization. New Delhi: ESS Publication.
5. Krishan Kumar. (1991). Library manual. New Delhi: Vikas Publishing House.
6. Krishan Kumar. (2006). Library administration and management. New Delhi: Vikas Publishing House.
7. Krishan Kumar. (2006). Library organisation. New Delhi: Vikas Publishing House.
8. Mittal, R.L. (1987). Library administration: Theory and practice. Delhi: Metropolitan Book.
9. Poss, Harvey (1993). Preservation in libraries: A reader. Longman. R.R. Bowker.
10. Ranganathan, S.R. (1962). Library manual. Madras: Madras Library Association.
11. Ranganathan, S.R. (1989). Library administration. Bombay: Asia Publishing House.
12. Ravichandra, R.I.K. (1983). Quantitative methods for library and information science. New Delhi: Wiley Eastern.
13. Simpson, I.S. (1988). Basic statistics for libraries. London: Library Association.
14. Singh, R.S. (1992). Conservation of documents in libraries, archives and museums. New Delhi: AdityaPrakashan.

**Course Code: LIS-DSC-454**  
**Course Title: Document Classification (Practice) - II**  
Full Marks – 50  
Examination Marks – 40  
Class Test/Project/Seminar Presentation – 10

**Course Outcomes (CO)**

1. Acquaint themselves with the Universal Decimal Classification (UDC).
2. Build class number of library documents following UDC.
3. Become aware of vocabulary control of different basic subjects, complex subjects, compound subjects along with inter- & multi-disciplinary subjects like nano science & technology, anthropocene & holocene, actuarial sciences, data analytics, proteomics, amplituhedron, beyond standard model, gender sensitive issues & feminism, various facets of social justice etc. that will enhance the employability of the aspirants.
4. Become aware of context analysis of subject-specific facets.

**Course Content**

**Unit-1: Introduction to Universal Decimal Classification**

- Almost faceted, rigidly faceted and freely faceted schemes: brief overview;
- Introduction, genesis and history of Universal Decimal Classification (UDC);
- Features and structure of UDC (International Medium Edition);
- Steps involved in classification by UDC.

**Unit-2: Classification of Books using Schedules and Common Auxiliaries**

- Classification of books using schedules;
- Classification of books requiring use of common auxiliaries (sign auxiliary, independent auxiliaries and dependent auxiliaries).

**Unit-3: Classification of Books using Special Auxiliaries**

- Classification of books requiring use of special auxiliaries (hyphen series, point-naught series and apostrophe series);
- Classification of books representing multiple facets.

**Unit-4: Subject Indexing and Book Number Construction**

- Chain indexing using DDC and UDC class numbers;
- Construction of book numbers.

**Unit-5: Class Test/Project/Seminar Presentation**

**Reading List**

1. Batley, Susan (2014). Classification in Theory and Practice. 2nd ed. Oxford: Chandos Publishing.
2. Bose, H. (1990). Universal Decimal Classification. 2nd ed. New Delhi: Sterling Publishers.

3. British Standard Institutions (2005). UDC: Universal Decimal Classification.
4. Chakraborty, B. (1994). Library Classification Theory. Calcutta: World Press.
5. Dhyani, P. (1998). Library classification: Theory and principles. New Delhi: New Age International.
6. Dutta, B. (2015). Organizing knowledge: Then and now. New Delhi: EssEss Publications.
7. Gilchrist, A. & Stachen, D. Eds. (1990). The UDC: Essays for a new decade. London: Aslib.
8. Krishan Kumar (1979). Theory of classification. New Delhi: Vikas Publishing House.
9. McIlwaine, I.C. (2007). The Universal Decimal Classification: A Guide to its use. The Hague: UDC Consortium.
10. Raju, A.A.N. (2007). Universal Decimal Classification (IME-1993): Theory and Practice. New Delhi: S.S. Publications.
11. Wright, A. (2014). Cataloging the World: Paul Otlet and the Birth of the Information Age. New York: Oxford University Press.
12. [https://udcc.org/index.php/site/page?view=about\\_history](https://udcc.org/index.php/site/page?view=about_history)
13. <https://udcsummary.info/php/index.php>
14. <https://blogs.ifla.org/ci/category/classification-schemes/universal-decimal-classification-udc/>
15. <https://udcc.org/>

**Course Code: LIS-DSC-455**  
**Course Title: Document Cataloguing (Practice)**  
 Full Marks – 50  
 Examination Marks – 40  
 Class Test/Project/Seminar Presentation – 10

### **Course Outcomes (CO)**

1. Familiar with the way of making descriptive catalogue for printed monograph using AACR2R and deriving subject heading from Sears' List of Subject Headings.
2. Identify different bibliographic elements and will know how to describe them.
3. Address the issues of terminological variations related to gender neutrality and social justice through vocabulary control devices.
4. Know different rules for making entries for personal author and corporate author.
5. Follow rules for making entries for different types of books such as composite book, government publication, conference proceedings, etc.
6. Sharpen the cataloguing skills and competencies to improve their employability.
7. Interpret the rules for making entries with uniform title.

### **Course Content**

#### **Unit-1: Preparation of Catalogue Entries following AACR2R**

- Rules for descriptions: Monographs, Multi-volume books and composite books, Serials, Non-Book and Other forms;
- Rendering of access points: Persons, Corporate bodies, Title, Uniform title;
- Conflict of authorship;

#### **Unit-2: Preparation of Catalogue Entries of Bengali Books by using AACR2R**

#### **Unit-3: Preparation of Catalogue Entries by using CCC**

- Rules for description: Simple and composite books, Government documents, Serials;
- Rendering of Access Points: Personal authors, Corporate authors;

#### **Unit-4: Assigning Subject Headings**

- Assigning subject heading by Chain Indexing;
- Assigning subject heading by using Sears' List of Subject Headings.

### **Unit-5: Class Test / Project / Seminar Presentation**

#### **Reading List**

- Clack, D.H. (1990). Authority control: Principles, applications, and instructions. Chicago: American Library Association.
- Hasan, N. (1984). Cataloguing practice: According to classified catalogue code. New Delhi: Gitanjali Pub. House.
- Hoffmann, C. F. B. (1980). Getting ready for AACR 2: The cataloger's guide. White Plains, N.Y: Knowledge Industry Publications.
- Hunter, E. J. (1979). AACR 2: An introduction to the second edition of Anglo-American cataloguing rules. London: C. Bingley.
- Hunter, E. J., & Fox, N. J. (1980). Examples illustrating AACR 2: Anglo-American cataloguing rules second edition. London: Library Assoc.
- Hunter, E. J. (1989). An introduction to AACR 2: A programmed guide to the second edition of the Anglo-American cataloguing rules, 1988 revision. London: C. Bingley.
- Hunter, E. J. (1989). Examples illustrating AACR 2 1988 revision. London: Library Association.
- IFLA International Programme for UBC.(1984). Guidelines for authority and reference entries. London: IFLA International Programme for UBC.
- Lehnus, D.J. (1971). How to determine author and title entries according to AACR: An interpretive guide with card examples. Dobbs Ferry, N.Y: Oceana Publications.
- Olson, N. B., Intner, S. S., & Swanson, E. (1992).Cataloging of audiovisual materials: A manual based on AACR 2. DeKalb, Ill: Minnesota Scholarly Press.
- Olson, N. B., Intner, S. S., & Swanson, E. (1998).Cataloging of audiovisual materials and other special materials: A manual based on AACR 2. DeKalb, Ill: Minnesota Scholarly Press.
- Parameswaran, M., &Ranganathan, S. R. (1988). Headings and access points for personal authors and corporate bodies: A comparative study of the Anglo-American Cataloguing Rules (2nd ed.) and the Classified Catalogue Code (5th ed.). MSc Thesis, Loughborough University of Technology.
- Ranganathan, S. R., &Neelameghan, A. (1964).Classified Catalogue Code, with additional rules for dictionary catalogue code. London: Asia Pub. House.
- Rogers, J.A.V., &Saye, J.D. (1987). Non-print cataloging for multimedia collections: A guide based on AACR 2. Littleton, Colo: Libraries Unlimited.
- Salinger, F. A., &Zagon, E. (1985). Notes for catalogers: A sourcebook for use with AACR 2. White Plains, N.Y: Knowledge Industry Publications.
- Sharma, C. D. (1973). Classified catalogue code in theory and practice. Delhi: Metropolitan Book Co.
- Sharma, C. D., &Ranganathan, S. R. (1972). Practical cataloguing, classified catalogue. Delhi: Metropolitan Book Co.
- Singh, S.N., & Prasad, H.N. (1985).Cataloguing manual AACR-II. Delhi: B.R. Pub.
- Swanson, E., & Minnesota AACR 2 Trainers.(1982). A Manual of advanced AACR 2 examples. Lake Crystal, Minn: Soldier Creek Press.
- Swanson, E., & Minnesota AACR 2 Trainers.(1985). A manual of AACR 2 examples for 'in' analytics: With MARC tagging and coding. Lake Crystal, Minn: Soldier Creek Press.
- Swanson, E., McClaskey, M. J., & Minnesota AACR 2 Trainers.(1980). A Manual of AACR 2 examples. Lake Crystal, Minn: Soldier Creek Press.
- Taylor, A. G. (1982). AACR 2 headings: A five-year projection of their impact on catalogs. Littleton, Colo: Libraries Unlimited.
- Varma, A. K. (1987). Classified catalogue code: Entries and procedure. Delhi: Vishwa-Kala Prakashan.
- Welsh, A., &Batley, S. (2012). Practical cataloguing: AACR, RDA and MARC 21. Chicago: Neal-Schuman, ALA.

**Course Code: LIS-DSC-456**  
**Course Title: Resource Description and Content Designation (Practice)**  
Full Marks – 50  
Examination Marks – 40  
Class Test/Project/Seminar Presentation – 10

**Course Outcomes (CO)**

1. Find immediate employment in the projects for retroconversion of documents.
2. Acquaint with MARC21 Tags.
3. Describe library books following MARC21 Format.
4. Gain a practical experience of working with MARC21 Format installed in the laboratory.
5. Cultivate skills of continuous learning in resource description.

**Course Content**

Unit–1: Content Designation of Books following MARC-21 (Marks - 40)

Unit–2: Class Test / Project / Seminar Presentation (Marks - 10)

**Reading List**

- Aswal, R. S. (2004). Marc 21: Cataloging format for 21st century. New Delhi: EssEss Publications.
- Fritz, Deborah A., & Fritz, Richard J. (2003). MARC21 for Everyone: A Practical Guide. Atlanta: ALA Editions.
- Mukhopadhyay, A. (2012). Guide to MARC 21 (with CD). New Delhi: Viva Books.
- Welsh, A., & Batley, S. (2012). Practical cataloguing: AACR, RDA and MARC21. Facet Publishing: London.

**Course Code: LIS-DSC-457**  
**Course Title: Study and Evaluation of Information Sources (Practice)**  
Full Marks: 50  
Examination Marks: 40  
Viva-voce: 10

**Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Become aware about latest Information Sources.
2. Search information from various sources.
3. Explore and evaluate electronic and digital media.
4. Understand the techniques of answering queries of specific reference.

**Course Content**

Unit – 1: Study of Conventional Reference Tools and Electronic/Digital Information Sources using a prescribed proforma (30 marks)

Unit – 2: Answering specific reference question from reference tools (10 marks)

Unit – 3: Viva-voce (10 marks)

## Reading List

1. All India Book Trade Directory. Delhi: Modern Publications.
2. Association of Indian Universities. Bibliography of doctoral dissertations: social sciences. New Delhi: The Association.
3. Association of Indian Universities. University Handbook. 2 vols. New Delhi: AIU.
4. Bintrim, R. (2017). Guinness World Records. *Americas Quarterly*, 11(4), 120-120.
5. Books in Print. 6 vols. New York: R.R. Bowker.
6. Brown, L. The new shorter Oxford English Dictionary: on historical principles. 2v. Oxford: Clarendon Press.
7. Burchfield, R. W. A supplement to the Oxford English Dictionary. Oxford: Clarendon Press.
8. Catherine, S. and Stevenson, A. Concise Oxford English Dictionary. New Delhi: Oxford University Press.
9. Census Commissioner, India. Census of India. New Delhi: The Commission.
10. Collocott, T.C. Chamber's World Gazetteer and Geographical Dictionary. London: W.R. Chambers.
11. Degenhardt, H.W. Political parties of the world: a Keesing's reference publication. USA: Longman.
12. East, R. Keesing's Record of World Events. London: Longman.
13. Encyclopedia Britannica. Retrieved from <https://www.britannica.com>.
14. Encyclopaedia Britannica Book of the Year. New Delhi: Encyclopaedia Britannica India.
15. Encyclopedia Americana. 30 vols. Danbury: Scholastic Library Publishing.
16. Feather, J., & Sturges, P. International encyclopedia of information and library science. London: Routledge.
17. Gladman, A. The Europa World of Learning. London: Routledge.
18. Harrods' Librarian's Glossary. London: Routledge.
19. Hunter, W.W. The Imperial Gazetteer of India. London: Oxford: Clarendon Press.
20. ICSSD: International Bibliography of the Social Sciences. London: Routledge.
21. India Who's Who. New Delhi: INFA Publications.
22. Indian National Bibliography. Calcutta: Central Reference Library.
23. Institute for Scientific Information. Science Citation Index. Philadelphia: ISI. (Now published by Thomson Reuters)
24. Johnson, B.L.C. Geographical Dictionary of India. New Delhi: Vision Books.
25. Keegan, J. Who was who in World War II. London: Bison Books.
26. Kent, A. Encyclopedia of Library and Information Science. Florida: CRC Press.
27. Landau, T.W. Who's Who in Librarianship and Information Science. London: Abelard-Schuman.
28. Lane, H.U. The World Almanac & Book of Facts. New York: Newspaper Enterprise Association.
29. Lewis, D.S. The Annual Register: world events. Cambridge: Proquest.
30. Library and Information Science Abstracts. London: Library Association.
31. Malley, L.S.S.O. Bengal District Gazetteers Midnapore. Calcutta: The Bengal Secretariat Book Depot.
32. McGraw-Hill Encyclopaedia of Science and Technology. 20 vols. New York: McGraw-Hill.
33. Merriam-Webster's Geographical Dictionary. New York: Merriam-Webster.
34. India. Ministry of Information and Broadcasting. India: A Reference Annual. Delhi: Publications Division.
35. Parker, S.P. McGraw-Hill Dictionary of Scientific and Technical Terms. New York: McGraw-Hill.
36. Pearsall, J. The Concise Oxford English Dictionary. Oxford: Oxford University Press.
37. Turner, B. The Statesman's Yearbook: the politics, cultures and economies of the world. New York: Palgrave Macmillan.
38. Young, H. The ALA Glossary of Library and Information Science. Chicago: American Library Association.

**Course Code: LIS-DSC-458**  
**Course Title: Field Study on Library and Information Centre**  
Full Marks: 50

**Course Outcomes (CO)**

After participating in the field survey, students shall be able to:

1. Gain a life-time opportunity to explore libraries of repute.
2. Learn about team-work and togetherness.
3. Apply assimilated knowledge while exploring, evaluating and reporting.

**Course Contents**

Unit – 1: Survey of libraries and/or information centres (25 marks)

Unit – 2: Survey of users of information (25 marks)

Note: Students are required to participate in the field survey and submit a report of the survey for evaluation.

**Course Code: LIS-DSC-459**  
**Course Title: Citation Management System**  
Full Marks – 50  
Examination Marks – 40  
Class Test / Project / Seminar Presentation - 10

**Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Understand the differences between references, bibliographies, and citations.
2. Use open-source reference management tools for organizing citations.
3. Integrate plugins for managing references effectively within academic documents.
4. Utilize AI-enabled citation and literature review systems efficiently.
5. Develop professional bibliographies and reference lists following standard citation styles.

**Course Content**

**Unit-1: Reference vs Bibliography vs Citation**

- Definition, meaning, and scope of reference, bibliography, and citation.
- Importance of accurate citation in scholarly communication.
- Types of citations (in-text, footnote, endnote, reference list).
- Major citation styles – APA, MLA, Chicago, IEEE, etc.
- Ethical aspects of referencing and avoiding plagiarism.

**Unit-2: Reference Management Tools (Open Source)**

- Overview of reference management software – need and functions.
- Open-source tools: Zotero, Mendeley, JabRef, EndNote Basic, etc.
- Installation, setup, and user interface walkthrough.

- Importing/exporting bibliographic data and organizing references.
- Collaborative features and cloud storage options.

### **Unit-3: Plugin in Reference Management Tools**

- Integration of reference tools with word processors (MS Word, Google Docs, LibreOffice).
- Citation and bibliography insertion plugins.
- Customizing citation styles using CSL (Citation Style Language).
- Troubleshooting plugin and sync issues.
- Using plugins for metadata correction and consistency.

### **Unit-4: AI-enabled Reference Management for Literature Review**

- Introduction to AI and machine learning in reference management.
- AI-based literature discovery platforms (ResearchRabbit, Connected Papers, Elicit).
- Automating citation recommendations and literature mapping.
- Ethical considerations in AI-aided academic research.
- Future trends in AI-powered reference and research support tools.

### **Unit-5: Class Test / Project / Seminar Presentation**

#### **Reading List**

1. Farkas, M. G. (2021). *Managing Citations and References: A Practical Guide*. Chicago: ALA Editions.
2. Pears, R. & Shields, G. (2019). *Cite Them Right: The Essential Referencing Guide*. London: Bloomsbury.
3. Gaur, R. R. (2018). *Information and Reference Management Tools*. New Delhi: EssEss Publications.
4. Paviotti, G. (2020). *Zotero: A Guide for Librarians, Researchers, and Students*. London: Routledge.
5. Rumsey, S. (2016). *How to Find Information: A Guide for Researchers*. London: Facet Publishing.
6. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

**Course Code: LIS-DSC-460**

**Course Title: ICT Application in Library and Information Services (Practice)**

Full Marks – 50

Examination Marks – 40

Class Test / Project / Seminar Presentation - 10

#### **Course Outcomes (CO)**

After studying this course, students shall be able to:

1. Operate computers for handling files, directories, and other office management tasks.
2. Build a database of library users and library serial publications with the help of any general-purpose DBMS.
3. Use library web pages with applications such as text formatting, coloured backgrounds, image insertion, links to external files, publishing different lists, etc.

4. Locate, search, and retrieve renowned databases and relevant information from the electronic environment.
5. Develop a search strategy to retrieve relevant documents and bibliographic records available in libraries and information centres.
6. Recognise the distinction of bibliographic DBMS with general-purpose DBMS.
7. Understand the bibliographic data format and the requirement for its standardisation.

### **Course Content**

Unit – 1: Desktop setup; Use of Operating Systems: Single-user and Multitasking Environment; Use of Word Processor, PowerPoint, Spreadsheet Management.

Unit – 2: Introduction to general DBMS and Bibliographic DBMS.

Unit – 3: Basics of Webpage Designing; Basics of Online Search and Retrieval.

Unit – 4: Library Management Software and introduction to ILMS; Online Search and Retrieval.

Unit – 5: Class Test / Project / Seminar Presentation / Viva-Voce.

### **Reading List**

1. Hatua, S. R. (2013). LIS InfoMine Library & Information Science. Kolkata: ArpitaPrakashani.
2. Kahate, A. (2009). Introduction to Database Management System. Delhi: Pearson Education.
3. Leon, A. & Leon, M. (2002). Database Management System. Chennai: Leon Vikas.
4. Majumdar, A. K. & Bhattacharyya, P. (1996). Database Management System. New Delhi: Tata McGraw Hill.
5. Markey, Karen (2019). Online Searching: A Guide to Finding Quality Information Efficiently and Effectively (2nd ed.). Lanham, Maryland: Rowman& Littlefield Publishers.
6. Mishra, V. K. (2016). Basics of Library Automation, Koha Library Management Software and Data Migration: Challenges with Case Studies. New Delhi: EssEss Publications.

**Course Code: LIS-VAC-449B1**

**Course Title: Content Analytics**

Full Marks – 50

Examination Marks – 40

Class Test / Project / Seminar Presentation – 10

### **Course Outcomes (CO)**

1. Understand the concept and evolution of Digital Humanities and its relevance to library and information science.
2. Gain knowledge of how digital texts can be transformed into meaningful contexts through analytical techniques.
3. Develop basic skills in text analytics, including text cleaning, tokenization, and keyword extraction.

4. Use open-source text analytics tools for analyzing and interpreting textual data.
5. Apply content analytics for understanding patterns and trends in digital information environments.
6. Demonstrate ability to present findings effectively through class tests, projects, or seminars.

## **Course Content**

### **Unit-1: Concept of Digital Humanities**

- Definition, scope, and objectives of Digital Humanities.
- Relationship between Digital Humanities and Library and Information Science.
- Applications in research, archives, and cultural heritage institutions.

### **Unit-2: Text to Context**

- Understanding textual data and metadata.
- Converting unstructured text into structured data.
- Contextualization of information for research and analysis.

### **Unit-3: Text Analytics – Basics**

- Concept and process of text analytics.
- Techniques: tokenization, stemming, lemmatization, stop-word removal.
- Text classification, clustering, and visualization basics.

### **Unit-4: Text Analytics Tools (Open Source)**

- Overview of open-source text analytics tools: Voyant Tools, NLTK, RapidMiner, Orange.
- Hands-on practice with data import, cleaning, and visualization.
- Applications of text analytics in LIS research and digital projects.

### **Unit-5: Class Test / Project / Seminar Presentation / Viva-Voce**

- Individual or group project on digital text analysis.
- Seminar presentation and viva based on project outcomes.

### **Reading List (Latest Available Editions)**

1. Berry, D. M. (Ed.). (2017). *Understanding Digital Humanities*. Palgrave Macmillan.
2. Schreibman, S., Siemens, R., & Unsworth, J. (Eds.). (2016). *A New Companion to Digital Humanities*. Wiley-Blackwell.
3. Jockers, M. L. (2014). *Text Analysis with R for Students of Literature*. Springer.
4. Sinclair, S., & Rockwell, G. (2022). *Voyant Tools Guide*. University of Alberta.
5. Aggarwal, C. C., & Zhai, C. (2012). *Mining Text Data*. Springer.
6. Hearst, M. (2008). *Search User Interfaces*. Cambridge University Press.

**Course Code: LIS-VAC-449B2**  
**Course Title: Theory of Bibliography**  
Full Marks – 50  
Examination Marks – 40  
Class Test / Project / Seminar Presentation – 10

**Course Outcomes (CO)**

1. Understand the fundamental concepts, definitions, and scope of bibliography.
2. Identify and differentiate various types of bibliographies and their purposes.
3. Develop understanding of the structure and components of a bibliography.
4. Gain practical knowledge of the methods used in the compilation and presentation of bibliographies.
5. Evaluate the role of bibliography in knowledge organization and research facilitation.

**Course Content**

**Unit-1: Definitions and Concepts**

- Meaning, definition, scope, and importance of bibliography.
- Historical development and evolution of bibliography.
- Functions and objectives of bibliography in research and information retrieval.

**Unit-2: Types of Bibliography**

- Subject, author, national, trade, and special bibliographies.
- Analytical, descriptive, historical, and annotated bibliographies.
- Current and retrospective bibliographies.

**Unit-3: Structure of Bibliography**

- Parts and elements of bibliographic entries.
- Standards and citation styles (APA, MLA, Chicago, etc.).
- Arrangement and indexing techniques.

**Unit-4: Construction and Presentation of Bibliography**

- Steps in compiling a bibliography.
- Use of reference management software for bibliography creation.
- Evaluation and presentation of bibliographic data.

**Unit-5: Class Test/Project/Seminar Presentation**

**Reading List (Latest Available Editions)**

1. Besterman, T. (1966). *The Beginnings of Systematic Bibliography*. Oxford University Press.
2. Bopp, R. E., & Smith, L. C. (2011). *Reference and Information Services: An Introduction*. Libraries Unlimited.
3. Katz, W. A. (1992). *Introduction to Reference Work: Basic Information Services*. McGraw-Hill.
4. Krummel, D. W. (1984). *Guide to the Literature of Bibliography*. American Library Association.
5. Totok, W., & Weitzel, H. (1972). *Introduction to the Theory of Bibliography*. K. G. Saur.
6. Taylor, A. G., & Joudrey, D. N. (2017). *The Organization of Information*. Libraries Unlimited.