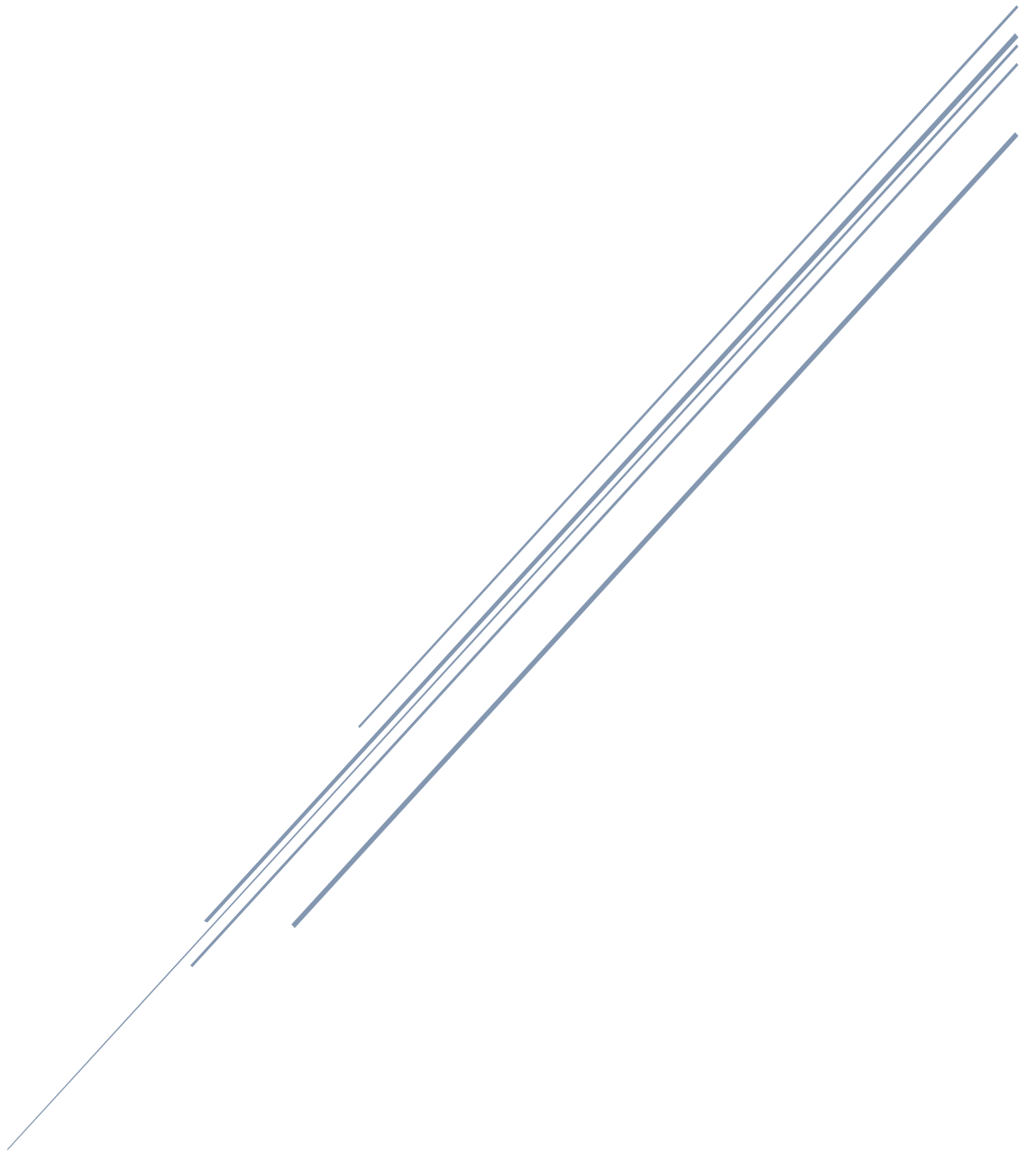


BACHELOR OF LIBRARY &
INFORMATION SCIENCE (LIBRARY AND
INFORMATION SCIENCE) -ODL
PROGRAMME PROJECT REPORT (PPR)



School of Professional Studies

PPR of Bachelor of Library and Information Science approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

- ✓ Acquainted with the essential character of the field of library and information studies and its processes associated with knowledge creation, communication, identification, selection, navigation, acquisition, organization and description, storage and retrieval, preservation & conservation, analysis, interpretation, evaluation, and dissemination of information. The mission of the Library and Information Science Department is to provide an equitable quality educational experience that meets current and emerging library, information and technology needs, in order to create a knowledge society for productive roles in the age of information explosion. The department also provides basic skills on Library Automation Network and Library Information technology for students who wish to have further ICT oriented knowledge communication relating to free and Open Source based software on Library & Information Science. This is the subject domain through which user's requirement relating to information needs, their information seeking behaviour and use of these information in society to develop, manage and effective use may possible.
- ✓ Appreciate the value of teaching and service to the advancement of the field.
- ✓ Understand the importance of research to the advancement of the field's knowledge base and be able to interpret and apply research results in practice.
- ✓ Implementation and application of subject matter in all relevant types of operational contexts the philosophy, principles, ethics, policies and information-related laws underlying the provision of information.
- ✓ Make understandable about the inter-relationship and importance of contributions of library and information studies to other fields of knowledge by recognizing the role of library and information services in a diverse global society.
- ✓ Understand the role of library and information services in a technology-driven society.

ii. Relevance of the program with HEI's Mission and Goals:

The mission of the Library and Information Science is to provide a meaningful educational experience that achieves quality education in flexible mode all over the State and to provide access to skill-based job orientation through the educational platform. Given that platform BLIS program also aims to collaborate with other Higher Education Institutions (HEIs) to reach academic and research goals. Emerging and technology-driven libraries & information science syllabi also encourage lifelong learning to achieve sustainable goals. In addition to this, the BLIS program also prepares students for future days to cater to their expertise and sensitize the learners towards a humanistic and democratic ecosystem

iii. Nature of prospective target group of learners:

Budding Professionals after having their degrees from this university may join as

- ✓ Library Professionals like library assistant, library trainee in University/Colleges, Information Centres, Industrial organisation, Research Library, Special Library, Public Library.
- ✓ School Librarian
- ✓ Even students can do freelancing with the appropriate skill to contribute to store, retrieve, and use that information through professional service, and assist in the transfer of the knowledge/information for their research and day-to-day.

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

LIS study generates skilled professionals. Either they are engaged in professional careers or they are supposed to join their professional life. So in this scenario to opt a degree for career development Open and Distance Education is the right choice to carry on. Where students or professional can simultaneously run their career and education for further career development.

v. Instructional Design:

Introduction: Libraries are social institution that collects, preserve, organise and navigate available knowledge to the society. The discipline of Library & Information Science aims to educate and train learners to create and manage libraries in an effective manner. It also supports to develop service attitude and ethical values in the aspirants of Library and Information professionals. The entire sector of Libraries, Information Centers, Documentation centres are established and maintained to fulfill the reading and information needs of various categories of library users. The Bachelor of Library & Information Science (BLIS) degree program imparts education and training so as to develop skilled manpower, who are able to manage aforesaid centers effectively and efficiently with professional attitude and values. The Learning Outcome-based Curriculum for the BLIS degree aims to provide sustainable framework to impart qualitative and equitable education to the learners. The framework is to develop an evolving nature of the Library and Information Science as a discipline. This framework was adopted after several review with the eminent subject experts in programme and course level. Emergence of Information and Communication Technologies and digital convergence, online databases, e-resources like e-books and e-journals, introduction of different Software for smooth running of library, Barcode and RFID, Library Networks and Consortia, development of new Standards and Protocols for creation and exchange of bibliographic information, introduction of different metrics, digital libraries and institutional repositories embedded with web 2.0 technologies has broadened the spectrum of Library and Information Science. With the motto of generate skilled library professionals, Netaji Subhas Open University has introduced BLIS course on 2005.

a. Course Structure: (Please see the detailed table below):

	CODE	Course Name	Credit	TE Full Marks	Assig. Full Marks	Total Marks
1 st Year	Paper - I	Library and Society	8	80	20	100
	Paper-II	Library Management	8	80	20	100
	Paper-III	Library Classification Theory	8	80	20	100
	Paper-IV	Library Cataloguing	8	80	20	100
	Paper-V	Reference and Information Services	8	80	20	100
	Paper-VI	Classification Practice	8	80	20	100
	Paper-VII	Cataloguing Practice	8	80	20	100
	Paper-VIII	Computer Basics and Applications	8	80	20	100

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 regarding the minimum number of Units)

Paper- I : Library and Society

Module-1 : Development of Libraries and Their Role in Society

Unit-1 : Role of Library in Modern Society

Unit-2 : Laws of Library Science

Unit-3 : Library Development in UK and USA

Unit-4 : Library Development in India–Plans and Programmes.

Module-2 : National Libraries of UK, USA, France, India

Unit-5 : National Libraries : A Descriptive Account of National Libraries: National Libraries of UK, USA, France, India.

Unit-6 : Academic Libraries : University, College and School Libraries.

Unit-7 : Public Libraries : Role and Functions

Unit-8 : Special Libraries and Information Centres.

Module-3 : Library Movement in India

Unit-9 : Library Legislation and Model Public Library Act.

Unit-10 : Library Legislation in Indian States.

Module-4 : User Study

Unit-11 : User Community ; their characteristics, User Study

Unit-12 : Library and Education : Formal, non-formal and distance education.

Unit-13 : Community information centres and services

Unit-14 : Library Extension Services

Module-5 : Library Associations, Systems and Programmes

Unit-15 : Criteria of the Profession, Ethics and Duties

Unit-16 : Organizations involved in the Development of Library and Information Services

Unit-17 : Resource Sharing : Concept, need and Activities

Unit-18 : Resource Sharing ; Programmes.

Paper - II : Library Management

Module-1 : Principles of Library Management

Unit-1 : General Principles of Management and their application to Library Management.

Unit-2 : Library Organizational Structure

Unit-3 : Physical Planning of Libraries – standards.

Module-2 : Library Operations and Services

Unit-4 : Collection Development

Unit-5 : Circulation Activities

Unit-6 : Collection Maintenance, Shelving and stock verification

Unit-7 : Preservation of library materials

Module-3 : Personnel Management

Unit-8 : Library staff-job analysis, In-service Training, Staff Manual, Library Committees

Unit-9 : Library Rules and Regulations

Unit-10 : Office Management

Module-4 : Financial Management

Unit-11 : Library Finance

Unit-12 : Budgeting and Accounting

Unit-13 : Library Statistics

Unit-14 : Annual Report

Paper - III: Library Classification Theory

Module-1 : Classification in General

Unit-1 : Basic Concepts and Terminology

Unit-2 : Classification of knowledge

Unit-3 : Library classification : Need and Purpose.

Module-2 : General Theory of Library Classification

Unit-4 : Basic Laws, Canons, Postulates and Principles

Unit-5 : Facet Analysis and Facet Sequence

Unit-6 : Phase Relations

Unit-7 : Common Isolates

Module-3 :

Unit-8 : Modes of formation of Subjects

Unit-9 : Steps in construction of classification schemes–Enumerative and Faceted

Module-4 : Notation - Need, Functions

Unit-10 : Notation : Need, Functions and Types

Unit-11 : Qualities of Notation

Unit-12 : Hospitality in Array and Chain Unit-13 : Devices

Unit-14 : Call number and its structure

Module-5 : Study of selected Schemes of Classification

Unit-15 : Dewey Decimal Classification

Unit-16 : Universal Decimal Classification

Unit-17 : Colon Classification

Unit-18 : Modern Trends, BSO, Role of CRG.

Paper-IV : Library Cataloguing Theory

Module-1 : Basic Concept

Unit-1 : Library Catalogue : Definition, Objectives, Purpose and functions

Unit-2 : Physical Forms of Catalogue

Unit-3 : Types of Catalogue

Module-2 : Format of Catalogue Entries

Unit-4 : Kinds of entries

Unit-5 : Data Elements in different types of Entries

Unit-6 : Filing of Entries : Classified and Alphabetic

Unit-7 : Centralized Cataloguing, Cataloguing-in-Publication

Module-3 : Choice and Rendering of Headings

Unit-8 : Western Names and Indic Names

Unit-9 : Corporate Authors

Unit-10 : Pseudonyms, Anonymous works and Uniform Titles

Unit-11 : Catalogue code

Module-4 : Subject Cataloguing Concept, Purpose, General Principle

Unit-12 : Subject Cataloguing

Unit-13 : List of Subject Headings

Unit-14 : Other methods of deriving subject headings

Paper-V : Reference and Information Services

Module-1 :

Unit-1 : Concept of Reference and Information Services

Unit-2 : Varieties of Reference Services

Unit-3 : Functions of the Reference Department

Unit-4 : The Reference Process

Module-2 : Study of Bibliographical Tools

Unit-5 : Bibliographies Need and Types, Bibliographical control

Unit-6 : Subject Bibliography

Unit-7 : National Bibliography (BNB & INB)

Unit-8 : Trade Bibliography

Unit-9 : Study of Abstracting and Indexing Tools

Module-3 : Reference Sources Part-I :

Unit-10 : Dictionaries

Unit-11 : Encyclopedia

Unit-12 : Ready Reference Sources

Unit-13 : Geographical Sources

Unit-14 : Biographical Sources

Unit-15 : Reference Sources for Current Events

Unit-16 : Evaluation Reference Sources

Module-4 : Information Services

Unit-17 : Concept and Need for Information

Unit-18 : Types of Documents : Primary, Secondary and Tertiary

Unit-19 : Organization of Information services

Unit-20 : Information Services and Techniques.

Paper-VI : Classification Practice

Unit-1 : Construction of class members of documents according to the 19th ed. Dewey's Decimal Classification, 1979.

Unit-2 : Construction of Class numbers of documents according to the Colon Classification, 6th. ed. 1960.

Unit-3 : Construction of Book number as formulated by S. R. Ranganathan.

Paper - VII : Cataloguing Practice

Module-1 : AACR-2R- an introduction; Subject Headings-introduction; general rules for description; single personal author; Tracings. List of Subject Headings.

Module-2 : Editorial work ; shared responsibility ; Multi-volumes ; Corporate Bodies ; Choice among different names ; References.

Module-3 : Serials ; Analysis ; Uniform Titles ; Cataloguing of Bengali documents.

Module-4 : Classified Catalogue Code-introduction Tracing ; Class index entry ; Personal author ; corporate body ; series ; Periodicals.

Paper VIII: Computer Basics and Applications [Theory]

Module-1 : Introduction to Computer Applications

Unit-1: Introduction to Computer – Functional parts of Computer : Hardware, Software, Operating System (MS-DOS/Unix).

Unit-2: Computer Language- High level language; Software package, Software System Application software, Flowcharting, Boolean logic and operators.

Unit-3 : Library Automation-Areas in library automation (House Keeping) - Library automation-Indian scenario-Computer Based Information Service (CAS & SDI).

c. Duration of the programme:

The minimum duration of the Programme is 1 (One) year from the date of registration. The registration is valid for a period of maximum 3 (three) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Professor	TRIDIB TRIPATHI	RC - 1	1
2	Professor	ARUN KUMAR CHAKRABORTY	HQ - 1	1
3	Assistant Professor	ANAMIKA DAS	HQ - 1	1
4	Assistant Professor	BARNALI ROYCHOUHARY	RC - 1	1
5	Deputy Librarian	MADHUSRI GHOSH UPADHYAY	RC - 1	1

e. Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC - 1	1

2	Junior Assistant Cum Typist	HQ - 0	0
---	-----------------------------	--------	---

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for Practice papers 18 hours each (Total 36 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	Yes	Given as and when required.
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	Yes	Class Notes in word/PPT format are given for prompt grasp.
	Telecommunications	Yes	As and when is required.
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	Yes	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning

experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Department of Library and Information Science also held regular Personal Contact Programme (PCP), organise occasional additional lectures and special lectures to substantiate the study materials with further mechanisms of direct teaching in the mode of discussions and presentations of oratory. In doing so, the department takes every care to provide the students ample opportunities to intimate their difficulties, if any, personally in their PCP or through email to their faculties. This support the student who usually coming from a conventional background with the comfort of not being alienated with the system yet motivates them, who gradually learn to develop the capabilities in carrying out the academic task individually the process of the evaluation and curriculum transaction criteria are decided in the BOS. Along with the Personal Contact Programme, the Department has also developed Audio-Video Lectures (AVL) for the learners.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year	
	From (Month)	To (Month)
Admission	Nov	Jan
Distribution of SLM	Jan	Mar
Contact Programmes (counselling, practical, etc.)	Apr	Nov
Assignment Submission	Oct	Nov
Evaluation of Assignment	Nov	Dec
Examination	Dec	Jan
Declaration of Result	Mar	Apr
Renewal/ Re-registration	Jan	Feb

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 80 marks

Total marks for each course – 100

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University

Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 80% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 20% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

As mentioned that specific objective of such course of Library and Information Science, is to prepare budding Library professionals, so this subject demands a Library as a whole as a practical workshop along with advanced feature base computer lab with Free and Open Source supported mechanisms (In LAMP architecture) cause being digital library software, library management software is available freely in terms of economic, social and technical means.

Besides, Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 5,000/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	10
	Counselling/ PCP/ Lab Counselling	20
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

Quality assurance mechanisms have a set of processes and practices that help ensure that the program is of high quality and meets the needs of Learners and stakeholders. Some common quality assurance mechanisms include:

- ✓ Curriculum review and development: Faculty members are continuously engaged in developing quality Self Learning Materials (SLMs) in print. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learners assessment and evaluation: Learners performance is assessed and evaluated through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the course and provides feedback on their progress.
- ✓ Faculty Development programme: Faculty members take part in faculty development programme in a regular basis to ensure that they are meeting the standards of the program and are providing high-quality instruction to Learners.
- ✓ Stakeholder feedback: Input from stakeholders, such as Learners, alumni, employers, and community members, is gathered through surveys, focus groups, and other methods to ensure that the program is meeting the needs of the community and to identify areas for improvement.
- ✓ Centre for Internal Quality Assurance: Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor of Library and Information Science as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

- ✓ To create a professionally learned society;
- ✓ To create a bunch of skilled professionals who are responsible to manage, organize and navigate the whole educational system by facilitating right information to the right people at any time to any people.
- ✓ To dedicate their professional career to the development of the subject domain by catering services in different academic libraries. Special libraries, public libraries, research centres, government departments, non-government organisations.
- ✓ A learned society who are able to pull-up a good number of upcoming generation for sustainable subject development.