

**Programme Project Report (PPR)**  
**of**  
**Bachelor of Library and Information Science (BLIS)**



Accredited with NAAC **A** Grade

**12-B Status from UGC**

**Centre for Distance and Online Education**

**TEERTHANKER MAHAVEER UNIVERSITY**  
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## PROGRAMME PROJECT REPORT (PPR) – Distance Mode

### 1. Introduction:

In today's dynamic environment, being acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of library and administration. The Teerthanker Mahaveer University, Moradabad Distance Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning in library science with dedicated faculty to ensure students achieve their full potential. The Distance and Distance Bachelor of Library and Information Science (BLIS) programme equips students with a comprehensive understanding of library science and information management in a flexible learning environment. Through a diverse curriculum, students delve into subjects such as library management, information organization, and retrieval, as well as digital libraries and information technology. They gain proficiency in research methodologies, ethical considerations, and legal issues relevant to the field. Additionally, the programme emphasizes practical training, often including internships or hands-on experiences in library settings.

With a focus on communication and interpersonal skills, students graduate prepared to navigate the complexities of modern information environments and contribute effectively to libraries and information centers in various capacities.

The Teerthanker Mahaveer University, Moradabad aims to provide the students with a wide range of skills and competence in the area of library science. The one-year programme equips students with the knowledge of administration and management, Information Ethics and Legal Issues, Research Methods and Information Analysis, Digital Libraries and Information Technology, Information Sources and Services and other aspects that influences research and education. This programme tries for excellence in leveraging technology, these programs integrate interactive learning platforms and virtual resources, preparing students for the digital landscape of modern library science. Networking opportunities abound as students engage with peers, instructors, and professionals in the field, building valuable connections for future career prospects. Ultimately, earning a BLIS degree through a Distance and Distance programme equips graduates with the skills, credentials, and flexibility necessary to thrive in the dynamic field of library and information science.

The Programme is designed to incorporate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of library science.

We lay emphasis on the following courses balanced with core and elective courses: The curriculum of BLIS programme emphasizes an intensive, flexible management education with 50 credits. The programme structure and credits for BLIS are finalized based on the stakeholders' needs and general structure of the programme.

The Bachelor of Library and Information Science (BLIS) Programme is a one-year Programme with inclusion



of various specializations like Information Sources and Services, The Programme aims at developing focused librarian with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental library theories and concepts along with less tangible, but equally important soft skills.

### 1.1 Programme Mission and Objective:

The programme is imparting professional education and training in various aspects of library science and its environment and provide them with opportunities to develop analytical skills to meet the challenges of business at the national and global level.

The main objective of the programme is to help in the professional development of those who aspire for better employment in the library and information science fields. It also provides a platform for the fresh entrants who wish to pursue a career in library and information science.

#### Objectives:

- To provide opportunity to learners to study library science as a discipline and as a career.
- To enable students to manage library by development of professional attitude with ethical values.
- To supply trained human resources to Public libraries, School and College libraries.
- To develop reading culture among the society by providing them systematic library services through trained human resources.
- To introduce and expand use of modern information technology in the management, administration and day to day library functions by providing technically trained human resources.
- To explore learners to advance their study in the field of library and information science by providing them Master Degree level study and research opportunities.

### 2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the BLIS Programme is planned to incorporate there in all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the field of library science.

The University aims at providing professional and trained human resources developed through education with practical base in the BLIS programme, professionalism with ethical values have been incorporated in the syllabus.

- The University provides educational opportunity to people while completing their family and professional responsibilities. The University aims at imparting education with the use of modern technology and advanced techniques in this programme, content of use of modern technology in the



management and administration has been incorporated with practical experience and project work.

- The University has emphasized the need for industrial as well as institutional tie up in education in the BLIS programme, the learners are provided hands on training facility and opportunity to get assignment or work in the well-known libraries.
- The University has utilized multimedia to imparting education.

### **2.1 Vision:**

To be recognized as a premier institution of excellence providing high quality of library science education, research and library services to the society.

### **2.2 Mission:**

The University at providing professional and trained human resources developed through education with practical base in the BLIS programme, professionalism with ethical values have been incorporated in the syllabus.

1) The University provides educational opportunity to people while completing their family and professional responsibilities. The University aims at imparting education with the use of modern technology and advanced techniques in this programme, content of use of modern technology in the management and administration has been incorporated with practical experience and project work.

2) The University has emphasized the need for industrial as well as institutional tie up in education in the BLIS programme, the learners are provided hands on training facility and opportunity to get assignment or work in the well-known libraries.

3) The University has utilized multimedia to imparting education.

### **3. Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

### **4. Appropriateness of programme to be conducted in Distance Mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self- directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e- Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Distance and Distance and other platforms without much loss of fidelity. Hence the BLIS programme is suited for Distance and Distance mode of learning.

## **5. Instructional Design:**

### **5.1 Curriculum Design:**

Curriculum has been designed by experts in the area of Library and information science has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Library science.



5.2 Programme structure and detailed syllabus:

**Study & Evaluation Scheme  
Programme: BLIS**

**Semester I**

S. No.	Category	Course Code	Subject	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-1	DBLIS101	Knowledge Organization and Processing: Classification	2	-	4	4	30	70	100
2	CC-2	DBLIS102	Knowledge Organization and Processing – Cataloguing	2	-	4	4	30	70	100
3	CC-3	DBLIS103	Information Sources, Systems and Services	2	-	4	4	30	70	100
5	GEC-1	BAGE 101	Guidance and Counselling	6		0	6	30	70	100
6	AECC-1	BAAE 101	Communication Skills -I	4		0	4	30	70	100
7	SEC-1	BASE101	Basic Computer Skills	3		0	3	30	70	100
<b>Total</b>					-		<b>25</b>	<b>230</b>	<b>470</b>	<b>700</b>



**Semester II**

S.No.	Category	Course Code	Subject	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-4	DBLIS201	Information Storage and Retrieval	2	-	4	4	30	70	100
2	CC-5	DBLIS202	Digital Libraries	2	-	4	4	30	70	100
3	CC-6	DBLIS203	Library Use and User Studies	2	-	4	4	30	70	100
4	AECC-II	DBLISA204	English Communication II	1	0	2	2	30	70	100
5	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
6	AECC-2	BAAE201	Communication Skills -II	3	0	0	3	30	70	100
7	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
<b>Total</b>							<b>27</b>	<b>260</b>	<b>540</b>	<b>800</b>

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.





## BLIS Semester-1

### Knowledge Organization and Processing: Classification

Course Code: DBLIS101

L-2, T-0, P-4, C-4

#### OBJECTIVES:

- 1- Develop skills in applying classification schemes to organize and catalog a variety of resources.
- 2- Enhance abilities in information retrieval through effective classification and indexing.

#### Unit-Wise Course Contents:

##### 1- Purpose, functions and limitations of Bibliographic classification.

Classification and Purpose of Libraries, Definition, Classification systems, Uses of classification in a library, Limitations of classification.

**(8 Hours)**

##### 2- Classification system and its components.

Library Classification Systems, Qualities of a Library Classification, Parts of a Library Classification, Notation, Alphabetical Index, Revision Machinery.

**(8 Hours)**

##### 3- Subjects and Disciplines: Modes of formation of Subjects.

Definition, Nature and Properties of Knowledge, Growth of Knowledge, Modes of Subjects' Growth, Relevance and Use.

**(8 Hours)**

##### 4- Subjects: Basic, Compound and Complex: Phase relations.

Kinds of subjects, Kinds of Relations, Levels of Relations, Constructing Complex Class Numbers, Constructing Complex Class Numbers, Phase Relations in other Systems.

**(8 Hours)**

##### 5- Fundamental Categories: Facets and facet analysis.

Categories: Meaning and Definition, Categories in Bibliographic Classification, Identification of Categories, Problem of Defining Categories

**(8 Hours)**

#### Suggested Reading and Books:

- 1- Nancy Williamson, Clare Beghtol, Knowledge Organization and Classification in International Information Retrieval, 2018, Pub TTP: New Delhi
- 2- Dr. P. Hangsing, Role of Library and library Professionals in the knowledge Society, 2015, Aayu Pub, New Delhi.
- 3- Eric J. Hunter, Classification Made Simple: An Introduction to Knowledge Organisation and Information Retrieval, 2017, Pub Routledge: US

**\*Latest editions of books are recommended.**



**BLIS Semester-1**

**Knowledge Organization and Processing – Cataloguing**

**Course Code: DBLIS102**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Acquire proficiency in using cataloging standards such as MARC, CCC, and AACR2,
- 2- Improve skills in organizing library resources to facilitate effective information retrieval and user access.

**Unit-Wise Course Contents:**

**1- Library catalogue.**

Introduction, Definition, Functions, Importance.

**(8 Hours)**

**2- Normative Principles: Laws, Canons and Principles-Part I**

Introduction, Historical development of Normative Principles, Need and importance of Canons of cataloguing, Canons of cataloguing.

**(8 Hours)**

**3- Cooperative Cataloguing, Centralized Cataloguing and Union Catalogue**

Cooperative cataloguing, Centralized cataloguing Centralized cataloguing versus Cooperative cataloguing, Union catalogue, MARC I & II.

**(8 Hours)**

**4- Cataloguing Practice: CCC and AACR-2R**

Introduction, Cataloguing Practice: CCC, MARC, AACR-2R., Title pages for practice.

**(8 Hours)**

**5- Metadata and Dublin Core.**

Introduction, Meaning of Metadata, Purpose of Metadata, Function of Meta Data, Archiving and Preservation, Types of Metadata, Benefits of Metadata.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- Dr. M . P. Satija , Knowledge Organization and Processing – Cataloguing, 2018,
- 2- Henry Evelyn Bliss, The Organization Of Knowledge In Libraries, 2022, Pub Legare Street Press: US
- 3- Jogender Singh Burman, Library Cataloguing: Principles and Practices, 2008, Pub Rajat Publications: New Delhi

**\*Latest editions of books are recommended.**



**BLIS Semester-1**  
**Information Sources, Systems and Services**

**Course Code: DBLIS103**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Develop comprehensive knowledge of various types of information sources
- 2- Enhance skills in providing a range of information services, such as reference Services, information literacy instruction, and user education.
- 3- Understand the ethical and legal issues related to information access, copyright, and privacy.

**Unit-Wise Course Contents:**

**1- Information Sources: Concept and Need for Information.**

Learning Outcome, Introduction, Information, Definition of Information, Information Age, the Value of Information, Characteristics of Information.

**(8 Hours)**

**2- Types of Information Sources: Documentary**

Learning Outcome, Introduction, Information Sources, Types of Information Sources, Documentary Sources, Primary Sources, Secondary Sources, Tertiary Sources.

**(8 Hours)**

**3- Types of Information Sources: Non-Documentary**

Learning Outcome, Information Sources, Non-Documentary Sources of Information, Institutions/ Organisations as Sources of Information, Humans as Sources of Information.

**(8 Hours)**

**4-Reference Sources: Use and Evaluation Criteria, E-Information Sources.**

Learning Outcome, Introduction, Reference Sources, Categories of Reference Sources.

**(8 Hours)**

**5- Alerting Services:**

Learning Outcome, Introduction, Current Awareness Services (CAS), Definition, Steps in Current Awareness Service, Categories and types of CAS

**(8 Hours)**

**Suggested Reading and Books:**

- 1- Singh G, Information Sources, Services And Systems, 2013, Pub PHP: New Delhi
- 2- Kaushal Kishore Chaudhary, Information Sources Services and Systems, 2019, Pub Raj Publication: New Delhi.
- 3- Henry Evelyn Bliss, The Organization of Knowledge in Libraries, 2022, Pub Legare Street Press: US

**\*Latest editions of books are recommended**



**BLIS - Semester-I**  
**English Communication – I**

**Course Code: DBLISA104**

**L-1, T-0, P-2, C-2**

**OBJECTIVES:**

- 1- Understanding the basics of English Communication.
- 2- Understanding the basic concepts of Functional Grammar
- 3- Preparing basic official written communication.
- 4- Demonstrating effective speaking skills.
- 5- Demonstrating comprehension in reading text.

**Unit-Wise Course Contents:**

**1- Introductory Session:**

Self – Introduction & Assessment, Basics of Communication Process, Everyday Expressions, commonly used Verbs.

**(8 Hours)**

**2- Functional Grammar:**

Parts of Speech, Verbs, Tense, Modals, Conjunctions, Subject Verb Agreement, Articles, Spotting Errors.

**(8 Hours)**

**3- Writing Skills:**

Application & Formal Letter Writing, Email Writing, Note Taking & Note Making, Essay Writing.

**(8 Hours)**

**4- Speaking Skills:**

Intonation & Voice Dynamics, Art of Public Speaking, Common Conversation, Extempore. .

**(8 Hours)**

**5- Reading Skills:**

Reading & Understanding, Reading Comprehensions, Solving Para Jumbles.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- J.C. Nesfield, English Grammar Composition and Usage,2019, Pub Macmillian Publishers: US
- 2- Sanjay Kumar & PushpLata,, Communication Skills 2018, Pub Oxford University Press: New Delhi.
- 3- Natalie Canavor, Business Writing for Dummies (3rd Edition), 2021, Pub Dummies: New Delhi

**\*Latest editions of books are recommended.**



**BLIS Semester-1**  
**Communication Tools in Digital Era**

**Course Code: DBLISG101**

**L-2, T-0, P-0, C-2**

**OBJECTIVES:**

- 1- Understanding communication methods, technologies and approaches in the digital age and need for digital empowerment.
- 2- Understanding the significance of security and privacy in the digital world.
- 3- Understanding cyber safety, security and ethical issues in the cyber world.
- 4- Analysis communication and collaboration in cyberspace using social platforms, teaching/learning tools.
- 5- Using ICT and digital services in daily life.

**Unit-wise Course Contents:**

**1- Digital Inclusion and Digital Empowerment:**

Types of Digital Communication; Needs and Challenges; Vision of Digital India, Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax Filing, Education; Distance Security and Privacy; Threats in the Digital World: Data breach and Cyber Attacks; Security Initiatives by the Govt of India.

**(8 Hours)**

**2- Impact of Digital Communication:**

Business & Consumer Communication in the Digital Age; The Internet's Impact on Business Operations & Interactions; The Economic, Cultural and Political Impact of Digital Communication; Impact of Technology on Culture in the Global Age; Information Overload: Definition & Example; The Importance of Using Communication Technology.

**(8 Hours)**

**3- Digital Communication Tools:**

Digital Tools for Corporate Professionals; Web Technology; Mobile Communication; Microblogging; Social Networks; Electronic Communication: electronic mail (email); Using Social Media to Build Customer Relationships: LinkedIn, Twitter, Blogs, Podcasts and Wikis as Professional Communication Tools; Collaborative Digital Platforms; Tools/platforms for Distance Learning; Writing tools; SEO Tools; Outreach Tools; Collaboration Using File Sharing, Messaging, Tele-Conferencing, Video Conferencing.

**(8 Hours)**

**4- Modern Technology and Communication:**

Globalization of Business; Role of Information Technology; Digital PR Strategies; Print Media; Radio & Recording; Television & Movies; Video Games; Distance Story Writing; Using Animation and Special Effects; Digital Content Writing; Intellectual Property Rights; Paid & Unpaid Digital Contents (News, Advertisements, etc.); Writing for Twitter, Facebook and Blog, etc. & Tips, Tools, and Best Practices of Storytelling; Photo & Video Editing; Editing and Uploading Content on Web; Digital Innovations: Environmental, Organizational, Legal, Ethical and Security Issues.

**(8 Hours)**

**5- Ethical Concerns in Digital Age:**

Digital Media Regulation; Netiquettes; Ethics in Digital Communication; Ethics in Cyberspace;

Understanding Fake News, right to Privacy and Digital Surveillance; Issues of Anonymity; Cyber Bullying, Trolling, stalking; Hacking v/s Ethical Hacking; Dark Web and the Challenges of Cyber Security; Communication using Robots & Artificial Intelligence; Digital Piracy, Plagiarism, and Issues of Copyright; Obscenity and Pornography: Issues of Representation of Women and Children.

**(8 Hours)**

**Suggested Readings and Books:**

1. Rodney Jones, Christoph A. Hafner. "Understanding Digital Literacies: A Practical Introduction". Routledge Books, 2nd Edition, 2021.
2. Neha J Hiranandani, iParent: Embracing Parenting in the Digital Age, 2024, pub Penguin Random House: New Delhi
3. Bassma Guermah, Computational Intelligence in Recent Communication Networks (EAI/Springer Innovations in Communication and Computing), 2022, Pub Springer: US

**\*Latest editions of books are recommended.**



**BLIS Semester-1**  
**Content Writing and Editing**

**Course Code: DBLISG102**

**L-2, T-0, P-0, C-2**

**OBJECTIVES:**

1. Understanding and refining the writing abilities to write clear and effective content.
2. Applying the knowledge of various styles and techniques of writing and editing at workplace.
3. Analyzing the methods and styles of content creation and effectively use them.
4. Evaluating various types of content, including articles, blog posts, social media posts, and website copy.
5. Developing language skills for editing and proofreading to enhance employability.

**Unit-wise Course Contents:**

**1- Basics of Content writing:**

Concept of Content Writing and its relevance, Role and Functions, Scope and Types, Principles and processes of content writing Content Writing as a profession.

**(8 Hours)**

**2- Content Generation and Development:**

Aspects and Process of Content Writing, Content Analysis Rules of Content Writing Writing Essays, Reports, Advertisements, Blog Writing Case studies, Press releases, Newsletters.

**(8 Hours)**

**3- Plagiarism and Fact Checking:**

Meaning and concept, Types and rules of Plagiarism, Ways to develop plagiarism-free content Tools to check plagiarism (Distance free tools), Copyright Issues.

**(8 Hours)**

**4- Content Editing:**

Different types of Editing: Copy editing, Proofreading, and Content editing, Role and significance, Impact of content editing on readability and clarity Understanding the Target Audience and tailoring content Focus on language, grammar, jargons and writing style.

**(8 Hours)**

**5- Practice of Content Writing and Editing:**

Application of tools and techniques for various types of Content Writing and Editing (Grammarly, Writerly) (Worksheets and Assignments).

**(8 Hours)**

**Suggested Readings and Books:**

- 1- "On Writing Well" by William Zinsser "Content Writing: A Comprehensive Guide for Beginners" by Pavan Kumar.
- 2- "The Ultimate Guide to Content Writing" by Aasif Khan Additional Electronic Reference Material.

**\*Latest editions of books are recommended.**



**Semester – II**





## BLIS Semester – II

### Information Storage and Retrieval

Course Code: DBLIS201

L-2, T-0, P-4, C-4

#### OBJECTIVES:

1. Understand Information Storage Systems
2. Implement Retrieval Techniques
3. Design and Manage Databases
4. Evaluate Information Retrieval Systems

#### Unit-wise Course Contents:

##### 1- Introduction to Information Retrieval

Introduction, need for IR, Different forms of media and documents, Media of information, what is Information Retrieval? Brief History of Information Retrieval, Early Use of Computers, Summary  
**(8 Hours)**

##### 2- Basic Concepts and Components of Information Retrieval Systems

Introduction, Features of IR Systems, Scope of IR System, Types of IR System, Functioning of IR System, Basic components involved in IR process, Purpose and Function of IR System, Summary  
**(8 Hours)**

##### 3- Users of Information Retrieval Systems

Introduction, Users and Their Nature, Types of Information Needs, Information Needs in Different Areas of Activity, Information Seeking Behaviour of Users, User Studies, Summary  
**(8 Hours)**

##### 4- Evolutions in Information Retrieval

Introduction, Information Retrieval Standards, Global Digital Library, Intelligent Information Retrieval, Hypertext and Hypermedia Systems, User Interface, Summary  
**(8 Hours)**

##### 5- Web Based Information Retrieval

World Wide Web, Types of Information and resources, Users Interaction and search, Difference between classic IR and WBIR, Search engines, Web directories, Ontology, Summary  
**(8 Hours)**

#### Suggested Readings and Books:

- 1- Kumar P. S. G, Knowledge Organization, Information Processing and Retrieval Theory: Volume 2, 2018, Pub BR Publishing: New Delhi
- 2- Charles L. A. Clarke, Gordon V. Cormac, Information Retrieval: Implementing and Evaluating Search Engines, 2016, Pub MIT Press: New Delhi

3- Manning Christopher D. Introduction To Information Retrieval, 2008, Pub Cambridge University Press:  
US



**\*Latest editions of books are recommended.**

**BLIS Semester – II  
Digital Libraries**

**Course Code: DBLIS202**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

1. Understand the Concept and Evolution of Digital Libraries
2. Develop Digital Library Collections
3. Manage Digital Library Systems and Software
4. Implement Metadata Standards and Digital Preservation

**Unit-wise Course Contents:**

**1- Introduction to Digital Library**

Introduction, Traditional Library, Information Retrieval System and Digital Library, Electronic, Virtual, Hybrid and Digital Libraries, Characteristics of Digital Libraries, World Wide Web (WWW) V/s Digital Library, Why Digital Library, Some Important Digital Libraries, Summary.

**(8 Hours)**

**2- Historical Evolution of Digital Libraries**

Introduction, Computers and Microprocessor Technology, Digital Storage Technology: Magnetic Storage Media, Optical Storage Media, Flash Memory Devices or USB Drives, Distance Databases and Information Retrieval System (IRS), Computer-based Information Storage and Retrieval System, Digital Imaging Technology, Internet Technology and its Services, Electronic Resources.

**(8 Hours)**

**3- Components of a Digital Library**

Introduction, Collections Infrastructure, Digital Knowledge Organization, Access Infrastructure: Browse, Search and Navigation Interfaces of Digital Library, Access Infrastructure: Browse, Search and Navigation Interfaces of Digital Library: Search Browsing and Navigational Interfaces, Network and Computing Infrastructure Intellectual Property Rights(IPR) and Digital Rights Management, Digital Library Services.

**(8 Hours)**

**4- Search and Browse Interface in Digital Library**

Introduction, Layout & Designing, Search Interface, Simple Search/ Basic Advanced Search Search, Faceted Search, Meta Search, Browse Interface, Display of Retrieved information, Specialized Digital Libraries (Video, Audio, Images etc.).

**(8 Hours)**

**5- Technical Infrastructure of a Digital Library**

Introduction, Networks and Computing Infrastructure: Server-side Hardware Components, Input Devices, Storage Devices, Communication Devices, Software Required for Operations of Digital Library, Digital Library Software: Client-side Hardware & Software Components, Digital Libraries and Cloud Computing.



**(8 Hours)**



### **Suggested Readings and Books:**

- 1-Bhatnagar S, Information and communication technology in development: cases from India, 2002. Pub Sage: New Delhi
- 2- Bayross I., Using Apache, MySQL, PHP and PERL on Linux.,2000, Pub BPB: New Delhi
- 3-Chowdhury, G.G. & Chowdhury. S, Introduction to digital libraries, 2003 Pub Facet Publishing: London



**BLIS Semester – II**  
**Library Use and User Studies**

**Course Code: DBLIS203**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Students will learn to optimize resource allocation and enhance user engagement and satisfaction.
- 2- Students will also learn to design inclusive library environments that cater to diverse communities

**Unit-wise Course Contents:**

**1- Introduction to User Studies:**

Introduction, Scope of User Study, Brief Historical Account, Why User Studies? Research Methodology, Summary.

**(8 Hours)**

**2- Evolution of User Studies:**

Introduction, Evolution of User Studies, User Studies in 1930's, User Studies in 1940s User Studies the 1950's, User studies in the 1960s, User studies in the 1970's, User Studies in the 1980s?, User Studies in the 1990s, User Studies in 2000's, Some Important Library User studies, User Studies in India

**(8 Hours)**

**3- Review of Literature on user studies:**

Introduction, Library and there view of literature, How to write are view of literature on user studies?, Need for literature review on user study, International Users Studies, Some selected database, Summary

**(8 Hours)**

**4- Categories of Users:**

Introduction, Alternate terms for, "User", Meaning of Alternate Terms Importance of User, Categories of Users, Characteristics of Users, Summary

**(8 Hours)**

**5- Identifying of User's Information Needs**

Introduction, What Need is ?, Definitions of Information Needs, Characteristics of Information Needs, Types of Needs, Meeting Information Needs, Summary

**(8 Hours)**

**Suggested Reading and Books:**

- 1 - M. S. Sridhar, Library Use and User Research, 2002, Pub Concept Publishing Co: New Delhi
- 2- Monika Sharma, Use and User Perception of Electronic Resources in Libraries: A Case Study Of Management Institutions, 2019, Pub Lambert Acad. : New Delhi
- 3- Andy O'Dwyer, User Studies for Digital Library Development, 2012, Pub Facet Publishing: New Delhi

**\*Latest editions of books are recommended.**



**BLIS - Semester-II  
English Communication-II**

**Course Code: DBLISA204**

**L-1, T-0, P-2, C-2**

**OBJECTIVES:**

- 1- Demonstrating comprehension in listening.
- 2- Understand and improve vocabulary.
- 3- Draft official written communication formats.
- 4- Demonstrate public speaking skills.

**Unit-Wise Course Contents:**

**1- Listening Skills:**

Active Listening, Talk Shows, Commentaries, Listening Comprehensions.

**(8 Hours)**

**2- Functional Grammar & Vocabulary:**

Root Words, Idioms & Phrases, Technical Jargons, Direct & Indirect Speech, Active & Passive Voice, Sentence Re-arrangement, Closet Test.

**(8 Hours)**

**3- Writing Skills:**

Proposal & Report Writing, Preparing Notice, Agenda & MOM, Verbal Analogies.

**(8 Hours)**

**4- Communication Skills:**

Power Point Presentations, Know Your Body Language, Role Plays, Picture Perception, Public Speaking 'Debate, Stage Handling, Oral Presentation.

**(8 Hours)**

**5- Verbal Ability:**

One Word Substitutions, Jumbled Words, Sentence Improvement.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- J.C. Nesfield, English Grammar Composition and Usage Pub Macmillian Publishers.
- 2- Sanjay Kumar & PushpLata, Communication Skills Oxford University Press.
- 3- Natalie Canavor, Business Writing for Dummies (3rd Edition) Pub Dummies.
- 4- Michelle Osment, Reading and Listening Comprehension Skills Pub , Curriculum Concepts.
- 5- Abhishek Verma and Shweta Bajaj, Unveiling the Secrets of Verbal Ability Pub Research India.

**\*Latest editions of books are recommended.**



**BLIS Semester-1I**  
**Environmental Studies**

Course Code: DBLISG201

L-2, T-0, P-0, C-2

**OBJECTIVES:**

1. Environmental problems arising due to constructional and developmental activities.
2. The natural resources and suitable methods for conservation of resources for sustainable development.
3. The importance of ecosystem and biodiversity and its conservation for maintaining ecological balance.
4. The types and adverse effects of various environmental pollutants and their abatement devices.
5. Greenhouse effect, various Environmental laws, impact of human population explosion, environment protection movements, different disasters and their management.

**Unit-wise Course Contents:****1- Introduction and evolution of environmental studies:**

Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development. **Ecology and Environment:** Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.

**(8 Hours)****2- Natural Resources:**

Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies, Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Biogeographical Classification of India.

**(8 Hours)****3- Environmental Pollutions:**

Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies.

**(8 Hours)****4- Environmental policies & practices:**

Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photo chemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context.

**(8 Hours)****5- Human Communities & Environment:**



Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case study.

**(8 Hours)**

**Suggested Readings and Books:**

1. De, A. K., Environmental Chemistry, Pub New Age Publishers Pvt. Ltd.
2. Masters, G. M., Introduction to Environmental Engineering and Science, Pub Prentice Hall India Pvt. Ltd.
3. Odem, E. P., Fundamentals of Ecology, Pub W. B. Sanders Co.

**\*Latest editions of books are recommended.**



**BLIS Semester-1I**  
**Human Values & Ethics**

**Course Code: DBLISG202**

**L- 2, T-0, P-0, C- 2**

**OBJECTIVES:**

1. Understanding Meaning of Values and Applying to Their Life.
2. Understanding Indian Value System.
3. Understanding The Structure and Importance of Family and Applying This Knowledge to Stay in Harmony.
4. Understanding Work Ethics & Professionalism.
5. Understanding Professional Ethics.

**Unit-wise Course Contents:**

**1- Introduction to Human Values:**

Definition, Sources of Value System, Types of Values, Professional Values: Integrity, Work Ethics, Mutual Respect, Cooperation, Commitment, Hard Work, Emotional Intelligence, Self Confidence, Empathy & Spirituality, Need of Value Education in Present Scenario.

**(6 Hours)**

**2- Indian Value System:**

Teachings from Indian Scriptures Like, Mahabharat, Bhagvad Gita, Ramayana, Teachings of Various Religions/ Ideologies – Hinduism, Islam, Christianity, Buddhism, Jainism & Sikhism, Application of These Teachings in Daily Life.

**(6 Hours)**

**3- Harmony in The Family & Society:**

Understanding Family as The Basic Unit of Society, Structure of Family, Human - Human Relationship, Factors Leading to Harmony, (Nyaya, Ubhaytripti, Trust, Respect, Freedom, Positive Thinking & Equality), Levels of Harmony.

**(6 Hours)**

**4- Work Ethics:**

Need & Importance of Work Ethics, Nature of Ethics, Ethics & Morality, Code of Conduct, Ethical Dilemmas- Source & Their Resolution, Ethical Decision Making, Ethical and Unethical Practices Around Us.

**(6 Hours)**

**5- Professional Ethics:**

Professionalism, Profession Specific Ethics, Advantages of Ethical Professionalism, Promoting Ethical Behaviour in Employees, Case Study: Vishakhapatnam Gas Leak, Collapse of Morbi Suspension Bridge, Unethical Practices & Degradation of Environment (Terminology and Ethics as Per the Particular Profession, Medical, Nursing, Technical, Cyber, Agriculture, Management, Law, Fine Arts, Teaching & Sports).

**(6 Hours)**



### **Suggested Readings and Books:**

1. Prof. A. N. Tripathi,,Human Values, 2009, Pub New Age International
2. R.S. Nagrajan, A Textbook On Professional Ethics & Human Values,2018, New Age International Publisher: New Delhi
3. R.R. Gaur, R. Sangal, A Foundation Course in Human Values and Professional Ethics, 2010, Pub Excel Publication: New Delhi

**\*Latest editions of books are recommended.**



**Course Code: VV-2**

**BLIS Semester – II**  
**Internship**


**L-0, T-0, P-16, C-8**

**OBJECTIVES:**

One of the main objectives of an internship is to expose you to a particular job and a profession. While you might have an idea about what a job is like, you won't know until you actually perform it if it's what you thought it was, if you have the training and skills to do it and if it's something you like.



<b><u>Course Code:</u></b> <b><u>BLISVV551</u></b>	<b>Viva-Voce</b> <b>Summer Internship Report</b>	<b>L-0</b> <b>T-0</b> <b>P-12</b> <b>C-12</b>
<b><u>Objectives:</u></b>	This course intends to familiarize and develop understanding of the students about the library set up, know about the functioning of various sections/departments of a library in general and gain hand-on experience of a specific work of the chosen library. The main aim is to acquaint the student with the practical day-to-day functioning of a library with a motive to facilitate training in a specific skill/area of that library. Students will undergo summer training at the end of II semester. The duration of training will be 30 days.	
<b><u>Course Outcomes:</u></b>	<b>On completion of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the departments, sections of a library, staffing and different levels of a library.	
<b>CO2.</b>	Applying internship site terminology appropriately.	
<b>CO3.</b>	Demonstrating effective communication skills, participate well as a team member and build professional network.	
<b>CO4.</b>	Demonstrating the ability to prepare and assess a report.	
<b>CO5.</b>	Developing the values and behaviors necessary for professional and ethical practice.	
<b><u>Course Content:</u></b>	<ol style="list-style-type: none"> <li>1. A brief introduction is given by the host library on its various departments and administrative functions.</li> <li>2. Students will visit various departments and will observe the physical layout, working conditions and managerial practices under the supervision of the librarian.</li> <li>3. Students will write notes on the salient features of activities of different departments.</li> <li>4. Each student shall prepare a structured report after the successful completion internship.</li> <li>5. The report of visit shall be compiled and presented in a major project report form.</li> <li>6. Students with help of faculty guide will carry out analysis of the visit reports.</li> <li>7. Students will give a formal presentation of the report before the jury comprising of minimum two internal faculty members to be appointed by the Director/ Principal of the college.</li> <li>8. The assessment will be out of 100 marks (External Marks-50, Internal Marks-50).</li> </ol>	

<b>Format for Summer Training Report</b>		
<b>1.</b>	<b>Cover /Title Page</b>	<b>1 page</b>
<p><b>Training Report..... (Topic/Department/Area)</b></p> <p><b>At</b></p> <p><b>(Name of the Organisation/Company)</b></p> <p><b>In partial fulfillment for the award of the degree of BLIS</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Teerthanker Mahaveer University, Moradabad. Uttar Pradesh</b></p> <p><b>Submitted by:</b></p> <p><b>Student Name</b> <b>II Semester</b></p> <p><b>Submitted to</b></p> <p><b>Internal Guide Name</b> <b>Designation</b></p> <p><b>Year</b> <b>CDOE, TMU</b></p> <p style="text-align: right;"><b>Under Supervision of:</b> <b>External Guide Name:</b></p>		



**Designation:**

<b>2</b>	<b>Table of content (Index) –with page numbers clearly identified</b>	<b>1page</b>
<b>3</b>	<b>Declaration by the student.</b>	<b>1page</b>
<b>4</b>	Certificate (from the Company / Organization).	<b>1page</b>
<b>5</b>	Acknowledgment.	<b>1page</b>



6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address).				5-8 pages
7	Objectives of training.				1page
8	<b>The student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty and company librarian. The details of both the trainings are given below:-</b>				
S. No.	General Training	Pages	S. No.	Problem Centered Training	Pages
8a	Introduction (department/s or the area assigned).	1-2	8a	Introduction to the topic.	1-2
8b	Intern role during internship.	1	8b	Research Objectives.	1
8c	Role of (department/s or the area assigned) in the Organization.	2-3	8c	Research methodology.	1-2
8d	Observations (including explanation of Processes).	6-8 (as per numbers of weeks training done)	8d	Data analysis & Interpretation.	5-8
8e	Key learning's	1-2	8e	Results & Findings.	1-2
8f	Recommendations (if any).	1	8f	Recommendations& Suggestions.	1
8g	Conclusion.	1	8g	Limitations.	1
			8h	Conclusion.	1
			8i	References/ Bibliography..	1





		➤	8j	Appendices, viz., ➤ Questionnaire ➤ Checklist. ➤ Tables etc.	1-3
<b>Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University</b>					
<b>Evaluation Scheme</b>					
<b>Detail</b>	<b>Report Quality (Structuring, Formatting, Clarity in presenting data &amp; facts)</b>	<b>Presentation</b>	<b>Assessors Evaluation as per Summer Internship Record Book</b>	<b>Viva Voce</b>	<b>Total</b>
<b>Internal</b>	<b>30</b>	<b>20</b>	<b>NA</b>	<b>NA</b>	<b>50</b>
<b>External</b>	<b>15</b>	<b>NA</b>	<b>15</b>	<b>20</b>	<b>50</b>

### 5.3 Duration of the programme

<b><u>Study Scheme</u></b>	
<b><u>SUMMARY</u></b>	
<b>Institute Name</b>	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad.



<b>Programme</b>	<b>BLIS</b>
<b>Duration</b>	One Years (Distance Mode) (Two Semesters).
<b>Medium</b>	English.
<b>Minimum Contact Classes</b>	75%
<b><u>Credits</u></b>	
<b>Minimum Credits Required for Degree</b>	52
<b>Eligibility for the program</b>	An individual should have a pass in any undergraduate degree from any university approved by University Grants Commission.

#### 5.4 Faculty and support staff requirement

<b>Academic Staff</b>	<b>Number of Faculty Member</b>
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

#### 5.5 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Distance Education and Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular

engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Distance lectures/Virtual Class.
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments.

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

### **5.6 Identification of media—print, audio or video, Distance, computer aided**

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

### **5.7 Student Support Services**

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.

## 6 Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance and Distance Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance and Distance application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

### 6.1 Procedure for Admission:

An individual should have a pass in any undergraduate degree from any university approved by University Grants Commission.

#### Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.



**Fee Structure and Financial assistance policy:**

Suggested Fee for BLIS programme is INR 5400 per annum. A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

**6.2 Curriculum Transactions:****Programme Delivery:**

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance and Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance and Distance Mode of Academic Delivery.
- Periodic review of Curriculum and Study material.
- Live Interactive lectures from faculty / Course coordinators.
- Continuous Academic and Technical support.
- Guidance from Course Coordinators.
- Learning and delivery support from Course Mentors.

**Norms for Delivery of Courses in Distance and Distance Mode:**

S.	Credit value of	No. of Weeks	No. of Interactive Sessions	Hours of Study Material	Self- Study hours	Total Hoursof	S.	Credit value of
No.	the course		Synchronous Distance Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e- Content hours	including Assessment etc.	Study (based on 30 hours per credit)
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180

**Learning Management System (LMS) to support Distance and Distance mode of Course delivery:**

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards- compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

**6.3 Evaluation Scheme**



<b>Evaluation Scheme:</b>					
<b>Assessment</b>			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>			30	70	100
<b>Practical/ Dissertations/ Project Reports</b>			50	50	100
<b>Class Test-1</b>	<b>Class Test-2</b>	<b>Class Test-3</b>	<b>Assignment(s)</b>	<b>Attendance</b>	<b>Total</b>
<b>Best two out of three</b>					
10	10	10	05	05	30
<b>Duration of Examination</b>			<b>External</b>	<b>Internal</b>	
			3 Hours	1.5 Hours	
<p>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including thesemester end examination and teacher’s continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</p>					



<b>Question Paper</b>	
<b>1</b>	The question paper shall have two section – <b>Section A and Section B</b> . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned.
<b>2</b>	<b>Section A:</b> It shall consist of short answer type questions (approx. 50 words). This section will essentially <b>assess CO’s related to lower order thinking skills (Remembering &amp; Understanding)</b> . It will contain <b>five questions</b> with at least <b>one question from each unit with internal choice</b> having “or” option with optional question from the same unit. Each question shall have equal weightage of <b>two marks</b> and total weightage of this section shall be <b>ten marks</b> .
<b>3</b>	<b>Section B</b> shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify <b>the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating &amp; Creating or Remembering &amp; Understanding)</b> to be assessed and <b>mapped with the course outcomes stated</b> . It shall contain <b>five questions with at least one question from each unit with an internal choice having “or” option</b> with optional question from the same unit. Each <b>question shall have equal weightage of twelve marks and total weightage of twelve marks</b> and total weightage of this section shall be <b>sixty marks</b> .
<b>4</b>	<b>Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</b>
<b>IMPORTANT NOTES:</b>	
<b>1</b>	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
<b>2</b>	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
<b>3</b>	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.





## 7. Requirement of the Laboratory Support and Library

### Resources:Laboratory Support

For practical base courses, practical sessions are conducted in face to face mode (which is a compulsory component) in laboratories at learner support centers well equipped with such facilities.

### Library Resources:

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BLIS programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

## 8. Cost Estimate of the Programme and the Provisions:

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

## 9. Quality assurance mechanism and expected programme outcomes:

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. Upon completion of a Bachelor of Library and Information Science program in India, graduates can expect to acquire comprehensive knowledge of library management, information organization, and digital resource management. They are equipped to work as librarians, information managers, archivists, or knowledge specialists in various sectors such as libraries, archives, and information centers.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which

will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programs. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programs.



**Programme Project Report (PPR)**  
**of**  
**Bachelor of Library and Information Science (BLIS)**



Accredited with NAAC **A** Grade

**12-B Status from UGC**

**Centre for Distance and Online Education**

**TEERTHANKER MAHAVEER UNIVERSITY**  
**N.H.-09, Delhi Road, Moradabad, Uttar Pradesh 244001**  
**Website: [www.tmu.ac.in](http://www.tmu.ac.in)**



S.No.	Contents
1	Introduction, Programme's Mission and Objectives.
2	Relevance of Programme with Teerthanker Mahaveer University, Moradabad Mission and Goals.
3	Nature of Prospective Target Group of Learners.
4	Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence.
	Instructional Design Curriculum design.
	Programme structure and Detailed Syllabus Duration of the programme.
5	Faculty and support staff requirement Instructional delivery mechanisms.
	Identification of media—print, audio or video, online, computer aided.
	Student Support Services.
6	Procedure for Admissions, Curriculum Transaction and Evaluation.
6.1	Procedure for Admission.
6.2	Curriculum Transactions.
6.3	Evaluation.
7	Requirement of the Laboratory Support and Library Resources.
8	Cost Estimate of the Programme and the Provisions.
9	Quality Assurance Mechanism and Expected Programme Outcomes.



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## PROGRAMME PROJECT REPORT (PPR) – Online Mode

### 1. Introduction:

In today's dynamic environment, being acquainted with concepts is not enough. It is essential to acquire and constantly upgrade knowledge about various dimensions of library and administration. The Teerthanker Mahaveer University, Moradabad Online Mode Programme imparts knowledge and skill sets to students to achieve this and face real world challenges. It teaches application of innovative practices to current situations. It incorporates analysis of contemporary issues besides providing a strong theoretical foundation. It provides a collaborative learning in library science with dedicated faculty to ensure students achieve their full potential. The Online and online Bachelor of Library and Information Science (BLIS) programme equips students with a comprehensive understanding of library science and information management in a flexible learning environment. Through a diverse curriculum, students delve into subjects such as library management, information organization, and retrieval, as well as digital libraries and information technology. They gain proficiency in research methodologies, ethical considerations, and legal issues relevant to the field. Additionally, the programme emphasizes practical training, often including internships or hands-on experiences in library settings.

With a focus on communication and interpersonal skills, students graduate prepared to navigate the complexities of modern information environments and contribute effectively to libraries and information centers in various capacities.

The Teerthanker Mahaveer University, Moradabad aims to provide the students with a wide range of skills and competence in the area of library science. The one-year programme equips students with the knowledge of administration and management, Information Ethics and Legal Issues, Research Methods and Information Analysis, Digital Libraries and Information Technology, Information Sources and Services and other aspects that influences research and education. This programme tries for excellence in leveraging technology, these programs integrate interactive learning platforms and virtual resources, preparing students for the digital landscape of modern library science. Networking opportunities abound as students engage with peers, instructors, and professionals in the field, building valuable connections for future career prospects. Ultimately, earning a BLIS degree through a Online and online programme equips graduates with the skills, credentials, and flexibility necessary to thrive in the dynamic field of library and information science.

The Programme is designed to incorporate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

The curriculum is designed so as to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of library science.

We lay emphasis on the following courses balanced with core and elective courses: The curriculum of BLIS programme emphasizes an intensive, flexible management education with 50 credits. The programme structure and credits for BLIS are finalized based on the stakeholders' needs and general structure of the programme.

The Bachelor of Library and Information Science (BLIS) Programme is a one-year Programme with inclusion



of various specializations like Information Sources and Services, The Programme aims at developing focused librarian with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental library theories and concepts along with less tangible, but equally important soft skills.

### **1.1 Programme Mission and Objective:**

The programme is imparting professional education and training in various aspects of library science and its environment and provide them with opportunities to develop analytical skills to meet the challenges of business at the national and global level.

The main objective of the programme is to help in the professional development of those who aspire for better employment in the library and information science fields. It also provides a platform for the fresh entrants who wish to pursue a career in library and information science.

#### **Objectives:**

- To provide opportunity to learners to study library science as a discipline and as a career.
- To enable students to manage library by development of professional attitude with ethical values.
- To supply trained human resources to Public libraries, School and College libraries.
- To develop reading culture among the society by providing them systematic library services through trained human resources.
- To introduce and expand use of modern information technology in the management, administration and day to day library functions by providing technically trained human resources.
- To explore learners to advance their study in the field of library and information science by providing them Master Degree level study and research opportunities.

### **2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:**

In order to align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the BLIS Programme is planned to incorporate there in all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the field of library science.

The University aims at providing professional and trained human resources developed through education with practical base in the BLIS programme, professionalism with ethical values have been incorporated in the syllabus.

- The University provides educational opportunity to people while completing their family and professional responsibilities. The University aims at imparting education with the use of modern technology and advanced techniques in this programme, content of use of modern technology in the



management and administration has been incorporated with practical experience and project work.

- The University has emphasized the need for industrial as well as institutional tie up in education in the BLIS programme, the learners are provided hands on training facility and opportunity to get assignment or work in the well-known libraries.
- The University has utilized multimedia to imparting education.

### **2.1 Vision:**

To be recognized as a premier institution of excellence providing high quality of library science education, research and library services to the society.

### **2.2 Mission:**

The University at providing professional and trained human resources developed through education with practical base in the BLIS programme, professionalism with ethical values have been incorporated in the syllabus.

1) The University provides educational opportunity to people while completing their family and professional responsibilities. The University aims at imparting education with the use of modern technology and advanced techniques in this programme, content of use of modern technology in the management and administration has been incorporated with practical experience and project work.

2) The University has emphasized the need for industrial as well as institutional tie up in education in the BLIS programme, the learners are provided hands on training facility and opportunity to get assignment or work in the well-known libraries.

3) The University has utilized multimedia to imparting education.

### **3. Nature of Prospective Target Group of Learners:**

The programme is specially designed to cater the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

### **4. Appropriateness of programme to be conducted in Online Mode to acquire specific skills and competence:**

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self- directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e- Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by Online and Online and other platforms without much loss of fidelity. Hence the BLIS programme is suited for Online and Online mode of learning.

## **5. Instructional Design:**

### **5.1 Curriculum Design:**

Curriculum has been designed by experts in the area of Library and information science has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Library science.





5.2 Programme structure and detailed syllabus:

**Study & Evaluation Scheme  
Programme: BLIS**

**Semester I**

S. No.	Category	Course Code	Subject	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-1	DBLIS101	Knowledge Organization and Processing: Classification	2	-	4	4	30	70	100
2	CC-2	DBLIS102	Knowledge Organization and Processing – Cataloguing	2	-	4	4	30	70	100
3	CC-3	DBLIS103	Information Sources, Systems and Services	2	-	4	4	30	70	100
5	GEC-1	BAGE 101	Guidance and Counselling	6		0	6	30	70	100
6	AECC-1	BAAE 101	Communication Skills -I	4		0	4	30	70	100
7	SEC-1	BASE101	Basic Computer Skills	3		0	3	30	70	100
<b>Total</b>					-		<b>25</b>	<b>230</b>	<b>470</b>	<b>700</b>



**Semester II**

S.No.	Category	Course Code	Subject	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
1	CC-4	DBLIS201	Information Storage and Retrieval	2	-	4	4	30	70	100
2	CC-5	DBLIS202	Digital Libraries	2	-	4	4	30	70	100
3	CC-6	DBLIS203	Library Use and User Studies	2	-	4	4	30	70	100
4	AECC-II	DBLISA204	English Communication II	1	0	2	2	30	70	100
5	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
6	AECC-2	BAAE201	Communication Skills -II	3	0	0	3	30	70	100
7	SEC-2	BASE201	Business Communication and Soft Skills	4	0	0	4	30	70	100
<b>Total</b>							<b>27</b>	<b>260</b>	<b>540</b>	<b>800</b>

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.



**BLIS Semester-1**

**Knowledge Organization and Processing: Classification**

**Course Code: DBLIS101**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Develop skills in applying classification schemes to organize and catalog a variety of resources.
- 2- Enhance abilities in information retrieval through effective classification and indexing.

**Unit-Wise Course Contents:**

**1- Purpose, functions and limitations of Bibliographic classification.**

Classification and Purpose of Libraries, Definition, Classification systems, Uses of classification in a library, Limitations of classification.

**(8 Hours)**

**2- Classification system and its components.**

Library Classification Systems, Qualities of a Library Classification, Parts of a Library Classification, Notation, Alphabetical Index, Revision Machinery.

**(8 Hours)**

**3- Subjects and Disciplines: Modes of formation of Subjects.**

Definition, Nature and Properties of Knowledge, Growth of Knowledge, Modes of Subjects' Growth, Relevance and Use.

**(8 Hours)**

**4- Subjects: Basic, Compound and Complex: Phase relations.**

Kinds of subjects, Kinds of Relations, Levels of Relations, Constructing Complex Class Numbers, Constructing Complex Class Numbers, Phase Relations in other Systems.

**(8 Hours)**

**5- Fundamental Categories: Facets and facet analysis.**

Categories: Meaning and Definition, Categories in Bibliographic Classification, Identification of Categories, Problem of Defining Categories

**(8 Hours)**

**Suggested Reading and Books:**

- 1- Nancy Williamson, Clare Beghtol, Knowledge Organization and Classification in International Information Retrieval, 2018, Pub TTP: New Delhi
- 2- Dr. P. Hangsing, Role of Library and library Professionals in the knowledge Society, 2015, Aayu Pub, New Delhi.
- 3- Eric J. Hunter, Classification Made Simple: An Introduction to Knowledge Organisation and Information Retrieval, 2017, Pub Routledge: US

**\*Latest editions of books are recommended.**



**BLIS Semester-1**

**Knowledge Organization and Processing – Cataloguing**

**Course Code: DBLIS102**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Acquire proficiency in using cataloging standards such as MARC, CCC, and AACR2,
- 2- Improve skills in organizing library resources to facilitate effective information retrieval and user access.

**Unit-Wise Course Contents:**

**1- Library catalogue.**

Introduction, Definition, Functions, Importance.

**(8 Hours)**

**2- Normative Principles: Laws, Canons and Principles-Part I**

Introduction, Historical development of Normative Principles, Need and importance of Canons of cataloguing, Canons of cataloguing.

**(8 Hours)**

**3- Cooperative Cataloguing, Centralized Cataloguing and Union Catalogue**

Cooperative cataloguing, Centralized cataloguing Centralized cataloguing versus Cooperative cataloguing, Union catalogue, MARC I & II.

**(8 Hours)**

**4- Cataloguing Practice: CCC and AACR-2R**

Introduction, Cataloguing Practice: CCC, MARC, AACR-2R., Title pages for practice.

**(8 Hours)**

**5- Metadata and Dublin Core.**

Introduction, Meaning of Metadata, Purpose of Metadata, Function of Meta Data, Archiving and Preservation, Types of Metadata, Benefits of Metadata.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- Dr. M . P. Satija , Knowledge Organization and Processing – Cataloguing, 2018,
- 2- Henry Evelyn Bliss, The Organization Of Knowledge In Libraries, 2022, Pub Legare Street Press: US
- 3- Jogender Singh Burman, Library Cataloguing: Principles and Practices, 2008, Pub Rajat Publications: New Delhi

**\*Latest editions of books are recommended.**



**BLIS Semester-1**  
**Information Sources, Systems and Services**

**Course Code: DBLIS103**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Develop comprehensive knowledge of various types of information sources
- 2- Enhance skills in providing a range of information services, such as reference Services, information literacy instruction, and user education.
- 3- Understand the ethical and legal issues related to information access, copyright, and privacy.

**Unit-Wise Course Contents:**

**1- Information Sources: Concept and Need for Information.**

Learning Outcome, Introduction, Information, Definition of Information, Information Age, the Value of Information, Characteristics of Information.

**(8 Hours)**

**2- Types of Information Sources: Documentary**

Learning Outcome, Introduction, Information Sources, Types of Information Sources, Documentary Sources, Primary Sources, Secondary Sources, Tertiary Sources.

**(8 Hours)**

**3- Types of Information Sources: Non-Documentary**

Learning Outcome, Information Sources, Non-Documentary Sources of Information, Institutions/ Organisations as Sources of Information, Humans as Sources of Information.

**(8 Hours)**

**4-Reference Sources: Use and Evaluation Criteria, E-Information Sources.**

Learning Outcome, Introduction, Reference Sources, Categories of Reference Sources.

**(8 Hours)**

**5- Alerting Services:**

Learning Outcome, Introduction, Current Awareness Services (CAS), Definition, Steps in Current Awareness Service, Categories and types of CAS

**(8 Hours)**

**Suggested Reading and Books:**

- 1- Singh G, Information Sources, Services And Systems, 2013, Pub PHP: New Delhi
- 2- Kaushal Kishore Chaudhary, Information Sources Services and Systems, 2019, Pub Raj Publication: New Delhi.
- 3- Henry Evelyn Bliss, The Organization of Knowledge in Libraries, 2022, Pub Legare Street Press: US

**\*Latest editions of books are recommended**



**BLIS - Semester-I  
English Communication – I**

**Course Code: DBLISA104**

**L-1, T-0, P-2, C-2**

**OBJECTIVES:**

- 1- Understanding the basics of English Communication.
- 2- Understanding the basic concepts of Functional Grammar
- 3- Preparing basic official written communication.
- 4- Demonstrating effective speaking skills.
- 5- Demonstrating comprehension in reading text.

**Unit-Wise Course Contents:**

**1- Introductory Session:**

Self – Introduction & Assessment, Basics of Communication Process, Everyday Expressions, commonly used Verbs.

**(8 Hours)**

**2- Functional Grammar:**

Parts of Speech, Verbs, Tense, Modals, Conjunctions, Subject Verb Agreement, Articles, Spotting Errors.

**(8 Hours)**

**3- Writing Skills:**

Application & Formal Letter Writing, Email Writing, Note Taking & Note Making, Essay Writing.

**(8 Hours)**

**4- Speaking Skills:**

Intonation & Voice Dynamics, Art of Public Speaking, Common Conversation, Extempore. .

**(8 Hours)**

**5- Reading Skills:**

Reading & Understanding, Reading Comprehensions, Solving Para Jumbles.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- J.C. Nesfield, English Grammar Composition and Usage, 2019, Pub Macmillan Publishers: US
- 2- Sanjay Kumar & PushpLata., Communication Skills 2018, Pub Oxford University Press: New Delhi.
- 3- Natalie Canavor, Business Writing for Dummies (3rd Edition), 2021, Pub Dummies: New Delhi

**\*Latest editions of books are recommended.**



**BLIS Semester-1**  
**Communication Tools in Digital Era**

**Course Code: DBLISG101**

**L-2, T-0, P-0, C-2**

**OBJECTIVES:**

- 1- Understanding communication methods, technologies and approaches in the digital age and need for digital empowerment.
- 2- Understanding the significance of security and privacy in the digital world.
- 3- Understanding cyber safety, security and ethical issues in the cyber world.
- 4- Analysis communication and collaboration in cyberspace using social platforms, teaching/learning tools.
- 5- Using ICT and digital services in daily life.

**Unit-wise Course Contents:**

**1- Digital Inclusion and Digital Empowerment:**

Types of Digital Communication; Needs and Challenges; Vision of Digital India, Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax Filing, Education; Online Security and Privacy; Threats in the Digital World: Data breach and Cyber Attacks; Security Initiatives by the Govt of India.

**(8 Hours)**

**2- Impact of Digital Communication:**

Business & Consumer Communication in the Digital Age; The Internet's Impact on Business Operations & Interactions; The Economic, Cultural and Political Impact of Digital Communication; Impact of Technology on Culture in the Global Age; Information Overload: Definition & Example; The Importance of Using Communication Technology.

**(8 Hours)**

**3- Digital Communication Tools:**

Digital Tools for Corporate Professionals; Web Technology; Mobile Communication; Microblogging; Social Networks; Electronic Communication: electronic mail (email); Using Social Media to Build Customer Relationships: LinkedIn, Twitter, Blogs, Podcasts and Wikis as Professional Communication Tools; Collaborative Digital Platforms; Tools/platforms for Online Learning; Writing tools; SEO Tools; Outreach Tools; Collaboration Using File Sharing, Messaging, Tele-Conferencing, Video Conferencing.

**(8 Hours)**

**4- Modern Technology and Communication:**

Globalization of Business; Role of Information Technology; Digital PR Strategies; Print Media; Radio & Recording; Television & Movies; Video Games; Online Story Writing; Using Animation and Special Effects; Digital Content Writing; Intellectual Property Rights; Paid & Unpaid Digital Contents (News, Advertisements, etc.); Writing for Twitter, Facebook and Blog, etc. & Tips, Tools, and Best Practices of Storytelling; Photo & Video Editing; Editing and Uploading Content on Web; Digital Innovations: Environmental, Organizational, Legal, Ethical and Security Issues.

**(8 Hours)**

**5- Ethical Concerns in Digital Age:**

Digital Media Regulation; Netiquettes; Ethics in Digital Communication; Ethics in Cyberspace;



Understanding Fake News, right to Privacy and Digital Surveillance; Issues of Anonymity; Cyber Bullying, Trolling, stalking; Hacking v/s Ethical Hacking; Dark Web and the Challenges of Cyber Security; Communication using Robots & Artificial Intelligence; Digital Piracy, Plagiarism, and Issues of Copyright; Obscenity and Pornography: Issues of Representation of Women and Children.

**(8 Hours)**

**Suggested Readings and Books:**

1. Rodney Jones, Christoph A. Hafner. “Understanding Digital Literacies: A Practical Introduction”. Routledge Books, 2nd Edition, 2021.
2. Neha J Hiranandani, iParent: Embracing Parenting in the Digital Age, 2024, pub Penguin Random House: New Delhi
3. Bassma Guermah, Computational Intelligence in Recent Communication Networks (EAI/Springer Innovations in Communication and Computing), 2022, Pub Springer: US

**\*Latest editions of books are recommended.**





**BLIS Semester-1**  
**Content Writing and Editing**

**Course Code: DBLISG102**

**L-2, T-0, P-0, C-2**

**OBJECTIVES:**

1. Understanding and refining the writing abilities to write clear and effective content.
2. Applying the knowledge of various styles and techniques of writing and editing at workplace.
3. Analyzing the methods and styles of content creation and effectively use them.
4. Evaluating various types of content, including articles, blog posts, social media posts, and website copy.
5. Developing language skills for editing and proofreading to enhance employability.

**Unit-wise Course Contents:**

**1- Basics of Content writing:**

Concept of Content Writing and its relevance, Role and Functions, Scope and Types, Principles and processes of content writing Content Writing as a profession.

**(8 Hours)**

**2- Content Generation and Development:**

Aspects and Process of Content Writing, Content Analysis Rules of Content Writing Writing Essays, Reports, Advertisements, Blog Writing Case studies, Press releases, Newsletters.

**(8 Hours)**

**3- Plagiarism and Fact Checking:**

Meaning and concept, Types and rules of Plagiarism, Ways to develop plagiarism-free content Tools to check plagiarism (Online free tools), Copyright Issues.

**(8 Hours)**

**4- Content Editing:**

Different types of Editing: Copy editing, Proofreading, and Content editing, Role and significance, Impact of content editing on readability and clarity Understanding the Target Audience and tailoring content Focus on language, grammar, jargons and writing style.

**(8 Hours)**

**5- Practice of Content Writing and Editing:**

Application of tools and techniques for various types of Content Writing and Editing (Grammarly, Writerly) (Worksheets and Assignments).

**(8 Hours)**

**Suggested Readings and Books:**

- 1- "On Writing Well" by William Zinsser "Content Writing: A Comprehensive Guide for Beginners" by Pavan Kumar.
- 2- "The Ultimate Guide to Content Writing" by Aasif Khan Additional Electronic Reference Material.

**\*Latest editions of books are recommended.**



**Semester – II**



**BLIS Semester – II**

**Information Storage and Retrieval**

**Course Code: DBLIS201**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

1. Understand Information Storage Systems
2. Implement Retrieval Techniques
3. Design and Manage Databases
4. Evaluate Information Retrieval Systems

**Unit-wise Course Contents:**

**1- Introduction to Information Retrieval**

Introduction, need for IR, Different forms of media and documents, Media of information, what is Information Retrieval? Brief History of Information Retrieval, Early Use of Computers, Summary  
**(8 Hours)**

**2- Basic Concepts and Components of Information Retrieval Systems**

Introduction, Features of IR Systems, Scope of IR System, Types of IR System, Functioning of IR System, Basic components involved in IR process, Purpose and Function of IR System, Summary  
**(8 Hours)**

**3-Users of Information Retrieval Systems**

Introduction, Users and Their Nature, Types of Information Needs, Information Needs in Different Areas of Activity, Information Seeking Behaviour of Users, User Studies, Summary  
**(8 Hours)**

**4- Evolutions in Information Retrieval**

Introduction, Information Retrieval Standards, Global Digital Library, Intelligent Information Retrieval, Hypertext and Hypermedia Systems, User Interface, Summary  
**(8 Hours)**

**5- Web Based Information Retrieval**

World Wide Web, Types of Information and resources, Users Interaction and search, Difference between classic IR and WBIR, Search engines, Web directories, Ontology, Summary  
**(8 Hours)**

**Suggested Readings and Books:**

- 1- Kumar P. S. G, Knowledge Organization, Information Processing and Retrieval Theory: Volume 2, 2018, Pub BR Publishing: New Delhi
- 2- Charles L. A. Clarke, Gordon V. Cormac, Information Retrieval: Implementing and Evaluating Search Engines, 2016, Pub MIT Press: New Delhi
- 3- Manning Christopher D. Introduction To Information Retrieval, 2008, Pub Cambridge University Press:

US



**\*Latest editions of books are recommended.**

**BLIS Semester – II**  
**Digital Libraries**

**Course Code: DBLIS202**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

1. Understand the Concept and Evolution of Digital Libraries
2. Develop Digital Library Collections
3. Manage Digital Library Systems and Software
4. Implement Metadata Standards and Digital Preservation

**Unit-wise Course Contents:**

**1- Introduction to Digital Library**

Introduction, Traditional Library, Information Retrieval System and Digital Library, Electronic, Virtual, Hybrid and Digital Libraries, Characteristics of Digital Libraries, World Wide Web (WWW) V/s Digital Library, Why Digital Library, Some Important Digital Libraries, Summary.

**(8 Hours)**

**2- Historical Evolution of Digital Libraries**

Introduction, Computers and Microprocessor Technology, Digital Storage Technology: Magnetic Storage Media, Optical Storage Media, Flash Memory Devices or USB Drives, Online Databases and Information Retrieval System (IRS), Computer-based Information Storage and Retrieval System, Digital Imaging Technology, Internet Technology and its Services, Electronic Resources.

**(8 Hours)**

**3- Components of a Digital Library**

Introduction, Collections Infrastructure, Digital Knowledge Organization, Access Infrastructure: Browse, Search and Navigation Interfaces of Digital Library, Access Infrastructure: Browse, Search and Navigation Interfaces of Digital Library: Search Browsing and Navigational Interfaces, Network and Computing Infrastructure Intellectual Property Rights(IPR) and Digital Rights Management, Digital Library Services.

**(8 Hours)**

**4- Search and Browse Interface in Digital Library**

Introduction, Layout & Designing, Search Interface, Simple Search/ Basic Advanced Search Search, Faceted Search, Meta Search, Browse Interface, Display of Retrieved information, Specialized Digital Libraries (Video, Audio, Images etc.).

**(8 Hours)**

**5- Technical Infrastructure of a Digital Library**

Introduction, Networks and Computing Infrastructure: Server-side Hardware Components, Input Devices, Storage Devices, Communication Devices, Software Required for Operations of Digital Library, Digital Library Software: Client-side Hardware & Software Components, Digital Libraries and Cloud Computing.

**(8 Hours)**



**Suggested Readings and Books:**

- 1-Bhatnagar S, Information and communication technology in development: cases from India, 2002. Pub Sage: New Delhi
- 2- Bayross I., Using Apache, MySQL, PHP and PERL on Linux.,2000, Pub BPB: New Delhi
- 3-Chowdhury, G.G. & Chowdhury. S, Introduction to digital libraries, 2003 Pub Facet Publishing: London



**BLIS Semester – II**  
**Library Use and User Studies**

**Course Code: DBLIS203**

**L-2, T-0, P-4, C-4**

**OBJECTIVES:**

- 1- Students will learn to optimize resource allocation and enhance user engagement and satisfaction.
- 2- Students will also learn to design inclusive library environments that cater to diverse communities

**Unit-wise Course Contents:**

**1- Introduction to User Studies:**

Introduction, Scope of User Study, Brief Historical Account, Why User Studies? Research Methodology, Summary.

**(8 Hours)**

**2- Evolution of User Studies:**

Introduction, Evolution of User Studies, User Studies in 1930's, User Studies in 1940s User Studies the 1950's, User studies in the 1960s, User studies in the 1970's, User Studies in the 1980s?, User Studies in the 1990s, User Studies in 2000's, Some Important Library User studies, User Studies in India

**(8 Hours)**

**3- Review of Literature on user studies:**

Introduction, Library and there view of literature, How to write are view of literature on user studies?, Need for literature review on user study, International Users Studies, Some selected database, Summary

**(8 Hours)**

**4- Categories of Users:**

Introduction, Alternate terms for, User, Meaning of Alternate Terms Importance of User, Categories of Users, Characteristics of Users, Summary

**(8 Hours)**

**5- Identifying of User's Information Needs**

Introduction, What Need is ?, Definitions of Information Needs, Characteristics of Information Needs, Types of Needs, Meeting Information Needs, Summary

**(8 Hours)**

**Suggested Reading and Books:**

- 1 - M. S. Sridhar, Library Use and User Research, 2002, Pub Concept Publishing Co: New Delhi
- 2- Monika Sharma, Use and User Perception of Electronic Resources in Libraries: A Case Study Of Management Institutions, 2019, Pub Lambert Acad. : New Delhi
- 3- Andy O'Dwyer, User Studies for Digital Library Development, 2012, Pub Facet Publishing: New Delhi

**\*Latest editions of books are recommended.**



**BLIS - Semester-II**  
**English Communication-II**

**Course Code: DBLISA204**

**L-1, T-0, P-2, C-2**

**OBJECTIVES:**

- 1- Demonstrating comprehension in listening.
- 2- Understand and improve vocabulary.
- 3- Draft official written communication formats.
- 4- Demonstrate public speaking skills.

**Unit-Wise Course Contents:**

**1- Listening Skills:**

Active Listening, Talk Shows, Commentaries, Listening Comprehensions.

**(8 Hours)**

**2- Functional Grammar & Vocabulary:**

Root Words, Idioms & Phrases, Technical Jargons, Direct & Indirect Speech, Active & Passive Voice, Sentence Re-arrangement, Closet Test.

**(8 Hours)**

**3- Writing Skills:**

Proposal & Report Writing, Preparing Notice, Agenda & MOM, Verbal Analogies.

**(8 Hours)**

**4- Communication Skills:**

Power Point Presentations, Know Your Body Language, Role Plays, Picture Perception, Public Speaking 'Debate, Stage Handling, Oral Presentation.

**(8 Hours)**

**5- Verbal Ability:**

One Word Substitutions, Jumbled Words, Sentence Improvement.

**(8 Hours)**

**Suggested Reading and Books:**

- 1- J.C. Nesfield, English Grammar Composition and Usage Pub Macmillian Publishers.
- 2- Sanjay Kumar & PushpLata, Communication Skills Oxford University Press.
- 3- Natalie Canavor, Business Writing for Dummies (3rd Edition) Pub Dummies.
- 4- Michelle Osment, Reading and Listening Comprehension Skills Pub , Curriculum Concepts.
- 5- Abhishek Verma and Shweta Bajaj, Unveiling the Secrets of Verbal Ability Pub Research India.

**\*Latest editions of books are recommended.**



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**BLIS Semester-11**  
**Environmental Studies****Course Code: DBLISG201****L-2, T-0, P-0, C-2****OBJECTIVES:**

1. Environmental problems arising due to constructional and developmental activities.
2. The natural resources and suitable methods for conservation of resources for sustainable development.
3. The importance of ecosystem and biodiversity and its conservation for maintaining ecological balance.
4. The types and adverse effects of various environmental pollutants and their abatement devices.
5. Greenhouse effect, various Environmental laws, impact of human population explosion, environment protection movements, different disasters and their management.

**Unit-wise Course Contents:****1- Introduction and evolution of environmental studies:**

Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development. **Ecology and Environment:** Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.

**(8 Hours)****2- Natural Resources:**

Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. Deforestation: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. Energy Resources: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies, Biodiversity: Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Biogeographical Classification of India.

**(8 Hours)****3- Environmental Pollutions:**

Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies.

**(8 Hours)****4- Environmental policies & practices:**

Climate change & Global Warming (Greenhouse Effect), Ozone Layer -Its Depletion and Control Measures, Photo chemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context.

**(8 Hours)****5- Human Communities & Environment:**



Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case study.

**(8 Hours)**

**Suggested Readings and Books:**

1. De, A. K., Environmental Chemistry, Pub New Age Publishers Pvt. Ltd.
2. Masters, G. M., Introduction to Environmental Engineering and Science, Pub Prentice Hall India Pvt. Ltd.
3. Odem, E. P., Fundamentals of Ecology, Pub W. B. Sanders Co.

**\*Latest editions of books are recommended.**



**BLIS Semester-1I**  
**Human Values & Ethics**

**Course Code: DBLISG202**

**L- 2, T-0, P-0, C- 2**

**OBJECTIVES:**

1. Understanding Meaning of Values and Applying to Their Life.
2. Understanding Indian Value System.
3. Understanding The Structure and Importance of Family and Applying This Knowledge to Stay in Harmony.
4. Understanding Work Ethics & Professionalism.
5. Understanding Professional Ethics.

**Unit-wise Course Contents:**

**1- Introduction to Human Values:**

Definition, Sources of Value System, Types of Values, Professional Values: Integrity, Work Ethics, Mutual Respect, Cooperation, Commitment, Hard Work, Emotional Intelligence, Self Confidence, Empathy & Spirituality, Need of Value Education in Present Scenario.

**(6 Hours)**

**2- Indian Value System:**

Teachings from Indian Scriptures Like, Mahabharat, Bhagvad Gita, Ramayana, Teachings of Various Religions/ Ideologies – Hinduism, Islam, Christianity, Buddhism, Jainism & Sikhism, Application of These Teachings in Daily Life.

**(6 Hours)**

**3- Harmony in The Family & Society:**

Understanding Family as The Basic Unit of Society, Structure of Family, Human - Human Relationship, Factors Leading to Harmony, (Nyaya, Ubhaytripti, Trust, Respect, Freedom, Positive Thinking & Equality), Levels of Harmony.

**(6 Hours)**

**4- Work Ethics:**

Need & Importance of Work Ethics, Nature of Ethics, Ethics & Morality, Code of Conduct, Ethical Dilemmas- Source & Their Resolution, Ethical Decision Making, Ethical and Unethical Practices Around Us.

**(6 Hours)**

**5- Professional Ethics:**

Professionalism, Profession Specific Ethics, Advantages of Ethical Professionalism, Promoting Ethical Behaviour in Employees, Case Study: Vishakhapatnam Gas Leak, Collapse of Morbi Suspension Bridge, Unethical Practices & Degradation of Environment (Terminology and Ethics as Per the Particular Profession, Medical, Nursing, Technical, Cyber, Agriculture, Management, Law, Fine Arts, Teaching & Sports).

**(6 Hours)**



### **Suggested Readings and Books:**

1. Prof. A. N. Tripathi,,Human Values, 2009, Pub New Age International
2. R.S. Nagrajan, A Textbook On Professional Ethics & Human Values,2018, New Age International Publisher: New Delhi
3. R.R. Gaur, R. Sangal, A Foundation Course in Human Values and Professional Ethics, 2010, Pub Excel Publication: New Delhi

**\*Latest editions of books are recommended.**



**Course Code: VV-2**

**BLIS Semester – II**  
**Internship**


**L-0, T-0, P-16, C-8**

**OBJECTIVES:**

One of the main objectives of an internship is to expose you to a particular job and a profession. While you might have an idea about what a job is like, you won't know until you actually perform it if it's what you thought it was, if you have the training and skills to do it and if it's something you like.



<b><u>Course Code:</u></b> <b><u>BLISVV551</u></b>	<b>Viva-Voce</b> <b>Summer Internship Report</b>	<b>L-0</b> <b>T-0</b> <b>P-12</b> <b>C-12</b>
<b><u>Objectives:</u></b>	This course intends to familiarize and develop understanding of the students about the library set up, know about the functioning of various sections/departments of a library in general and gain hand-on experience of a specific work of the chosen library. The main aim is to acquaint the student with the practical day-to-day functioning of a library with a motive to facilitate training in a specific skill/area of that library. Students will undergo summer training at the end of II semester. The duration of training will be 30 days.	
<b><u>Course Outcomes:</u></b>	<b>On completion of the course, the students will be:</b>	
<b>CO1.</b>	Understanding the departments, sections of a library, staffing and different levels of a library.	
<b>CO2.</b>	Applying internship site terminology appropriately.	
<b>CO3.</b>	Demonstrating effective communication skills, participate well as a team member and build professional network.	
<b>CO4.</b>	Demonstrating the ability to prepare and assess a report.	
<b>CO5.</b>	Developing the values and behaviors necessary for professional and ethical practice.	
<b><u>Course Content:</u></b>	<ol style="list-style-type: none"> <li>1. A brief introduction is given by the host library on its various departments and administrative functions.</li> <li>2. Students will visit various departments and will observe the physical layout, working conditions and managerial practices under the supervision of the librarian.</li> <li>3. Students will write notes on the salient features of activities of different departments.</li> <li>4. Each student shall prepare a structured report after the successful completion internship.</li> <li>5. The report of visit shall be compiled and presented in a major project report form.</li> <li>6. Students with help of faculty guide will carry out analysis of the visit reports.</li> <li>7. Students will give a formal presentation of the report before the jury comprising of minimum two internal faculty members to be appointed by the Director/ Principal of the college.</li> <li>8. The assessment will be out of 100 marks (External Marks-50, Internal Marks-50).</li> </ol>	

<b>Format for Summer Training Report</b>		
<b>1.</b>	<b>Cover /Title Page</b>	<b>1 page</b>
<p><b>Training Report.....(Topic/Department/Area)</b></p> <p><b>At</b></p> <p><b>(Name of the Organisation/Company)</b></p> <p><b>In partial fulfillment for the award of the degree of BLIS</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Teerthanker Mahaveer University, Moradabad. Uttar Pradesh</b></p> <p><b>Submitted by:</b></p> <p><b>Student Name</b> <b>II Semester</b></p> <p><b>Submitted to</b></p> <p><b>Internal Guide Name</b> <b>Designation</b></p> <p><b>Year</b> <b>CDOE, TMU</b></p> <p style="text-align: right;"><b>Under Supervision of:</b> <b>External Guide Name:</b></p>		



**Designation:**

<b>2</b>	<b>Table of content (Index) –with page numbers clearly identified</b>	<b>1page</b>
<b>3</b>	<b>Declaration by the student.</b>	<b>1page</b>
<b>4</b>	Certificate (from the Company / Organization).	<b>1page</b>
<b>5</b>	Acknowledgment.	<b>1page</b>



6	Organization/Company Profile (Background, History, Founder, Vision, Mission, Competitors, Organization Structure, Products, Milestones, Achievements, Address).			5-8 pages	
7	Objectives of training.			1page	
8	<b>The student has to finalize topic from general training or problem centric training as per the consultation or guidance by the internal faculty and company librarian. The details of both the trainings are given below:-</b>				
S. No.	General Training	Pages	S. No.	Problem Centered Training	Pages
8a	Introduction (department/s or the area assigned).	1-2	8a	Introduction to the topic.	1-2
8b	Intern role during internship.	1	8b	Research Objectives.	1
8c	Role of (department/s or the area assigned) in the Organization.	2-3	8c	Research methodology.	1-2
8d	Observations (including explanation of Processes).	6-8 (as per numbers of weeks training done)	8d	Data analysis & Interpretation.	5-8
8e	Key learning's	1-2	8e	Results & Findings.	1-2
8f	Recommendations (if any).	1	8f	Recommendations& Suggestions.	1
8g	Conclusion.	1	8g	Limitations.	1
			8h	Conclusion.	1
			8i	References/ Bibliography..	1





		➤	8j	Appendices, viz., ➤ Questionnaire ➤ Checklist. ➤ Tables etc.	1-3
<b>Plagiarism check will be done from point no.7 onwards. Plagiarism check will be done as per norms provided by the Examination Division of the University</b>					
<b>Evaluation Scheme</b>					
<b>Detail</b>	<b>Report Quality (Structuring, Formatting, Clarity in presenting data &amp; facts)</b>	<b>Presentation</b>	<b>Assessors Evaluation as per Summer Internship Record Book</b>	<b>Viva Voce</b>	<b>Total</b>
<b>Internal</b>	<b>30</b>	<b>20</b>	<b>NA</b>	<b>NA</b>	<b>50</b>
<b>External</b>	<b>15</b>	<b>NA</b>	<b>15</b>	<b>20</b>	<b>50</b>

**5.3 Duration of the programme**

<b><u>Study Scheme</u></b>	
<b><u>SUMMARY</u></b>	
<b>Institute Name</b>	Centre for Distance and Online Education, TMU, Delhi Road, Moradabad.



<b>Programme</b>	<b>BLIS</b>
<b>Duration</b>	One Years (Online Mode) (Two Semesters).
<b>Medium</b>	English.
<b>Minimum Contact Classes</b>	75%
<b><u>Credits</u></b>	
<b>Minimum Credits Required for Degree</b>	52
<b>Eligibility for the program</b>	An individual should have a pass in any undergraduate degree from any university approved by University Grants Commission.

#### 5.4 Faculty and support staff requirement

<b>Academic Staff</b>	<b>Number of Faculty Member</b>
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

#### 5.5 Instructional delivery mechanisms

The Centre for Distance and Online Education, TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.

Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular



engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/online lectures/Virtual Class.
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments.

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

### **5.6 Identification of media—print, audio or video, online, computer aided**

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

### **5.7 Student Support Services**

The Student Support services will be facilitated by the Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity card, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to conduct of end-semester examinations, evaluation and issue of certificates.



## 6 Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Centre for Distance and Online Education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are not able to attend the regular classroom teaching. Academic programmes offered for such candidates under Online and Online Learning mode will be conducted by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online Mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online and Online application form available on CDOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

### 6.1 Procedure for Admission:

An individual should have a pass in any undergraduate degree from any university approved by University Grants Commission.

#### Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.



**Fee Structure and Financial assistance policy:**

Suggested Fee for BLIS programme is INR 5400 per annum. A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

**6.2 Curriculum Transactions:****Programme Delivery:**

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online and Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online and Online Mode of Academic Delivery.
- Periodic review of Curriculum and Study material.
- Live Interactive lectures from faculty / Course coordinators.
- Continuous Academic and Technical support.
- Guidance from Course Coordinators.
- Learning and delivery support from Course Mentors.

**Norms for Delivery of Courses in Online and Online Mode:**

S.	Credit value of	No. of Weeks	No. of Interactive Sessions	Hours of Study Material	Self- Study hours	Total Hoursof	S.	Credit value of
No.	the course		<b>Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)</b>	<b>Discussion Forum/a synchronous Mentoring (2 hours per week)</b>	<b>e-Tutorial in hours</b>	<b>e- Content hours</b>	<b>including Assessment etc.</b>	<b>Study (based on 30 hours per credit)</b>
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180

**Learning Management System (LMS) to support Online and Online mode of Course delivery:**

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards- compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens, on both web and mobile platforms.

**6.3 Evaluation Scheme**



<b>Evaluation Scheme:</b>					
<b>Assessment</b>			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>			30	70	100
<b>Practical/ Dissertations/ Project Reports</b>			50	50	100
<b>Class Test-1</b>	<b>Class Test-2</b>	<b>Class Test-3</b>	<b>Assignment(s)</b>	<b>Attendance</b>	<b>Total</b>
<b>Best two out of three</b>					
10	10	10	05	05	30
<b>Duration of Examination</b>			<b>External</b>	<b>Internal</b>	
			3 Hours	1.5 Hours	
<p>To qualify the course a student is required to secure a minimum of 35% marks in aggregate including thesemester end examination and teacher’s continuous evaluation. (i.e. both internal and external). A candidate who secures less than 35% of marks in a course shall be deemed to have failed in that course.</p>					



<b>Question Paper</b>	
<b>1</b>	The question paper shall have two section – <b>Section A and Section B</b> . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned.
<b>2</b>	<b>Section A:</b> It shall consist of short answer type questions (approx. 50 words). This section will essentially <b>assess CO’s related to lower order thinking skills (Remembering &amp; Understanding)</b> . It will contain <b>five questions</b> with at least <b>one question from each unit with internal choice</b> having “or” option with optional question from the same unit. Each question shall have equal weightage of <b>two marks</b> and total weightage of this section shall be <b>ten marks</b> .
<b>3</b>	<b>Section B</b> shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify <b>the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating &amp; Creating or Remembering &amp; Understanding)</b> to be assessed and <b>mapped with the course outcomes stated</b> . It shall contain <b>five questions with at least one question from each unit with an internal choice having “or” option</b> with optional question from the same unit. Each <b>question shall have equal weightage of twelve marks and total weightage of twelve marks</b> and total weightage of this section shall be <b>sixty marks</b> .
<b>4</b>	<b>Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.</b>
<b>IMPORTANT NOTES:</b>	
<b>1</b>	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
<b>2</b>	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
<b>3</b>	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.





## 7. Requirement of the Laboratory Support and Library

### Resources: Laboratory Support

For practical base courses, practical sessions are conducted in face to face mode (which is a compulsory component) in laboratories at learner support centers well equipped with such facilities.

### Library Resources:

Centre for Distance and Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BLIS programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online Mode education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

## 8. Cost Estimate of the Programme and the Provisions:

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

## 9. Quality assurance mechanism and expected programme outcomes:

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. Upon completion of a Bachelor of Library and Information Science program in India, graduates can expect to acquire comprehensive knowledge of library management, information organization, and digital resource management. They are equipped to work as librarians, information managers, archivists, or knowledge specialists in various sectors such as libraries, archives, and information centers.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of the programme.

Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which

will assist Director, Centre for Distance and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by DOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

Centre for Internal Quality Assurance (CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programs. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally quality of programs.

