

FYUGP
2024

COURSES IN LIBRARY AND INFORMATION SCIENCE

Syllabus for
Undergraduate Programmes (Honours)
Under Credit Semester System
Outcome Based Education
with Effect from 2024 Admissions



St Berchmans College
Founded 1922

AUTONOMOUS | College with Potential for Excellence | A+ in the Fifth Cycle of Reaccreditation by NAAC

Changanassery, Kerala, India 686101 | Affiliated to Mahatma Gandhi University, Kottayam

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ACKNOWLEDGEMENT

I am pleased to present the newly designed syllabus of Multi-Disciplinary Courses (MDC) and Skill Enhancement Courses (SEC) for the Four-Year Undergraduate Programme offered by the Department of Library and Information Science, meticulously developed in alignment with the educational standards set forth by our institution and the evolving needs of the field. This innovative curriculum is crafted to provide a comprehensive and dynamic educational experience, tailored to meet the diverse academic interests and career aspirations of our students. Emphasizing the importance of a multidisciplinary approach to education, our syllabus integrates a variety of courses spanning foundational, advanced, and interdisciplinary topics. This inclusive approach not only fosters a holistic learning environment but also enables students to explore the intersections between library science and other disciplines, such as information technology, sociology, and education.

Designed to empower students with both theoretical knowledge and practical skills, our syllabus includes courses on emerging trends, technologies, and methodologies in the field of library and information science. Through hands-on projects, internships, and experiential learning opportunities, students will develop the critical thinking, communication, and problem-solving skills necessary for success in today's rapidly evolving information landscape.

I express my deepest appreciation to all members of the BOS for their invaluable contributions that have profoundly influenced the trajectory of our Library and Information Science initiatives.

Sheejamol Mathew

Chairman

Board of studies in Library and Information Science



BOARD OF STUDIES

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Name	Official Address
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TEACHERS FROM THE DEPARTMENT NOMINATED BY THE PRINCIPAL TO THE BOARD OF STUDIES

Name
Ms. Yamuna P B
Ms. Shehitha Salim



PROGRAMMEOUTCOMES

- PO1:** Develop in-depth conceptual knowledge and skills in the discipline for vertical growth and scholarly pursuits
- PO2:** Integrate and apply interdisciplinary knowledge incorporating historical, theoretical, scientific, technological, economic, philosophical, cultural, aesthetic and ethical perspectives to address complex challenges in diverse settings
- PO3:** Demonstrate communication skills promoting adaptability, collaboration and resilience in global and local contexts
- PO4:** Develop problem solving skills to transfer the knowledge of methods and systems of different disciplines for a sustainable and egalitarian world order
- PO5:** Cultivate research skills and innovative and critical thinking to contribute to societal development through the creation of sustainable solutions and advancements in the respective fields.



OUTLINE OF MULTIDISCIPLINARY COURSES (MDC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24LS1MDC100	MDC	Academic Library System	4	60	3
Semester II (Course Level: 100 - 199)					
SBU24LS2MDC100	MDC	Digital Information Retrieval	4	60	3
Semester III (Course Level: 200 - 299)					
SBU24LS3MDC200	MDC	Open Educational Resources	3	45	3

OUTLINE OF SKILL ENHANCEMENT COURSES (SEC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester IV (Course Level: 200 - 299)					
SBU24LS4SEC200	SEC	Competency Development	3	45	3



SEMESTER I

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24LS1MDC100	MDC	Academic Library System	4	60	3



SBU24LS1MDC100: ACADEMIC LIBRARY SYSTEM

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	75
Pre-requisite (if any)	Mathematics, Physics and Chemistry at Class XII		

Course Outcomes

No.	Description	Cognitive Level
CO1	Examine the functional role of libraries in the context of societal development.	U
CO2	Acquire various information sources, their classifications, and the ability to critically assess and utilize them for research and information retrieval purposes	A
CO3	Develop a comprehensive understanding of reference and information services, encompassing a range of tools and techniques in the evolving landscape of information management	U
CO4	Gain Hands-on Experience with Selected Electronic Resource Platforms	A
CO5	Gain hands-on experience in all sections of a library under staff supervision	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	-	-	-	1
CO2	-	-	-	-	-	1	-	-	-	1
CO3	-	-	-	-	-	1	-	1	-	1
CO4	-	-	-	-	-	1	-	1	1	1
CO5	-	-	-	-	-	1	-	1	1	-

Mapping of CO to Assessment Tools

CO	Formative Assessment			Summative Assessment		ESE
	Assignment	Record	Viva Voce	Written Test	Model	
CO1	x	-	x	x	x	x
CO2	x	-	x	x	x	x
CO3	x	-	x	x	x	x
CO4	-	x	x	-	-	-
CO5	-	x	x	-	-	-



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Types of Libraries (10Hrs)				
Role of Libraries: Libraries and Society Library as a Social Institution, Functional role of libraries in a society–Development of Libraries in India - Role of Library and Information Centres in Modern Society Academic library system- Academic library: Definition of library, Objectives and Functions	1.1	1,2	4	Lecture/Power point presentation
Types of libraries: their distinguishing features and functions. National Libraries, Public Libraries, Special Libraries, Academic Libraries: School, College and University libraries	1.2	1	4	Lecture/Power point presentation
Sections of Library: Acquisition section, Technical Processing-Classification, Cataloguing, Circulation of Documents, Maintenance	1.3	1,2,3	2	Lecture/Power point presentation
Module 2: Information Sources (10 Hrs)				
Information and documents Classification of information sources–Documentary sources: Primary, Secondary and Tertiary Sources of Information; their categories and characteristics.	2.1	2	3	Lecture/Power point presentation
Reference Sources - Encyclopaedias, Dictionaries, Geographical Sources.	2.2	1	3	Lecture/Power point presentation
Biographical Sources: Year-books/Almanacs, Directories, and Handbooks, Statistical (salient features and evaluation)-non-Documentary sources	2.3	1,2,3	4	Lecture/Power point presentation
Module3: Information Services (10Hrs)				
Reference and Information Services, Referral Services, Bibliographic Service, Indexing and Abstracting Services, In-house Communications-Newsletters, House bulletins and other In-house communications; CAS, SDI, Digest Service, Trend Report, Translation Services, Reprographic Services.	3.1	1,2,3	4	Lecture/Power point presentation
Online Services: e-SDI, Literature search, electronic document delivery and machine translation services	3.2	1,2,3	2	Lecture/Power point presentation
Bibliographic databases, Citation databases, Full-text databases, Portals and Gateways, Multimedia based information products, Open access knowledge system: products and services. Digital and Virtual Reference service	3.3	1,2,3	4	Lecture/Power point presentation
Module4: Hands-on training of Databases(15Hrs)				
Hands-on Experience on: DOAJ, INFLIBNET, DELNET, EBSCOhost	4.1	4	10	Demonstration Hands-on training
Each student has to work for 20 hours in a selected well organized reputed library, to get first-hand experience under the guidance and supervision of the concerned library staff. They are expected to work in all the sections	4.2	5	20	Training, Report



of the library. The library has to be approved by the Departmental Council.				
After the internship, a comprehensive report of the work done by them certified by the Head of the Library has to be submitted to the Department. An attendance certificate shall be obtained from the organization as a proof of the successful completion of the study and the same should be incorporated in their report.				

Reference

1. Boon, S., & Johnston, P. (Eds.). (2019). Academic Library Management: Case Studies. Chandos Publishing.
2. Chowdhury, G. G., & Chowdhury, S. (Eds.). (2020). Advances in Library Administration and Organization. Emerald Publishing Limited.
3. Gorman, G.E., & Millwood, K.A. (2017). The Academic Library Administrator's Field Guide. Rowman & Littlefield.
4. Gupta, S. K. (2018). Modern Academic Library: Essentials and Innovations. Ess Ess Publications.
5. Johnson, P., & Koontz, C. (2019). The Complete Guide to Academic Library Systems, Cambridge University Press.
6. Koul, D. (2021). Management of Academic Libraries in India: Challenges and Opportunities. Ess Ess Publications.
7. Ramesh, B.S. (2019). Digital Transformation of Academic Libraries in India. Springer.
8. Ranganathan, S. R. (2017). Library Administration. Ess Ess Publications.
9. Singh, S., & Kaur, K. (2020). Library Automation and Networking in Indian Universities. Shree Publishers & Distributors.
10. Thompson, R. (2018). Managing Academic Libraries: Principles and Practices. Routledge.

Related Online Contents

1. <https://www.mooc-list.com/instructor/helen-tibbo>
2. <https://www.mooc-list.com/certificate/yes-verified-certificate-paid?page...>
3. <https://www.mooc-list.com/tags/logic>
4. [eprints.rclis.org/19405/1/ALIS2059\(4\)20247-27920\(1\).pdf](http://eprints.rclis.org/19405/1/ALIS2059(4)20247-27920(1).pdf)
5. www.inflibnet.ac.in/Epgpathsala
6. <http://www.expertsmind.com/questions/qualities-of-indexing-andabstracting-periodicals-30121941.aspx>
7. www.ejil.org/about/services.php?



SEMESTER II

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24LS2MDC100	MDC	Digital Information Retrieval	4	60	3



SBU24LS2MDC100: DIGITAL INFORMATION RETRIEVAL

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the fundamental principles and components of web technology, including web browsers, search engines, hypertext, and hypermedia.	U
CO2	Develop effective search strategies for refining search queries and retrieving relevant information from e-resources and online databases.	A
CO3	Learn about the principles and best practices for negotiating consortium agreements, including terms and conditions for resource sharing, licensing agreements, and dispute resolution mechanisms	U
CO4	To equip participants with the skills and knowledge necessary to proficiently utilize Zotero for efficient reference management in academic and professional contexts	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	-	-	-	-
CO2	-	-	-	-	-	-	1	-	1	-
CO3	-	-	-	-	-	1	1	-	1	1
CO4	-	-	-	-	-	-	1	-	1	1

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Assignment	Record	Viva Voce	Written Test	Model	
CO1	x	-	x	x	x	x
CO2	x	-	x	x	x	x
CO3	x	-	x	x	x	x
CO4	-	x	-	-	-	-

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module1: Web and Communication Technology (15 Hrs)				
Web Technology: Web Browser, Search Engine, Hypertext, Hyper Media and Multimedia; Integrated Service Digital Network (ISDN)-Open System Inter Connections (OSI).	1.1	1,2	4	Lecture/Power point presentation
Communication Technology: Telecommunication-	1.2	1	4	Lecture/Power



Transmission Media: Switching, Bandwidth, Multiplexing, Modulation Protocols-Wireless				point presentation
Communication Tools and Techniques: Fax, Tele Conferencing, Video Conferencing, Teletext, Video Text and Bulletin Board Services	1.3	1,2	2	Lecture/Power point presentation
Module2: E-Resources (15Hrs)				
Introduction and Basic Concepts of E-Resources- History and development of E-Resources.	2.1	1,2, 3	3	Lecture/Power point presentation
E-Resources: -E-journals, characteristics, advantages and disadvantages, E-book, characteristics, advantages and disadvantages-Online Databases, characteristics, advantages and disadvantages.	2.2	1	3	Lecture/Power point presentation
Search techniques: Search methods, Search Strategy, Metadata Harvesting, Web Crawling, Misinformation, Disinformation	2.3	1,2	4	Lecture/Power point presentation
Module3: Consortia for Resource Sharing(15Hrs)				
E-Resources Consortia: Definition and overview, Historical development, Importance and relevance in the digital age	3.1	3	3	Lecture/Power point presentation
Types and Models of Consortia: National consortia, regional consortia, Subject-specific consortia, Library consortia vs. Institutional consortia	3.2	3	2	Lecture/Power point presentation
Technology Infrastructure for Resource Sharing: Integrated library systems (ILS), Interlibrary loan (ILL) management systems, Open URL link resolvers, Authentication and access management. Examples of consortia: UGC-INFLIBNET - DeLCON consortia, International: OCLC products and services. Digital and Virtual Reference service	3.3	2,3	5	Lecture/Power point presentation
Module4: Hands-on learning in Reference Management Tool(15Hrs)				
Creating a Zotero account Installing Zotero software and browser plugins Configuring Zotero preferences and settings	4.1	4	15	Demonstration Hands on training

Reference

1. Manning, C. D., Raghavan, P., &Schütze, H. (2008). Introduction to information retrieval. Cambridge University Press.
2. Baeza-Yates, R., & Ribeiro-Neto, B. (2011). Modern information retrieval: The concept sand technology behind search. Addison-Wesley.
3. Chowdhury, G. G. (2010). Introduction to modern information retrieval (3rd ed.). Facet Publishing.
4. Hersh, W. R. (2009). Information retrieval: A health and biomedical perspective (3rd ed.). Springer.
5. Witten, I. H. Moff at, A., & Bell, T. C. (2010). Managing gigabytes: Compressing and indexing documents and images (2nded.). Morgan Kaufmann.
6. Frakes, W. B., &Baeza-Yates, R. (1992). Information retrieval: Data structures &algorithms. Prentice Hall.
7. Büttcher, S., Clarke, C. L., & Cormack, G. V. (2010). Information retrieval: Implementing and evaluating search engines. MIT Press.
8. Kowalski, G. (2012). Information retrieval systems: Theory and implementation.



Springer.

9. Marchionini, G. (2006). Exploratory search: From finding to understanding. Springer.
10. Salton, G., & McGill, M. J. (1983). Introduction to modern information retrieval. McGraw-Hill.

Reference

1. <https://www.ifla.org/files/assets/acquisition-collection/development/publications/electronic-resource-guide-2012.pdf>
2. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/library_and_information_science/information_sources,_systems_and_services/04._reference_sourcesuseand_evaluation_criteria_e-information_sources/et/1916_et_et.pdf
3. <https://ess.inflibnet.ac.in/>



SEMESTER III

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24LS3MDC200	MDC	Open Educational Resources	3	45	3



SBU24LS3MDC200: OPEN EDUCATIONAL RESOURCES

Type of Course	MDC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the concept and significance of Open Educational Resources (OER) in education.	U
CO2	Understand diverse electronic resources such as e-journals, e-books, course ware, and institutional repositories from reputable platforms to enhance research, learning, and knowledge dissemination.	U
CO3	Gain awareness of legal and ethical considerations related to OER usage and licensing.	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	1
CO2	-	-	-	-	-	1	1	-	-	1
CO3	-	-	-	-	-	-	1	1	-	-

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Assignment	Group Discussion	Viva Voce	Written Test	Model	
CO1	x	x	x	x	-	x
CO2	x	x	x	x	-	x
CO3	x	x	x	x	-	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module1: Introduction to Open Educational Resources (OER) (10Hrs)				
Concept of Open Educational resource: Definition and characteristics of OER. Importance and benefits of OER in education. Overview of the open education movement and its significance.	1.1	1	4	Lecture/Power point presentation
Types of OER: Text-Based Resources, Multimedia Resources, Course Materials, Open Access Textbook Platforms, Open Data and Open Science Resources	1.2	1,2	4	Lecture/Power point presentation
Difference between Proprietary and Open source, Contrast between Open and Free resources.	1.3	1,2	2	Lecture/Power point presentation



Module2: Types of OER (20 Hrs)				
E-Journals: DOAJ, OAJSE, Indian Academy of science, High wire, NISCAIR Online Periodicals Repository	2.1	1,2	6	Lecture/Power point presentation
E-Books: DOAB, Audible Books, Digital Library of India, OER Common, Project Gutenberg, Utah Open Textbook, E-Pustakalaya	2.2	1,2	6	Lecture/Power point presentation
Course ware: saksh at Portal, MIT Course, NPTEL, SWAYAM, E-gyankosh, CEDT, Sci Gate, Khan Academy, MERLOT, NIOs Institutional Repository: Open DOAR, OAJSE, National Repository of Open Educational Resources (NROER)	2.3	1,2	8	Lecture/Power point presentation
Module3: Legal and ethical considerations in OER (15 Hrs)				
Intellectual property rights: Copyright. Creative Commons licenses and other OER licensing options	3.1	3	5	Lecture/Power point presentation
Ethical considerations in OER usage and attribution, Plagiarism	3.2	3	5	Lecture/Power point presentation
Advocacy and policy initiatives in support of OER adoption	3.3	3	5	Lecture/Power point presentation

Reference

1. Bali, M., & Weller, M. (2018). Open Educational Resources: A Catalyst for Innovation(7thed.). International Council for Open and Distance Education.
2. Dobbs, A. W., & Click, A. (2019). Open Educational Resources (OER): A Field Guide for Academic Librarians(7thed.). ACRL Press.
3. Iiyoshi, T., & Kumar, M.S.V. (2013). The Power of Open: A Collection of Essay son Open Access and Open Education(7thed.). MIT Press.
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5. Jayarajan, P., & Kumar, N. (2019). Open Educational Resources (OER): The New Paradigm in Teaching and Learning (7thed.). SAGE Publications India.
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8. Prasad, A. (2015). Open Educational Resources (OER): An Indian Perspective(7thed.) Academic Foundation.
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Reference

1. <https://www.wcl.american.edu/impact/initiatives-programs/pijip/impact/best-practices-in-fair-use/best-practices-in-fair-use-for-open-educational-resources/>
2. <https://openeducationalresources.pbworks.com/w/page/25308415/Legal/Aspects/of/OER>



SEMESTER IV

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24LS4SEC200	SEC	Competency Development	3	45	3



SBU24LS4SEC200: COMPETENCY DEVELOPMENT

Type of Course	SEC	
Course Level	200-299	
Credit	3	
Course Delivery Duration	Theory (Hrs)	Total (Hrs)
	45	45
Pre-requisite (if any)		

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand the importance of professional and personal competencies in achieving success.	U
CO2	Acquire competencies to manage stress and its physiological and psychological effects.	A
CO3	Develop essential skills and competencies in time management, negotiation, and team work to enhance productivity, efficiency, and collaborative success in personal and professional settings.	An

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	
CO2	-	-	-	-	-	1	-	1	1	1
CO3	-	-	-	-	-	1	-	-	1	1

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment			Summative Assessment		ESE
	Assignment	Group Discussion	Viva Voce	Written exam	Model	
CO1	x	x	x	x	x	x
CO2	x	x	x		x	x
CO3	x	x	x	x	x	x

Course Content & Transaction Mechanism Theory

Course Content	Unit	CO	Hours	Transaction Mechanism
Module1: Professional and Personal Competencies (20Hrs)				
Professional and personal competencies: Definition and importance of professional and personal competencies.	1.1.	1	4	Lecture/Power point presentation
Soft skill sand hard skills; Interpersonal skills: active listening, empathy, and conflictre solution; Emotional intelligence: self-awareness, self-regulation, empathy, and social skills.	1.2.	1	6	Lecture/Power point presentation



Communication Skills: Types of communication–verbal and non-verbal. Types of oral communication; Structure of an oral presentation; Body language; Use of visual aids Listening skills; Types of listening -Passive Listening, Active Listening, Reflective Listening.	1.3	1	10	Lecture/Power point presentation
Module2: Stress Management(10Hrs)				
Understanding stress; Types of stress Symptoms of work stress Causes of harmful work stress; Personality and stress;	2.1	1,2	3	Lecture/Power point presentation
Stress management techniques, Benefits for stress management	2.2	2	3	Lecture/Power point presentation
Relaxation Techniques; Introduction to relaxation techniques: deep breathing, progressive muscle relaxation, guide dimagery	2.3	2	4	Lecture/Power point presentation
Module3: Other Management Skills:(15Hrs)				
Time management: Delegation and time management Barriers to time management Identifying and handling time consuming tasks, Procrastination Techniques of time management	3.1	1,3	5	Lecture/Power point presentation
Negotiation skills: Types of negotiation Stages of negotiation; Skills of negotiation	3.2	1,3	5	Lecture/Power point presentation
Team work and Collaboration; Characteristics of effective teamwork: Building trust and rapport with in teams, Conflict management in team settings, Collaborative problem-solving techniques	3.3	1,3	5	Lecture/Power point presentation

Reference

1. Boyatzis, R.E. (2018). The Competent Manager: A Model for Effective Performance (2nd ed.). John Wiley & Sons.
2. Garcia, M. (2014). Developing Competencies: Strategies for Personal and Professional Growth. London, UK: Routledge.
3. Harris, D. (2014). Building a Competency-Based Workforce: Leveraging Competencies to Improve Business Performance. Society for Human Resource Management.
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8. Nanda, R., & Narasimhan, K. (2017). Skill Development in India: A Global Perspective. New Delhi: Sage Publications India Pvt. Ltd.
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12. Wilson, K. (2010). The Competency Blueprint: Mapping Your Path to Skill Development. New York, NY: McGraw-Hill Education.



Rubrics for Assessment Tools

Each course contains specific assessment tools. However, the faculty teaching the course has the freedom to alter these tools according to the course requirements, with prior permission from the respective Board of Studies.

Rubrics for Assignment

Criteria	Level 1	Level 2	Level 3
Level of Content	Many relevant aspects regarding the topic are missing	Some aspects are missing	All aspects regarding the topic are covered
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity.	Writing is impartially coherent and medium level of logical organization.	Writing is coherent and logically organized. Overall unity of ideas is present.
Reference	Lack clarity of sources and are unauthentic	Sources are listed properly but many are unauthentic	Enough reference and all the sources are authentic

Rubrics for Viva Voce

Criteria	Level 1	Level 2	Level 3
Clarity in the understanding concepts	Only superficial knowledge in most of the topics	Adequate understanding in most of the topics, but fails to elaborate	Good understanding with explanation ability
Communication skills	Struggle to communicate the concepts	Limitations in concept clarity, proper vocabulary and articulation	Concept clarity, proper vocabulary and perfect articulation

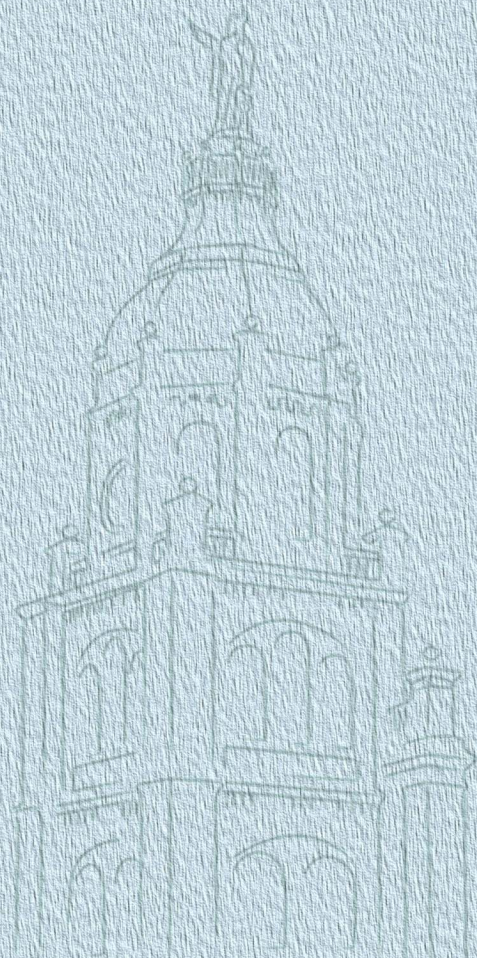
Rubrics for Record

Criteria	Level 1	Level 2	Level 3
Content & Depth	Incomplete or superficial report, lacks depth	Some relevant content, but lacks depth or critical analysis	Comprehensive report, covers all required aspects with depth and critical analysis
Organization & Clarity	Poorly organized, lacks coherence and clarity	Adequate organization, some sections lack clarity	Well-organized, clear structure, flows logically, and easy to follow
Analysis & Reflection	Minimal analysis or reflection on internship experience	Some analysis or reflection provided, lacks depth or insight	In-depth analysis and reflection on library experience, demonstrates critical thinking



Rubrics for Group Discussion

Criteria	Level 1	Level 2	Level 3
Content & Organization	Incomplete or inaccurate content, lacks coherence	Some relevant content, but lacks depth or organization	Clear, relevant, and well-organized content, demonstrates depth of understanding and insight
Delivery & Engagement	Poor delivery, unclear speech, lacks engagement	Adequate delivery, some variation in tone, moderate engagement	Confident delivery, clear articulation, maintains audience engagement
Visual Aids & Time Management	Visual aids are absent or irrelevant, poor time management	Visual aids are present but lack clarity, struggles with time	Visual aids enhance understanding, effectively manages time



St Berchmans College

Founded 1922

AUTONOMOUS | College with Potential for Excellence | A+ in the Fifth Cycle of Reaccreditation by NAAC

Changanassery, Kerala, India 686101 | Affiliated to Mahatma Gandhi University, Kottayam

