

SIR GURUDAS MAHAVIDYALAYA LESSON PLAN FOR LIBRARY AND INFORMATION STUDIES(LISD)									
NAME OF THE DEPARTMENT			CENTRAL LIBRARY						
HOD		DR.SUCHISMITA MAJUMDAR							
INITIALS OF FACULTIES									
PERIOD OF SEMESTER		FROM JULY TO JUNE				HONS/MAJOR		GENERAL/MINOR	
SEM	1/2/3	Core Course		IDC(LISD)	CREDIT POINT	3	Course Code	LISD	
		GE/DSE/SEC							
Name of the Course			STUDIES IN FUNDAMENTALS OF LIBRARIANSHIP						
Course Co-ordinator			DR.SUCHISMITA MAJUMDAR						
LECTURE DELIVERED BY			DR.SUCHISMITA MAJUMDAR						
TOTAL MARKS		75	TH	50	TUT	25	PRAC		
TOTAL HOURS		30	TH		TUT		PRAC		
UNIT/ SECTION/ GROUP/ MODULE/ TOPIC				LIBRARIANSHIP,LIBRARY AND SOCIETY					
NAME OF THE UNIT/MODULE				UNIT 1					
TOTAL HOURS			THEORY		TUTORIAL		PRAC		
DISTRIBUTION OF LESSON PLAN (MODULE/ UNIT/ SECTION/ TOPIC WISE)									
SL	LECTURE HEAD/ TOPIC					HR	BA	B.SC	
1	<u>Lesson 1: CONCEPT</u> Duration: 1 hour Topics: Definition and concept of librarianship. Libraries as information and cultural hubs. Overview of librarianship and its societal relevance.Importance of librarianship in modern society. LIS as an interdisciplinary field.Discuss its core principles and its relationship with other disciplines. Define the scope and purpose of Library and Information Studies (LIS). Understand the interdisciplinary nature of LIS and its role in society. Identify different types of libraries and information centers.						SAME	SAME	

	<p>Activities: Welcome and outline of the course structure, objectives, and expectations. Ask students to share their experiences with libraries or any information centers. Discussion: Ask students to share their experiences of using libraries and how libraries have impacted their lives. Q&A Session: Address student queries. Recap the key points and assess learning outcomes.</p>			
2	<p><u>Lesson 2:</u> NEED AND SCOPE OF LIBRARIES</p> <p>Duration: 1 hour</p> <p>Topics: Explore the need, scope, and societal impact of libraries. Concept and role of libraries in society. Need for libraries in different communities (educational, public, and specialized). Scope of library services in modern times.</p> <p>Activities Discuss examples of libraries as transformative agents in communities (e.g., public libraries, digital libraries). Interactive Session: Libraries can adapt to societal changes. Recap the key points and assess learning outcomes.</p>			
3	<p><u>Lesson 3:</u> GROWTH AND DEVELOPMENT OF LIBRARIES: EVOLUTION</p> <p>Duration: 1 hour</p> <p>Examine the historical evolution of libraries.</p> <p>Topics: Historical overview: Ancient, medieval, and modern libraries. Explore key historical milestones in the field. Key milestones: The Library of Alexandria, the invention of the printing press, the digital revolution.</p> <p>Activities: Group Work: Students work in groups to discuss how libraries have evolved in the digital age. Recap the key points and assess learning outcomes.</p>			

4	<p><u>Lesson 4: GROWTH AND DEVELOPMENT OF LIBRARIES: TECHNOLOGICAL ADVANCEMENTS OF LIBRARIES</u> Duration:1 hour Emphasize the transition from physical to digital collections. Technological advancements and their impact on library services. Challenges and future trends in libraries. Role of technology: AI, digital libraries, metadata, and big data. Importance of user-centered design and community engagement. The role of libraries in the digital age. How can libraries remain relevant in an increasingly digital world?" Recap the key points and assess learning outcomes.</p>			
5	<p><u>Lesson 5: TYPES OF LIBRARIES</u> Duration:1 hour Overview of public, academic, special, and national libraries. Discuss the role of archives, museums, and digital repositories. Examples: Libraries of Congress, British Library, specialized libraries (e.g., medical, legal). Recap the key points and assess learning outcomes.</p>			
6	<p><u>Lesson 6: BOOKS ,READERS AND READING HABITS</u> Duration:1 hour Topics: Highlight the relationship between libraries, books, and reading habits Importance of books in education and cultural development. Changing reading habits in the digital age. Role of libraries in promoting a reading culture.</p> <p>Activities: Survey: Students discuss their reading habits and the role libraries play in their reading journey. Library Tour: Visit a library and analyze its collection and services. Recap the key points and assess learning outcomes.</p>			
7	<p><u>Lesson 7: DR.S.R.RANGANATHAN</u> Duration:1 hour</p> <p>Topics:</p>			

	<p>Dr. S.R. Ranganathan and the Five Laws of Library Science</p> <p>Understand the principles of Dr. S.R. Ranganathan's Five Laws of Library Science.</p> <p>Activities:</p> <p>Quiz: Conduct a short quiz to assess understanding of the concepts.</p> <p>Recap the key points and assess learning outcomes.</p>			
8	<p>Lesson 8:5 LAWS OF LIBRARY SCIENCE</p> <p>Duration:1 hour</p> <p>Topics:</p> <p>Biography of Dr. S.R. Ranganathan.</p> <p>Detailed explanation of the Five Laws:</p> <ol style="list-style-type: none"> 1. Books are for use. 2. Every reader his/her book. 3. Every book its reader. 4. Save the time of the reader. 5. The library is a growing organism. <p>Relevance of the Five Laws in the modern context.</p> <p>Relevance of the Five Laws in library management and user services.</p> <p>Activities:</p> <p>Presentation: Provide examples for each law with modern applications.</p> <p>Role-play: Students simulate scenarios to demonstrate the application of the Five Laws in library settings.</p> <p>Recap the key points and assess learning outcomes.</p>			
TOTAL HOURS		8		
<p>Objective</p> <p>By the end of the session, students should:</p> <ol style="list-style-type: none"> 1. Understand the concept, need, and scope of librarianship. 2. Appreciate the growth and evolution of libraries in society. 3. Be aware of the importance of books and reading habits. 4. Apply Dr. S.R. Ranganathan's Five Laws of Library Science to modern library practices. 		<p>Outcomes</p> <p>By the end of the session, students should:</p> <ol style="list-style-type: none"> 1. Understand the concept, need, and scope of librarianship. 2. Appreciate the growth and evolution of libraries in society. 3. Be aware of the importance of books and reading habits. 4. Apply Dr. S.R. Ranganathan's Five Laws of Library Science to modern library practices. 		

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SEM	1/2/3	Core Course GE/DSE/SEC	IDC(LISD)	CREDIT POINT	3	Course Code	LISD	
Name of the Course		STUDIES IN FUNDAMENTALS OF LIBRARIANSHIP						
Course Co-ordinator		DR.SUCHISMITA MAJUMDAR						
LECTURE DELIVERED BY		DR.SUCHISMITA MAJUMDAR						
TOTAL MARKS	75	TH	50	TUT	25	PRAC		
TOTAL HOURS	30	TH		TUT		PRAC		
UNIT/ SECTION/ GROUP/ MODULE/ TOPIC			LIBRARY MATERIALS AND SOURCES					
NAME OF THE UNIT/MODULE			UNIT 2					
TOTAL HOURS		THEORY		TUTORIAL		PRAC		
DISTRIBUTION OF LESSON PLAN (MODULE/ UNIT/ SECTION/ TOPIC WISE)								
SL	LECTURE HEAD/ TOPIC				HR	BA	B.SC	
1	<u>Lesson 1:CONCEPT</u> Duration:1 hour Topics: Introduction to Library Materials. Define library materials and their types. Explain the importance of library materials in knowledge dissemination. Summarize the key points of the session.					SAME	SAME	
2	<u>Lesson 2: OVERVIEW OF LIBRARY MATERIALS</u> Duration:1 hour Topics: Overview of library materials: Textbooks, reference books, documentaries, e-resources, non-documentary sources, and human resources.							

	<p>Primary, secondary, and tertiary sources: Definitions and examples. Provide definitions, examples, and the significance of library materials.</p> <p>Activities: Q&A Session: Clarify doubts about the types of materials. Assessment: Ask students to provide examples of each type of library material. Summarize the key points of the session.</p>			
3	<p><u>Lesson 3: DOCUMENTARY SOURCES</u> Duration: 1 hour</p> <p>Topics: Documentary Sources Identify and define documentary sources. Analyze the difference between textbooks and reference books. Explain the characteristics and uses of documentary sources. Parts of a Book/Title Page and Back of Title Page. Textbooks: Role in education. Reference books: Dictionaries, encyclopedias, and handbooks, Yearbooks, Almanacs, Directories, Biographies</p> <p>Activities: 2. Practical Task: Provide a list of books and ask students to categorize them as textbooks or reference books. 3. Discussion: Share how students use these sources in their academic work. Summarize the key points of the session.</p>			
4	<p><u>Lesson 4: NON-DOCUMENTARY SOURCES</u> Duration: 1 hour</p> <p>Differentiate between non-documentary sources and e-resources. Non-documentary and electronic sources. Non-documentary sources: Interviews, oral history, and personal communication.</p> <p>Activities: 1. Interactive Session: Discuss the features and examples of non-documentary sources.</p>			

	2. Documentaries: Historical and informational sources. Summarize the key points of the session.			
5	<p><u>Lesson 5: E-RESOURCES</u></p> <p>Duration:1 hour</p> <p>E-resources: Databases, e-books, e-journals, and open-access materials.</p> <p>Explore a digital library and database.</p> <p>Use a short quiz to check understanding of the differences and applications.</p> <p>Summarize the key points of the session.</p>			
6	<p><u>Lesson 6: INSTITUTIONAL AND HUMAN RESOURCES</u></p> <p>Duration:1 hour</p> <p>Knowledge of the institutional library.</p> <p>Recognize the role of human resources in libraries.</p> <p>Relate the skills of librarians to effective library management.</p> <p>The role of librarians as information managers.</p> <p>The importance of library staff in providing reference services, cataloging, and guidance.</p> <p>Activities:</p> <p>Role-play:Students simulate a librarian assisting a patron in finding resources.</p> <p>Evaluate their role-play performances based on interaction and resource-finding skills.</p> <p>Summarize the key points of the session.</p>			
7	<p><u>Lesson 6: PRESERVATION AND CONSERVATION OF LIBRARY MATERIALS</u></p> <p>Duration:1 hour</p> <p>Identify threats to library materials.</p> <p>Traditional and Modern Techniques.</p> <p>Discuss methods for preserving and conserving resources.</p> <p>Develop a simple preservation strategy for a library.</p> <p>Explain threats and preservation techniques.</p> <p>Activities</p> <p>Students create a preservation plan for a library.</p> <p>Evaluate the feasibility and creativity of students preservation plans.</p>			

	<p>Summarize the key points of the session.</p> <p>Explain the significance of library services and their interdisciplinary applications (e.g., using databases for research in humanities and sciences).</p> <p>Concept maps linking library services to various disciplines.</p> <p>Assess reflections on how specific library resources can aid in different fields.</p>			
8	<p>Lesson 6: PRESERVATION AND CONSERVATION OF LIBRARY MATERIALS</p> <p>Duration:1 hour</p> <p>Threats to library materials: Physical, chemical, and biological factors.</p> <p>Preservation methods: Repair, restoration, and digitization.</p> <p>Conservation techniques: Climate control and proper storage.</p> <p>Summarize the key points of the session.</p> <p>Conduct a comprehensive quiz covering all sessions.</p> <p>Discuss on "The Future of Library Resources in the Digital Age."</p> <p>"Towards Digital Preservation"</p>			
TOTAL HOURS		5		
<p>Objective:</p> <p>To provide an in-depth understanding of library materials and their types, sources of information, and preservation techniques.</p>		<p>Expected Outcomes</p> <p>By the end of the sessions, students will be able to:</p> <ol style="list-style-type: none"> 1. Classify library materials into documentary, non-documentary, and e-resources. 2. Differentiate between primary, secondary, and tertiary sources. 3. Understand the role of human resources in libraries. 4. Identify threats and propose methods for preserving library materials. 		

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INITIALS OF FACULTIES										
PERIOD OF SEMESTER		FROM JULY TO JUNE				HONS/MAJOR	GENERAL/MINOR			
SEM	1/2/3	Core Course GE/DSE/SEC	IDC(LISD)	CREDIT POINT	3	Course Code	LISD			
Name of the Course		STUDIES IN FUNDAMENTALS OF LIBRARIANSHIP								
Course Co-ordinator		DR.SUCHISMITA MAJUMDAR								
LECTURE DELIVERED BY		DR.SUCHISMITA MAJUMDAR								
TOTAL MARKS	75	TH	50	TUT	25	PRAC				
TOTAL HOURS	30	TH		TUT		PRAC				
UNIT/ SECTION/ GROUP/ MODULE/ TOPIC				LIBRARY ACTIVITIES						
NAME OF THE UNIT/MODULE				UNIT 3						
TOTAL HOURS		THEORY		TUTORIAL		PRAC				
DISTRIBUTION OF LESSON PLAN (MODULE/ UNIT/ SECTION/ TOPIC WISE)										
SL	LECTURE HEAD/ TOPIC				HR	BA	B.SC			
1	<u>Lesson 1: CONCEPT</u> Duration: 1 hour Topics: Introduction to Library Activities. Define key library activities. Explain the significance of book selection and acquisition. Overview of library activities: Book selection, acquisition, classification, and cataloging. Importance of aligning book selection with user needs and institutional objectives. Aligning with Five laws of Library Science. Activities: Use a PowerPoint presentation to explain the key concepts. Interactive Discussion: Ask students about their experiences with library resources and how they think books are selected and acquired. Students write down examples of criteria they think are important for selecting books.					SAME	SAME			

2	<p><u>Lesson 2:</u> BOOK SELECTION AND ACQUISITION Duration:1 hour</p> <p>Topics: Identify criteria for book selection and acquisition. Evaluate the challenges in the book acquisition process. Book selection: Criteria (relevance, quality, cost, demand). Acquisition: Purchase, donation, and exchange. Workflow of book acquisition in a library.</p> <p>Activities: Role-play: Divide students into groups to simulate a library committee meeting selecting books for a library. Groups present their selection decisions and justify them based on given criteria.</p>			
3	<p><u>Lesson 3:</u> CONCEPT OF LIBRARY CLASSIFICATION Duration:1 hour</p> <p>Topics: Concept of classification: Definition and purpose. Explain the concept of library classification. Understand class numbers using DDC. Components of classification: Accession number, class number, call number. Example of classification systems (DDC,UDC, Library of Congress).</p> <p>Activities: Use diagrams and examples to explain the structure of classification numbers. Explore class numbers from library resources. Provide a list of books and ask students to assign class numbers using a simplified Dewey Decimal system. Evaluate the accuracy of assigned class numbers.</p>			
4	<p><u>Lesson 4:</u> CONCEPT OF LIBRARY CLASSIFICATION Duration:1 hour</p> <p>Understand class numbers using DDC. Components of classification: Accession number, class number, call number.</p>			

	<p>Explore class numbers from library resources. Provide a list of books and ask students to assign class numbers using a simplified Dewey Decimal system. Evaluate the accuracy of assigned class numbers.</p>			
5	<p><u>Lesson 5: CONCEPT OF LIBRARY CLASSIFICATION</u> Duration:1 hour Understand class numbers using DDC. Components of classification: Accession number, class number, call number. Introduction to KOHA(Library Management Software)</p>			
6	<p><u>Lesson 6:CONCEPT OF CATALOGUING</u> Duration:1 hour Define cataloging and its purpose. Compare traditional catalog cards with OPAC.</p> <p>Activities: Library Visit: Students observe cataloging processes and browse OPAC. Demonstration:Show students how to search for books using OPAC. Assess their ability to use OPAC effectively.</p>			
7	<p><u>Lesson 7: HISTORY AND CONCEPT OF CATALOGUING</u> Duration:1 hour - History and concept of cataloging. ISBD (International Standard Bibliographic Description) Use of catalog cards and OPAC (Online Public Access Catalog). Activity: OPAC Access.</p>			
8	<p><u>Lesson 8: RECAP OF KEY TOPICS</u> Duration:1 hour</p> <p>Topics: Basic library system for a small institution. Recap of key topics: Selection, acquisition, classification, and cataloging. Integration of library activities into a cohesive system.</p> <p>Activities:</p>			

<p>Group Discussion: Students work in teams to design a simple library system for community center, including book selection, classification, and cataloging.</p> <p>Assess group presentations based on creativity, accuracy, and application of concepts.</p> <p>Handouts, infographics, and short videos on library basics.</p> <p>Quizzes on library terminology, ISBD, ISBN, and ISSN</p>			
TOTAL HOURS		8	
<p>Objective</p> <p>Equip students with knowledge and practical skills in library activities, including book selection, acquisition, classification, cataloging, and the use of library tools and systems. Introduce fundamental concepts like library systems, services, classification, and cataloging.</p>	<p>Outcomes</p> <p>By the end of the session, students will:</p> <ol style="list-style-type: none"> 1. Understand the workflow of library activities, from book selection to cataloging. 2. Be able to assign accession numbers, class numbers, and call numbers. 3. Demonstrate knowledge of cataloging standards (ISBD). 4. Effectively use traditional catalog cards and OPAC for resource discovery. 5. Apply their learning to design a small library system. 		

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INITIALS OF FACULTIES									
PERIOD OF SEMESTER		FROM JULY TO JUNE				HONS/MAJOR		GENERAL/MINOR	
SEM	1/2/3	Core Course		IDC(LISD)	CREDIT POINT	3	Course Code	LISD	
		GE/DSE/SEC							
Name of the Course			STUDIES IN FUNDAMENTALS OF LIBRARIANSHIP						
Course Co-ordinator			DR.SUCHISMITA MAJUMDAR						
LECTURE DELIVERED BY			DR.SUCHISMITA MAJUMDAR						

TOTAL MARKS	75	TH	50	TUT	25	PRAC	
TOTAL HOURS	30	TH		TUT		PRAC	
UNIT/ SECTION/ GROUP/ MODULE/ TOPIC				LIBRARY SYSTEM AND SERVICES			
NAME OF THE UNIT/MODULE				UNIT 4			
TOTAL HOURS		THEORY		TUTORIAL		PRAC	
DISTRIBUTION OF LESSON PLAN (MODULE/ UNIT/ SECTION/ TOPIC WISE)							
SL	LECTURE HEAD/ TOPIC			HR	BA	B.SC	
1	Lesson 1: INTRODUCTION TO LIBRARY SYSTEMS AND SERVICES Duration: 1 hour Topics:- Define key components of a library system. Explain the purpose of an accession register and accession number. Overview of a library system: Importance and components. Accession register and accession number: Definition, format, and use. Activities: Demonstration: Show examples of an accession register and explain how it is maintained. Assessment: Students list three purposes of an accession register and explain the importance of accession numbers.				SAME	SAME	
2	Lesson 2: ISSN AND ISBN Duration: 1 hour Topics: Cataloging Standards - ISBN, and ISSN Explain cataloging standards such as ISBN, and ISSN. ISBN (International Standard Book Number) and ISSN (International Standard Serial Number): Definitions, purpose, and application. Activities: Hands-on Activity: Provide sample books and journals and identify ISBN/ISSN.						

3	<p>Lesson 3: CIRCULATION SERVICES</p> <p>Duration:1 hour</p> <p>Topics: Circulation Services - Lending of Books Describe the circulation process. Demonstrate how to issue and return books. Circulation services: Lending, returning, and renewal of library materials. Policies and procedures in circulation.</p> <p>Activities:</p> <p>Demonstration with ICT:Show how a computerized library management system (e.g., KOHA) handles circulation.</p> <p>Evaluate students' performance during the simulation. Students role-play as librarians and patrons to practice issuing and returning books.</p>			
4	<p>Lesson 4: REFERENCE SERVICES AND REFERENCE QUERIES</p> <p>Duration:1 hour</p> <p>Explain the concept of reference services. Reference services: Definition, importance, and examples. Categorize types of reference queries (ready reference vs. long-range). Demonstrate how to handle a reference query. Types of reference queries and tools to address them (e.g., dictionaries, encyclopedias, databases).</p>			
5	<p>Lesson 5: REFERENCE SERVICES AND REFERENCE QUERIES</p> <p>Duration:1 hour</p> <p>Reference Queries</p> <p>Activities:</p> <p>Discuss examples of reference queries and their solutions. Group Activity:Students handle sample reference queries using online or print sources. Evaluate the relevance and accuracy of the responses to queries.</p>			

6	<p><u>Lesson 6: LIBRARY SERVICES IN NETWORKED ENVIRONMENT</u> Duration:1 hour Topics: Concept of Library Services in a Networked Environment in the college library. Overview of library services in a networked environment. Introduction to OPAC: Features and benefits. Describe the purpose and functionality of OPAC (Online Public Access Catalog). Use OPAC to locate resources.</p> <p>Activities: Students explore OPAC and search for books by title, author, and subject. Discussion on Advantages and limitations of OPAC vs. traditional catalogs. Students demonstrate their ability to use OPAC to find specific resources.</p>			
7	<p><u>Lesson 7: LIBRARY SERVICES IN NETWORKED ENVIRONMENT</u> Duration:1 hour Topics: Login to OPAC Account. Comparison of OPAC and traditional catalog.</p>			
8	<p><u>Lesson 8: RECAP</u> Duration:1 hour Topic: Summarize the key components of a library system.</p> <p>Activities: Quiz:Conduct a short quiz to test understanding of accessioning, cataloging, circulation, reference services, and OPAC. Discuss on The Role of Technology in Modern Library Services.</p>			
TOTAL HOURS		8		
Objective:Equip students with knowledge and skills in understanding and applying library systems, including accessioning, cataloging standards, circulation, and reference services, in both traditional and networked environments.		Outcomes By the end of the session, students will:		

<p>Foster employability skills through library and information literacy.</p> <p>Enhance students' effective use of college library services.</p> <p>Promote interdisciplinary learning to develop critical thinking, research skills, and digital literacy.</p>	<p>1. Understand the workflow of a library system, including accessioning and cataloging.</p> <p>4. Handle reference queries effectively.</p> <p>5. Use OPAC to locate and manage library resources in a networked environment.</p>
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Name of the Course			STUDIES IN FUNDAMENTALS OF LIBRARIANSHIP						
Course Co-ordinator			DR.SUCHISMITA MAJUMDAR						
LECTURE DELIVERED BY			DR.SUCHISMITA MAJUMDAR						
TOTAL MARKS	75	TH	50	TUT	25	PRAC			
TOTAL HOURS	30	TH		TUT		PRAC			
UNIT/ SECTION/ GROUP/ MODULE/ TOPIC				LIBRARY USE-FACILITIES IN LIBRARIES					
NAME OF THE UNIT/MODULE				UNIT 5					
TOTAL HOURS		THEORY		TUTORIAL		PRAC			
DISTRIBUTION OF LESSON PLAN (MODULE/ UNIT/ SECTION/ TOPIC WISE)									
SL	LECTURE HEAD/ TOPIC				HR	BA	B.SC		
1	<p><u>Lesson 1: FACILITIES IN LIBRARY</u></p> <p>Duration: 1 hour</p> <p>Identify the facilities available in libraries.</p> <p>Overview of library facilities:</p>					SAME	SAME		

	<p>Library Facilities available in different types of libraries. Reading room and study spaces. ICT Enabled facilities. Reprography services (printing, photocopying, and scanning).</p> <p>Activities: Library Visit: Guided tour of the college library, highlighting available facilities.</p> <p>Students list at least five facilities they learned about and how they might use them.</p>			
2	<p><u>Lesson 2: LIBRARY ACTIVITIES</u> Duration:1 hour Library Activities in the college library. Initiatives for personal and academic development through library activities. Spoken English initiative. Think Environment initiative. Literary circles and adopt-a-book programs. Library induction classes and skill development sessions.</p> <p>Activities: Design a new activity that aligns with the library's mission (e.g. cultural exchange through books). Students share ideas for engaging library activities. Activities in Libraries. Describe activities that enhance library use. Suggest new initiatives based on existing library activities.</p> <p>Evaluate the feasibility and creativity of proposed activities.</p>			
3	<p><u>Lesson 3: LIBRARY ACTIVITIES</u> Duration:1 hour Library Activities in the college library. Initiatives for personal and academic development through library activities. Library Orientation Program Conduct engaging induction sessions for the students. Introduce digital and physical resources tailored to each discipline. Information Literacy Training Organize workshops on research methodologies and database navigation. Include citation ethics and copyright awareness.</p>			

	<p>Community Engagement</p> <p>Introduce "Adopt a Book" programs where students promote underutilized library resources.</p> <p>Students design a project or campaign to encourage library use among peers, such as a "Library Treasure Hunt".</p> <p>Facilitate reading circles to foster a culture of learning and discussion.</p> <p>Digital Literacy</p> <p>Familiarize students with e-resources, digital libraries, and open-access journals.</p> <p>Teach advanced search strategies and citation management.</p>			
4	<p><u>Lesson 4:</u> ROLE AND RESPONSIBILITY OF A LIBRARIAN</p> <p>Duration:1 hour</p> <p>Topics:</p> <p>Role and responsibility of a librarian.</p> <p>Explain the multifaceted role of librarians in library management.</p> <p>Discuss how librarians contribute to user education and outreach.</p> <p>Activities:</p> <p>Workshop:Hands-on session on navigating academic databases and citing sources correctly.</p> <p>Students complete a mini-research task using library databases.</p>			
5	<p><u>Lesson 5:</u>ROLE AND RESPONSIBILITY OF A LIBRARIAN</p> <p>Duration:1 hour</p> <p>Activities for holistic development.</p> <p>Research Orientation and Information Literacy</p> <p>Assess the importance of research orientation and information literacy.</p> <p>Demonstrate effective research and information evaluation skills.</p> <p>Research orientation and Information Literacy Accessing databases, journals, and other academic resources.</p> <p>Interdisciplinary research using library resources.</p> <p>Contribute to their academic and personal growth.</p> <p>Activity:</p>			

	Assign a task where students use library databases to locate and cite resources for a research topic.			
6	<p><u>Lesson 6:</u>ROLE AND RESPONSIBILITY OF A LIBRARIAN</p> <p>Duration:1 hour</p> <p>Topics: Role and Responsibility of Librarians. Explain the multifaceted role of librarians in library management. Discuss how librarians contribute to user education and outreach. Roles of a librarian: Resource management, user guidance, and advocacy for library use. Conducting training sessions and outreach programs.</p> <p>Activities: Students summarize three key takeaways from the session.</p>			
7	<p><u>Lesson 7:</u> OUTREACH ACTIVITIES</p> <p>Duration:1 hour</p> <p>Outreach Activities and Community Engagement Explain the purpose of outreach activities.</p> <p>Discuss on Various library outreach programs Collaboration. Curriculum Enrichment Book Fair</p> <p>Activities: Propose a new outreach activity for the library. Evaluate the alignment of proposals with library goals.</p>			
8	<p><u>Lesson 8:</u> SUMMARY</p> <p>Duration:1 hour</p> <p>Reflect on the library's role in academic and personal development. Strategies to improve library use among students.</p> <p>Activities: Students share their insights on the day's lessons. Test understanding of library facilities, activities, and librarian roles.</p>			
TOTAL HOURS			8	
Objective:		Outcomes		

To equip students with knowledge and practical understanding of library facilities, activities, and the role of librarians in enhancing learning, research, and community engagement.

By the end of the session, students will:

1. Be familiar with their college library's facilities and resources.
2. Understand the various activities libraries offer to enhance learning and engagement.
3. Appreciate the role of librarians in supporting users and managing resources.
4. Develop ideas for outreach programs and propose innovative ways to use the library.

COURSE OUTCOME:

Each lesson has been designed to achieve the desired outcomes. The Interdisciplinary course is basically designed to enable a student to utilise a library, which necessarily provides the infrastructure and learning resources for academic requirements and furthering the career and future pursuits. However, the course overall has an impact on academic and personal development.

Students can understand the significance of library services and their interdisciplinary applications (e.g., using databases for research in humanities and sciences). Concept maps linking library services to various disciplines. OPAC usage, database searching, and citation management tools.

Utilise Collaboration platforms (e.g., Google Workspace).

Conduct interdisciplinary projects requiring students to use library resources (e.g., historical research for a literature course or data analysis for a science project).

Develop mini-research projects where students present findings using library tools.

Digital Tools Integration like OPAC, digital repositories, and plagiarism checkers.

Peer Teaching like train advanced students to guide peers on library services and research strategies.

Enhance employability Skills, Research and Analytical Skills. Improved employability through critical thinking, teamwork, and communication skills.

Emphasize critical thinking through source evaluation and data interpretation.

Enhance Communication and Presentation like encouraging students to write book reviews or give presentations on how they used library resources for a specific task. Enable students to conduct systematic literature reviews.

Enhance Technical Proficiency including hands-on training in using library software and e-resources.

Enhance Collaboration and Teamwork like designing in group assignments that require team-based exploration of library facilities.

Enhance Problem-Solving Skills such as finding alternatives when desired materials are unavailable.

Encouraging Effective Use of College Library Services

Enhanced research and information literacy skills.

Increased confidence in using digital and physical library services.

Greater appreciation for the role of libraries in interdisciplinary learning.

This lesson plan integrates Bloom's Taxonomy to create an engaging, skill-enhancing course for undergraduates.