UNIVERSITY ⚜ OF MYSORE
Estd. 1916

No.AC2(S)/151/2020-21

Dated:10.10.2022

Notification

Sub:- Syllabus and Examination Pattern of Library and Information Science (UG) (III & IV Semester) with effective from the Academic year 2022-23 as per NEP-2020.

Ref:- 1. Decision of Board of Studies in of Library and Information Science (UG) Meeting held on 18-08-2022.
2. Decision of the Faculty of Science & Technology Meeting held on 15-09-2022.
3. Decision of the Academic Council meeting held on 23-09-2022.

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The Board of Studies in Library and Information Science (UG) which met on 18-08-2022 has recommended & approved the syllabus and pattern of Examination of Library and Information Science Course (III & IV Semester) with effective from the Academic year 2022-23 as per NEP -2020.

The Faculty of Science & Technology and Academic Council at their meetings held on 15-09-2022 and 23-09-2022 respectively has also approved the above said syllabus and hence it is hereby notified.

The syllabus and Examination pattern is annexed herewith and the contents may be downloaded from the University Website i.e., www.uni-mysore.ac.in.

Draft Approved by the Registrar

DeputyRegistrar(Academic)
Depury Registrar (Academic)
University of Mysore
Mysore-570 005

To:-

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS, in Library and Information Science, Manasagangothri, Mysore.
4. The Dean, Faculty of Science & Technology, DoS in Earth Science, MGM.
5. The Director, Distance Education Programme, Moulya Bhavan, Manasagangotri, Mysuru.
6. The Director, PMEB, Manasagangothri, Mysore.
7. Director, College Development Council , Manasagangothri, Mysore.
8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
10. Office Copy.

COURSE CURRICULUM - SEMESTER III

B.A./BSc/BCom/BBA/BCA/etc.

Course Title: LIS-C3.1: Library Systems and Management (4-0-2)

Course Objectives

The objectives of the course are:

1. To study and understand the components, characteristics, and functions of information systems.

2. To understand the role of library as a communication center.

3. To facilitate the students to understand the growth and development of libraries in India

4. To train the students acquiring knowledge and skills in library administration.

5. To familiarize with the policies and practices in collection development and management (Print and Electronic)

6. To acquire knowledge and skills in the management of physical, human, and financial resources.

Course Outcomes

After completion of the course, students will be able to

1. Understand the components, characteristics, and functions of information systems.

2. Learn the various communication models.

3. Comprehend the concept of human resource and financial management in libraries.

4. Collect library statistics and prepare library records.

5. Plan Library building, space, library furniture, and library equipment.

Course Title: LIS-C3.1: Library Systems and Management (4-0-2)

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ semesters
4	52	2	52

Curriculum

Unit No	Content of theory course	52
Unit-1:	Libraries and Information systems	13
	Information Systems Information systems: Definition, characteristics, and Functions of Information systems. Components of Library/Information Systems: Libraries, Documentation centers, Information centers, Data centers, Information Analysis Centers, Clearing Houses, Data banks, Data Curation centers, Museums and Archival centers, Memory institutions, Institutional Repositories, Open Archives, Referral Centers, Translation centers, and Publishing Houses.	5
	Information and communication. Data, Information, Knowledge, and Wisdom: Concept, meaning, nature, scope, and types. Communication: Definition and functions. Types of communication – Verbal, Non-Verbal, Written, Visual; Intra-Personal, Interpersonal, Group and Mass Communication. Barriers to communication	4
	Communication models Communication models – Shannon and Weaver, Laswell, Gerbner, Schramm. Communication models and libraries. Library as a communication Center. **Exercise:** Case study of archives, museums, and Institutional Repositories.	4
Unit 2	**Library development**	13
	History of library movement History of library movement and development, Growth and development of libraries in India (Pre and Post independent period).	5
	Library profession and professional associations Attributes of a profession. Librarianship as a profession, ProfessionalEthics in Librarianship. Study of Professional Associations: Regional level -KALA, National	4

	level–ILA, IASLIC, and IATLIS, International level -IFLA, ALA, CILIP, and SLA.	
	Promoters of libraries Promoters of Library and Information Services: RRRLF and UNESCO. Public relations and extension activities. **Exercise**: Case study of local professional organizations.	**4**
Unit-3:	**Library administration and management**	**13**
	Library Management Management: Meaning and definition, Functions, Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) Schools of thought in management: Classical theory, Neo-Classical Theory, and Modern theory. Concept of Library administration and management.	**4**
	Principles of management Taylor's, Fayol's, and Barnard's principles of management. Levels of Management: Top, Middle, and Supervisory.	**4**
	Planning of Library and Information Centers Organizational structure and governance of library. Planning for libraries: Library building and space. Library furniture and Library equipment. Event planning in libraries. **Exercises**: Visiting local libraries to study buildings, furniture and equipment. Case studies of events organized in libraries.	**5**
Unit 4:	**Collection development**	**13**
	Collection development in libraries Book, periodical, and database: selection, procedures, policies and principles with special emphasis on electronic resources. Problems of Collection development for print and electronic resources (including licensing). Online Bookstores – Identification, Advantages. Online book shops Vs. Traditional book shops. URLs. Collection management in libraries: Stock rectification. Weeding of Resources. Conservation and preservation of library resources.	**4**
	Human Resource Management Planning for human resources: Determination of staff requirements, type and numbers. Job analysis and description, Staff selection and recruitment, induction, training, and development Job Evaluation; Inter-personal relations; Motivation, Delegation, Decision Making and Performance Appraisal.	**4**
	Financial management Need and importance of finance. Sources of finance. Mobilization of financial resources. Allocation: Budgeting - methods and techniques, Preparation of library budget. Accounting and Auditing of financial resources. Library rules and regulations, KTPP, GFR rules. Library statistics. Annual reports. **Exercises**: Case studies of collection development of library resources (Print and non-print). Study of document selection tools, Case studies of staff recruitment policies and procedures in academic libraries. Case studies of library budget.	**5**

Content of Practical Course-III		52 hours
Unit.5	**Dewey Decimal Classification-III**	**26**
	Classification of Subjects that require advanced and complex synthesis (add to and add to base) from all the schedules from 000 to 500 and all the Tables of DDC	
Unit.6	**Dewey Decimal Classification-IV**	**26**
	Classification of Subjects that require advanced and complex synthesis (add to base) from all the schedules from 600 to 900 and all the Tables of DDC	

Note:

1. The curricular components proposed under theory course/papers (Core/Open Elective/Discipline Specific Elective) as fieldwork/visit, exercise, record, etc., are to be considered under the Continuous assessment component.

2. Each student shall compulsorily maintain a practical record and submit the same during practical examination.

Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentations/assignments by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions, etc., are part of the tutorial.

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37. American Library Association (ALA): https://www.ala.org/

38. CILIP, UK: https://www.cilip.org.uk/

39. Special Libraries Association (SLA): https://www.sla.org/

40. RRRLF: http://rrrlf.nic.in/

41. UNESCO: https://www.unesco.org/en

COURSE CURRICULUM – SEMESTER IV

Course Title: LIS-C4.1: Information Processing – Tools and Technologies (4-0-2)

Course Objectives

The objectives of the course are:

1. To educate and train students in understanding the concept of cataloguing, resource description, andstructure of knowledge organisation.

2. To familiarize with the normative principles and development of catalogue codes.

3. To train the students in acquiring knowledge and skills about standards for subject cataloguing.

4. To facilitate the students to gain experience in the preparation of catalogue entries using various metadata standards.

5. To understand the cooperative, centralized cataloguing and trends in library cataloguing

Course Outcome

After completion of the course, students will be able to

1. Understand the concept of cataloguing, resource description, and structure of knowledge organisation.

2. Learn the normative principles and development of catalogue codes

3. Use the various bibliographic search and retrieval standards.

4. Comprehend the latest trends in cataloguing.

Course Curriculum – Semester IV

B.A./BSc/BCom/BBA/BCA/etc.

Title: LIS-C4.1: Information Processing – Tools and Technologies (4-0-2)(Theory and Practical)

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ semester
4	52	2	52

Curriculum		
Unit No.	**Content of theory course**	**52 hours**
Unit-1:	**Resource Description**.	**4**
	Concept of resource description. Catalogue: Definition, Need, Objectives, and Functions. History of catalogues.	
	Forms of catalogue	**5**
	Physical forms and Inner forms of catalogue. Centralized, Cooperative and Union Catalogues.	
	Descriptive and subject cataloguing	**4**
	Descriptive cataloguing and subject cataloguing. Concept of metadata.	
	Exercises: Searching of OPACs – LoC, WorldCat, IndCat	
Unit 2	**Catalogue codes**	**4**
	Concept of catalogue code, Brief study of catalogue codes: British Museum Cataloguing Rules, Jewett's Rules, Cutter's Rules, AA Code of 1908, Prussian Instructions, Vatican Rules, Classified Catalogue Code.	
	Anglo-American Cataloguing Codes	**4**
	ALA Rules (Pre and 2nd edition), AACR-I and II, II(R), LC Descriptive Rules.	
	Normative principles	**5**
	Normative principles of Cataloguing: Laws, Canons and Principles.	
Unit-3:	**Standards for subject cataloguing**	**4**
	Vocabulary control devices (Thesaurus): SLSH, LCSH, MeSH, AGROVOC, Thesauri, FAST.	
	Structural standards	**5**
	MARC21, Dublin Core: Simple and Qualified	
	Retrieval and Exchange standards	**4**
	ISO- 2709, Z39.50, XML, SRU	
	Exercises: Preparing simple catalogue records using above standards	
Unit 4:	**Resource Description and Access**	**4**
	Detailed study of Resource Description and Access. FRBR. FRAD and FRSAD. User tasks – Find, Identify, Select and Obtain. Concept of Entity, Relationship, and Attributes. Group 1 entities:	

		Work, Expression, Manifestation, and Item. Group 2 entities: Persons, Families, and Collaborators. Group 3 entities: Concepts, Objects, Events, and Places.	
		Introduction to Domain-specific and special metadata standards TEI (Text Encoding Initiative), METS, EAD, VRA Core, etc. Consortia approach to metadata- OAI-PMH.	5
		Chapter.12: Trends in metadata BibFrame, LinkedData, RDF	4
		Exercises: Preparing simple records using various metadata standards.	
	Content of Practical Course IV		**52 hours**
Unit.5	**Descriptive and subject cataloguing - II** Cataloguing of Cartographic materials (Maps, Globes, Atlases, etc.), Still Images, Manuscripts, E-Resources (Single unit, Multipart monograph, serial and integrating resources) using MARC21 and RDA Cataloguing of resources having audio carriers (audio cartridge, audiocassette, audio disc, etc.), computer carriers (computer disc, computer disc cartridge, online resources, etc.), microform carriers (microfilm, microfiche, etc.,) and projected image carriers (film cartridge, film cassettes, film reel, film roll etc.) using MARC21 and RDA		26
Unit.6	**Dublin Core** Preparing metadata records of web resources using Simple Dublin Core and Qualified Dublin Core using DC-XML Syntax		26

Note: Each student shall compulsorily maintain a practical record and submit the same during practical examination.

Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentations/assignments by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions, etc., are part of the tutorial.

The following devices/tools/equipment are the required facilities to conduct the course:
- Computer laboratory with Internet connectivity (Minimum of 15)
- RDA
- Sear's List of Subject heading
- Dublin Core elements

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Curriculum Structure Semester III (Open Elective)

Course title LIS-OE.3.1 Electronic and Non-Documentary Information Resources (3-0-0)

Course Objectives

The objectives of the course are:

1. To educate and train students about the types, structure, contents, use, etc. of E-information sources.

2. To educate and train about Open Educational Resources and their use.

3. To develop knowledge about types of non-documentary sources of information and skillsfor use.

Course Outcomes

After completion of the course, students will be able to:

4. Effectively use electronic information sources of information

5. Make use of Open Educational Resources

6. Identify different types of non-documentary sources of information

Course Curriculum

LIS-OE.3 ELECTRONIC AND NON-DOCUMENTARY INFORMATIONRESOURCES (3-0-0)		
Unit No	**Description**	**Teaching hours**
Unit-I	**Electronic sources**	**24 Hours**
	Digital resources: e-books, e-journals, e-theses, databases - bibliographic databases, full-text databases, citation databases (WoS, Scopus, Google Scholar, Indian Citation Index, Dimensions.ai), Ulrich +. Open Access Sources, DOAJ, DOAB, Shodhganga, ETDs, Online dictionaries, Online encyclopedia (including Wikipedia), Consortium: e-shodhsindhu with reference to N- LIST. **Skill-based exercise:** The Course teacher shall conduct hands- on-assignments using the online resources available in the local libraries.	
Unit-II	**Open Educational Sources**	**12 Hours**
	Definition, Scope, History, Advantages, and disadvantages, licensing and types. Study of prominent OERs - e- pgpathshala, NPTEL, e-gyankosh, NROER, Digital Library of India, CEC, Vijayeebhava, Jnananidhi, Vidyamitra. MOOCs with special reference to Swayam, Swayamprabha DTH Channel **Skill-based exercise:** The Course teacher shall conduct hands-on-assignments using the online resources available in the local libraries.	

Unit-III	Non – documentary sources	12 Hours
	Human sources: Technological gatekeepers, invisiblecolleges, Consultants, resource persons, Institutional sources: Government ministries, and Departments, R &D Organizations, Learned societies, Publishing houses, archives, databanks, information analysis centers, referral centers, institutional websites	

Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work / Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentations/assignments by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions, etc., are part of the tutorial.

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Course Title: LIS-OE.4.1 Information Literacy (3-0-0)

Course Objectives

The objectives of the course are:

1. To educate the students in understanding the concept of information literacy, the types and levels, and importance of lifelong learning, and also to create awareness about information literacy and its utility

2. To develop understanding and inculcate the ILS skills to be possessed by the students of Higher Education.

3. To Understand and inculcate information search skills to be possessed by the students.

Course Outcomes

After completion of the course, students will be able to:

1. Understand the concept of information literacy, the types and levels, and its importance inlifelong learning.

2. Get awareness and competencies in ILS and information search skills to be possessed bythe students of Higher Education

3. Understand effectively the knowledge and skills to search the digital information

UnitNo	LIS-OE.4.1 INFORMATION LITERACY (3-0-0)	
	Description	**Teaching hours**
Unit-I	**Information Literacy** Information Literacy: Meaning, Definition, Need, Evolution of theconcept. Historical perspectives Types of Information Literacy: Technology literacy, media literacy,computer, and digital literacy Levels of Information Literacy: Entry level, Mid-level, High level,Advance level Lifelong learning and its components.	14 Hours
Unit-II	**Information Literacy Skills and competencies** B-6 skills, SCONUL, IFLA guidelines, ALA IL Competency standards, ACRL standards with theoretical discussion and demonstration	14 Hours
Unit-III	**Information Searching skills** Searching for information: Searching and Browsing: Basic Search and Advanced Search in E-databases Search Strategy, Search Syntax, Boolean Operators, Search techniques: Field Search, Wild Card Search, Phrase, File type, Stop words, truncation, nesting, etc. **Skill- based activity:** Course teacher shall conduct hands-on- assignments using the sources available in the local libraries	20 Hours

Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentations/assignments by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions, etc., are part of the tutorial.

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