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UNIVERSITY OF MYSORE

Estd. 1916

VishwavidyanilayaKaryasoudha
Crawford Hall, Mysuru- 570 005

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

Dated: 03-12-2021

Notification

Sub:- Syllabus and Examination Pattern of Library and Information Science (UG) with effective from the Academic year 2021-22 as per NEP-2020.

Ref:-
1. Decision of Board of Studies in Library and Information Science (UG) meeting held on 29-09-2021.
2. Decision of the Faculty of Science & Technology Meeting held on 16-10-2021.
3. Decision of the Academic Council meeting held on 22-10-2021.

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The Board of studies in Library and Information Science (UG) which met on 29-09-2021 has recommended & approved the syllabus and pattern of Examination of Library and Information Science Programme with effective from the Academic year 2021-22 as per NEP -2020.

The Faculty of Science & Technology and Academic Council at their meetings held on 16-10-2021 and 22-10-2021 respectively have also approved the above said proposal and 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

Deputy Registrar (Academic)
Deputy Registrar (Academic)
University of Mysore
Mysore-570 005

To:-

1. All the Principal of affiliated Colleges of University of Mysore, Mysore. Those who are running B.Sc Courses.
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 Psychology, 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

University of Mysore

CURRICULUM
Of
Library and Information Science

FOR

Bachelor of Arts (Basic/Honors)/Bachelor of Science (Basic/Honors) (3+1=4 years) degree program with **Library and Information Science as a Discipline Core Paper/Core Paper** including the 5th-year Curriculum structure as per NEP Guidelines.

2021

Preamble

Change is a constant phenomenon in various sectors that reminds contemporary individuals and societies that they have to adapt to changes. Adopting changes enable individuals, institutions and societies to avail the benefits of advancements. It also helps them to keep pace with the current developments in various disciplines. Libraries are vital social agencies whose primary objective is to collect, organize, preserve and make available both implicit and explicit knowledge to society. During the last two decades, one can witness magnanimous developments in all aspects of librarianship.

The emergence of digital technology, online databases, developments in e-books and e-journals, the arrival of a variety of Information and Communication Technologies (ICT)suchas Library Software(both open source and proprietary), Barcode and RFID, Library Networks and Consortia, development of new Standards and Protocols for creation and exchange of bibliographic information, evolving of variety of metrics, digital libraries and institutional repositories, services based on social media, etc. are some of the unique examples of changes taking around librarianship. Accordingly, user behaviour and expectations too are changing.

Library and Information Science is an academic discipline that aims to educate and train students to acquire appropriate knowledge and skills to create and manage libraries in an effective manner in a changing context, as noted above. It also endeavours to develop a service attitude and strives to imbibe ethical values in the students aspiring to be Library andInformation professionals. These aims and endeavours are attained by imparting quality education and training at graduate, postgraduate and research levels. A model curriculum structure for the Library and Information Science education was designed and proposed keeping in view the objectives and aspirations of the National Education Policy-2020(NEP- 2020).

The Library and Information Science curriculum structure was proposed to accommodate such relevant emerging changes with defined approaches. Learning Outcomes-based Curriculum is one such approach. Realizing the value of the changing approach, efforts were made to develop learning Outcomes-based Curriculum Frameworks (LOCF) as per the direction and guidelines of the Department of Higher Education and HigherEducation Council.

Library and Information Science discipline

LIS as a discipline The discipline of Library & Information Science deals with Libraries and Information Centers established and maintained to fulfil the changing reading and information needs of various categories of library users. The Library & Information Science degree program imparts education and training to develop a workforce capable of managing Libraries and Information Centers effectively and efficiently with professional attitude and values. The Learning Outcome-based Curriculum for the degree program aims to provide a broad framework to impart meaningful, effective and quality education to graduate students.

The curriculum framework will enable to development of evolving nature of the Library and Information Science as a discipline**.** It will help in sustaining the standard of the Library &Information Science degree program. This framework can be adapted to periodically review the program's graduate attributes, qualification descriptors, program and course-level learning outcomes.

Nature of Degree Programme

Library and Information Science is a discipline that systematically studies the

acquisition, processing, management, maintenance, and dissemination of information and information sources. It also studies the purpose, nature, utility and effectiveness of services provided by Libraries and Information Centers. The scope of Library and Information Scienceincludes the study of libraries, information sources, their contents and features, document acquisition processes and practices, document and knowledge organization methods and procedures, library and information services, financial and human resource management etc. Imparting practical skills for carrying out works such as classification, cataloguing, circulation, using Information and Communication Technologies for automating the library housekeeping operations, searching information from reference sources, Internet and electronic databases are also the components of degree Programme. As a part of the effortsto enhance the employability of graduates of Library and Information Science.

Outcome-based Learning Approach to Curriculum Planning

The fundamental premise underlying the learning outcomes-based approach is to curriculum planning and development for the higher education qualifications. Degree programs are awarded based on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a program of study. Learning outcomes specify what graduates completing a particular program of study are expected to know, understand, and perform after completing their program of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes, and course learning outcomes, which will help in curriculum planning and development and the design, delivery, and review of academic programs.

Learning outcomes-based curriculum approach intends to allow flexibility and innovation in:

i. program design and syllabi development by higher education institutions(HEIs),
ii. teaching-learning process,
iii. assessment of students' learning levels, and periodic program review within a broadframework of agreed and expected graduate
iv. attributes, qualification descriptors, program learning outcomes and course learningoutcomes.

Objectives of the Program and Graduate attributes of LIS

The overall objectives of the Learning Outcomes-based Curriculum Framework are:

a) To help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
b) To enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) and attributes, a graduate of a program should be capable of demonstrating on successful completion of the given program of study;
c) To maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
d) To provide higher education institutions a critical point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of program and academic standards.

e) To articulate the importance of research for advancement of Library and Information Science discipline and also contributing for growth of knowledge.
f) To develop reseach aptitude and skills to address the problems of LIS profession.

The graduates in Library and Information Science should have the following attributes:

(a) ***Disciplinary knowledge:*** Capable of demonstrating comprehensive knowledge and understanding of major concepts, principles, theories and laws of various subjects in Libraryand Information Science and other related fields of study, including broader interdisciplinarysubfields such as management, economics, information and communication technologies, etc.
(b) ***Professional skills:*** Ability to classify simple, compound and complex documents usingstandard classification schemes; capability to catalogue all types of documents using standard catalogue codes and metadata standards; ability to carry out housekeeping operations and to provide library and information services by using information and communication technologies, ability to search information from OPAC, Internet and electronic databases.
(c) ***Skilled communicator:*** Ability to communicate effectively in oral and written formswith users, colleagues, and authorities.
(d) ***Critical thinker:*** Capability to critically analyze subjects of documents to classify them properly and to derive subject headings for subject cataloguing, indexing purposes and ability to think critically for solving various problems about the management of Libraries and Information Centers.
(e) ***Problem solver:*** Apply problem-solving skills while providing references and other services and for formulating search strategies for searching information from the Internetand databases.
(f) ***Team player/worker****:* Capable of working effectively in diverse teams in classrooms,in the computer laboratory and Libraries and Information Centers.
(g) ***Digitally literate:*** Capable of using digital technology for communication purposes, forlibrary housekeeping operations, and for searching information from OPAC, Internet
and online databases.

(h) ***Ethical awareness/reasoning:*** Capable of demonstrating the ability to identify ethicalissues related to Intellectual Property Rights, copyright etc., while providing library services.
(i) ***Lifelong learners:*** Capable of self-paced and self-directed learning aimed at personaldevelopment; for improving knowledge and skills and for reskilling through
continuing educational opportunities.

Qualification Descriptors

Following are the qualification descriptors for the Degree program in Library and Information Science:
a) Demonstrate

i. a fundamental/systematic or coherent understanding of the academic discipline of Library and Information Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;
ii. procedural knowledge that equips Library and Information professionals to work as Librarians in Public Libraries and School Libraries; as Assistant Librarians in College Libraries; as Library Assistants in Universities and Research Institutes' Libraries; and as Library Professionals at different levels in Research and

Development units, in Research Libraries, in Corporate Libraries and other types of Libraries and Information Organizations;

iii. skills in cataloguing and classification, providing reference and information services and carrying out other library activities using Information and Communication Technologies.

b) Use knowledge and understanding of library statistics for identifying problems andissues relating to library users and use of library collection and services;

(c) Meet one's own lifelong learning needs by reading professional literature andattending workshops/seminars;

(d) Apply one's subject knowledge and transferable skills to new/unfamiliar contexts toidentify, analyze and solve problems with well-defined solutions for finding information from reference sources, the Internet and databases.

(e) Demonstrate subject-related and transferable skills that are relevant to Library andInformation related jobs and employment opportunities

CURRICULUM

Name of the Degree Program	:	BA/BSc/B.Com/BBA/BCA etc
Discipline Core	:	Library and Information Science (With Practical)
Total Credits for the Program	:	A minimum of 180 credits (For Five years)
Starting year of implementation	:	2021-22

Program Outcomes

By the end of the program, the students will be able to:

1. Demonstrate in-depth knowledge of the basic concepts, principles, theories and laws related to the fields of Library and Information Science, understanding types of libraries, types of information sources, basics of library management, reference and information services.
2. Understand and demonstrate the rationality and procedures of (i) selection, acquisition, physical processing and organization of documents; (ii) use of Information and Communication Technologies in Libraries and Information Centers;
   (iii) providing general library and information services and managing other library routine activities.
3. Equip with appropriate knowledge and skills to perform the professional activities such as (i) acquisition, accessioning, classification, cataloguing, and physical processing of documents; (ii) housekeeping operations using library management software and Information and Communication Technologies;(iii) maintaining library collection and; (iv) educating users.
4. Demonstrate knowledge and skills in providing various library services such as document circulation, reference and information services, Internet and database searching.
5. Demonstrate knowledge, understanding and skills that offer job opportunities as librarians in public libraries and school libraries; as assistant librarians in different types of college libraries, as library assistants / technical assistants in different libraries.
6. Enable to exhibit professional attitude through commitment in fulfilling the spirit of Ranganathan's Five Laws of Library Science and enhancing the use of reading material and user satisfaction through effective and efficient library services.
7. Acquire innovation and research aptitude and skills, applying various statistical and mathematical techniques, problem-solving abilities and contributing to the growth of knowledge.
8. Develop appropriate knowledge and skills in adopting the standards and protocols and use of digital/social media in knowledge representation, data/information processing, harvesting and management.
9. Acquire knowledge and skills in planning, designing, developing, implementing, and evaluating information systems and programs.
10. Demonstrate core values by honoring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, culture and religious differences, challenging prejudice, biases and intolerance at the workplace, etc., ethical integrity which involves honest behavior.

Assessment

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / I.A.	Summative Assessment
Theory	30 %	70 %
Practical	30 %	70%
Projects	30 %	70%
Experiential Learning (Internships etc.)	-	100%

PROGRAM STRUCTURE

Program Structure for LIS as the Minor Subject under IIA model

Semester	Discipline Core (DSC)	Discipline Elective (DSE)/Open Elective (OE)
I	LIS-C1.1: Library Systems and Operations (4+2 = 6 Credits)	LIS – OE 1.1: Library and Information Centers. 3 Credits
II	LIS-C2.1: Basics of Library Management (4+2 = 6 credits)	LIS-OE 2.1: Reference and Information Sources (Print and Electronic) 3 Credits
III	LIS-C3.1: Library Systems and Management (6 Credits)	LIS-OE3.1: Electronic and Non-Documentary Information Resources - 3 Credits
IV	LIS-C4.1: Information Processing: Tools and Technologies (6 credits)	LIS OE4.1: Information Literacy 3 credits
V	LIS-C5.1: Knowledge Organization: Processes and Methods – 5 credits	
VI	LIS-C6.2: Digital libraries – Theory and Practice – 5 credits	

Program Structure for LIS as the Major Subject under IIA model

Semester	Discipline Core (DSC)	Discipline Elective (DSE) /Open Elective (OE)
I	LIS-C1.1: Library Systems and Operations (4+2 = 6 Credits)	LIS – OE 1.1: Library and Information Centres. (3 Credits)
II	LIS-C2.1: Basics of Library Management (6 credits)	LIS-OE 2.1: Reference and Information Sources (Print and Electronic) (3 Credits)
III	LIS-C3.1: Library Systems and Management (6 Credits)	LIS-OE3.1: Electronic and Non-Documentary Information Resources (3 Credits)
IV	LIS-C4.1: Information Processing: Tools and Technologies (6 credits)	LIS OE4.1: Information Literacy (3 credits)
V	LIS-C5.1: Knowledge Organization: Processes and Methods (5 credits) LIS-C5.2: Resource description standards (5 credits)	• LIS-DE5.1: Public Libraries (3 credits) • LIS-DE5.2: Academic Libraries (3 credits) • LIS-DE5.3: Special Libraries (3 credits)
VI	LIS-C6.1: Information retrieval (5 credits) LIS-C6.2: Digital libraries – Theory and Practice (5 credits)	• LIS-DE6.1: Advanced MARC21 and Dublin Core – Practical (3 credits) • LIS-DE6.2: Knowledge Organization Systems and Ontologies (3 credits) • LIS-DE6.3: Preservation and Conservation of Library Resources (3 credits)
VII	LIS-C7.1: Marketing of Information (5 credits) LIS-C7.2: Introduction to Bibliometrics (5 credits) LIS-C7.3: Digital libraries : DSpace – Practical (4 credits)	• LIS-DE7.1: Users and User Studies (3 credits) • LIS-DE7.2: Information Systems and Services (3 credits) • LIS-DE7.3: Scientific Communication and Technical Writing (3 credits) **Research Methodology (Mandatory)** LIS-RM7.1: Research Methodology (3 credits)
VIII	LIS-C8.1: Information literacy (4 credits) LIS-C8.2: Internship (4 credits) LIS-C8.3: Web and Social Media technologies (3 credits)	• LIS-DE8.1: Citation databases (3 credits) • LIS-DE8.2: Content Management Systems (3 credits) • LIS-DE8.3: Research metrics (3 credits) • LIS-DE8.4: Theoretical Framework of Resource Description and Access (3 credits) **Research Project** LIS-RP8.1: Research Project (6 credits)
IX	LIS-C9.1: Knowledge Society (4 credits) LIS-C9.2: Introduction to data science (4 credits) LIS-C9.3: Advanced metadata creation – Practicum 4 credits) LIS-C9.4: Ontologies - Practicum (2 Credits)	**Any *TWO* from the following Discipline Electives** • LIS-DE9.1: Health Information System (3 credits) • LIS-DE9.2: Business or Corporate Information System (3 credits) • LIS-DE9.3: Agriculture Information System (3 credits) • LIS-DE9.4: Social Information System (3 credits)

		• LIS-DE9.5: Management Information system (3 credits)
X	LIS-C10.1: Designing Information Products and Services(4 credits) LIS-C10.2: Study of Knowledge Organization Systems (4 credits) LIS-C10.3: Introduction to Markup Languages - Practicum (4 credits) LIS-C10.4: Content Management - Practicum (2 Credits)	**Any *TWO* from the following Discipline Electives (DSE)** • LIS-DE10.1: Web Content Management (3 credits) • LIS-DE10.2: Open access resources for research (3 credits) • LIS-DE10.3: Scholarly communication (3 credits) • LIS-DE10.4: Data visualization tools and techniques (3 credits) • LIS-DE9.5: Social Media and Libraries (3 credits)

Program Structure for LIS as one of the Major Subjects under IIIA model

Note:

- If LIS is considered as subject/discipline 'A' from the IIIA model, a student has to learn two courses as DSC in fifth semester and one course as DC in sixth semester along with one DSE
- If LIS is considered as subject/discipline 'B' from the IIIA model, a student has to learn two courses as DSC in sixth semester and one course as DC in fifth semester along with one DSE

Semester	Discipline Core (DSC)	Discipline Elective (DSE) /Open Elective (OE)
I	LIS-C1.1: Library Systems and Operations (4+2 = 6 Credits)	LIS – OE 1.1: Library and Information Centres. (3 Credits)
II	LIS-C2.1: Basics of Library Management (4+2=6 credits)	LIS-OE 2.1: Reference and Information Sources (Print and Electronic) (3 Credits)
III	LIS-C3.1: Library Systems and Management (6 Credits)	LIS-OE3.1: Electronic and Non-Documentary Information Resources (3 Credits)
IV	LIS-C4.1: Information Processing: Tools and Technologies (6 credits)	LIS OE4.1: Information Literacy (3 credits)
V	LIS-C5.1: Knowledge Organization: Processes and Methods (5 credits) LIS-C5.2: Resource description standards (5 credits)	
VI	LIS-C6.1: Information retrieval (5 credits)	**Any one from the following Discipline Electives**: • LIS-DE5.1: Public Libraries (3 credits) • LIS-DE5.2: Academic Libraries (3 credits) • LIS-DE5.3: Special Libraries (3 credits) • LIS-DE6.1: Advanced MARC21 and Dublin Core – Practical (3 credits) • LIS-DE6.2: Knowledge Organization Systems and Ontologies (3 credits) • LIS-DE6.3: Preservation and Conservation of Library Resources (3 credits)
VII	LIS-C7.1: Marketing of Information (5 credits) LIS-C7.2: Introduction to Bibliometrics (5 credits) LIS-C7.3: Digital libraries : DSpace – Practical (4 credits)	**Any one from the following Discipline Electives:** • LIS-DE7.1: Users and User Studies (3 credits) • LIS-DE7.2: Information Systems and Services (3 credits) • LIS-DE7.3: Scientific Communication and Technical Writing (3 credits) **Research Methodology** LIS-RM7.1: Research Methodology (3 credits)
VIII	LIS-C8.1: Information literacy (4 credits) LIS-C8.2: Internship (4 credits)	**Any two from the following Discipline Electives** • LIS-DE8.1: Citation databases (3 credits) • LIS-DE8.2: Content Management Systems (3 credits) • LIS-DE8.3: Research metrics (3 credits)

		• LIS-DE8.4: Theoretical Framework of Resource Description and Access (3 credits) • LIS-DE8.5: Web and Social Media technologies (3 credits) **Research Project** LIS-RP8.1: Research Project (6 credits)
IX	LIS-C9.1: Knowledge Society (4 credits) LIS-C9.2: Introduction to data science (4 credits) LIS-C9.3: Advanced metadata creation – Practicum 4 credits) LIS-C9.4: Ontologies - Practicum (2 Credits)	**Any *TWO* from the following Discipline Electives** • LIS-DE9.1: Health Information System (3 credits) • LIS-DE9.2: Business or Corporate Information System (3 credits) • LIS-DE9.3: Agriculture Information System (3 credits) • LIS-DE9.4: Social Information System (3 credits) • LIS-DE9.5: Management Information system (3 credits)
X	LIS-C10.1: Designing Information Products and Services(4 credits) LIS-C10.2: Study of Knowledge Organization Systems (4 credits) LIS-C10.3: Introduction to Markup Languages - Practicum (4 credits) LIS-C10.4: Content Management - Practicum (2 Credits)	**Any *TWO* from the following Discipline Electives** • LIS-DE10.1: Web Content Management (3 credits) • LIS-DE10.2: Open access resources for research (3 credits) • LIS-DE10.3: Scholarly communication (3 credits) • LIS-DE10.4: Data visualization tools and techniques (3 credits) • LIS-DE9.5: Social Media and Libraries (3 credits)

COURSE CURRICULUM –SEMESTER I

Course Title: LIS-C1.1: Library Systems and Operations (L:T:P = 4:0:2)

Course Objectives

The objectives of the course are to:

1. Educate the students to understand the literacy and intellectual freedom in relation tolibraries, describe library organization, and compare the types of libraries, the materials and services.
2. Train the students to acquire knowledge about the scope, structure, content etc. of various reference and information sources and skills in effective use of such resourcesto deliver the information to the end users through various information services.
3. Provide learning opportunity to acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.
4. Train the students to understand the knowledge organization methods and process and to offer hands on practice sessions to acquire skills to Classify simple documents using knowledge organization tools such as DDC.
5. Acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions. Understand knowledgeorganization methods and process and develop skills to Classify simple documents using knowledge organization tools

Course Outcomes

At the end of the course, the student should be able to:

1. Understand the literacy and intellectual freedom in relation to libraries, describelibrary organization, and compare the types of libraries, materials and services.
2. Acquire knowledge and skills in the effective use of reference and informationresources.
3. Acquire basic knowledge and competencies to perform and evaluate the routineactivities and issues relevant to library acquisitions.
4. Understand knowledge organization methods and processes and develop skills toClassify simple documents using knowledge organization tools such as DDC

Course Title: LIS-C1.1: Library Systems and Operations (L:T:P = 4:0:2)

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

Curriculum

Contents for the theory course	52 hours

Unit – 1: Concept of memory institutions	13
Introduction to libraries, museums and archives. Library:definitions, aims, objectives, functions and services Social role of libraries in modern society: literacy andintellectual freedom Types of Libraries-objectives and functions; Public, academic,special. Conventional libraries and modern libraries. Self-learning component: Growth and development of libraries in India. Field Visit: Visit to the local libraries	
Unit – 2: Information and Reference Sources	13
Definitions and Characteristics. Classification of Reference sources, Primary, Secondary and Tertiary sources; Print and Digital.Institutional and Human Sources. Introduction to conventional primary sources: Monographs, Periodicals, Conference Proceedings, Theses and Dissertations, Patents etc. Introduction to conventional secondary and tertiary sources: Dictionaries, Encyclopedias, Yearbooks and Almanacs, Geographical Sources, Directories, Union catalogues. **Exercises**: Learning the skills to identify and use conventional primary and secondary sources. Understanding the organization of contents in the sources and finding answer against Reference questions/search queries.	
Unit – 3: Functional Units of Libraries	13
Organizational Chart. Acquisitions, Technical Processing and Maintenance, Serials Control and Circulation. Objectives and functions. IFLA's guidelines for collection development Acquisitions Section: Functions of Types of documents Categorization by Physical Characteristics (Conventional and Digital). Categorization by Information (Primary and Secondary). Selection Procedure in libraries from recommendation to procurement for conventional documents. Role of Library Committee/Book Selection Committee in the procurement of books and journals. Issues in the procurement of documents in Indian and foreign currencies. Good Offices Committee, Quotations. Bill processing and payment. Maintenance of records in acquisitions section: Book Recommendation files, Purchase Order files, Accession Register, Payment files etc. **Exercises**: Identification of books from book selection tools on a given subject. Preparation of selected book list for placing before book selection committee. Preparation of purchase orders for Indian and foreign currency books and journals. Preparing letters/orders for payment of books procured. Recording details in accession register.	

Unit – 4: Introduction to Dewey Decimal Classification (Theory)	13
Steps in Classification: Determining the specific subject of thedocument, Allotting the class number, Assigning the book number Schedules, Tables and Relative index	

Content of Practical Course I	**52 hours**
Unit – 5: Dewey Decimal Classification-I	26
Classification – simple subjects Subjects that require simple synthesis (add to instructions)	
Unit – 6: Dewey Decimal Classification-II	26
Classification of subjects using Table 1 and Table 2 Construction of book numbers: Author-based, Cutter Number:Manual and through OCLC Dewey Cutter Program	

Note:

- 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 Continuous assessment component.
- Each student shall write and maintain the practical record and submit the same for assessment

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Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/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.

Formative assessment for theory	
Assessment Occasion/type	**Weightage in Marks**
Periodic tests	**10**
Assignments and library visits	**10**
Seminar/Group discussion (For theory)	**10**
Total	**30**
Formative Assessment for Practical	
Assessment Occasion/type	**Weightage in Marks**
Periodic tests	05
Assignments	03
Record	07
Total	15

Note: Each student shall write and maintain the practical record with up-to-datedetails and submit the same for assessment

COURSE CURRICULUM–SEMESTER I
BA./BSc/BCom/BBA/BCA etc.

OPEN ELECTIVE

Course Title: LIS-OE.1: Library and Information Centers (L:T:P=3:0:0)

Course Objectives

The objectives of the course are:

1. To educate and train for acquaintance with different types of libraries and aware ofthe services and facilities provided by them.
2. To develop understanding about the role of libraries in national development.
3. To train the students to understand the user privileges and get acquainted with user support services including fair use policy.
4. To educate and train in acquiring knowledge and skills about the content, structureand use basic reference sources

Course Outcomes

After completion of the course student will be able to:

1. Get acquainted with different types of libraries and will be become aware of theservices and facilities provided by them
2. Understand the role of libraries in national development
3. Understand the user privileges and get acquainted with user support servicesincluding fair use policy
4. Get acquainted with basic reference sources.

LIS -OE.1: Library and Information Centers (L:T:P = 3:0:0)

Curriculum

Unit 1: Libraries/Information Centers	**16 Hrs**
Libraries: Meaning, Aims, Functions, Services, Types of libraries- Public library, Academic library, Special library, National library. Documentation centers, Information centers, Data banks, Information analysis centers: Meaning, Aims, Functions and Types Role of libraries in National development – social, economic, cultural, educational and recreation. **Skill based exercise:** Visit to the local libraries	
Unit 2: Library Tools, Services and Facilities	**12 hrs**

Sections of a library and their functions Use of Classification and Cataloguing, Organization of libraryresources Introduction to information access tools: Catalogues, OPAC,Union Catalogues, IndCat User support services; Reading room facilities, Photocopying facility, ILL, Document Delivery Service, Book banks	
User privileges in the libraries, Library rules, Fair use, Copyright issues, Intellectual Property Rights	
Unit 3: Reference Sources and search Techniques	**20 hrs**
Meaning, Nature, Characteristics, Functions Types of reference sources and their Importance –Dictionaries, Encyclopedia, Biographical and geographicalsources, Yearbooks, almanacs , Directories, Current sources, Searching and browsing, Search techniques **Skill based exercise:** Course teacher shall conduct hands-on-assignments by using the reference sources available in the local libraries	

Pedagogy

Course teacher may adopt participatory discussion / self study / desk work / Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/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 study, discussion sessions etc., are part of tutorial.

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CURRICLUM STRUCTURE - SEMESTER II

Course Title: LIS C2.1 Basics of Library Management (L:T:P = 4:0:2)

Course Objectives

The objectives of the course are:

1. To study and understand the concepts of Information, Information Science anddifference between library science and information science.
2. To study and understand the philosophy of library services in the context of Five Lawsof Library science and related Library Acts and legal issues.
3. Educate and train the graduates to acquaint with digital reference resources andinculcate skills in using them.
4. To train the graduates to understand the principles, procedures and to performroutine works relevant to library technical processing and circulation work.
5. To train for acquiring the skills Prepare catalogue records for simple documents usingthe current resource description standards.

Course Outcomes

Upon completion of the course, the students are able to:

- Delineate the differences between library science and information science
- Clearly state the philosophy of library services in terms of five laws of library sciences Effectively use digital reference resources
- Critically delineate the principles and issues relevant to library technical processingand circulation work.

COURSE CURRICULUM - Semester II
BA./BSc/BCom/BBA/BCA etc.

Title: LIS-C2.1: Basics of Library Management (L:T:P = 4:0:2)

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

Curriculum

Contents of theory course	52 hours
Unit – 1*: *Foundations of Libraries and Information Centers	13
Concept of and challenges in the information society. Information: Definitions, meaning and Characteristics. Data, Information, Knowledge and Wisdom. Library Science as a discipline: Development and current status. tion Science: Evolution and Scope. Copyright and Intellectual Property Rights Five Laws of Library Science and their Implications on Libraries. Study of OCLC report on 'Reordering Ranganathan' Library Legislation: Need and Purpose. Karnataka Public Libraries Act 1965 (KPLA), Delivery of Books and Newspapers Act - 1954 and its amendments. *Self-learning component*: Copyright statements from books, journals, and other information resources.	
Unit – 2: Digital Information and Reference Sources	13
Digital Resources: e-books, e-journals, e-theses, databases – bibliographic databases, full-text databases, citation databases (WoS, Scopus, Google Scholar, Dimensions.ai), Ulrich Periodical Directory. DOAJ, DOAB, Shodhganga, ETDs, Online dictionaries, Online encyclopedia (including Wikipedia) Concept of Digital file formats – Characteristic features of Still image file format (JPEG, TIFF, PDF), audio file format (WAV, MP3), video file format (MOV, AVI, MPEG, and Text Format) Expand. MIME types. Born digital and Digitized documents. EXCERSISES: Download and study information resources in different file formats. Search to find information against search quiries/Reference questions from digital resources.	
Unit – 3: Functional Units of Libraries – II	13

Technical Processing Section: Need for technical processing ofbooks – classification, cataloguing and preparing books for shelving.	
Classification: Need for library classification. Functions of library classification. Introducing classification tools: DDC and UDC. Conceptual understanding of the concepts: Symbols used in notation, Class Number, Call Number, Book Number Cataloguing: Need for library cataloguing and resource description. Functions of cataloguing. General introduction to cataloguing standards and tools such as MARC21, RDA, Subject heading lists – SLSH, LCSH, FAST. Cataloguing procedure: Preparation of entries – main, added, reference and subject. Data entry in computerized cataloguing template adopting MARC21.	
Unit – 4: Functional Units of Libraries – III	13
Serials control: Definition of periodicals. Types of periodicals. Selection of periodicals. Periodical selection tools. Pricing models: Subscription model and Pay per view. Annual subscription Vs. Perpetual access. Ownership Vs. Access. Big deals/Subject bundles. Licensing agreements. Receipt of periodicals. Claims generation—shelving of periodicals – current issues and bound volumes. Circulation section: Functions of library circulation. Types of users. Circulation privileges. Registration of patrons for circulation. Loan period. Issue (charging) and returns (discharging) methods. Overdue charges. Fine collection procedure. Reservation of books. Renewal of loan period. Inter- library loan. Circulation statistics. Maintenance: Book stacking/shelving methods – books, newspapers, print journals. Shelf reading. Shelf rectification, Bookbinding. Stock verification. Preservation of materials in libraries – the need for preservation, causes of deterioration of library materials, precautionary measures for preservation. Shelving furniture and tools. Withdrawal and weeding **EXCERSISES**: Shelving of books - Preparation of shelf list, Preparation of book labels/spine labels, and Preparation of book cards for circulation. Calculation of due dates, overdue charges as per rules, Renewal of loan period etc.	

Content of Practical Course II	**52 hours**
Unit 5: Descriptive and subject cataloguing Concept and meaning of resource description. Introducing frequently used tags in MARC21 (tags, indicators and subfield codes) Introducing the structure of Resource Description and Access. Introducing the Sears List of Subject Headings.	26

Unit 6: Resource Description and Access Preparing records by applying MARC21 and RDA for the items with a Single author, Two Authors, Three Authors and more than Three Authors, Shared Responsibility, Edited books with edition and without edition, Mixed Statement of Responsibility, Pseudonyms documents, Government Publications. Assigning of subject headings. Preparing catalog records for simple documents using the current resource description standard (RDA).	26

Note:

- 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 Continuous assessment component.
- Each student shall write and maintain the practical record and submit the same for assessment

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Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/Open Educational Resources/Academic Web portals/Institutional websites/seminar presentation/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.

Formative assessment for theory	
Assessment Occasion/type	**Weightage inMarks**
Periodic tests	**10**
Assignment/s and visits	**10**
Seminar/Group discussion (For theory)	**10**
Total	**30**
Formative Assessment for Practical	
Assessment Occasion/type	**Weightage in Marks**
Periodic tests	**05**
Assignment/s	**03**
Record	**07**
Total	**15**

Essential Devices/Tools/Equipment

The following devices/tools/equipment are the essential facilities required to conduct the courses:

- Computer laboratory with Internet connectivity –1 computer for every two students
- DDC schedules (Latest Edition) –1 set for every two students
- UDC schedules – 1 set for every two students
- RDA – 1 set for every five students
- Library automation Software (Free/proprietary)
- Digital Library software (Free/proprietary)
- Sears List of Subject Headings – 1 set for every two students

Curriculum Structure- Semester II
BA./BSc/BCom/BBA/BCA etc.

OPEN ELECTIVE

Title of the Course - LIS-OE.2 Reference and Information Sources (Print and electronic) (L:T:P = 4:0:2)

Course Objectives

The objectives of the course are:

1. To educate and train students in understanding the nature, structure and uses of reference and information sources.
2. To familiarize about the primary sources of information and their content, characteristics etc.
3. To train the students in acquiring knowledge and skills about secondary sources of information, their use with required information searching skills

Course Outcome

After completion of the course student will be able to

1. Understand the nature, structure and uses of reference and information sources
2. Identify the primary sources of information and their characteristics
3. Effectively use secondary sources of information with required information searching skills.Course

LIS-OE.2 Reference and Information Sources(Print and electronic) (3-0-0)

Curriculum

Unit 1: Reference Sources	**6 hrs**
Meaning, Definition, Nature, Evolution, Characteristics, Functions, Types of reference sources and their Importance	
Unit 2: Primary sources	**12 hrs**
Periodicals, Technical reports, Patents, Standards and specifications, Theses and Dissertations, Conference and seminar proceedings, Trade literature	
Unit 3: Secondary and tertiary sources	**30 hrs**

Dictionaries, Encyclopedias, Yearbooks and Almanacs, Biographical and geographical sources, Bibliographical sources, Handbooks and Manuals, Directories and Union catalogues, current Sources-Asian recorder, Keasings record of world events. **Skill based exercises:** Course teacher shall conduct hands-on- assignments using the reference sources available in the local libraries	

Pedagogy

Course teacher may adopt participatory discussion / self-study / desk work / Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/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 study, discussion sessions etc., are part of tutorial.

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