

MODEL CURRILUM STRUCTURE

FOR

**Bachelor's Degree program with Library and Information
Science as a Discipline**

Acknowledgment

The Chairman and Members of the **Subject Expert Committee** constituted by the Government of Karnataka to design the Curriculum Development Structure for the Subject/Discipline **LIBRARY & INFORMATION SCIENCE** are grateful to **Dr. C.N. Ashwathanarayan**, Hon'ble Deputy Chief Minister of Karnataka, Depart of Higher Education, Science and Technology, IT and BT, Skill Development and Livelihood, Government of Karnataka for giving us an opportunity to deliberate and develop a model curriculum for the subject LIBRARY & INFORMATION SCIENCE (as a Discipline Core/Major) effected in all the universities of Karnataka state.

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Chairman & Members

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PART – ONE

A. Preamble

Change is a constant phenomenon happening in various sectors which 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) such as 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 behavior 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 endeavors to develop a service attitude and strives to imbibe ethical values in the students aspiring to be Library and Information professionals. These aims and endeavors are attained by imparting quality education and training at graduate, postgraduate and research levels. -

The Library and Information Science curriculum structure was proposed in a framework to accommodate such relevant emerging changes with defined approaches. Learning Outcomes-based Curriculum is one such approach. Realizing the value of this 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 Higher Education Council.

A Committee was constituted by the Government of Karnataka with nominations covering all the Chairpersons of Department of Library & Information Science of all the universities, Chairpersons of Board of Studies in Library & Information Science of all the universities and other senior professors to draft the curriculum structure for Undergraduate program Library & Information Science as a Discipline Core (Major course), Discipline Elective Courses along with Open Elective courses (for other course students as per the recommended Template format developed as an intellectual exercise carried out by Higher Education Council.

This template includes information about the nature, aims, credit structure, hours of instruction, Programme Articulation Matrix, Pedagogy, assessment techniques, methods and procedures, Graduate Attributes, Qualification Descriptors, learning outcomes for the program and courses. This Template also presents the Learning Outcomes and Syllabus of each course to be taught. Various Teaching-Learning Methods/ Techniques have also been enumerated.

A.1 Library and Information Science discipline

A.1 LIS as a discipline The discipline of Library & Information Science deals with Libraries and Information Centers which are established and maintained to fulfill the changing reading and information needs of various categories of library users. The Library & Information Science degree program imparts education and training to develop manpower

capable to manage 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 graduate attributes, qualification descriptors, program and course-level learning outcomes of the program.

A.2 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 Science includes 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, cataloging, 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 efforts to enhance the employability of graduates of Library and Information Science

A.3 Outcome-based Learning Approach to Curriculum Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that 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 be able to 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 in turn will help in curriculum planning and development, and in 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 broad framework of agreed and expected graduate
- iv. attributes, qualification descriptors, program learning outcomes and course learning outcomes.

A.4 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 an important 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 research 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 Library and Information Science and other related fields of study, including broader interdisciplinary subfields such as management, economics, information and communication technologies, etc.

(b) *Professional skills:* Ability to classify simple, compound and complex documents using standard classification schemes; capability to catalog all types of documents using standard

catalog 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 forms with users, colleagues and authorities in an effective manner.

(d) *Critical thinker:* Capability to critically analyze subjects of documents to classify them properly and to derive subject headings for subject cataloging, indexing purposes and ability to think critically for solving various problems pertaining to 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 Internet and 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, for library housekeeping operations, and for searching information from OPAC, Internet and online databases.

(h) *Ethical awareness/reasoning:* Capable of demonstrating the ability to identify ethical issues related to Intellectual Property Rights, copyright etc. while providing library services.

(i) *Lifelong learners:* Capable of self-paced and self-directed learning aimed at personal development; for improving knowledge and skills and for reskilling through continuing educational opportunities.

A.5 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 cataloging and classification, in providing reference and information services and in carrying out other library activities by using Information and Communication Technologies.

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

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

(d) Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify, 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 and Information related jobs and employment opportunities.

PART-TWO

A. MODEL CURRICULUM

A.1. Name of the Degree Program : **BA/BSc/B.Com/BBA/BCA etc**

A.2 Discipline Core : **Library and Information Science**

A.3 Starting year of implementation : **2021-22**

A.4 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.

A.5 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% |

**B. Curriculum Structure for the Undergraduate Degree Program
B.A. / BSc/BCom/BBA/BCA etc.**

**B.1. Model 2A: Bachelors of Arts/Bachelor of Science etc.
(for subjects with practical) with One
Major and One Minor.**

Starting year of implementation : 2021-22

Name of the Degree Program : BA/BSc/BCom/BBA/BCA etc.

Discipline/Subject : Library and Information Science

B.2. Program Articulation Matrix

This matrix lists only the core courses as per the suggested format. Core courses are essential to earn a degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses are listed separately

| Semester | Title /Name Of the course | Program outcomes that the course addresses (not more than 3 per course) | Prerequisite course(s) | Pedagogy | Assessment |
|----------|--|--|------------------------|---|--|
| 1 | LIS-C1.1: Library Systems and Operations | 1. Educate the students to understand the literacy and intellectual freedom in relation to libraries, describe library organization, and compare the types of libraries, the materials and services. 2. Train the students to acquire knowledge about the scope, structure, | | Course teachers may adopt participatory discussion/self-study/desk work / Library visits/Educational Video channels/Quizzes/OERs/Academic Web portals/Insti | Continues evaluation (Seminar, Assignments, periodic tests etc.,) and term-end examination |

| | | | | | |
|---|---|---|--|--|--|
| | | <p>content etc., of various reference and information sources and skills in effectively using such resources to deliver the information to the end-users through various information services.</p> <p>3. Provide learning opportunities to acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.</p> | | <p>tutorial 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.</p> | |
| 2 | LIS-C-2.1: Basics of Library Management | <p>1. To study and understand the concepts of Information, Information Science and the difference between library science and information science.</p> <p>2. To study and understand the philosophy of library services in the context of the Five Laws of Library science and related Library Acts and legal issues.</p> <p>3. To educate and train the graduates to acquaint with digital reference resources and</p> | | <p>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</p> | <p>Continues evaluation (Seminar, Assignments, periodic tests etc.) and term-end examination/examination</p> |

| | | | | | |
|----|---|---------------------------------|--|---|--|
| | | inculcate skills in using them. | | 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. | |
| 3 | LIS-C3.1: Library Systems and Management | | | | |
| 4 | LIS-C4.1: Information Processing: Tools and Technologies | | | | |
| 5. | LIS-C5.1: Knowledge Organization: Processes and Methods | | | | |
| | LIS-C5.2: Resource description standards | | | | |
| 6. | LIS-C6.1: Information retrieval | | | | |
| | LIS-C6.2: Digital libraries – Theory and Practice | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 7. | LIS-C7.1: Marketing of Information | | | | |
| | LIS-C7.2: Introduction to Bibliometric s | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| | LIS-C7.3: Digital libraries: DSpace credits | | | | |
| 8. | LIS-C8.1: Information literacy | | | | |
| | LIS-C8.2: Internship | | | | |
| | LIS-C8.3: Web and Social Media technologies | | | | |
| 9. | LIS-C9.1: Knowledge Society | | | | |
| | LIS-C9.2: Introduction to data science | | | | |
| | LIS-C9.3: Advanced metadata creation - Practical | | | | |
| | LIS-C9.4: Ontologies - Practical | | | | |
| 10. | LIS-C10.1: Designing Information Products and Services | | | | |
| | LIS-C10.2: | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | Study of Knowledge Organization Systems | | | | |
| | LIS-C10.3: Introduction to Markup Languages - Practical | | | | |
| | LIS-C10.4: Content Management - Practical | | | | |

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement are recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term paper or MOOC

Every course has included assessing higher-order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column contains alternate assessment methods that help formative assessment (i.e. assessment for learning).

B.3 Curriculum structure – Semester I

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

3.1 Title of the course

| | |
|--|---------------------------------------|
| Course Title: LIS C1.1 Library Systems and Operations: Theory & Practical | |
| Total Contact Hours: 52 | Course Credits: 4+2 |
| Formative Assessment Marks: 30 | Duration of ESA/Exam: 3 hours |
| Model Syllabus Authors: Subject committee – Library and Information Science | Summative Assessment Marks: 70 |

3.2 Course Objectives

The objectives of the course are to:

1. Educate the students to understand the literacy and intellectual freedom in relation to libraries, 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 resources to 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 organisation methods and process and to offer hands on practice sessions to acquire skills to Classify simple documents using knowledge organisation tools such as DDC.

5. Acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions. Understand knowledge organisation methods and process and develop skills to Classify simple documents using knowledge organisation tools such

3.3 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, describe library organization, and compare the types of libraries, materials and services.
2. Acquire knowledge and skills in the effective use of reference and information resources.
3. Acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.
4. Understand knowledge organization methods and processes and develop skills to Classify simple documents using knowledge organization tools such as DDC.

3.4 Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 1. LIS-C1.1: Library Systems and Operations: Theory & Practical | X | X | X | | | | | | | | | |
| 2.LIS-C2.1: Basics of Library Management: Theory and Practical | X | X | X | X | X | | | | | | | |

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |

Course Articulation Matrix relates course outcomes with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' is indicated in the intersection cell if a course outcome addresses a particular program outcome.

3.5. COURSE CURRICLUM –Semester I

BA./BSc/BCom/BBA/BCA etc.

Title: LIS-C1.1: Library Systems and Operations:

Theory & Practical

| Number of Theory Credits | Number of lecture hours/ semester | Number of practical Credits | Number of practical hours/ semester |
|---|-----------------------------------|-----------------------------|-------------------------------------|
| 4 | 52 | 2 | 52 |
| Content of Theory Course 1 | | | 52 |
| Unit - 1: Concept of memory institutions | | | 13 |
| Chapter No. 1: Introduction to libraries, museums and archives. Library: definitions, aims, objectives, functions and services | | | 4 |
| | | | 5 |
| Chapter No. 2: Social role of libraries in modern society: literacy and intellectual freedom | | | 4 |
| Chapter No. 3: 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 |
| Chapter No. 4: Definitions and Characteristics. Classification of Reference sources, Primary, Secondary and Tertiary sources; Print and Digital. | | | 4 |
| | | | 5 |
| Institutional and Human Sources | | | 4 |

| | |
|---|----|
| <p>Chapter No. 5: Introduction to conventional primary sources: Monographs, Periodicals, Conference Proceedings, Theses and Dissertations, Patents etc.</p> <p>Chapter No. 6: Introduction to conventional secondary and tertiary sources: Dictionaries, Encyclopedias, Yearbooks and Almanacs, Geographical Sources, Directories, Union catalogues.</p> <p>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.</p> | |
| <p>Unit – 3: Functional Units of Libraries</p> | 13 |
| <p>Chapter No. 7: Organizational Chart. Acquisitions, Technical Processing and</p> | 4 |
| <p>Maintenance, Serials Control and Circulation. Objectives and functions. IFLA's</p> | 4 |
| <p>guidelines for collection development</p> | 5 |
| <p>Chapter No. 8: 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.</p> | |
| <p>Chapter No. 9: 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.</p> | |
| <p>Exercises: Identification of books from book selection tools on a given subject.</p> | |

| | |
|---|----|
| 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 | 13 |
| Chapter No. 10: Steps in Classification: Determining the specific subject of the document, | 4 |
| | 5 |
| Chapter No. 11: Allotting the class number, Assigning the book number | 4 |
| Chapter No. 12: Schedules, Tables and Relative index | |

| | |
|---|-----------|
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| | |

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.

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3.6 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 type | Occasion/ | Weightage in Marks |
| Periodic tests | | 10 |
| Assignments and library visits | | 10 |
| Seminar/Group discussion (For theory) | | 10 |
| Total | | 30 |
| Formative Assessment for Practical | | |
| Assessment type | Occasion/ | 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-date details and submit the same for assessment.

B.4. CURRICLUM STRUCTURE-Semester II

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

4.1 Title of the Course:

LIS C2.1 Basics of Library Management: Theory and Practical

4.2 Course Objectives

The objectives of the course are:

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

4.3 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 processing and circulation work.

4.4 Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

| Course Outcomes (COs) / Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 1. LIS-C1.1: Library Systems and Operations: Theory & Practical | X | X | X | | | | | | | | | |
| 2.LIS-C2.1: Basics of Library Management: Theory and Practical | X | X | X | X | X | | | | | | | |

4.5 COURSE CURRICULUM

| Number of Theory Credits | Number of lecture hours/semester | Number of practical Credits | Number of practical hours/ semester |
|--|----------------------------------|-----------------------------|-------------------------------------|
| 4 | 52 | 2 | 52 |
| Content of Theory Course | | | 52 Hrs |
| 2 | | | |
| Unit - 1: Foundations of Libraries and Information Centers | | | 13 |
| Chapter No.1: Concept of and challenges in the information society. | | | 4 |
| Information: Definitions, meaning and Characteristics. Data, Information, Knowledge and Wisdom. Library Science as a discipline: Development and current status. | | | 4 |
| tion Science: Evolution and Scope. Copyright and Intellectual Property Rights | | | 5 |
| Chapter No. 2: Five Laws of Library Science and their Implications on Libraries. | | | |
| Study of OCLC report on 'Reordering Ranganathan' | | | |

| | |
|--|-------------|
| <p>Chapter No 3: Library Legislation: Need and Purpose. Karnataka Public Libraries Act 1965 (KPLA), Delivery of Books and Newspapers Act - 1954 and its amendments.</p> <p><i>Self-learning component:</i> Copyright statements from books, journals, and other information resources.</p> | |
| <p>Unit – 2: Digital Information and Reference Sources</p> | 13 |
| <p>Chapter No 4: 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.</p> | 4 4 5 |
| <p>Chapter No5: DOAJ, DOAB, Shodhganga, ETDs, Online dictionaries, Online encyclopedia (including Wikipedia)</p> | |
| <p>Chapter No 6: 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.</p> <p>EXCERSISES: Download and study information resources in different file formats. Search to find information against search queries/Reference questions from digital resources.</p> | |
| <p>Unit – 3: Functional Units of Libraries – II</p> | 13 |
| <p>Chapter No 7: Technical Processing Section: Need for technical processing of books – classification, cataloguing and preparing books for shelving.</p> | 4 4 5 |

| | |
|---|-----------|
| <p>Chapter No 8: 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</p> <p>Chapter No 9: 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.</p> | |
| <p>Unit - 4: Functional Units of Libraries - III</p> | <p>13</p> |
| <p>Chapter No 10: Serials control: Definition of periodicals. Types of periodicals.</p> | <p>4</p> |
| <p>Selection of periodicals. Periodical selection tools. Pricing models: Subscription</p> | <p>4</p> |
| <p>model and Pay per view. Annual subscription Vs. Perpetual access. Ownership</p> | <p>5</p> |
| <p>Vs. Access. Big deals/Subject bundles. Licensing agreements. Receipt of</p> | |
| <p>periodicals. Claims generation—shelving of periodicals – current issues and</p> | |
| <p>bound volumes.</p> | |
| <p>Chapter No 11: Circulation section: Functions of library circulation. Types of</p> | |
| <p>users. Circulation privileges. Registration of patrons for circulation. Loan</p> | |
| <p>period. Issue (charging) and returns (discharging) methods. Overdue charges.</p> | |
| <p>Fine collection procedure. Reservation of books. Renewal of loan period. Inter-</p> | |
| <p>library loan. Circulation statistics.</p> | |

| | |
|--|--|
| <p>Chapter No 12: 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</p> <p>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.</p> | |
|--|--|

PART-II: Resource description – Practical (2 credits, 52 hours)

| | |
|---|----|
| <p>Unit 5: Descriptive and subject cataloguing</p> <p>Chapter.13. Concept and meaning of resource description. Introducing frequently used tags in MARC21 (tags, indicators and subfield codes)</p> <p>Chapter.14: Introducing the structure of Resource Description and Access. Introducing the Sears List of Subject Headings.</p> | 26 |
| <p>Unit 6: Resource Description and Access</p> <p>Chapter. 15. 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,</p> <p>Chapter.16: Edited books with edition and without edition, Mixed Statement of Responsibility, Pseudonyms documents, Government Publications. Assigning of subject headings.</p> <p>Prepare catalog records for simple documents using the current resource description standards.</p> | 26 |

Note: Each student shall write and maintain the practical record and submit the same for assessment

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13. Stuert, Robert D and Moran, Barbara B (2004). Library and Information Center Management. Colorado: Libraries unlimited

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

Date

Course Co-ordinator

Subject Committee Chairperson

The following devices/tools/equipments are the required facilities to conduct the course:

- Computer laboratory with Internet connectivity (Minimum of 15)
- DDC schedules
- UDC schedules
- RDA
- Library automation Software (Free/proprietary)
- Digital Library software (Free/proprietary)
- Sear's List of Subject heading

C. OPEN ELECTIVES AND DISCIPLINE ELECTIVE COURSES IN LIBRARY AND INFORMATION SCIENCE

C1 List of Open Electives Courses (Semester 1 to Semester 4)

| Semester | Discipline Electives | Open Electives |
|-----------------|--|--|
| I | | LIS – OE 1.1: Library and Information Centres. (3 Credits) |
| II | | LIS-OE 2.1: Reference and Information Sources (Print and Electronic) (3 Credits) |
| III | | LIS-OE3.1: Electronic and Non-Documentary Information Resources (3 Credits) |
| IV | | LIS OE4.1: Information Literacy (3 credits) |
| V | <p>Anyone from the following Discipline Electives</p> <ul style="list-style-type: none"> • LIS-DE5.1: Public Libraries (3 credits) • LIS-DE5.2: Academic Libraries (3 credits) LIS-DE5.3: Special Libraries (3 credits) | |
| VI | <p>Anyone from the following Discipline Electives</p> <ul style="list-style-type: none"> • 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 | <p>Anyone from the following Discipline Electives</p> <ul style="list-style-type: none"> • 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) <p>Research Methodology (Mandatory)</p> <p>LIS-RM7.1: Research Methodology (3 credits)</p> | |
| VIII | <p>Anyone from the following Discipline Electives</p> <ul style="list-style-type: none"> • 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) <p>Research Project (Mandatory)</p> <p>LIS-RP8.1: Research Project (6 credits)</p> | |
| IX | <p>Any TWO from the following Discipline Electives</p> <ul style="list-style-type: none"> • 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 | <p>Any <i>TWO</i> from the following Discipline Electives</p> <ul style="list-style-type: none"> • 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) | |
|---|--|--|

C.2 CURRICULUM STRUCTURE –Semester I

Open Elective Courses for BA/BSc/BCom/BCA/BBA/and other UG programs.

List of Open Elective Courses and Curriculum structure.

| Semester | Course Title | Credits (L-T-P) | Marks | |
|----------|--|--------------------|---------------------|-------------------------|
| | | | Term End Exam | Continuos Assessment |
| First | LIS -OE.1: Library and Information Centres (3-0-0) | 3-0-0 | 70 | 30 |
| Second | LIS-OE.2 Reference and Information Sources(Print and electronic) (3-0-0) | 3-0-0 | 70 | 30 |
| Third | LIS-OE.3 Electronic and non-documentary information resources (3-0-0) | 3-0-0 | 70 | 30 |
| Fourth | LIS-OE.4 Information Literacy (3-0-0) | 3-0-0 | 70 | 30 |

2.1 Title of the course

Title : LIS -OE.1: Library and Information Centers (3-0-0)

2.2 Course Objectives

The objectives of the course are:

1. To educate and train for acquaintance with different types of libraries and aware of the 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, structure and use basic reference sources

2.3 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 the services 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 services including fair use policy
4. Get acquainted with basic reference sources.

2.4 Course Curriculum

| LIS -OE.1: Library and Information Centers | | (3-0-0) |
|---|--|-----------------------|
| Units | Description | Teaching hours |
| I | Libraries/Information Centers | 16 Hrs |
| | <p>Libraries: Meaning, Aims, Functions, Services, Types of libraries- Public library, Academic library, Special library, National library.</p> <p>Documentation centers, Information centers, Data banks, Information analysis centers: Meaning, Aims, Functions and Types</p> <p>Role of libraries in National development – social, economic, cultural, educational and recreation.</p> <p>Skill based exercise: Visit to the local libraries</p> | |
| II | Library Tools, Services and Facilities | 12 hrs |
| | <p>Sections of a library and their functions</p> <p>Use of Classification and Cataloguing, Organization of library resources</p> <p>Introduction to information access tools: Catalogues, OPAC, Union Catalogues, IndCat</p> <p>User support services; Reading room facilities, Photocopying facility, ILL, Document Delivery Service, Book banks</p> | |

| | | |
|------------|---|---------------|
| | User privileges in the libraries, Library rules, Fair use, Copyright issues, Intellectual Property Rights | |
| III | Reference Sources and search Techniques | 20 hrs |
| | <p>Meaning, Nature, Characteristics, Functions</p> <p>Types of reference sources and their Importance – Dictionaries, Encyclopedia, Biographical and geographical sources, Yearbooks, almanacs , Directories, Current sources, Searching and browsing, Search techniques</p> <p>Skill based exercise: Course teacher shall conduct hands-on- assignments by using the reference sources available in the local libraries</p> | |

2.5 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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C.3 Curriculum Structure- Semester II

3.1 Title of the Course

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

3.2 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

3.3 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.

3.4 Course Curriculum

| LIS-OE.2 Reference and Information Sources(Print and electronic) (3-0-0) | | |
|---|--|-----------------------|
| Units | Description | Teaching hours |
| I | Reference Sources | 6 hrs |
| | Meaning, Definition, Nature, Evolution, Characteristics, Functions, Types of reference sources and their Importance | |
| II | Primary sources | 12 hrs |
| | Periodicals, Technical reports, Patents, Standards and specifications, Theses and Dissertations, Conference and seminar proceedings, Trade literature | |
| III | 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, Keatings record of world events. Skill based exercises: Course teacher shall conduct hands-on-assignments using the reference sources available in the local libraries | |

3.5 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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1. Chenny F.N and Williams W.J. Fundamental Reference Sources. Ed 2. Chicago, ALA, 1980.
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C.4 Curriculum Structure Semester III

4.1 Course title

LIS-OE.3 ELECTRONIC AND NON-DOCUMENTARY INFORMATION RESOURCES (3-0-0)

4.2 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 skills for use.

4.3 Course Outcome

After completion of the course student will be able to:

1. Effectively use electronic information sources of information
2. Make use of Open Educational Resources
3. Identify different types of non-documentary sources of information

4.4 Course Curriculum

| LIS-OE.3 ELECTRONIC AND NON-DOCUMENTARY INFORMATION RESOURCES (3-0-0) | | |
|--|---|-----------------------|
| Units | Description | Teaching hours |
| I | Electronic sources | 24 Hours |
| | Digital resources: e-books, e-journals, e-theses, databases – | |

| | | |
|------------|---|-----------------|
| | <p>bibliographic databases, full-text databases, citation databases (WoS, Scopus, Google Scholar, Indian Citation Index, Dimensions.ai), Ulrich +.</p> <p>Open Access Sources, DOAJ, DOAB, Shodhganga, ETDs, Online dictionaries, Online encyclopedia (including wikipedia), Consortium: e-shodhasindhu with reference to N-LIST.</p> <p>Skill based exercise: Course teacher shall conduct hands-on-assignments using the online resources available in the local libraries</p> | |
| II | Open Educational Sources | 12 Hours |
| | <p>Definition, Scope, History, Advantages and disadvantages, licensing and types. Study of prominent OERs – e-pathshala, e-pgpathshala, NPTEL, e-gyankosh, NROER, Digital Library of India, CEC, Vijayeebhava, Jnananidhi, Vidyamitra. Moocs with special reference to Swayam, Swayamprabha DTH Channel</p> <p>Skill based exercise: Course teacher shall conduct hands-on-assignments using the online resources available in the local libraries</p> | |
| III | Non – documentary sources | 12 Hours |
| | <p>Human sources: Technological gatekeepers, invisible colleges, Consultants, resource persons</p> <p>Institutional sources: Government ministries, and Departments,</p> | |

| | | |
|--|---|--|
| | R &D Organizations, Learned societies, Publishing houses, archives, databanks, information analysis centers, referral centers, institutional websites | |
|--|---|--|

4.5 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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C.5 Curriculum Structure- Semester IV

5.1 Title of the Course:

LIS-OE.4 INFORMATION LITERACY (3-0-0)

5.2 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.

5.3 Course Outcome

After completion of the course student will be able to:

1. Understand the concept of information literacy, the types and levels and importance in lifelong learning.
2. Get awareness and competencies in ILS and information search skills to be possessed by the students of Higher Education
3. Understand effectively the knowledge and skills to search the digital information

5.4 Course Curriculum

| LIS-OE.4 INFORMATION LITERACY (3-0-0) | | |
|--|--|-----------------------|
| Units | Description | Teaching hours |
| I | Information Literacy | 14 Hours |
| | Information Literacy: Meaning, Definition, Need, Evolution of the concept. 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. | |
| II | Informaion Literacy Skills and competencies | 14 Hours |
| | B-6 skills, SCOUNL, IFLA guidelines, ALA IL Competency standards, ACRL standards with theoretical discussion and demonstration | |
| III | Information Searching skills | 20 Hours |
| | 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 | |

5.5 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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Proceedings of the meeting of the Subject Committee (Library and Information Science) constituted to draft the curriculum for four-year 1 to 6 Semesters Bachelor's held on 01-09-2021, 11:00 am at Karnataka State Higher Education Council, Bengaluru.

Members present.

Chairman:

1. Prof. T.D. Kemparaju

Members:

2. Prof Mallinath Kumbar
3. Prof B S Biradar
4. Prof V T Kamble
5. Prof P G Tadasad
6. Prof N S Harinarayana
7. Prof Ramesh R. Naik
8. Prof Ramesha
9. Prof Keshava

Chairpersons of BOS (LIS)

10. Prof B T Sampath Kumar
11. Dr Gavisiddappa A

Member- Secretary

12. Dr. Tejaswini Yakkundimath

The Chairman welcomed all the members of the Committee and briefed the members about the finalization of the draft curriculum and also other related issues.

Prof B. Thimmegowda, Vice Chairman, KSHEC briefed the features of the proposed model and clarified various points related to the structure of the proposed models, exit and entry options, regulations, the conduct of examinations etc. He informed that separate regulations will be drafted and finalized which applies to all the courses on various aspects including eligibility, examination method etc.

After a detailed discussion the committee resolved the following:

Resolution 1: The Committee members unanimously resolved to retain the existing pattern/system of 2-year MLISc program with any degree as eligible criteria for admission for some more years or till the new batches of students graduated from the Indian universities.

Resolution 2: It is resolved to introduce LIS subject as major under basic degree. It is resolved to finalize the draft curriculum of LIS as per the curriculum structure IIA/ Model, i.e. One Major and One Minor with practicals OR Two Majors (From semesters V and VI) as suggested by the Karnataka State Council for Higher Education and notified by the Government.

Resolution 3: It is resolved to offer Open Elective (OE) courses in the first four semesters (First and Second year) as per the proposed IIA model. Accordingly, the draft syllabus was prepared for semesters I and II. Course titles were finalized for Semesters III and IV.

Resolution 4: The members of the committee unanimously resolved to draft the title of the courses for all the semesters and draft the detailed curricular components for papers/courses under semester I and II and submit the same on or before 6-9-2021.

Resolution 5: The members of the committee unanimously resolved to request the authorities to introduce Library and Information Science as Discipline Core subjects/ Major subject from this academic year only giving special affiliation permission to the colleges and also in the PG Departments of the Universities.

The Committee also recommended utilizing the services of qualified and eligible Librarians till the regular teachers are appointed

Resolution 6: It is resolved to meet periodically and draft the curricular contents for Discipline Core, Open Elective and Discipline Elective papers/courses related to remaining semesters.

Meeting concluded with a vote of thanks

Signature of the members

Chairman:

1. Prof. T.D. Kemparaju

Members:

2. Prof Mallinath Kumbar
3. Prof B S Biradar
4. Prof V T Kamble
5. Prof P G Tadasad
6. Prof N S Harinarayana
7. Prof Ramesh R. Naik
8. Prof Ramesha
9. Prof Keshava

Chairpersons of BOS in LIS

10. Prof BT Sampath Kumar
11. Dr Gavisiddappa A

Member- Secretary

12. Dr. Tejaswini Yakkundimath