

**Model Curriculum of BA/B. Sc in
Library and Information Science
III and IV Semester**

CURRICULUM STRUCTURE

Semester III and IV

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

Semester-III (Discipline Core)

Paper No	Title of the paper	No of credits	Teaching hours / week	Semester end exam	Internal Assessment	Total marks
LIS-C3.1:	Library Systems and Management (Theory)	4	4	60	40	100
	Library Systems and Management (Practical)	2	4	25	25	50

Semester-IV (Discipline Core)

LIS-C4.1:	Information Processing – Tools and Technologies (Theory)	4	4	60	40	100
	Information Processing – Tools and Technologies (Practical)	2	4	25	25	50

Semester-III (Open Elective papers for students of other Disciplines)

Paper No	Title of the paper	No of credits	Teaching hours / week	Semester end exam	Internal Assessment	Total marks
LIS-OE.3	Electronic and nondocumentary information resources <i>Note: For students of other Disciplines</i>	3	3	60	40	100

Semester-IV (Open Elective papers for students of other Disciplines)

LIS-OE.4	Information Literacy <i>Note: For students of other Disciplines</i>	3	3	60	40	100
----------	--	---	---	----	----	-----

Curriculum structure – Semester III

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

Title of the course

Course Title: LIS-C3.1: Library Systems and Management (Theory and Practical) (4-0-2)	
Total Contact Hours: 52	Course Credits: 4+2
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors: Subject committee –Library and Information Science	Summative Assessment Marks:60

Course Objectives

The objectives of the course are:

1. To study and understand the components, characteristics and functions of information system.
2. To understand the role of library as a communication center.
3. To facilitate the students to understand the growth and development of libraries in India
4. To train the students acquiring knowledge and skills in library administration.
5. To familiarise with the policies and practices in collection development and management (Print and Electronic)
6. To acquire knowledge and skills in management of physical, human and financial resources.

Course Outcome

After completion of the course student will be able to

1. Understand the components, characteristics and functions of information system.
2. Learn the various communication models.
3. Comprehend the concept of human resource and financial management in libraries.
4. Collect library statistics and prepare library records.
5. Plan Library building, space, library furniture and library equipment.

3.1 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
LIS-C1.1: Library Systems and Operations: Theory & Practical	X	X	X									
LIS-C2.1: Basics of Library Management: Theory and Practical	X	X	X	X	X							
LIS-C3.1. Library Systems and Management (Theory and Practical)	X	X	X	X	X	X	X	X	X			
LIS-C4.1. Information Processing – Tools and Technologies (Theory and Practical)	X	X	X	X	X	X	X	X	X			

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.

Curriculum structure – Semester III

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

Title of the course: LIS-C4.1: Library Systems and Management (4-0-2)

(Theory and Practical)

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

Unit No	Content of theory course	52
Unit-1:	Libraries and Information systems	13
	<p>Chapter.1: Information Systems Information systems: Definition, characteristics, and Functions of information systems. Components of Library/Information Systems: Libraries, Documentation centers, Information centers, Data centers, Information Analysis Centers, Clearing Houses, Data banks, Data Curation centers, Museums and Archival centers, Memory institutions, Institutional Repositories, Open Archives, Referral centers, Translation centers, and Publishing Houses.</p> <p>Chapter.2: Information and communication. Data, Information, Knowledge and Wisdom: Concept, meaning, nature, scope and types. Communication: Definition and functions. Types of communication – Verbal, Non-Verbal, Written, Visual; Intra-Personal, Interpersonal, Group and Mass Communication. Barriers to communication</p> <p>Chapter.3: Communication models Communication models – Shanon and Weaver, Lasswell, Gerbner, Schramm. Communication models and libraries. Library as a communication center. Exercise: Case study of archives, museums and Institutional Repositories.</p>	5 4 4
Unit 2	Library development	13
	<p>Chapter.4: History of library movement History of library movement and development, Growth and development of libraries in India (Pre and Post independent period).</p> <p>Chapter.5: Library profession and professional associations Attributes of a profession. Librarianship as a profession, Professional Ethics in Librarianship. Study of Professional Associations: Regional level -KALA, National</p>	5 4

	level-ILA, IASLIC and IATLIS, International level -IFLA, ALA, CILIP and SLA. Chapter.6: Promoters of libraries Promoters of Library and Information services: RRRLF and UNESCO. Public relations and extension activities. Exercise: Case study of local professional organization.	4
Unit-3:	Library administration and management	13
	Chapter-7: Library Management Management: Meaning and definition, Functions, Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) Schools of thought in management: Classical theory, Neo-Classical theory, and Modern theory. Concept of Library administration and management. Chapter.8: Principles of management Taylor's, Fayol's and Barnard's principles of management. Levels of management: Top, Middle and Supervisory. Chapter.9: Planning of Library and Information Centers Organizational structure and governance of library. Planning for libraries: Library building and space. Library furniture and Library equipment. Event planning in libraries. Exercises: Visiting local libraries to study building, furniture and equipment. Case studies of events organized in libraries.	4 4 5
Unit 4:	Collection development	13
	Chapter.10: Collection development in libraries Book, periodical and database: selection, procedures, policies and principles with special emphasis on electronic resources. Problems of Collection development for print and electronic resources (including licensing). Online Bookstores – Identification, Advantages. Online book shops Vs. Traditional book shops. URLs. Collection management in libraries: Stock rectification. Weeding of resources. Conservation and preservation of library resources. Chapter.11. Human Resource Management Planning for human resource: Determination of staff requirement, type and numbers. Job analysis and description, Staff selection and recruitment, induction, training and development Job Evaluation; Inter-personal relations; Motivation, Delegation, Decision Making and Performance Appraisal. Chapter.12: Financial management Need and importance of finance. Sources of finance. Mobilisation of financial resources. Allocation: Budgeting - methods and techniques, Preparation of library budget. Accounting and Auditing of financial resources. Library rules and regulations, KTRP, GFR rules. Library statistics. Annual reports. Exercises: Case studies of collection development of library resources (Print and non-print). Study of document selection tools, Case studies of staff recruitment policies and procedure in academic libraries.	4 4 5

	Case studies of library budget.	
	Content of Practical Course-III	52
Unit.5	<p>Chapter.13: Office Communication</p> <p>Drafting of letters, circulars and file notes: Higher authorities, Subordinates, users, publishers, book sellers, libraries and other stake holders.</p> <p>Chapter.14: Acquisition</p> <p>Book recommendation form, placing the order, certification for payment, Accessioning- entry, Shelf reading, Charging and discharging of documents.</p>	<p>26</p> <p>13</p> <p>13</p>
Unit.6	<p>Chapter.15: Budgeting</p> <p>Preparation of Library budget using different methods (Per capita, Proportional, methods of details, line item, formula, program budgeting and PPBS).</p> <p>Chapter.16: Library reports and records</p> <p>Preparation of Library committee meeting proceedings, Preparation of annual report of library. Preparation of library statistics and records</p>	<p>26</p> <p>13</p> <p>13</p>

Note:

1. The curricular components proposed under theory course/papers(Core/Open Elective/Discipline Specific Elective) as fieldwork/visit, exercise, record, etc. are to be considered under Continuous assessment component.
2. Each student shall compulsorily maintain practical record and submit the same at the time of practical examination.

References

1. Evans, G. Edward & Layzell, Patricia. (2013). *Management Basics for Information Professionals*, 2 Ed. Libraries Unlimited
2. Kotler, Philip (2017). *Marketing Management*. 15th Ed. New Delhi: Pearson
3. Paton, Robert A. (2000). *Change Management*. Response Books
4. Drucker, Peter F. (2012). *Management Challenges for the 21st century*. Oxford: Butterworth Heinemann
5. Johnson, P. (2014). *Fundamentals of collection development and management*. American Library Association.
6. Stuart, Robert D & Moran, B. (2007). *Library and Information Centre Management*. 7th ed. Libraries Unlimited
7. Webber, Desiree & Peters, Andrew. (2016). *Integrated Library Systems: Planning, Selecting, and Implementing*
8. Kenneth C. Laudon, Jane Price Laudon. (2002). *Management information systems: managing the digital firm*. Prentice-Hall, Libraries Unlimited.
9. Gorman (2002). *Digital Feature in Information & Library Services*. Chennai: Allied Publishers.
10. Webb (2003). *Fee Based Services in Library and Information Center*. Chennai: Allied Publishers
11. Rowley. J (1996). *The basics of information system*. Ed 2. Library Association: London.
12. Singh, Sewa. (2014). *Information analysis, consolidation and repackaging*. New Delhi: Atlantic Publishers & Distributors.
13. Kochtanek, T. R. and Mathews, J. R. (2002). *Library information systems: From library automation to distributed information access solutions*. Libraries Unlimited: West Westport.
14. Atherton, Pauline (1997). *Handbook for information system and services*. UNESCO: Paris.
15. Correll (1994). *Strategic Planning for Library and Information Service*. Chennai: Allied Publishers.
16. Davies, D. L. (2013). *Library and information science*. New Delhi: Random Exports.
17. Sayyaid Umar Farooq. (2021) *A Textbook of Library & Information Science*. New Delhi, ESS ESS Publications.
18. Rubin, Richard E (2020). *Foundations of library and information science*, New Delhi Facet Publishing
19. Bawden, D., & Robinson, L. (2013). *Introduction to information science*. Chicago: Neal Schuman.
20. Baker, D. (2011). *Libraries and society: Role, social responsibility and future challenges*. Oxford University Press.
21. Stock, W. G., Stock, M., & Becker, P. (2013). *Handbook of information science*. Berlin; Boston: De Gruyter Saur.
22. McIntosh, J. (2011). *Library and information science: Parameters and perspectives*. Oakville, Ont: Apple Academic Press.
23. Burahohm, Alka. *Various aspects of librarianship and Information Science*. New Delhi: Ess Ess, 2000
24. Chapman, Elizabeth A and Lyden, Frederick C. *Advances in Librarianship*. 24th Vol. San Diego: Academic Press, (2000). IFLA Standards for Library Services, 2nd Ed. Munich: Verlag, 1977
25. Khanna, J.K. *Library and Society*, Kurukshetra: Research Publisher, 1987
26. Kumar, P.S.G. *Fundamentals of information science*. Delhi: S.Chand, 1997
27. Kumar, P.S.G. *Indian Library Chronology*, Ed.2 Bombay: Allied 2000.
28. McGarry. K.J *Changing context of Information*, 1993
29. Ranganathan, S.R. *The Five Laws of Library Science*, Ed. 2 Bangalore: Sarada Ranganathan Endowment for Library Science, 1999
30. Sahai, Srinath. *Library and Community*. New Delhi: Today & Tomorrow, 1992
31. Sharma, Pandey. S.K *Library and Society*. Ed. 2 Delhi Ess Ess, 1992

31. Surendra Singh and Sonal Singh. Ed. Library, Information and Science and Society. New Delhi: Ess Ess, 2002
32. Vyas, S.D Library and society, Jaipur: Panchasheel.1993.
33. Indian Library Association (ILA): <https://ilaindia.co.in/>
34. Indian Association of Special Libraries and Information Centers (IASLIC): <http://www.iaslic1955.org.in/>
35. Indian Association of Techers of Library and Information Science (IATLIS): <https://iatlis.org/>
36. International Federation of Library Associations and Institutions (IFLA): <https://www.ifla.org/>
37. American Library Association (ALA): <https://www.ala.org/>
38. CILIP, UK: <https://www.cilip.org.uk/>
39. Special Libraries Association (SLA): <https://www.sla.org/>
40. RRRLF: <http://rrrlf.nic.in/>
41. UNESCO: <https://www.unesco.org/en>

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.

Distribution of continuous assessment marks for theory and practical paper

Continuous assessment for Theory paper			
Activities	C1	C2	Total
Session Test	10	10	20
Seminars/Presentations/Activity	10	-	10
Case study /Assignment / Field work / Project work etc	-	10	10
Total	20	20	40
Continuous assessment for Practical paper			
Activities	C1	C2	Total
Session Test	05	05	10
Practical record maintenance	-	10	10
Case study /Assignment / Field work / Project work etc	-	05	05
Total	05	20	25

Curriculum structure – Semester IV

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

4.1. Title of the course

LIS.4.1: LIS-C4.1: Information Processing – Tools and Technologies (4-0-2)

Course Objectives

The objectives of the course are:

1. To educate and train students in understanding the concept of cataloguing, resource description and structure of knowledge organisation.
2. To familiarize about the normative principles and development of catalogue codes.
3. To train the students in acquiring knowledge and skills about standards for subject cataloguing.
4. To facilitate the students to gain experience in preparation of catalogue entries using various meta data standards.
5. To understand the cooperative, centralised cataloguing and trends in library cataloguing

Course Outcome

After completion of the course student will be able to

1. Understand the concept of cataloguing, resource description and structure of knowledge organisation.
2. Learn the normative principles and development of catalogue codes
3. Use the various bibliographic search and retrieval standards.
4. Comprehend the latest trends in cataloguing.

Curriculum structure – Semester IV

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

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

(Theory and Practical)

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ semester
4	52	2	52
Unit No.	Content of theory course		52 hours
Unit-1:	<p>Chapter-1: Resource Description. Concept of resource description. Catalogue: Definition, Need, Objectives, and Functions. History of catalogues.</p> <p>Chapter-2: Forms of catalogue Physical forms and Inner forms of catalogue. Centralized, Cooperative and Union Catalogues.</p> <p>Chapter-3: Descriptive and subject cataloguing Descriptive cataloguing and subject cataloguing. Concept of metadata. <i>Exercises:</i> Searching of OPACs – LoC, WorldCat, IndCat</p>		<p>4</p> <p>5</p> <p>4</p>
Unit 2	<p>Chapter-4: Catalogue codes Concept of catalogue code, Brief study of catalogue codes: British Museum Cataloguing Rules, Jewett’s Rules, Cutter’s Rules, AACode of 1908, Prussian Instructions, Vatican Rules, Classified Catalogue Code.</p> <p>Chapter-5: Anglo-American Cataloguing Codes ALA Rules (Pre and 2nd edition), AACR-I and II, II(R), LC Descriptive Rules.</p> <p>Chapter-6: Normative principles Normative principles of Cataloguing: Laws, Canons and Principles.</p>		<p>4</p> <p>4</p> <p>5</p>
Unit-3:	<p>Chapter.7: Standards for subject cataloguing Vocabulary control devices (Thesaurus): SLSH, LCSH, MeSH, AGROVOC, Thesauri, FAST.</p> <p>Chapter.8: Structural standards MARC21, Dublin Core: Simple and qualified</p> <p>Chapter.9: Retrieval and Exchange standards ISO- 2709, Z39.50, XML, SRU</p> <p><i>Exercises:</i> Preparing simple catalogue records using above standards</p>		<p>4</p> <p>5</p> <p>4</p>
Unit 4:	<p>Chapter.10: Resource Description and Access Detailed study of Resource Description and Access. FRBR. FRAD and FRSAD. User tasks – Find, Identify, Select and Obtain. Concept of Entity, Relationship, and Attributes. Group 1 entities:</p>		4

	<p>Work, Expression, Manifestation and Item. Group 2 entities: Persons, Families and Collaborators. Group 3 entities: Concepts, Objects, Events and Places.</p> <p>Chapter.11: Introduction to Domain specific and special metadata standards</p> <p>TEI (Text Encoding initiative), METS, EAD, VRA Core etc. Consortia approach to metadata- OAI-PMH.</p> <p>Chapter.12: Trends in metadata</p> <p>BibFrame, LinkedData, RDF</p> <p><i>Exercises:</i> Preparing simple records using various metadata standards.</p>	<p>5</p> <p>4</p>
	Content of Practical Course	52
Unit.5	<p>Chapter.13: Metadata for Non-Book Materials</p> <p>Preparing records by applying MARC21 and RDA for Non-book materials: Cartographic sources – Maps, Globes, Atlases; CDs/DVDs; Audio/Video files</p> <p>Chapter.14: Metadata for digital resources</p> <p>Preparing records by applying MARC21 and RDA for digital materials: Databases, Webpages, E-books, E-journals, Blogs</p>	<p>13</p> <p>13</p>
Unit.6	<p>Chapter.15: Simple Dublin Core</p> <p>Preparing metadata records of web resources using Simple Dublin Core</p> <p>Chapter.16: Qualified Dublin Core</p> <p>Preparing metadata records of web resources using Qualified Dublin Core</p>	<p>12</p> <p>14</p>

Note: Each student shall compulsorily maintain practical record and submit the same at the time of practical examination.

References

1. Anglo American Cataloguing Rules (2002). (2nd Rev ed.) New Delhi: Oxford.
2. Barbara, M. W. (Ed.). (1997). Sears List of Subject Headings. New York: HW Wilson.
3. Byrne, D. J. (1998). MARC manual: Understanding and records. Chicago: ACA.
4. Maxwell, R. & Maxwell, M. F. (1997). Maxwell's handbook of AACR2R: Explaining and illustrating the
5. Anglo American Cataloguing Rules and the 1993 amendments. Chicago: ACA.
6. Maxwell, R. L. & Connell, T. H. (Eds.), (2000). Future of cataloguing. Chicago: ALA.
7. Ramalingam, M. S. (2000). Library cataloguing and classification systems. Delhi: Kalpaz.
8. Ranganathan, S R. (1950). Library catalogue: Fundamentals and procedures. Madras.

9. Ranganathan, S. R. (1955). Headings and canons. Madras: S Vishwanathan.
10. Ranganathan, S. R. (1998). Classified Catalogue Code. Madras: UBSPD.

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.

Distribution of continuous assessment marks for theory and practical paper

Continuous assessment for Theory paper			
Activities	C1	C2	Total
Session Test	10	10	20
Seminars/Presentations/Activity	10	-	10
Case study /Assignment / Field work / Project work etc	-	10	10
Total	20	20	40
Continuous assessment for Practical paper			
Activities	C1	C2	Total
Session Test	05	05	10
Practical record maintenance	-	10	10
Case study /Assignment / Field work / Project work etc	-	05	05
Total	05	20	25

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

- Computer laboratory with Internet connectivity (Minimum of 15)
- RDA
- Sear's List of Subject heading
- Dublin Core elements

C.4 Curriculum Structure Semester III (Open Elective)

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)		
Unit No	Description	Teaching hours
Unit-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 +. 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>	
Unit-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-</p>	

	assignments using the online resources available in the local libraries.	
Unit-III	Non – documentary sources	12 Hours
	Human sources: Technological gatekeepers, invisible colleges, Consultants, resource persons Institutional sources: Government ministries, and Departments,	
	R &D Organizations, Learned societies, Publishing houses, archives, databanks, information analysis centers, referral centers, institutional websites	

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.

References:

1. Chowdhury, G.G and Chowdhury, Sudatta. Searching CDROM and Online Information Sources. London, Facet, 2001.
2. Churchill, Daniel. Digital Resources for Learning. Singapore, Springer Singapore, 2017.
3. Citation Databases. Available at https://libguides.mssm.edu/citation_analysis/dbs.
4. ElectronicResourcesAvailable at <https://nios.ac.in/media/documents/SrSecLibrary/LCh-008.pdf>
5. [E-ShodhSindhu: Consortium for Higher Education Electronics \(inflibnet.ac.in\)](http://www.inflibnet.ac.in)
6. <http://www.indiancitationindex.com/ici.aspx>
7. <https://www.lisbdnetwork.com/library-consortia-mdg/>

8. Jeevan, V.K.J. E-resources and Digital Services. India, Ess Ess Publications, 2011.
9. Jemni, Kinshuk, Mohamed and Koutheair Khribi, Mohamed. Open Education: from OERs to MOOCs. Germany, Springer Berlin Heidelberg, 2016.
10. Sharma, K.J. Print Media and Electronic Media: Implications for the Future. Delhi, Authorspress, 2003.
11. Digital Learning Resources. Available at <https://vikaspedia.in/education/interactive-resources>
12. Open Educational Resources (OER): Resource Roundup. Available at <https://www.edutopia.org/open-educational-resources-guide>
13. Open Educational Resources. Available at <https://libraryguides.lib.iup.edu/c.php?g=660341&p=4636709>
14. Thanuskodi S. Challenges and Opportunities of Open Educational Resources Management. United States, IGI Global, 2020.
15. Zhou, Molly Y. Open Educational Resources (OER) Pedagogy and Practices. United States, IGI Global/Information Science Reference, 2019.
16. Chowdhury, G.G. and Chowdhury, Sudatta. Information Sources and Searching on the WorldWide Web. London, Facet, 2001.
17. <https://nios.ac.in/media/documents/SrSecLibrary/LCh-005.pdf>
18. Institutional Sources.
http://www.wbnsou.ac.in/online_services/SLM/PG/MLIS_04.pdf

19. Katz, W.A. Introduction to Reference Work. New York, McGraw Hill, 1992.
20. Krishan Kumar. Reference Service. Rev. Ed. 3. New Delhi, Vikas, 1987.
21. Non-documentary Sources.
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=21>
22. Prasher, R.G. Information and Its Communication. Ludhiana, Medallionpress, 2003.
23. Sewa Singh. Handbook of International Sources on Reference and Information. New Delhi, Crest, 2001.
24. Sharma, J.S. & Grover, D.R. Reference Service and Sources. Chicago, ALA, 1992.
25. Shores, Louis. Basic Reference Sources. Chicago, ALA, 1959.
26. Sing, S. International Manual of Reference and Information Sources. New Delhi, Beacon Books, 1997.
27. Subramanyam, K. Scientific and Technical Information Resources. New York, Marcel Dekker, 1981.
28. Technological Gatekeepers. Available at
<http://nopr.niscair.res.in/bitstream/123456789/27829/1/ALIS%2034%281%29%2012-15.pdf>

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.

Distribution of continuous assessment marks for theory

Continuous assessment for Theory paper			
Activities	C1	C2	Total
Session Test	10	10	20
Seminars/Presentations/Activity	10	-	10
Case study /Assignment / Field work / Project work etc	-	10	10
Total	20	20	40

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)		
Unit No	Description	Teaching hours
Unit-I	<p>Information Literacy Information Literacy: Meaning, Definition, Need, Evolution of the concept. Historical perspectives</p> <p>Types of Information Literacy: Technology literacy, medialiteracy, computer and digital literacy</p> <p>Levels of Information Literacy: Entry level, Mid level, High level, Advance level</p> <p>Lifelong learning and its components.</p>	14 Hours
Unit-II	<p>Information Literacy Skills and competencies B-6 skills, SCONUL, IFLA guidelines, ALA IL Competency standards, ACRL standards with theoretical discussion and demonstration</p>	14 Hours
Unit-III	<p>Information Searching skills Searching for information: Searching and Browsing: Basic Search and Advanced Search in E-databases</p> <p>Search Strategy, Search Syntax, Boolean Operators, Search techniques: Field Search, Wild Card Search, Phrase, File type, Stop words, truncation, nesting etc.</p> <p>Skill based activity: Course teacher shall conduct hands-on-assignments using the sources available in the local libraries</p>	20 Hours

References:

1. Alewine, M.C., & Mark C. Introduction to Information Literacy for Students. Wiley Blackwell Publication, 2017.
2. Blanchett, H.A. Guide to Teach Information Literacy. London, Facet, 2010.
3. De Abreu, B.S., Mihailidis, P., Lee, A. Y.L., Melki, J., & McDougall, J. International Handbook of Media Literacy Education. London, Routledge Publications, 2017.
4. Digital Literacy. Available at <https://vikaspedia.in/education/digital-literacy>
5. Godwin, P., & Parker, J. Information Literacy Meets Library 2.0. London, Facet, 2008.
6. Information Literacy Handbook. https://libraries.wales/wp-content/uploads/2016/06/Handbook_Aug_16th_11.pdf
7. Landoy A., Popa D., Repanovici A. Basic Concepts in Information Literacy. In: Collaboration in Designing a Pedagogical Approach in Information Literacy. Springer Texts in Education. Springer, Cham. 2020. https://doi.org/10.1007/978-3-030-34258-6_3
8. Shukla, Shiva. Information Literacy in Collaborative Learning Environment. New Delhi, Ess Ess publications, 2018.
9. Types of Literacy. Available at https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001684/M020350/ET/1497242765Content_Note_TypesofLiteracy_ByDr.RohiniS_udhakar.pdf
10. ACRL. Information Literacy Competency Standards for Higher Education: ACR: Chicago, 2000
11. Bruce C, The Seven Facets of Information Literacy. Auslib Press, Adelaide, 1997.

12. Eisenberg, M.B., Lowe, C.A., & Spitzer, K.L. Information Literacy: Essential Skills for Information Age. London, Libraries Unlimited, 2004
13. Gedam,Pranali B. and Agashe, Ajay T. Information Literacy Competencies and Programmes in India. ICAL, 2009. Available at http://crl.du.ac.in/ical09/papers/index_files/ical-88_100_227_2_RV.pdf
14. http://eprints.rclis.org/17512/6/Information_literacy_to_the_new_breed_of_consumer_-_final_copy-1.pdf
15. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=21>
16. <https://infolit.org.uk/>
17. Information Literacy: Government Policies and Initiatives in India. Available at <http://ir.inflibnet.ac.in:8080/ir/bitstream/1944/1634/1/42.pdf>
18. Michael B. Eisenberg, Carrie McGuire, Kathleen L. Spitzer. Information Literacy: Essential Skills for the Information Age, 2nd ed. Libraries Unlimited Inc, India, 2004.
19. Chowdhury, G.G. and Chowdhury, Sudatta. Information Sources and Searching on the World Wide Web. London: Facet, 2001.
20. Collaboration in Designing a Pedagogical Approach in Information Literacy. Available at <https://link.springer.com/content/pdf/10.1007%2F978-3-030-34258-6.pdf>

21. Cox, Christopher N. and Lindsay, Elizabeth Blakesley (Ed.). Information Literacy Instruction Handbook. Chicago, Association of College and Research Libraries, 2008.
22. Grassin, E.S., & Kaplowitz, J.R. Information Literacy Instruction: Theory and Practice. New York, Neal Schuman, 2001
23. Herring, James E. Improving Students' Web Use and Information Literacy: a Guide for Teachers and Teacher Librarians. London, Facet, c2011.
24. <https://libguides.madisoncollege.edu/InfoLitStudents>
25. <https://libguides.uah.edu/informationliteracy>
26. https://media.lib.ecu.edu/DE/tutorial/OER/Information_Literacy_Concepts.pdf
27. Search Strategies. <https://uj.ac.za.libguides.com/c.php?g=581225&p=4011505>
28. Smith, S. Web-based Instruction. A Guide for Libraries. Chicago: American Library Association, 2001a

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.

Distribution of continuous assessment marks for theory

Continuous assessment for Theory paper			
Activities	C1	C2	Total
Session Test	10	10	20
Seminars/Presentations/Activity	10	-	10
Case study /Assignment / Field work / Project work etc	-	10	10
Total	20	20	40

