

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
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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.

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

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37. American Library Association (ALA): <https://www.ala.org/>
38. CILIP, UK: <https://www.cilip.org.uk/>
39. Special Libraries Association (SLA): <https://www.sla.org/>
40. RRRLF: <http://rrrlf.nic.in/>
41. UNESCO: <https://www.unesco.org/en>

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, AA Code 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 <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>	<p>4</p>

	<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

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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.

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.

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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.

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 Types of Information Literacy: Technology literacy, medialiteracy, computer and digital literacy Levels of Information Literacy: Entry level, Mid level, High level, Advance level 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 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</p>	20 Hours

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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.

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

Proceedings of the meeting of the Subject Committee (Library and Information Science) constituted to draft the curriculum for four-year Bachelor's Degree under New Education Policy-2020 held on 17-05-2021, 11:00 am at Karnataka State Higher Education Council, Bengaluru.

Members present

Chairman:

1. Prof. T.D. Kemparaju, Former Vice-Chancellor, BNU, Kolara

Members:

2. Prof P G Tadasad, KSAWU, Vijayapura
3. Prof N S Harinarayana, University of Mysore, Mysuru
4. Prof Ramesh R. Naik, Karnatak University, Dharwad
5. Prof Ramesha, Bangalore University, Bengaluru
6. Prof V M Bankapur, Rani Chennamma University, Belagavi
7. Prof K G Jayarama Naik, Bangalore University, Bengaluru
8. Prof B T Sampath Kumar, Tumkur University, Tumakuru

Member- Secretary

9. Dr. M Jayappa, Special Officer, KSHEC, Bengaluru

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

After a detailed discussion the committee resolved the following:

Resolution 1: The members of the committee discussed in detail and drafted the curricular components for discipline core papers/courses under semester III and IV and resolved unanimously to approve the same.

Resolution 2: The members of the committee discussed in detail and drafted the curricular components for Open elective papers/courses under semester III and IV and resolved unanimously to approve the same.

Resolution 3: 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 i.e. 5th to 8th semesters.

Resolution 4: The committee unanimously resolved to recommend the Karnataka State Higher Education Council to organize workshop/orientation programs for LIS teachers to sensitize them regarding the components and pedagogy.

Meeting concluded with a vote of thanks

Signature of the Members

1. Prof P G Tadasad, KSAWU, Vijayapura
2. Prof N S Harinarayana, University of Mysore, Mysuru
3. Prof Ramesh R. Naik, Karnatak University, Dharwad
4. Prof Ramesha, Bangalore University, Bengaluru
5. Prof V M Bankapur, Rani Chennamma University, Belagavi
6. Prof K G Jayarama Naik, Bangalore University, Bengaluru
7. Prof B T Sampath Kumar, Tumkur University, Tumakuru

Member- Secretary

8. Dr. M Jayappa, Special Officer, KSHEC, Bengaluru

(Prof T D Kemparaju)
Chairman