

**Learning Outcomes based Curriculum Framework
(LOCF)
for
Bachelor of Library & Information Science Programme
2019**



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Preamble

The idea that ‘change is a constant phenomenon’ reminds contemporary individuals and societies that they have to adopt change constantly. Adopting changes enable individuals 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 that collect, preserve and make available both implicit and explicit knowledge to the society. Library and Information Science is an academic discipline which aims to educate and train students to create and manage libraries in an effective manner. It also endeavours to develop service attitude and strives to imbibe ethical values in the students aspiring to be Library and Information professionals. These aims and endeavours are attained by imparting education and training at graduate, postgraduate and research level. A model curriculum for the Library and Information Science education was designed by the University Grants Commission (UGC) in the year 2000. Since then, there have been magnanimous developments in all aspects of librarianship. Emergence of digital technology, online databases, developments in e-books and e-journals, arrival of variety of Information and Communication Technologies such as Library Software, 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 examples of changes taking around librarianship. Accordingly, user behaviour and expectations too are changing. The Library and Information Science curriculum need to be revised so as to accommodate such relevant emerging changes.

Different approaches are available to revise the curriculum. Learning Outcomes-based curriculum is one such approach to develop quality curriculum. Realizing the value of this approach, the UGC has initiated the process of developing Learning Outcomes-based Curriculum Frameworks (LOCF). A Committee was nominated by UGC for the development of LOCF for the Bachelor of Library & Information Science (B.Lib.I.Sc.) Programme. The present Template of LOCF for the B.Lib.I.Sc. Programme is the result of the intellectual exercise carried out by the Committee. This Template includes information about the nature, aims, Graduate Attributes, Qualification Descriptors, structure for the Choice Based Credit System (CBCS) and Learning Outcomes of the B.Lib.I.Sc. programme. This Template also presents Learning Outcomes and Syllabus of each course to be taught in the B.Lib.I.Sc. programme. Various Teaching-Learning Methods and Assessment Techniques have also been enumerated. The Template concludes with a list of Keywords that represent LOCF for the B.Lib.I.Sc. programme.

1. Introduction:

The discipline of Library & Information Science deals with Libraries and Information Centers which are established and maintained to fulfill the reading and information needs of various categories of library users. The Bachelor of Library & Information Science (B.Lib.I.Sc.) degree programme imparts education and training so as to develop manpower capable to manage Libraries and Information Centers effectively and efficiently with professional attitude and values. The Learning Outcome-based Curriculum Framework for the B.Lib.I.Sc. degree aims to provide broad framework to impart meaningful, effective and quality education to the graduate students. The framework will enable to develop an evolving nature of the Library and Information Science as a discipline. It will help in sustaining the standard of B.Lib.I.Sc. degree programmes across the nation. This framework can be adopted to periodically review graduate attributes, qualification descriptors, programme and course-level learning outcomes of the B.Lib.I.Sc. programme.

2. Learning Outcomes-based Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that the higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do after completing their programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme 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 programmes. Learning outcomes provide general guidance for articulating the essential learning associated with programmes of study and courses within a programme.

Learning outcomes-based curriculum approach intends to allow flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of students' learning levels, and (iv) periodic programme review within a broad framework of agreed and expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

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

- (a) to help formulate graduate attributes, qualification descriptors, programme 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 programme should be capable of demonstrating on successful completion of the given programme 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 programmes and academic standards.

2.1 Nature and Extent of the B.Lib.I.Sc 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 study of libraries, information sources, their contents and features, document acquisition processes and practices, document and knowledge organization methods and procedures, library and information services, financial and human resource management, etc. Imparting practical skills for carrying out works such as classification, cataloguing, circulation, using Information and Communication Technologies for automating the library housekeeping operations, searching information from reference sources, Internet and electronic databases are also the components of B.Lib.I.Sc. Degree Programme.

As a part of the efforts to enhance the employability of graduates of Library and Information Science Programme, the curricula for this programme also includes field based learning experiences that offer opportunities to them for a specific period of study in Libraries and Information Centers.

2.2 Aims of the Bachelor's Degree Programme in Library and Information Science

The overall aims of Bachelor's degree programme in Library and Information Science are-

- (a) to provide students with learning experiences that help to instill deep interests in learning Library and Information Science; develop broad and balanced knowledge and understanding of fundamental concepts, principles, and theories related to Library and Information Science.
- (b) to equip students with skills essential to carry out library housekeeping activities and to provide various library and information services using Information and Communication Technologies.
- (c) to instill in students, professional attitude and ethical values for providing library and information services.
- (d) to impart students with the knowledge and skill base that would enable them to undertake further studies in Library and Information Science and in related areas or in multidisciplinary areas that involve Library and Information Science and to help them develop a range of generic skills that are relevant to wage employment in Libraries and Information Centers and also for self-employment and to practice infopreneurship.

The Learning Outcomes-based Curriculum Framework for B.Lib.I.Sc. Programme is a framework based on the desired learning outcomes and academic standards that are expected to be attained by graduates of Library and Information Science Programme and holder of a qualification. The key outcomes that underpin curriculum planning and development of the B.Lib.I.Sc. Programme include: Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. These are elaborated in the following paragraphs.

3. Graduate Attributes in Library and Information Science

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 catalogue all types of documents using standard catalogue codes and metadata standards; ability to carry out housekeeping operations and to provide library and information services by using information and communication technologies, ability to search information from OPAC, Internet and electronic databases.
- (c) **Skilled communicator:** Ability to communicate effectively in oral and written 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 cataloguing, 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 reference and other services and for formulating search strategies for searching information from Internet and databases.
- (f) **Team player/worker:** Capable of working effectively in diverse teams in classrooms, in computer laboratory and in Libraries and Information Centers.
- (g) **Digitally literate:** Capable of using digital technology for communication purpose, 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 with 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.

4. Qualification Descriptors

Following are the qualification descriptors for Bachelor's Degree programme in Library and Information Science:

- (a) Demonstrate (i) a fundamental/systematic or coherent understanding of the academic discipline of Library and Information Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that equips Library and Information professionals to work as Librarians in

Public Libraries and School Libraries; as Assistant Librarians in College Libraries; as Library Assistants in Universities and Research Institutes' Libraries; and as Library Professionals at different levels in Research and Development units, in Research Libraries, in Corporate Libraries and other types of Libraries and Information Organizations; (iii) skills in cataloguing and classification, 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, Internet and databases.
- (e) Demonstrate subject-related and transferable skills that are relevant to Library and Information related jobs and employment opportunities.

5. Programme Learning Outcomes Related to Bachelor's Degree in Library and Information Science

The programme learning outcomes relating to Bachelor's degree in Library and Information Science may include the following:

- (a) Demonstrate in depth knowledge of the basic concepts, principles, theories and laws related with the broad field of Library and Information Science and its sub-fields such as types of libraries, types of information sources, library management, reference and information services.
- (b) Demonstrate understanding of rationality and procedures of (i) selection, acquisition, classification, cataloguing and physical processing of documents; (ii) using Information and Communication Technologies in Libraries and Information Centers; (iii) providing library and information services and managing other library routine activities.
- (c) Apply skills in carrying out 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.

- (d) Demonstrate skills in providing various library services such as document circulation, reference and information services, Internet and database searching.
- (e) 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 university libraries and other libraries of higher education institutes, as librarians and/or assistant librarians in corporate and industrial libraries, libraries of research institutes, etc.
- (f) Demonstrate professional attitude through commitment for providing every user his/her document/information; ensuring every document/information its user; saving time of the user and enhancing use of reading material and user satisfaction through effective and efficient library services.
- (g) Demonstrate core values by honouring diversity and insuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, culture and religious differences; and challenging prejudice, biases and intolerance at the workplace etc. and displaying ethical integrity which involves honest behaviour.

B.Lib.I.Sc Degree Programme

Mapping of the Programme Learning Outcomes with the Course Learning Outcomes

Table 1											
Programme outcomes	Courses										
	BL-C11	BL-C12	BL-C13	BL-C14	BL-C15	BL-C21	BL-C22	BL-C23	BL-C24	BL-DSE 1	BL-DSE 2
Outcome (a)	x	x	x	x	x			x		x	x
Outcome (b)		x	x	x	x	x	x	x	x	x	x
Outcome (c)		x	x	x	x	x	x	x	x	x	x
Outcome (d)		x	x					x	x	x	x
Outcome (e)	x	x	x	x	x	x	x	x	x	x	x
Outcome (f)	x	x	x							x	x
Outcome (g)	x		x							x	x

6. Structure of B.Lib.I.Sc. Programme

Semester I		
Paper code	Title of the paper	Credits
BL-C11	Foundations of Library and Information Science	4
BL-C12	Library Management	4
BL-C13	Information Sources, Systems and Services	4
BL-C14	Knowledge Organization: Classification (Theory)	4
BL-C15	Knowledge Organization: Cataloguing (Theory)	4
BL-GE1	Generic Elective (GE)	4

Semester II		
Paper code	Title of the paper	Credits
BL-C21	Knowledge Organization: Classification (Practice)	4
BL-C22	Knowledge Organization: Cataloguing (Practice)	4
BL-C23	Basics of Information and Communication Technology (Theory)	4
BL-C24	Basics of Information and Communication Technology (Practice)	4
BL-DSE1	Discipline Specific Elective (DSE)	4

Discipline Specific Elective (DSE) papers

1. School Library and Media Centre
2. Public Library and Information System
3. Project work: Literature Survey and Field Work

Internship of one-month duration constitutes the B.Lib.I.Sc. Programme

Note:

BL= B.Lib.I.Sc.

C= Core paper

DSE= Disciplines Specific Elective

GE= Generic Elective

Details of the B.Lib.I.Sc. Degree Programme

Types of Courses	Credits
I. Core courses	
a) Theory 6 papers	6 papers X 4 credits each = 24
b) Practice 3 papers	3 papers X 4 credits each = 12
II. Elective Courses	
a) Generic Elective 1 paper	1 paper X 4 credits = 04
b) Discipline Specific Elective 1 paper	1 paper X 4 credits = 04
	Total credits = 44
III. Ability Enhancement Courses	As per the policy of the University/Institute / OR
a) Ability Enhancement Compulsory Course	1 paper X 2 credits
b) Skill Enhancement Courses	1 paper X 2 credits

Scheme for Choice Based Credit System in B.Lib.I.Sc.

Semester	Core Courses (9)	Ability Enhancement Compulsory Courses (1)	Skill Enhancement Courses (1)	Discipline Specific Elective (1)	General Elective (1)
I	BL-C11	As per the policy of the university / institute			
	BL-C12				GE 1
	BL-C13				
	BL-C14				
	BL-C15				
	BL-GE1				
II	BL-C21		As per the policy of the university / institute	DSE 1	
	BL-C22				
	BL-C23				
	BL-C24				
	BL-DSE1				

7. Learning Outcomes and Syllabus Contents of Each Course

Foundations of Library and Information Science (BL-C11)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Comprehend the concept of information and the discipline of Library and Information Science
2. Understand the development of libraries
3. Classify libraries on the basis of their purpose and functions
4. Know the role of libraries in the development of various aspects of society
5. Comprehend the basic philosophy of Library and Information Science
6. Understand laws related to libraries and information
7. Understand librarianship as a profession
8. Assess the role of national and international library associations and organizations
9. Highlight role of various library promoters at the national and international level

Unit 1: Information, Knowledge and Society

- Information: Meaning, Characteristics
- Data, Information, Knowledge, Wisdom; Knowledge Society
- Information Transfer Cycle: Generation, Storage and Dissemination of information
- Library and Information Science as a Discipline

Unit 2: Libraries- Types and Roles

- Historical Development of Libraries
- Types of Libraries and Information Centres: Objectives, Features, Functions; Public Relations and Extension Activities
- Role of Libraries in Socio-economic, Cultural, Educational, Scientific and Technological Developments
- Five Laws of Library Science

Unit 3: Laws Related to Libraries and Information

- Library Legislation: Need, Features
- Library Legislation in India
- The Press and Registration of Books Act; The Delivery of Books and Newspapers (Public Libraries) Act; Copyright Act
- Right to Information Act; Intellectual Property Rights; Information Technology Act; Plagiarism

Unit 4: Professional Associations and Organizations

- Librarianship as a Profession
- Professional Ethics
- National and International Professional Associations: ILA, IASLIC, IATLIS, IFLA, ALA, CILIP, ASLIB and SLA
- Role of UNESCO, UGC and RRRLF in the promotion and development of libraries

Recommended Books:

1. Bawden, D., & Robinson, L. (2013). *Introduction to information science*. Chicago: Neal Schuman.
2. Davies, D. L. (2013). *Library and information science*. New Delhi: Random Exports.
3. Hill, M. W. (1998). *The impact of information on society*. London: Bowker-Saur.
4. Isaac, K. A. (2004). *Library legislation in India: A critical and comparative study of state library Acts*. New Delhi: EssEss Publications.
5. Leckie, G. J., Given, L. M., & Buschman, J. (2010). *Critical theory for library and information science: Exploring the social from across the disciplines*. Santa Barbara, Calif: Libraries Unlimited.
6. Mangla, P.B. (1981) (Ed). *Library and information science education in India*. New Delhi: Macmillan.
7. McIntosh, J. (2011). *Library and information science: Parameters and perspectives*. Oakville, Ont: Apple Academic Press.
8. Ranganathan, S. R. (1957). *The five laws of library science*. Bombay: Asia Publishing House.
9. Rout, R. K. (1986). *Library legislation in India: Problems and prospects*. New Delhi: Reliance Publishing House.
10. Rubin, Richard E. (2013). *Foundations of library and information science*. 3rd ed. New Delhi: DBS Imprints.
11. Smith, M. M. (1999). *Information ethics*. London: Bowker-Saur.
12. Stock, W. G., Stock, M., & Becker, P. (2013). *Handbook of information science*. Berlin; Boston: De Gruyter Saur.
13. Venkatappaiah, V. & Madhusudhan, M. (2006). *Public library legislation in the new millennium: New model public library Acts for the Union, States, and Union Territories*. New Delhi: Bookwell.

Library Management (BL-C12)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Understand the concept and history of management
2. Elaborate principles and functions of management
3. Carry out various operations of Library and Information Centres
4. Manage, preserve and provide access to various print and non-print information sources
5. Comprehend the concept of financial management and human resource management
6. Maintain the library statistics and prepare annual report

Syllabus:

Unit 1: Principles and Functions of Management

- Management: Concept, Scope
- Schools of Management Thoughts
- Principles of Management
- Functions of Management

Unit 2: Collection Development and Management

- Acquisition of Books and Subscription of Periodicals
- Technical Processing
- Circulation Methods and Processes
- Maintenance: Stock Verification, Shelf-rectification, Binding, Preservation

Unit 3: Financial and Human Resource Management

- Sources of Library Finance, Estimation of Library's Financial Requirements
- Budgeting, Accounting and Auditing
- Cost Effectiveness Analysis and Cost Benefit Analysis
- Human Resource Management: Introduction

Unit 4: Library Committee, Rules, and Reports

- Library Committee
- Library Statistics; Annual Report
- Library Rules and Regulations
- Library Building and Space Management

Recommended Books:

1. Beard W. Ian & Holden, Len. (1996). *Human Resource Management: A contemporary perspectives*. London: Longman.
2. Bryson, Jo. (1996). *Effective library and information management*. New Delhi: JaicoPublishing House.
3. Evans, G. Edward &Layzell, Patricia. (2007). *Management basics for information professionals*. 2nd ed. London : Libraries Unlimited.
4. Harvey, Poss. (1993). *Preservation in libraries: a reader*. London: R.R. Bowker.
5. Johnson, P. (2014). *Fundamentals of collection development and management*. 3rd ed. Chicago :American Library Association.
6. Koontz, H. &Weihrich, H. (2015). *Essentials of management*. 10th ed. Chennai, McGraw Hill Inc.
7. Krishan Kumar, (2007). *Library management in electronics environment*. New Delhi: Har -Anand Publications.
8. Mittal, R. (2007). *Library administration: Theory and practice*. New Delhi: EssEss Publications.
9. Narayana, G J. (1991). *Library and information management*. New Delhi: Prentice Hall of India.
10. Stoner, James A.F. et al. (1996). *Management: Global perspectives*. 10th ed. New Delhi: McGraw Hill Inc.
11. Stueart, Robert D. & Moran, B. (2007). *Library and information centre management*, 7th, ed. London: Libraries Unlimited.

Information Sources, Systems and Services (BL-C13)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Understand, identify and explore the different types of information sources
2. Evaluate various types of information sources
3. Explore, collate and facilitate access to the electronic resources, such as e-journals, e-books, databases and institutional repositories
4. Provide library services using sources such as blogs, portals, wikies, subject gateways, digital libraries
5. Understand the concept of library resource sharing and consortia
6. Comprehend the nature and functions of various information systems and networks

Syllabus:

Unit 1: Information Sources

- Nature, Characteristics, Types and Formats
- Documentary and Non-Documentary Sources
- Primary, Secondary and Tertiary Sources of Information
- Human Sources of Information; Institutional Sources

Unit 2: Reference Sources and Electronic Information Sources

- Reference Sources: Characteristics, Types, Usefulness
- Electronic Sources: E-books, E-journals, ETDs
- Subject Gateways, Web Portals, Bulletin Boards, Discussion Group/Forum, Multimedia Resources, Databases, Institutional repositories
- Evaluation of Reference Sources and Electronic Information Sources

Unit 3: Reference and Information Services

- Reference Service: Concept, Purpose, Types, Theories
- Documentation Services: Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Translation Services, Indexing and Abstracting Services, Bibliographical Services
- Document Delivery Services, Inter Library Loan (ILL) Service

- Online Services: Instant Messaging, RSS Feeds, Podcasts, Vodcasts, Ask a Librarian, Mobile Based Library Services and Tools; Collaborative Services: Social Networks, Social Bookmarking; Community Information Services

Unit 4: Information Systems and Networks

- Information Systems: Characteristics, Functions
- National Information Systems and Networks: NISCAIR, NASSDOC, DESIDOC, SENDOC, ENVIS, NICNET, ERNET; National Knowledge Network (NKN)
- Global Information Systems and Network: MEDLARS, AGRIS, INIS, INSPEC, BIOSIS, ERIC, Patent Information System (PIS), Biotechnology Information System (BIS)
- Library resources sharing and Consortia

Recommended Books:

1. Bopp, R. E. & Smith, L. C. (Eds.). (2011). *Reference and information services: An introduction*. Santa Barbara: ABC-CLIO Publishing.
2. Cassell, K. A. & Hiremath, U. (2013). *Reference and information services: An introduction*. Chicago: American Library Association.
3. Chowdhury, G. & Chowdhury, S. (2001). *Information sources and searching on the World Wide Web*. London: Facet Publishing.
4. Cheney, F N. & Williams, W. J. (2000). *Fundamentals of reference sources*. Chicago: American Library Association.
5. Grogan, Dennis (1982). *Science and technology: An introduction to literature*. London: Clive Bingley.
6. Guha, B. (1999). *Documentation and Information Services (2nd Ed.)*. Kolkata: World Press.
7. Higgins, C. (Ed.). (1980). *Printed reference materials*. London: Library Association.
8. Katz, W. A. (2000). *Introduction to Reference work*. London, Butterworths.
9. Krishan Kumar (1984). *Reference Service*. New Delhi, Vikas Publishing House.
10. Ranganathan, S. R. (1991). *Reference Service*. Bangalore: SaradaRanganathan Endowment for Library Science.
11. Rowley, J. E. (1996). *The basics of information systems*. London: Facet Publishing.
12. Shuman, Bruce A. (2004). *Issues for libraries and information science in the internet age*. London: Libraries Unlimited Inc.

Knowledge Organization: Classification (Theory)

(BL-C14)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Explain the nature and attributes of universe of knowledge
2. Elaborate meaning and types of subjects and modes of subject formation
3. Illustrate knowledge as mapped in different classification schemes
4. Express the meaning, purpose, functions, theories and canons of library classification
5. Elucidate various facets of notation and call number
6. Discuss the characteristics, merits and demerits of different species of library classification schemes
7. Highlight salient features of major classification schemes
8. Review current trends in library classification

Syllabus

Unit 1: Universe of Knowledge

- Universe of Knowledge: Nature, Attributes
- Subject: Meaning, Types (Basic, Compound, Complex)
- Modes of Subject Formation
- Universe of Knowledge as Mapped in Different Classification Schemes (DDC, UDC, CC, LCC)

Unit 2: Library Classification

- Concept, Purpose, Functions
- Canons and Postulates
- Knowledge Classification and Book Classification
- Notation: Meaning, Need, Functions, Types, Qualities, Call number

Unit 3: Classification Schemes

- Species of Library Classification Schemes
- Dewey Decimal Classification (DDC)
- Colon Classification (CC); Universal Decimal Classification (UDC)
- Library of Congress Classification (LCC)

Unit 4: Current Trends

- Simple Knowledge Organization Systems (SKOS)
- Automatic Classification, Web Dewey
- Taxonomies
- Folksonomies

Recommended Books:

1. Chan, L. M. and Salaba, Athena (2015). *Cataloguing and classification: an introduction*. 4th ed. Lanham, MD: Rowman & Littlefield Publishers
2. Dhyani, Pushpa (2000). *Theory of library classification*. Delhi: VishwaPrakashan.
3. Jennifer, E. R. (1987). *Organizing knowledge: an introduction to information retrieval*. Aldershot: Gower.
4. Joudrey, Daniel N. & Taylor, Arlene G. (2015). *Introduction to cataloguing and classification*, 11th ed. Santa Barbara: Libraries Unlimited.
5. Krishan Kumar (1993). *Theory of classification*. New Delhi: Vikas Publishing House.
6. Kumbhar, Rajendra (2011). *Library classification trends in 21st century*. Oxford: Chandos Publishing.
7. Lazarinis, Fotis (2014). *Cataloguing and classification: an introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 standards*. Oxford: Chandos Publishing.
8. Mann, Margaret (1943). *Introduction to cataloguing and the classification of books*. 2nd ed. Chicago: American Library Association.
9. Ranganathan, S. R. (2006). *Prolegomena to library classification*. 3rd ed. New Delhi: EssEss Publications.
10. Rowley, Jennifer & Hartley, Richard (2008). *Organizing knowledge: an introduction to managing access to information*. 4th ed. London: Routledge.

Knowledge Organization: Cataloguing (Theory) (C-15)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Understand the concept of library catalogue
2. Comprehend various inner and outer forms of library catalogue
3. Understand the main and added entries of library catalogue
4. Understand various approaches of deriving subject headings
5. Know about the normative principles of cataloguing
6. Understand the concept of co-operative and centralized cataloguing
7. Explain the current trends in library cataloguing
8. Know the standards for bibliographic interchange and communication

Unit 1: Library Catalogue:

- Introduction to various parts of documents
- Library Catalogue: Concept, Objectives, Functions
- Physical Forms of Library Catalogue: Conventional and Non-conventional
- Types of Catalogue: Dictionary Catalogue, Classified Catalogue, Alphabetic-Classified Catalogue, Alphabetic-Subject Catalogue

Unit 2: Catalogue Codes and Normative Principles

- Catalogue Codes: History and Development
- Normative Principles
- Catalogue Entries according to CCC and AACR (latest editions)
- Authority File

Unit 3: Subject and Union Catalogue

- Subject Catalogue: Meaning, Purpose
- Union Catalogue: Concept, Purpose
- Tools and Techniques for Deriving Subject Headings
- Selective, Simplified, Cooperative and Centralized Cataloguing

Unit 4: Current Trends in Cataloguing

- ISBD, CCF, RDA, FRBR and Bibframe.
- Metadata: Meaning, Purpose, Types, Uses
- MARC 21, DUBLIN CORE, TEI (Text Encoding Initiative), METS, EAD, VRA Core, MODES
- Standards for Bibliographic Interchange and Communication: ISO 2709, Z39.50 and Z39.71

Recommended Books:

1. Bowman, J. H. (2003). *Essential cataloguing*. London: Facet Publishing.
2. Brenndorfer, Thomas (2016). *RDA Essentials*. Chicago, American Library Association.
3. Bristow, Barbara A. (2018). *Sears List of subject headings*. 22nd ed. New York: Grey House Publishing.
4. Chan, L. M., & Hodges, T. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, Md: Scarecrow Press.
5. Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing information: From the shelf to the Web*. London: Facet Publishing.
6. Girja Kumar & Krishan Kumar (2011). *Theory of cataloguing*. 5th ed. Delhi: Vikas Publishing House.
7. Gorman, M., & Winkler, P. (2005). *Anglo-American Cataloguing Rules -2R*. Chicago: American Library Association.
8. Krishan, G. (2000). *Library online cataloguing in digital way*. Delhi: Authors press.
9. Lazarinis, Fotis (2014). *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 Standards*. London: Chandos Publishing.
10. Mitchell, A. M., & Surratt, B. E. (2005). *Cataloging and organizing digital resources: A how to-do-it manual for librarians*. London: Facet Publication.
11. Ranganathan, S. R. (1964). *Classified catalogue code: With additional rules for dictionary catalogue*. 5th (Reprint) ed. New Delhi: EssEss Publications.
12. Taylor, A. G. & Miller, D. P (2007). *Introduction to cataloging and classification*. 10th ed. Westport, Conn: Libraries Unlimited.
13. Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. London: Facet Publishing.

Knowledge Organization: Classification (Practice) (BL-C21)

Note: Departments may impart practical training in any two classification schemes.

Learning Outcomes:

After studying this paper, students shall be able to:

1. Construct class numbers for documents with simple, compound and complex subjects
2. Synthesize class numbers by using the standard subdivisions/common isolates/auxiliary tables
3. Compile book numbers and be able to use index of the classification scheme

Syllabus

Unit 1: Classification of documents with simple subjects

Unit 2: Classification of documents with compound subjects

Unit 3: Classification of documents with complex subjects using standard subdivisions/common isolates/special isolates/auxiliary tables/add notes from schedules

Unit 4: Assigning Book Numbers

Recommended Books:

1. British Standards Institute (2006). *Universal Decimal Classification*. 2 vols. Standard ed. London: BSI.
2. Dewey, Melvil and Mitchell, Joan S. (2011). *Dewey Decimal Classification and Relative Index*. 23rd ed. Dublin: OCLC
3. Ranganathan, S. R. (2008). *Colon classification*. 6th rev. ed. New Delhi: EssEss Publications.
4. Ranganathan, S. R. & Gopinath, M. A. (1989). *Colon classification*. 7th ed. Vol. 1, schedules for classification. Bangalore, Sarada Ranganathan Endowment for Library Science.
5. Schedules of Library of Congress Classification Schemes

Knowledge Organization: Cataloguing (Practice) (BL-C22)

Note: Departments may impart practical training in library cataloguing using one or more Catalogue Codes and Standards

Learning Outcomes:

After studying this paper, students shall be able to:

1. Use the catalogue codes and standards
2. Prepare catalogue entries for various types of information sources
3. Derive subject headings using various methods and tools

Syllabus:

**Unit 1: Cataloguing of Works of Single Authorship, Shared Authorship, Pseudonyms,
Mixed Responsibilities**

Unit 2: Cataloguing of Editorial Works, Composite Works, Multi-volume Works

Unit 3: Cataloguing of Serial Publications, Uniform Titles

Unit 4: Cataloguing of Works of Corporate Authorship

Recommended Books:

1. Bristow, Barbara A. (2018). *Sear's list of subject headings*. 22nd ed. New York: Grey House Publishing.
2. Gorman, M., & Winkler, P. (2005). *Anglo-American Cataloguing Rules -2R*. Chicago: American Library Association.
3. Ranganathan, S. R. (1964). *Classified catalogue code: with additional rules for dictionary catalogue*. 5th (Reprint) ed. New Delhi: EssEss Publications.

Basics of Information and Communication Technology (Theory) (BL-C23)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Understand the structure of computer and functions of its various units
2. Plan and implement automation in library housekeeping operations and services
3. Evaluate various library management software
4. Identify and state the features of telecommunication channels, modes, media, modulation, standards and protocols
5. Highlight the nature and components of computer networks and their protocols and standards
6. Discuss of Internet, search engines and network security
7. Examine the concept of library networks and highlight their types and importance

Syllabus

Unit 1: Fundamentals of Computers

- Concept, Generations, Types, Hardware
- Units of Computers: Arithmetic and Logic Unit, Control unit, Input and Output Unit, Memory Unit
- Software: System Software - Operating Systems-MS-Windows, UNIX and LINUX; Application Software - MS-Word, MS-Excel and MS-Power point
- Introduction to Character Recognition, Programming Languages

Unit 2: Library Automation

- Definition, Purpose, Historical Development
- Planning and Implementation of Automation in Housekeeping Operations, Retrospective Conversion
- Standards for Library Automation
- Library Management Software: Proprietary, Free and Open Source Software (FOSS); Evaluation

Unit 3: Telecommunication Technologies

- Transmission Channels, Mode, and Media, ISDN, PSDN,
- Modulation, Frequency, Bandwidth and Multiplexing,
- Standards and Protocols
- Wireless Communication: Media, Wi-fi, Li-fi, Satellite Communication, Mobile Communication

Unit 4: Computer Networks and Library Networks

- Computer Networks: Concept, Need, Topologies, Types: LAN, MAN, WAN

- Internet: Web Browsers, WWW, E-mail; Search Engines (Meta & Entity); Internet Protocols and Standards: HTTP, SHTTP, FTP, SMTP, TCP/IP, URI, URL; Search Strategies
- Data Security and Network Security: Firewalls, Cryptographic Techniques, Anti-virus software, Anti- spyware, Intrusion Detection System
- Library Networks: Concept, History, Need, Types (Regional, National, International)

Recommended Books:

1. Bharihoke, Deepak (2012). *Fundamentals of Information Technology*. 4th ed. New Delhi: Excel Books.
2. Borgman, Christine L. (2017). *Big data, little data, no data: Scholarship in the networked world*. Cambridge: The MIT Press.
3. Haravu, L. J. (2014). *Library automation: Design, principles and practice*. Allied Publishers, New Delhi.
4. Hennig, Nicole. (2017). *Keeping up with emerging technologies: Best practices for information professionals*. Santa Barbara: Libraries Unlimited.
5. Joiner, Ida. (2017). *Emerging library technologies: It's not just for geeks*. Oxford: Chandos Publishing.
6. Leon-Garcia, Alberto & Widjaja, Indra (2006). *Communication networks: Fundamental concepts and key architectures*. 2nd ed. New Delhi: McGraw-Hill.
7. Phadke, D. N. (2017). *Library information technology*. Pune: Universal Publications.
8. Rajaraman, V. & Adabala, Neeharika (2014). *Fundamentals of computers*. 6th ed. New Delhi: Prentice-Hall of India.
9. Tanenbaum, Andrew S. & Wetherall, David J. (2013). *Computer networks*. 5th ed. New Delhi: Prentice Hall.

Basics of Information and Communication Technology (Practice) (BL-C24)

Learning Outcomes:

After studying this paper, students shall be able to:

1. Create, edit and manage files using Word Processing, Spread Sheet and Power Point Presentation software
2. Carry out library housekeeping operations using library management software
3. Generate different types of report using library management software
4. Search information from internet and databases adopting suitable search strategies
5. Find bibliographic information from WebOPAC, WorldCat, IndCat

Syllabus:

Unit 1: Setting of Desktop; Use of Operating System; Use of Word Processing Software, Spread Sheet Management Software and Power Point Presentation Software

Unit 2: Installation and Use of Library Management Software (all modules); Generation of Various Reports using Library Management Software

Unit 3: Searching Information from Internet using Different Search Engines; Searching WebOPAC, WorldCat, IndCat; Formulating and applying various strategies

Unit 4: Searching Databases by adopting various search strategies and filters

Recommended books:

1. Brown, Christopher & Bell, Suzanne (2018). *Librarian's guide to online searching: cultivating database skills for research and instruction*. 5th ed. London: Libraries Unlimited
2. Clayton, Marlene (2018). *Managing library automation*. 2nd ed. London: Routledge.
3. Markey, Karen (2019). *Online searching: A guide to finding quality information efficiently and effectively*. 2nd ed. Lanham, Maryland: Rowman & Littlefield Publishers.
4. Marmel, Elaine (2015). *Office 2016 Simplified*. Hoboken. New Jersey: John Wiley & Sons.
5. Mishra, Vinod Kumar (2016). *Basics of library automation, Koha library management software and data migration: Challenges with case studies*. New Delhi: EssEss Publications.

School Library and Media Centre (BL-DSE 1)

Learning Outcomes

After studying this paper, the students shall be able to:

1. Understand the nature and functions of School Library and Media Centre
2. Highlight the role of School Library and Media Centre in inculcating reading habit among school students
3. Select, acquire organize and manage collection of School Library and Media Centre
4. Promote reading among children and young adults through the use of quality literature that reflect and fulfils diverse developmental, cultural, social and linguistic needs of school students
5. Provide various types of library services to school students
6. Organize library orientation programmes for school students

Syllabus

Unit 1: Basics of School Library and Media Centre

- School Library: Definition, Objectives, Functions
- Development of School Libraries in India
- Types of School Library Users: Their Reading Habits and Information Needs
- Role of School Library and Media Centre in Inculcating Reading Habits

Unit 2: Collection Development and Management

- Print Information Sources: Selection, Acquisition, Evaluation
- Electronic Information Sources: Selection Acquisition, Evaluation
- Information Sources for Children: Illustrated Books, Literary Genre, Reference Books, Magazines, Comics, Audio-Video Collection, Internet Resources, Websites, Subject Portals, Digital Library Resources
- Organization and Management of Library Collection

Unit 3: Management of School Library and Media Centre

- Financial Management
- Skills and Competencies for School Library and Media Centre staff
- Library Automation
- Resource Sharing and Library Networking

Unit 4: Services of School Library and Media Centre

- Circulation Service
- Reference Service
- Storytelling, Read Aloud, Summer Reading Programmes
- User Orientation

Recommended Books:

1. Barr, Catherine & Gillespie, John T. (2009). *Best books for high school readers: Grades 9–12*. 2nd ed. Westport: Libraries Unlimited.
2. Craver, Kathleen W. (2002). *Creating cyber libraries: An instructional guide for school library media specialists*. Santa Barbara: Libraries Unlimited.
3. Dickinson, Gail K. & Repman, Judi (2015). *School library management*, 7th ed. Columbus: Linworth Publishing.
4. Harper, Meghan (2018). *Reference sources and services for youth*. Chicago: American Library Association.
5. Martin, Barbara Stein & Zannier Marco (2009). *Fundamentals of school library media management: A how-to-do-it manual*. New York: Neal-Schuman Publishers, Inc.
6. Messner, Patricia A. & Brenda S. Copeland (2011). *School library management: Just the basics*. Westport: Libraries Unlimited.
7. Mohanraj, V. M. (2011). *School library: An educational tool*. New Delhi: EssEss Publications.
8. Preddy, Leslie B. (2007). *SSR with intervention: A school library action research project*. Santa Barbara: Libraries Unlimited.
9. Ranganathan, S R., (2006). *New education and school library*, New Delhi: EssEss Publications.
10. Repman, Judi & Dickinson, Gail K. (2007). *School library management*, 6th ed. Columbus: Linworth Publishing.
11. United States Office of Education (2018). *Public, society, and school libraries* (Classic Reprint). London: Forgotten Books.
12. Vardell Sylvia M. (2014). *Children's literature in action: A librarian's guide*, 2nd ed. Santa Barbara: Libraries Unlimited.
13. Wilson, Martha (2013). *School library management*. Charleston: Nabu Press.
14. Woolls, Blanche & Loertscher, David V. (2013). *The whole school library handbook 2*. Chicago: American Library Association.
15. Woolls, Blanche & Coatney, Sharon (2017). *The School library media manager: Surviving and thriving*, 6th ed. Santa Barbara: Libraries Unlimited.

Public Library and Information System (BL-DSE 2)

Learning Outcomes

After studying this paper, the students shall be able to:

1. Understand the nature and role of Public Libraries and Information Systems
2. Explain the role of government and other agencies in the development of libraries
3. Perceive the role of public library in the promotion of formal and informal education
4. Select, acquire, organize and manage public library collection
5. Provide various types of library and information services
6. Offer extension and outreach services to different categories of users
7. Organize information literacy programmes

Syllabus

Unit 1: Role of Public Library and Information System

- Public Library: Definition, Purpose; Development of Public Library System in India
- Role of Public Library in Formal and Informal Education
- Role of Government and other agencies in the Development of Public Libraries: UNESCO, IFLA, Raja Rammohun Roy Library Foundation and National Mission on Libraries including National Knowledge Commission
- Organizational Structure of Public Libraries as depicted in Public Library Acts of States and Union Territories in India

Unit 2: Collection Development and Management

- Printed Information Sources: Selection, Acquisition, Evaluation
- Electronic Information Sources: Selection, Acquisition, Evaluation
- Information Sources for Special Categories of Users: Children, Young Adults, Senior Citizens, Differently Abled People
- Organization and Management of Library Collection

Unit 3: Management of Public Library and Information System

- Library Governance: Composition, and Functions of Library Authority/Library Committee in Public Library Acts of States and Union Territories in India
- Financial Management: Sources of Finance, Financial Provisions in Public Library Acts; Budgeting Methods
- Human Resource Management
- Resource Sharing and Library Networking

Unit 4: Services of Public Library and Information Systems

- Circulation Service, Reference service, Readers' Advisory Service
- Information literacy
- Extension Services: Author Talk, Book Clubs, Exhibition, Lectures
- Outreach Activities: Mobile Library Services, Online Services

Recommended Books:

1. Baker, Sharon L. & Wallace, Karen L. (2002). *The Responsive public library*. 2nd ed. Englewood Colo: Libraries Unlimited.
2. Goulding, Anne (2017). *Public libraries in the 21st century: Defining Services and debating the Future*. London: Routledge.
3. Koontz, Christie & Gubbin, Barbara. (2010). *IFLA public library service guidelines*. 2nd Rev ed. Berlin: Walter de Gruyter & Co.
4. Matthews, Joseph R. (2005). *Measuring for results: The dimensions of public library effectiveness*. London: Libraries Unlimited.
5. Matthews, Joseph R. & Hernon, Peter (2013). *Reflecting on the future of academic and public libraries*. London: Facet Publishing.
6. McMenemy, David (2009). *Public library*. London: Facet publishing.
7. Nicholson, Kirstie (2017). *Innovation in public libraries: Learning from international library practice*. London: Chandos Publishing.
8. McCook, Kathleen de la Pena (2011). *Introduction to public librarianship*. New York: Neal Schuman Publication.
9. Pateman, John & Willimen, Ken (2017). *Developing community-led public libraries: Evidence from the UK and Canada*. London: Routledge.
10. Ranganathan, S. R, and Neelameghan, A. (1972). *Public library system*. Bangalore: Sarada Ranganathan Endowment for Library Science.
11. Shaffer, Gary L. (2018). *Creating the sustainable public library: The triple bottom line approach*. London: Libraries Unlimited.
12. Sharma, P. (1985). *Public libraries in India*. New Delhi: EssEss Publications.
13. Venkatappaiah, Velega. (2007). *Public library legislation in the new millennium*. New Delhi: Bookwell Publications.
14. Venkatappaiah, Velaga (1994). *Model library legislation*. New Delhi: Concept Publishing Company.
15. Wallace, Karen L. (2002). *Responsive public library: How to develop and market a winning publication, distribution, etc*. Englewood: Libraries Unlimited.

8. Teaching-Learning Process

The B.Lib.I.Sc. Programme is designed to encourage the acquisition of disciplinary knowledge, understanding, skills, attitudes and ethical values required for library and information-based professions and jobs. Keeping this in mind the teaching-learning experiences should be designed and implemented to enable active/participative learning of the B.Lib.I.Sc. students. Librarianship being a practice-based profession, development of practical skills constitutes an important aspect of the B.Lib.I.Sc. Programme's teaching-learning process. In order to provide knowledge, develop understanding and impart required skills in the B.Lib.I.Sc. students, a variety of teaching-learning approaches may be adopted. These include lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, practicals, tutorials, seminars, peer teaching and learning, project-based learning, field-based learning, open-ended project work, quiz and games, technology-enabled learning, etc. Teaching-learning process suitable to impart problem solving, reasoning and analytical skills may also be adopted.

Internship in school, college, university, research, corporate libraries and other information organizations will be a value adding teaching-learning opportunity.

9. Assessment Methods

A large variety of assessment methods are available. Methods that align with the learning outcomes of the B.Lib.I.Sc. programme and the courses under it may be adopted. Some of the assessment methods useful for assessing the B.Lib.I.Sc. students learning are: written and practical examinations, tests, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports, viva-voce, computerized testing, quiz, open-book tests, etc.

10. Keywords:

Assessment Methods

Basics of Information and Communication Technology (Practice)

Basics of Information and Communication Technology (Theory)

Foundations of Library and Information Science

Graduate Attributes

Information Sources, Systems and Services

Knowledge Organization: Cataloguing (Practice)

Knowledge Organization: Cataloguing (Theory)

Knowledge Organization: Classification (Practice)

Knowledge Organization: Classification (Theory)

Learning Outcomes-based Approach to Curriculum Planning

Library Management

Nature and Extent of the B.Lib.I.Sc Degree Programme

Programme Learning Outcomes related to the B.Lib.I.Sc Programme

Public Library and Information System

Qualification Descriptors

School Library and Media Centre

Structure of B.Lib.I.Sc. Programme

Teaching-Learning Process