



**BANGALORE UNIVERSITY  
DEPT. OF LIBRARY AND INFORMATION  
SCIENCE  
Jnanabharathi Campus  
Bengaluru - 560 056**

**Syllabus for**

**III & VI Semester**

**Bachelor's Degree/Bachelor's Honors (3+1=4  
years) Degree program with Library and  
Information Science as a Discipline Core  
Paper/Core Paper as per NEP Guidelines.  
2021-2022 Onwards**

**SEPTEMBER - 2022**



**BANGALORE UNIVERSITY**

**Department of Library and Information Science**

Jnana Bharathi Campus, Bengaluru – 560056

**Prof. K.G. Jayarama Naik**  
**Professor & Chairman**  
**Chairman (BOS)**

**Date: 05.09.2022**

**PROCEEDINGS OF THE MEETING OF BOARD OF STUDIES (BOS) IN LIBRARY  
AND INFORMATION SCIENCE HELD ON 5<sup>th</sup> SEPTEMBER 2022 AT 10.30AM in  
THE CHAIRMAN ROOM OF THE DEPARTMENT, BUB.**

**Members Present:**

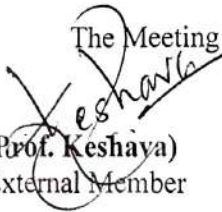
1. Prof. K.G. Jayarama Naik      Chairman
2. Prof. Keshava                  External Member, Tumkur University, Tumakuru
3. Prof. Ramesha                  Internal Member
4. Dr. M. Raghunandana        Internal Member

The Chairman welcomed all the members of the Committee and briefed agenda of the meeting. After a detailed discussion the committee resolved the following:


**Resolution 1:** The Committee members gone through the syllabus and course contents suggested by the State Level Committee constituted by Karnataka State Higher Education Council, Bangalore. The Members are discussed and slightly modified the course contents and unanimously resolved and approved the Course Structure and Course contents(syllabus) of the Third and Fourth semester as per Curriculum structure of IIA Model suggested by Karnataka State Higher Education Council, Bangalore.

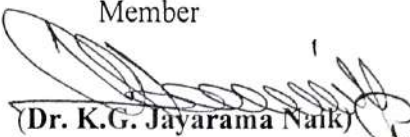
**Resolution 2:** It is discussed and approved the syllabus of Open Elective (OE) papers for the third and fourth semesters and resolved to forward to the same to the University.

The Meeting was concluded with vote of thanks.

  
(Prof. Keshava)  
External Member

  
(Prof. Ramesha)  
Member

  
(Dr. M. Raghunandana)  
Member

  
(Dr. K.G. Jayarama Naik)  
Chairman, BOS

05/09/2022

## 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	Non-documentary and electronic 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**

<b>Course Title: LIS-C3.1: Library Systems and Management (Theory and Practical)(4-0-2)</b>	
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

### **Programme 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 application of communication models in LICs.
4. To train the students acquiring knowledge and skills in library administration and management.
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.

### **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.

**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 & 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  
IIB.A./BSc/BCom/BBA/BCA/etc**

**Title of the course: LIS-C3.1: Library Systems and Management  
(4-0-2)(Theory and Practical)**

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

<b>Unit No</b>	<b>Content of theory course</b>	<b>52</b>
<b>Unit-1:</b>	<b>Libraries and Information systems</b>	<b>13</b>
	<b>Chapter.1: Information Systems</b> Information systems: Definition, characteristics, and Functions. Components of Library/Information Systems: Libraries, Documentation centers, Information centers, Data banks, and Publishing Houses.	<b>5</b>
	<b>Chapter.2: Information and communication.</b> Data, Information, Knowledge and Wisdom: Concept, meaning, nature, scope and types. Communication: Definition and functions. Types of communication – Verbal and Non-Verbal communication; Barriers to communication	<b>4</b>
	<b>Chapter.3: Communication models</b> Communication models – Shannon and Weaver, Harold Lasswell. Application of Communication models in libraries. <b>Exercise:</b> Case studies of libraries, documentation centers and information centers.	<b>4</b>
<b>Unit 2</b>	<b>Library profession and professional associations</b>	<b>13</b>
	<b>Chapter.4: Librarianship as a profession</b> Attributes of a profession. Librarianship as a profession, Professional Ethics in Librarianship.	<b>5</b>
	<b>Chapter.5: Library professional associations</b> Study of Professional Associations: KALA, ILA, IASLIC, IFLA.	<b>4</b>
	<b>Chapter.6: Library promotion</b> Promoters of Library and Information services: RRRLF and UNESCO. Public relations and extension activities.	<b>4</b>

<b>Unit-3:</b>	<b>Library administration and management</b>	<b>13</b>
	<b>Chapter-7: Library Management</b> Management: Meaning and definition, Functions, POSDCORB Concept of Library administration and management.	<b>4</b>
	<b>Chapter.8: Levels of management</b> Levels of management: Top, Middle and lower (supervisory).	<b>4</b>
	<b>Chapter.9: Planning of Library and Information Centers</b> Organizational structure and governance of library. Planning for libraries: Library building and space. Library furniture and Library equipment.	<b>5</b>
<b>Unit 4:</b>	<b>Library resource management</b>	<b>13</b>
	<b>Chapter.10: Collection development in libraries</b> Books and periodical: selection, procedures, policies and principles with special emphasis on electronic resources. Collection development process: selection, acquisition: e-books, e-journals, databases. Problems of Collection development for print and electronic resources (including licensing).	<b>4</b> <b>4</b> <b>5</b>
	<b>Chapter.11. Human Resource Management</b> Human resource management: meaning, need and importance. Planning for human resource: Job analysis and description, Staff selection and recruitment, induction, training and development.	
	<b>Chapter.12: Financial management</b> Need and importance of finance. Sources of finance. Budgeting - methods and techniques, Preparation of library budget.	
<b>Part-B: Practical (0+0+4) (2 credits) 52 Hours</b>		
	<b>Content of Practical Course-III</b>	<b>52</b>
<b>Unit.5</b>	<b>Chapter.13: Internal Communication</b> Drafting of letters, circulars, memos and file notes: Higher authorities, Subordinates and Users.	<b>26</b> <b>13</b>
	<b>Chapter.14: External Communication</b> Drafting of letters: publishers, book sellers, libraries, professional associations, donors and other stakeholders	<b>13</b>
<b>Unit.6</b>	<b>Chapter.15: Budgeting</b> Preparation of Library budget using line-item budgeting.	<b>26</b> <b>13</b>
	<b>Chapter.16: Library reports and records</b> Preparation of library records: Library committee meeting proceedings, library annual report.	<b>13</b>

**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 before commencement of theory examination.

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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**

<b>Continuous Assessment for Theory paper</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total</b>
Session Test	10	10	20
Seminars/Presentations/Activity	10	-	10
Case study /Assignment / Fieldwork / Project work etc	-	10	10
<b>Total</b>	20	20	40
<b>Continuous Assessment for Practical paper</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total</b>
Session Test	05	05	10
Practical record maintenance	-	10	10
Case study /Assignment / Fieldwork / Project work etc.,	-	05	05
<b>Total</b>	05	20	25

**Curriculum structure – Semester IV**  
**B.A./BSc/BCom/BBA/BCA/etc.**

**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 metadata 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/e  
tc.**

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

**Part-A: Theory (4+0+0) (4 credits) 52 Hours**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/ semester</b>	<b>Number of practical Credits</b>	<b>Number of practical hours/ semester</b>
<b>4</b>	<b>52</b>	<b>2</b>	<b>52</b>
<b>Unit No.</b>	<b>Content of theory course</b>	<b>52 hours</b>	
<b>Unit-1:</b>	<b>Chapter-1: Resource Description</b> Concept of resource description. Catalogue: Definition, Need, Objectives, and Functions.	<b>4</b>	
	<b>Chapter-2: Forms and types of catalogue</b> Outer forms and Inner forms of catalogue. Types: Centralized, Cooperative and Union Catalogues.	<b>5</b>	
	<b>Chapter-3: Descriptive and subject cataloguing</b> Descriptive cataloguing and subject cataloguing. Concept of metadata.	<b>4</b>	
<b>Unit 2</b>	<b>Cataloguing Codes and Principles</b>		
	<b>Chapter-4: Catalogue codes</b> History of catalogue codes from Panizzi to RDA	<b>4</b>	
	<b>Chapter-5: Anglo-American Cataloguing Rules</b> AACR-I, AACR-II, AACR-II(R).	<b>4</b>	
	<b>Chapter-6: Normative principles</b> Normative principles of Cataloguing: Laws, Canons and Principles	<b>5</b>	
<b>Unit-3:</b>	<b>Cataloguing Standards</b>		
	<b>Chapter.7: Standards for subject cataloguing</b> Vocabulary control devices: SLSH, LCSH.	<b>4</b>	
	<b>Chapter.8: Structural standards</b> MARC21, Dublin Core.	<b>5</b>	
	<b>Chapter.9: Retrieval and Exchange standards</b> ISO- 2709, Z39.50.	<b>4</b>	

<b>Unit 4:</b>	<b>Chapter.10: Resource Description and Access</b> Detailed study of Resource Description and Access. FRBR, FRAD.	<b>4</b>
	<b>Chapter.11: Metadata and Interoperability</b> METS, OAI-PMH.	<b>5</b>
	<b>Chapter.12: Trends in metadata – Bibframe, Linked Data, RDF</b>	<b>4</b>
<b>Exercises:</b>		
1. Study of areas of description in AACR-II.		
2. Study of elements in MARC21 and Dublin Core.		
	<b>Part-B: Practical (0+0+4) (2 credits) 52 Hours</b>	<b>52</b>
<b>Unit.5</b>	<b>Document Cataloguing (Print, Electronic and Digital Resources)</b>	
	<b>Chapter.13: Cataloguing of book and Non-book materials – as per AACR-II(R)</b> Preparation of card catalogue entries: Single author, Two Authors, Three Authors and more than Three Authors.	<b>13</b>
	<b>Chapter.14: Metadata for digital resources</b> Preparing records by applying MARC21 and RDA for digital materials: Databases, Webpages, E-books, E-journals, Blog	<b>13</b>
<b>Unit.6</b>	<b>Metadata standards</b>	
	<b>Chapter.15: MARC21</b> Preparation of metadata records using MARC21	<b>12</b>
	<b>Chapter.16: Dublin Core</b> Preparation of metadata records using Simple Dublin Core	<b>14</b>

**Note:** Each student shall compulsorily maintain practical record and submit the same before commencement of theory examination.

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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**

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

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

- Computer laboratory with Internet connectivity (Minimum of 25computers)
- RDA Tool kit
- Sear's List of Subject Heading (SLSH)
- Dublin Core elements

## C.4 Curriculum Structure Semester III (Open Elective)

### Course title

### LIS-OE.3 NON-DOCUMENTARY AND ELECTRONIC INFORMATION RESOURCES (Theory) (3+0+0) (3 credits) 40 Hours

#### 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.

#### 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

#### Course Curriculum

<b>LIS-OE.3 ELECTRONIC AND NON-DOCUMENTARY INFORMATION RESOURCES(3-0-0)</b>		
<b>Unit Nos.</b>	<b>Description</b>	<b>Teaching hours</b>
<b>Unit-I</b>	<b>Electronic source:</b> Concept, meaning and Definitions of e-books, e-journals, e-theses, database	<b>24 Hours</b>
	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. Skill based exercise: Course teacher shall conduct hands on-assignments using the online resources available in the local libraries	
<b>Unit-II</b>	<b>Open Educational Source</b>	<b>12 Hours</b>
	E Definition, Scope, History, Advantages and disadvantages, licensing and types. Study of prominent OERs – e-pathshala, e- ppathshala, NPTEL, e-gyankosh, NROER, Digital Library of India, CEC, Vijayeebhava, Jnananidhi, Vidyamitra. Moocs with special reference to Swayam, Swayamprabha DTH Channel Skill based NROER, InfoTree OAISIS.	

<b>Unit-III</b>	<b>Non – documentary source</b>	<b>12 Hours</b>
	Human sources: Technological gatekeepers, invisible colleges, Consultants, resource persons Institutional sources: Government ministries, and Departments. R &D Organizations, learned societies, databanks, information analysis centers, institutional website	

### **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 / Fieldwork / Project work etc	-	10	10
<b>Total</b>	20	20	40

### C.5 Curriculum Structure- Semester IV

#### Title of the Course:

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

#### 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.

#### 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 inlifelong learning.
2. Get awareness and competencies in ILS and information search skills to be possessed bythe students of Higher Education
3. Understand effectively he knowledge and skills to search the digital information

## Course Curriculum

<b>LIS-OE.4 INFORMATION LITERACY (3-0-0)</b>		
<b>Unit Nos.</b>	<b>Description</b>	<b>Teaching hours</b>
<b>Unit-I</b>	<b>Information Literacy</b> Information Literacy: Meaning, Definition, Need, Evolution, Lifelong learning Types of Information Literacy: Technology literacy, media literacy, computer and digital literacy	<b>14 Hours</b>
<b>Unit-II</b>	<b>Information Literacy Models</b> B-6 skills, SCONUL, IFLA guidelines, ALA IL Competency standards, ACRL standards with theoretical discussion and demonstration	<b>14 Hours</b>
<b>Unit-III</b>	<b>Searching and Ethical Use of Information</b> Searching for information: Searching and Browsing: Basic Search and Advanced Search Research literacy, IPR: Copyright, Creative Commons. Plagiarism: Concept, types, reasons for plagiarism, online plagiarism Checking UGC regulations on prevention of plagiarism	<b>20 Hours</b>

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