BANGALORE UNIVERSITY

DEPT. OF LIBRARY AND INFORMATION SCIENCE

Jnanabharathi Campus, Bengaluru – 560 056

Syllabus for I & II 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 along with 5th year Curriculum structure as per NEP Guidelines.

September 2021

PROCEEDINGS OF THE MEETING OF BOARD OF STUDIES (BOS) IN LIBRARYAND INFORMATION SCIENCE HELD ON 16th September 2021 AT 11.00AM IN THE CHAIRMAN'S ROOM, DEPT. OF LIBRARY AND INFORMATION SCIENCE, J.B. CAMPUS, BANGALORE – 560 056.

Members Present:

Prof. Ramesha	**Chairman, BOS**
Prof. T.D. Kemparaju	**Special Invitee**
	Chairman, Subject Expert Committee in Library and Information Science and Former Vice-Chancellor, Bangalore North University, Kolar
Prof. Keshava	**External BOS**
	Member, Subject Expert Committee in Library and Information Science
Prof. K.G. Jayarama Naik	**Internal BOS Member**
	Dept. of Library and Information Science, BUB
Dr. M. Raghunandana	**Internal BOS Member**
	Dept. of Library and Information Science, BUB
Dr. AnandByrappa	**Special Invitee**
	Librarian, JRD Tata Memorial Library, Indian Institute of Science, Bangalore
Dr. Nagappa Bakkannavar	**Special Invitee**
	Head, Information Resource Centre, TCS, Bangalore

The Chairman welcomed all the members of the Committee and briefed about NEP- 2020 and also briefed the Adaptation and Implementation of IIA Model Course Structure and Course Curriculum for the Undergraduate Program in Library and Information Science as suggested by Karnataka State Higher Education Council (KSHEC), Bangalore. Prof. T.D. Kemparaju, Chairman, Subject Expert Committee in LIS explained in detail the features of proposed course structure and Model and also clarified various pointed related to structure of the proposed Models, exit and entry options etc. under NEP-2020.

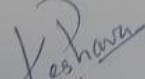After a detailed discussion the committee resolved the following:

Resolution 1: The Committee members unanimously resolved to retain the existing patter/system of 2years MLISc. Degree program with any degree as elegible criteria for the admission for some more years or till the new batches of students graduated from the Indian Universities under NEP program.
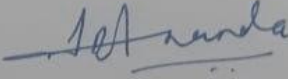
Resolution 2: It is resolved to introduce Library and Information Science as Major (Discipline Core) and Minor Subject with Practicals under 4 year integrated Bachelor's Degree as per New Education Policy-2020 guidelines. The board approved the Course Structure and Course contents/papers of the first and second semester syllabus as per Curriculum structure of IIA Model suggested by Karnataka State Higher Education Council, Bangalore.

Resolution 3: It is resolved to offer Open Elective (OE) courses in first four semesters as per the Curriculum structure of IIA Model. Accordingly the syllabus was prepared for first and second semesters and resolved to forward to the same to the University.
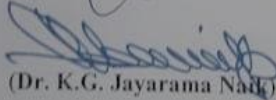
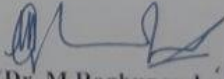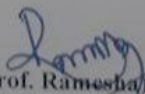The Meeting concluded with vote of thanks.

(Prof. T.D. Kemparaju)   (Prof. Keshava)   (Dr. Anand Byrappa)

(Dr. Nagappa Bakkannavar)   (Dr. K.G. Jayarama Naik)   (Dr. M.Raghunandana)

(Prof. Ramesha) 16/9/21
Chairman, BOS

CURRICULUM DESIGN SUBJECT EXPERT COMMITTEE
FOR LIBRARY & INFORMATION SCIENCE

SL. No.	NAME	POSITION
1	**Prof. T.D. Kemparaju** Vice-Chancellor Bengaluru North University, Tamaka, Kolar.	**Chairman**
2	**Prof. B.S. Biradar** Professor and Chairman Dept. of Library and Information Science, Kuvempu University, Shivamogga	**Member**
3	**Prof. P.G. Tadsad** Professor and Chairman Dept. of Library and Information Science, Akkamahadevi Women University, Vijayapura	**Member**
4	**Prof. Ramesha** Professor and Chairman. Dept. of Library and Information Science Bangalore University, Bangalore.	**Member**
5	**Prof. V.T. Kamble** Professor and Chairman Dept. of Library and Information Science, Gulbarga University, Kalaburagi	**Member**
6	**Prof. R.R. Naik** Professor and Chairman Dept. of Library and Information Science, Karnatak University, Dharwad	**Member**

7	**Prof. Keshava** Professor Dept. of Studies & Research in Library and Information Science, Tumkur University, Tumkur.	**Member**
8	**Prof. Vinayaka M Bankapur** Professor and Chairman Dept. of Library and Information Science, Rani Chennamma University, Belagavi.	**Member**
9	**Prof. Mallinath Kumbar** Professor Dept. of Library and Information Science, University of Mysore, Mysuru.	**Member**
10	**Prof. N S Harinarayana** Professor Dept. of Library and Information Science, University of Mysore, Mysuru	**Member**
11	**Prof. B T Sampath Kumar** Dept. of Studies & Research in Library and Information Tumkur University, Tumkur.	**Member**
12	**Dr. Gavisiddappa A** Dept. of Library and Information Science, Akkamahadevi Women University, Vijayapura	**Member**
13	**Smt. Tejaswini** Higher Education Council Govt. of Karnataka, Bengauru, Karnataka	**Member**

TABLE OF CONTENT

A. NATIONAL EDUCATION POLICY 2020(NEP 2020)

A. 1 INTRODUCTION

The National Education Policy (NEP) is a policy of difference developed and approved by the Ministry of Education (Earlier Ministry of Human Resource Development), Government of India. The primary objective of NEP 2020 is to meet the current day global market needs of human potential equipped with necessary skill requirements. The NEP 2020 bringing the whole system of education of the country into one large umbrella remains a key issue. The current NEP-2020 recommendations are focused mainly on holistic, multidisciplinary, equitable access, outcome-based, and skill-focused education with multiple exits and entry options. A multidisciplinary education system with inbuilt flexibility for both undergraduate as well as post-graduate and research levels is a key highlight of the NEP. It focuses on promoting and building vocational skills/skill enhancement courses, right from the school level, which can ease the burden on the employment opportunities and supply of proficient/talented workforce. As the experts rightly put it as the syllabi which academia develops should be student-centric rather than teacher-centric.

A. 2 VISION OF THE NATIONAL EDUCATION POLICY 2020

The vision of the national education policy are:

- An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and conscious awareness of one's role and responsibilities in a changing world.

- Instills skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental aspirations of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirations and goals of 21st-century education, including SDG4, while building upon India's traditions and value systems. NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030."

Higher Education is a vital contributor to the Economic Development of the nation. It plays a major role in improving human well-being and developing the Indian Economy since it serves as a center for developing ideas and innovations. The Sustainable Development Goal 4 (SDGs4) also advocates the quality of education, which seeks to "ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all" by 2030 for Inclusive Economic Development. As per records approximately half of India's population belongs under the age group of 26 and it is forecasted to be the youngest country in the world with a median age of 29 including Karnataka.

A. 3 IMPLEMENTATION OF NEP 2020 IN KARNATAKA STATE

Human capital is the biggest asset of India. It is only through meaningful, quality and need-based education it is possible to reap the benefits of this demography. NEP 2020 recommendations are an attempt in this direction. The Govt.

of Karnataka is the first state in the country that has initiated through honest efforts to implement the recommendations of NEP 2020 with scientific approaches. Apart from initiating various administrative and legal prerequisites, the Government of Karnataka, Karnataka State Higher Education Council (KSHEC) for developing a Curriculum Framework based on NEP guidelines for both Undergraduate, took early action and Postgraduate programs across the faculty disciplines by constituting various committees represented by people in academics and industry sectors.

Accordingly, Chairpersons and members were nominated for each Faculty Discipline committee for Curriculum Framework Development and Subject Expert Committee represented by all the universities Chairpersons/Head of P.G. Departments and Chairpersons of Boards of Studies of Library & Information Science (both UG/PG) were constituted to draft the Curriculum structure as per the recommended and approved model (IIA MODEL). In view of the above, the Subject Expert Committee constituted to draft the curriculum structure for the Subject/Discipline was given "Complete Autonomy" and the committee identified the category, of course, to be studied under different streams with LIBRARY & INFORMATION SCIENCE as a Discipline Specific Core (DSC) with Discipline Specific Electives (DSE),Ability Enhancement Courses (AECC), Skill Enhancement Courses (SEC), GE (Generic Electives), etc. along with OPEN ELECTIVE COURSES (to be studied by other program students) by keeping wide choices considering the present context.

The members of the committee met several times and discussed in detail all the essential and desirable factors in support of the development of curriculum structure for the proposed subject (Library & Information Science as one Discipline Core or Major subject). The draft curricular framework with curricular components (both for theory and Practical's courses/papers),Program objectives, Program Learning Outcomes, Course/Paper objectives, individual Course/s and

Program/Course/Paper Learning Outcomes (PLOs), Credit components, instruction hours, assessment criteria and methods etc. was designed as per the guidelines issued by the Govt. from time to time. The details are presented in the subsequent pages of this report. Suggestive Guidelines for Continuous Internal Evaluation (CIE) & Semester End Examination (SEE) have also been worked out for implementation from the next academic year i.e., 2021-22.

PART – TWO

A. PREAMBLE

Change is a constant phenomenon happening in various sectors, which reminds contemporary individuals, and societies that they have to adapt to changes. Adopting changes enable individuals, institutions and societies to avail the benefits of advancements. It also helps them to keep pace with the current developments in various disciplines. Libraries are vital social agencies whose primary objective is to collect, organize, preserve and make available both implicit and explicit knowledge to society. During the last two decades, one can witness magnanimous developments in all aspects of librarianship.

The emergence of digital technology, online databases, developments in e-books and e-journals, the arrival of a variety of Information and Communication Technologies (ICT) such as Library Software (both open source and proprietary), Barcode and RFID, Library Networks and Consortia, development of new Standards and Protocols for creation and exchange of bibliographic information, evolving of variety of metrics, digital libraries and institutional repositories, services based on social media, etc. are some of the unique examples of changes taking around librarianship. Accordingly, user behaviour and expectations too are changing.

Library and Information Science is an academic discipline that aims to educate and train students to acquire appropriate knowledge and skills to create and manage libraries in an effective manner in a changing context as noted above. It also endeavours to develop a 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 quality education and training at graduate, postgraduate and research levels. A model curriculum structure for the Library and

Information Science education was designed and proposed keeping in view the objectives and aspirations of the National Education Policy-2020.

The Library and Information Science curriculum structure was proposed in a framework to accommodate such relevant emerging changes with defined approaches. Learning Outcomes-based Curriculum is one such approach. Realizing the value of this approach, efforts were made to develop learning Outcomes-based Curriculum Frameworks (LOCF) as per the direction and guidelines of the Department of Higher Education and Higher Education Council.

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

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

A. 1 LIBRARY AND INFORMATION SCIENCE DISCIPLINE

The discipline of Library and Information Science deals with Libraries and Information Centers which are established and maintained to fulfill the changing reading and information needs of various categories of library users. The Library and

Information Science degree program imparts education and training to develop manpower capable to manage Libraries and Information Centers effectively and efficiently with professional attitude and values. The Learning Outcome-based Curriculum for the degree program aims to provide a broad framework to impart meaningful, effective and quality education to graduate students.

The curriculum framework will enable to development of evolving nature of the Library and Information Science as a discipline. It will help in sustaining the standard of the Library and Information Science degree program. This framework can be adapted to periodically review the graduate attributes, qualification descriptors, program and course- level learning outcomes of the program.

A. 2 NATURE OF DEGREE PROGRAM

Library and Information Science is a discipline that systematically studies the acquisition, processing, management, maintenance, and dissemination of information and information sources. It also studies the purpose, nature, utility and effectiveness of services provided by Libraries and Information Centers. The scope of Library and Information Science includes the study of libraries, information sources, their contents and features, document acquisition processes and practices, document and knowledge organization methods and procedures, library and information services, financial and human resource management etc. Imparting practical skills for carrying out works such as classification, cataloging, circulation, using Information and Communication Technologies for automating the library housekeeping operations, searching information from reference sources, Internet and electronic databases are also the components of degree Program. As a part of the efforts to enhance the employability of graduates of Library and Information Science.

A. 3 OUTCOME-BASED LEARNING APPROACH TO CURRICULUM PLANNING

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that the higher education qualifications. Degree programs are awarded based on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a program of study. Learning outcomes specify what graduates completing a particular program of study are expected to know, understand and be able to perform after completing their program of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes, which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programs.

Learning outcomes-based curriculum approach intends to allow flexibility and Innovation in:

i. Program design and syllabi development by higher education institutions (HEIs).

ii. Teaching-learning process.

iii. Assessment of students' learning levels, and periodic program review within a broad framework of agreed and expected graduate.

iv. Attributes, qualification descriptors, program learning outcomes and course learning outcomes.

A. 4 OBJECTIVES OF THE PROGRAM AND GRADUATE ATTRIBUTES OF LIS

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

a. To help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;

b. To enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) and attributes graduate of a program should be capable of demonstrating on successful completion of the given program of study;

c. To maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and

d. To provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of program and academic standards.

e. To articulate the importance of research for advancement of Library and Information Science discipline and contributing for growth of knowledge.

f. To develop research aptitude and skills to address the problems of LIS profession.

The graduates in Library and Information Science should have the following attributes:

a. *Disciplinary knowledge:* Capable of demonstrating comprehensive knowledge and understanding of major concepts, principles, theories and laws of various subjects in Library and Information Science and other related fields

of study, including broader interdisciplinary subfields such as management, economics, information and communication technologies etc.

b. **_Professional skills:_** Ability to classify simple, compound and complex documents using standard classification schemes; capability to catalogue all types of documents using standard catalogue codes and metadata standards; ability to carry outhouse keeping operations and to provide library and information services by using information and communication technologies, ability to search information from OPAC/Web OPAC, Internet and electronic/Online databases.

c. **_Skilled communicator:_** Ability to communicate effectively in oral and written forms with users, colleagues and authorities in an effective manner.

d. **_Critical thinker:_** Capability to critically analyze subjects of documents to classify them properly and to derive subject headings for subject cataloging, indexing purposes and ability to think critically for solving various problems pertaining to the management of Libraries and Information Centers.

e. **_Problem solver:_** Apply problem-solving skills while providing references and other services and for formulating search strategies for searching information from the Internet and databases.

f. **_Team player/worker_**_:_ Capable of working effectively in diverse teams in classrooms, in the computer laboratory and Libraries and Information Centers.

g. **_Digitally literate:_** Capable of using digital technology for communication purposes, for library housekeeping operations, and for searching information from OPAC, Internet and online databases.

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

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

A. 5 QUALIFICATION DESCRIPTORS

Following are the qualification descriptors for the Degree program in Library and Information Science:

a. Demonstrate

  i. A fundamental/systematic or coherent understanding of the academic discipline of Library and Information Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;

  ii. Procedural knowledge that equips Library and Information professionals to work as Librarians in Public Libraries and School Libraries; as Assistant Librarians in College Libraries; as Library Assistants in Universities and Research Institutes' Libraries; and as Library Professionals at different levels in Research and Development units, in Research Libraries, in Corporate Libraries and other types of Libraries and Information Organizations;

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

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

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

d. Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify, analyze and solve problems with well-defined solutions for finding informationt31 from reference sources, the Internet and databases.

e. Demonstrate subject-related and transferable skills that are relevant to Library andInformation related jobs and employment opportunities.

PART-THREE

A. MODEL CURRICULUM

A. 1 Name of the Degree Program	: **BA/BSc**
A. 2 Discipline Core	: **Library and Information Science**
A. 3 Total Credits for the Program	: **186 (For Four years)**
A. 4 Starting year of implementation	: **2021-22 onwards**

A. 5 Program Outcomes

By the end of the program, the students will be able to:

1. Demonstrate in-depth knowledge of the basic concepts, principles, theories and laws related to the fields of Library and Information Science, understanding types of libraries, types of information sources, basics of library management, reference and information services.

2. Understand and demonstrate the rationality and procedures of (i) selection, acquisition, physical processing and organization of documents; (ii) use of Information and Communication Technologies in Libraries and Information Centers; (iii) providing general library and information services and managing other library routine activities.

3. Equip with appropriate knowledge and skills to perform the professional

activities such as (i) acquisition, accessioning, classification, cataloguing, and physical processing of documents; (ii)housekeeping operations using library management software and Information and Communication Technologies;(iii) maintaining library collection and; (iv) educating users.

4. Demonstrate knowledge and skills in providing various library services such as document circulation, reference and information services, Internet and database searching.

5. Demonstrate knowledge, understanding and skills that offer job opportunities as librarians in public libraries and school libraries; as assistant librarians in different types of college libraries, as library assistants / technical assistants in different libraries.

6. Enable to exhibit professional attitude through commitment in fulfilling the spirit of Ranganathan's Five Laws of Library Science and enhancing the use of reading material and user satisfaction through effective and efficient library services.

7. Acquire innovation and research aptitude and skills, applying various statistical and mathematical techniques, problem-solving abilities and contributing to the growth of knowledge.

8. Develop appropriate knowledge and skills in adopting the standards and protocols and use of digital/ social media in knowledge representation, data/information processing, harvesting and management.

9. Acquire knowledge and skills in planning, designing, developing, implementing and evaluating information systems and programs.

10. Demonstrate core values by honoring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, culture and religious differences, challenging prejudice, biases and intolerance at the workplace, etc., ethical integrity which involves honest behavior.

A. 6 Assessment:

Type of Course	Formative Assessment/I.A.	Summative Assessment
Theory	30 %	70 %
Practical	30 %	70%
Projects	30%	70%
Experiential Learning (Internships etc.)	-	100%

B. CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM - B.A./BSc

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

Total Credits for the Program	:	186 (For Four years)
Starting year of implementation	:	2021-22 onwards
Name of the Degree Program	:	BA/BSc
Discipline / Subject	:	Library and Information Science

B. 2 Program Articulation Matrix

Sem ester	Title / Name of the Course	Program out comes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
I	LIS-C1.1: Library Systems and Operations	1. Educate the students to understand the literacy and intellectual freedom in relation to libraries, describe library organization, and compare the types of libraries, the materials and services. 2. Train the students to acquire knowledge about the scope, structure, content etc., of various reference and information sources and skills in effectively using such resources to deliver the information to the end-users through various information services. 3. Provide learning opportunities to acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.		Course teachers may adopt participatory discussion/self-study/ desk work/ Library visits/ Educational Video channels/Quizzes/OERs/ Academic Web-portals/ Institutional websites/ seminar presentation/ assignment s 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.	Continues evaluation (Seminar, Assignments, periodic tests etc.,) and term- end examination

II	LIS-C-2.1: Basics of Library Management	1. To study and understand the concepts of Information, Information Science and the difference between library science and Information science. 2. To study and understand the philosophy of library services in the context of the Five Laws of Library science and related Library Acts and legal issues. 3. To educate and train the graduates to acquaint with digital reference resources and inculcate skills in using them.		Course teachers may adopt participatory discussion/self-study/ desk work/ Library visits/ Educational Video channels/Quizzes/OERs/ Academic Web-portals/ Institutional websites/ seminar presentation/ assignment s 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.	Continues evaluation (Seminar, Assignments, periodic tests etc.,) and term- end examination
III	LIS-C3.1: Library Systems and Management	-	-	-	-
IV	LIS-C4.1: Information Processing: Tools and Technologies	-	-	-	-
V	LIS-C5.1: Knowledge Organization: Processes and Methods	-	-	-	-
	LIS-C5.2: Resource description standards	-	-	-	-
VI	LIS-C6.1: Information retrieval	-	-	-	-
	LIS-C6.2: Digital libraries- Theory and Practice	-	-	-	-
VII	LIS-C7.1: Marketing of Information	-	-	-	-
	LIS-C7.2: Introduction to Bibliometrics	-	-	-	-
	LIS-C7.3: Digital libraries: DSpace credits	-	-	-	-

VIII	LIS-C8.1: Information literacy	-	-	-	-
	LIS-C8.2: Internship	-	-	-	-
	LIS-C8.3: Web and Social Media technologies	-	-	-	-
IX	LIS-C9.1: Knowledge Society	-	-	-	-
	LIS-C9.2: Introduction to data science	-	-	-	-
	LIS-C9.3: Advanced metadata creation	-	-	-	-
	LIS-C9.4: Ontologies – Practical	-	-	-	-
X	LIS-C10.1: Designing Information Products and Services	-	-	-	-
	LIS-C10.2: Study of Knowledge Organization Systems	-	-	-	-
	LIS-C10.3: Introduction to Markup Languages – Practical	-	-	-	-
	LIS-C10.4: Content Management - Practical	-	-	-	-

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

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

B.3 CURRICULUM STRUCTURE – SEMESTER I for B.A./BSc

3.1 Title of the course

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

3.2 Course Objectives

The objectives of the course are to:

1. Educate the students to understand the literacy and intellectual freedom in relation tolibraries, describe library organization, and compare the types of libraries, the materials and services.

2. Train the students to acquire knowledge about the scope, structure, content etc. of various reference and information sources and skills in effective use of such resourcesto deliver the information to the end users through various information services.

3. Provide learning opportunity to acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.

4. Train the students to understand the knowledge organisation methods and process and to offer hands on practice sessions to acquire skills to Classify simple documents using knowledge organisation tools such as DDC.

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

3.3 Course Outcomes

At the end of the course, the student should be able to:

1 Understand the literacy and intellectual freedom in relation to libraries, describe library organization, and compare the types of libraries, materials and services.

2 Acquire knowledge and skills in the effective use of reference and information resources.

3 Acquire basic knowledge and competencies to perform and evaluate the routine activities and issues relevant to library acquisitions.

4 Understand knowledge organization methods and processes and develop skills to Classify simple documents using knowledge organization tools such as DDC.

3.4 Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-12)

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

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

3.5 COURSE CURRICLUM –Semester I

B.A./BSc

Title: LIS - C1.1: Library Systems and Operations: Theory & Practical

Number of Theory Credits	Number of lecturehours/ semester	Number of practical Credits	Number of practical hours/semester	
4	52	2	52	
CONTENT OF THEORY COURSE 1				52
Unit –1: Concept of Memory institutions				13
Chapter 1: Introduction to libraries, museums and archives. Library: Definitions, aims, objectives, functions and services				4
Chapter 2: Social role of libraries in modern society: literacy and intellectual freedom				5
Chapter 3: Types of Libraries-objectives and functions; Public, academic, special. Conventional libraries and modern libraries.				4
Self-learning component: Growth and development of libraries in India. **Field Visit:** Visit to the local libraries				
Unit – 2: Information and Reference Sources				13
Chapter 4: Definitions and Characteristics. Classification of Reference sources, Primary, Secondary and Tertiary sources; Print and Digital. Institutional and Human Sources				4
Chapter 5: Introduction to conventional primary sources: Monographs, Periodicals, Conference Proceedings, Theses and Dissertations, Patents etc.				5
Chapter 6: Introduction to conventional secondary and tertiary sources: Dictionaries, Encyclopedias, Yearbooks and Almanacs, Geographical Sources, Directories, Union catalogues.				4
EXERCISES: Learning the skills to identify and use conventional primary and secondary sources. Understanding the organization of contents in the sources and finding answer against Reference questions/search queries.				

Unit – 3: Functional Units of Libraries	13
Chapter 7: Organizational Chart. Acquisitions, Technical Processing and Maintenance, Serials Control and Circulation. Objectives and functions. IFLA's guidelines for collection development	4
Chapter 8: Acquisitions Section: Functions of Types of documents – Categorization	5
Chapter 9: Role of Library Committee/Book Selection Committee in the procurement of books and journals. Issues in the procurement of documents in Indian and foreign currencies. Good Offices Committee, Quotations. Bill processing and payment. Maintenance of records in acquisitions section: Book Recommendation files, Purchase Order files, Accession Register, Payment files etc.	4
Exercises: Identification of books from book selection tools on a given subject. Preparation of selected book list for placing before book selection committee. Preparation of purchase orders for Indian and foreign currency books and journals. Preparing letters/orders for payment of books procured. Recording details in accession register.	
Unit – 4: Introduction to Dewey Decimal Classification	13
Chapter 10: Steps in Classification: Determining the specific subject of the document,	4
Chapter 11: Allotting the class number, Assigning the book number	5
Chapter 12: Schedules, Tables and Relative index	4

Title LIS-CP1: Basics of Dewey Decimal Classification-Practical

Content of Practical	52
Unit –1: Basics of Dewey Decimal Classification-I	30
Chapter 1: Classification – simple subjects	15
Chapter 2: Subjects that require simple synthesis (add to instructions)	15
Unit –2: Dewey Decimal Classification-II	22
Chapter 3: Classification of subjects using Table 1 and Table 2	15
Chapter 4: Construction of book numbers: Author-based, Cutter Number: Manual and through OCLC Dewey Cutter Program	7

Note: The curricular components proposed under theory course/papers (Core/Open Elective/Discipline Specific Elective) as fieldwork/visit, exercise, record, etc. are to be considered under Continuous assessment component

3.6 Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/assignments by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions etc., are part of the tutorial.

Scheme of Formative Assessment (FA) Marks: Theory

Sl. No.	Particulars	FA Marks
1	Attendance	05
2	Periodic Tests (Minimum of Two)	15
3	Assignments /Seminar / Case Study / Group Discussion / Reports on - visits to Library and Information Centres & active participation in learning activities.	10
	TOTAL Theory Formative Assessment Marks	**30**

Practicals:

Sl. No.	Particulars	FA Marks
1	Practical Test	05
2	Practical Record – Submit the same for assessment / Assignment/s.	05
3	Active participation in practical classes	05
	TOTAL Practical Formative Assessment Marks	15

Note: Each student shall write and maintain the practical record with up-to-date details andsubmit the same for assessment.

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B.4.CURRICLUM STRUCTURE - Semester II

B.A./BSc

4.1 Title of the Course: LIS C2.1 Basics of Library Management: Theory and Practical

4.2 Course Objectives

The objectives of the course are:

1. To study and understand the concepts of Information, Information Science and differencebetween library science and information science.

2. To study and understand the philosophy of library services in the context of Five Laws ofLibrary science and related Library Acts and legal issues.

3. Educate and train the graduates to acquaint with digital reference resources and inculcate skillsin using them.

4. To train the graduates to understand the principles, procedures and to perform routine worksrelevant to library technical processing and circulation work.

5. To train for acquiring the skills Prepare catalogue records for simple documents using thecurrent resource description standards.

4.3 Course Outcomes

Upon completion of the course, the students are able to:

- Delineate the differences between library science and information science

- Clearly state the philosophy of library services in terms of five laws of library sciencesEffectively use digital reference resources

- Critically delineate the principles and issues relevant to library technical processing andcirculation work.

4.4 Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1- 12)

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

4. 5 COURSE CURRICULUM

Number of Theory Credits	Number of lecturehours/ semester	Number of practical Credits	Number of practical hours/semester	
4	52	2	52	
Basics of Library Management: Theory and Practical				**52**
Content of the Theory Course 2				
Unit –1: Foundations of Libraries and Information Centers				13
Chapter 1: Concept of and challenges in the information society. Information: Definitions, meaning and Characteristics. Data, Information, Knowledge and Wisdom. Library Science as a discipline: Development and current status. Information Science: Evolution and Scope. Copyright and Intellectual Property Rights.				4
Chapter 2: Five Laws of Library Science and their Implications on Libraries. Study of OCLC report on 'Reordering Ranganathan'				4
Chapter 3: Library Legislation: Need and Purpose. Karnataka Public Libraries Act 1965 (KPLA), Delivery of Books and Newspapers Act - 1954 and its amendments.				5
***Self-learning component*:** Copyright statements from books, journals, and other information resources.				

Unit – 2: Digital Information and Reference Sources	13
Chapter 4: Digital Resources: e-books, e-journals, e-theses, databases – bibliographic databases, full-text databases, citation databases (WoS, Scopus, Google Scholar, Dimensions.ai), Ulrich Periodical Directory.	4
Chapter 5: DOAJ, DOAB, Shodhganga, ETDs, Online dictionaries, Online encyclopedia (including Wikipedia).	4
Chapter 6: Concept of Digital file formats – Characteristic features of Still image file format (JPEG, TIFF, PDF), audio file format (WAV, MP3), video file format (MOV, AVI, MPEG, and Text Format) Expand. MIME types. Born digital and Digitized documents.	5
EXCERSISES: Download and study information resources in different file formats. Search to find information against search quiries/Reference questions from digital resources.	
Unit – 3: Functional Units of Libraries – II	13
Chapter 7: Technical Processing Section: Need for technical processing of books – classification, cataloguing and preparing books for shelving.	4
Chapter 8: Classification: Need for library classification. Functions of library classification. Introducing classification tools: DDC and UDC. Conceptual understanding of the concepts: Symbols used in notation, Class Number, Call Number, Book Number	4
Chapter 9: Cataloguing: Need for library cataloguing and resource description. Functions of cataloguing. General introduction to cataloguing standards and tools such as MARC21, RDA, Subject heading lists – SLSH, LCSH, FAST. Cataloguing procedure: Preparation of entries – main, added, reference and subject. Data entry in computerized cataloguing template adopting MARC21.	5
Unit – 4: Functional Units of Libraries – III	13
Chapter 10: Serials control: Definition of periodicals. Types of periodicals. Selection of periodicals. Periodical selection tools. Pricing models: Subscription model and Pay per view. Annual subscription Vs. Perpetual access. Ownership Vs. Access. Big deals/Subject bundles. Licensing agreements. Receipt of	4

	periodicals. Claims generation—shelving of periodicals – current issues and bound volumes.	
Chapter 11:	Circulation section: Functions of library circulation. Types of users. Circulation privileges. Registration of patrons for circulation. Loan period. Issue (charging) and returns (discharging) methods. Overdue charges. Fine collection procedure. Reservation of books. Renewal of loan period. Inter-library loan. Circulation statistics.	4
Chapter 12:	Maintenance: Book stacking/shelving methods – books, newspapers, print journals. Shelf reading. Shelf rectification, Bookbinding. Stock verification. Preservation of materials in libraries – the need for preservation, causes of deterioration of library materials, precautionary measures for preservation. Shelving furniture and tools. Withdrawal and weeding	5
EXCERSISES: Shelving of books - Preparation of shelf list, Preparation of book labels/spine labels, and Preparation of book cards for circulation. Calculation of due dates, overdue charges as per rules, Renewal of loan period etc.		

LIS-CP2: Resource Description – Practical (2 credits, 52 hours)

Unit 1: Descriptive and Subject Cataloguing		**30**
Chapter 1:	Concept and meaning of resource description. Introducing frequently used tags in MARC21 (tags, indicators and subfield codes)	**15**
Chapter 2:	Introducing the structure of Resource Description and Access. Introducing the Sears List of Subject Headings.	**15**
Unit 2: Resource Description and Access		**22**
Chapter 3:	Preparing records by applying MARC21 and RDA for the items with a Single author, Two Authors, Three Authors and more than Three Authors, Shared Responsibility,	**15**
Chapter 4:	Edited books with edition and without edition, Mixed Statement of Responsibility, Pseudonyms documents, Government Publications. Assigning of subject headings.	**7**
Prepare catalogue records for simple documents using the current resource description standards.		

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

for assessment

4.6 Pedagogy

Course teachers may adopt participatory discussion/self-study/desk work/Library visits/ Educational Video channels/Quizzes/Open Educational Resources/Academic Web portals/Institutional websites/seminar presentation/assignments by students and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case studies, discussion sessions etc., are part of the tutorial.

Scheme of Formative Assessment (FA) Marks: Theory

Sl. No.	Particulars	FA Marks
1	Attendance	05
2	Periodic Tests (Minimum of Two)	15
3	Assignments /Seminar / Case Study / Group Discussion / Reports on - visits to Library and Information Centres & active participation in learning activities.	10
	TOTAL Theory Formative Assessment Marks	**30**

Practicals:

Sl. No.	Particulars	FA Marks
1	Practical Test	05
2	Practical Record – Submit the same for assessment / Assignment/s.	05
3	Active participation in practical classes	05
	TOTAL Practical Formative Assessment Marks	**15**

Date: **Course Coordinator**   **Subject Committee Chairperson**

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

- Computer laboratory with Internet connectivity (Minimum of15)
- DDC schedules
- UDC schedules
- RDA
- Library automation Software(Free/proprietary)
- Digital Library software (Free/proprietary)
- Sear's List of Subject heading

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C. OPEN ELECTIVES AND DISCIPLINE ELECTIVE COURSES INLIBRARY AND INFORMATIONSCIENCE

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

Semester	Discipline Electives	Open Electives
I		LIS – OE 1.1: Library and Information Centres. (3 Credits)
II		LIS-OE 2.1: Reference and Information Sources (Print and Electronic) (3Credits)
III		LIS-OE3.1: Electronic and Non-Documentary Information Resources (3Credits)
IV		LIS OE4.1: Information Literacy (3credits)
V	**Anyone from the following Discipline Electives** • LIS-DE5.1: Public Libraries (3 credits) • LIS-DE5.2: Academic Libraries (3 credits) LIS-DE5.3: Special Libraries (3 credits)	
VI	**Anyone from the following Discipline Electives** • LIS-DE6.1: AdvancedMARC21 and Dublin Core – Practical (3 credits) • LIS-DE6.2: Knowledge Organization Systems and Ontologies (3 credits) LIS-DE6.3: Preservation and Conservation of Library Resources (3 credits)	
VII	**Anyone from the following**	

	Discipline Electives LIS-DE7.1: Users and User Studies (3 credits) LIS-DE7.2: Information Systems and Services (3 credits) **LIS-DE7.3: Scientific Communicationand Technical Writing (3 credits)** **Research Methodology (Mandatory)** LIS-RM7.1: Research Methodology (3 credits)	
VIII	**Anyone from the following Discipline Electives** • LIS-DE8.1:Citation databases (3 credits) • LIS-DE8.2: Content Management Systems (3 credits) • LIS-DE8.3: Research metrics (3 credits) • LIS-DE8.4: Theoretical Framework of Resource Description and Access (3 credits) Research Project (Mandatory) LIS-RP8.1: Research Project (6 credits)	
IX	**Any TWO from the following Discipline Electives** • LIS-DE9.1: Health Information System (3 credits) • LIS-DE9.2: Business or Corporate Information	

	System (3 credits) • LIS-DE9.3: Agriculture Information System (3 credits) • LIS-DE9.4: Social Information System (3 credits) • LIS-DE9.5: Management Information system (3 credits)	
X	**Any TWO from the following Discipline Electives** • LIS-DE10.1: Web Content Management (3 credits) • LIS-DE10.2: Open access resources for research (3 credits) • LIS-DE10.3: Scholarly communication (3 credits) • LIS-DE10.4: Data visualization tools and techniques (3 credits) • LIS-DE9.5: Social Media and Libraries (3 credits)	

C.2 CURRICULUM STRUCTURE–Semester I

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

List of Open Elective Courses and Curriculum structure

Semester	Course Title	Credits (L-T-P)	Marks	
			Term EndExam	Formative Assessment
First	LIS -OE.1: Library and Information Centres (3-0-0)	**3-0-0**	**70**	**30**
Second	LIS-OE.2 Reference and Information Sources(Print and electronic)(3-0-0)	**3-0-0**	**70**	**30**

2.1 Title of the course: Title: LIS -OE.1: Library and Information Centers (3-0-0)

2.2 Course Objectives

The objectives of the course are:

1. To educate and train for acquaintance with different types of libraries and aware of the servicesand facilities provided by them.
2. To develop understanding about the role of libraries in national development.
3. To train the students to understand the user privileges and get acquainted with user supportservices including fair use policy.
4. To educate and train in acquiring knowledge and skills about the content, structure and usebasic reference sources

2.3 Course Outcomes

After completion of the course student will be able to:

1. Get acquainted with different types of libraries and will be become aware of the services andfacilities provided by them
2. Understand the role of libraries in national development
3. Understand the user privileges and get acquainted with user support services including fair usepolicy
4. Get acquainted with basic reference sources.

2.4 Course Curriculum

Units	Description	Teaching hours
LIS -OE.1: Library and Information Centers(3-0-0)		
I	**Libraries/Information Centers**	**16 Hrs**
	Libraries: Meaning, Aims, Functions, Services, Types of libraries- Public library, Academic library, Special library, National library. Documentation centers, Information centers, Data banks, Information analysis centers: Meaning, Aims, Functions and Types Role of libraries in National development – social, economic, cultural, educational and recreation. **Skill based exercise:** Visit to the local libraries	
II	**Library Tools, Services and Facilities**	**12 hrs**
	Sections of a library and their functions, Use of Classification and Cataloguing, Organization of library resources, Introduction to information access tools: Catalogues, OPAC, Union Catalogues, IndCat, User support services; Reading room facilities, Photocopying facility, ILL, Document Delivery Service, Book banks User privileges in the libraries, Library rules, Fair use, Copyright issues, Intellectual Property Rights	
III	**Reference Sources and search Techniques**	**20 hrs**
	Meaning, Nature, Characteristics, Functions Types of reference sources and their Importance – Dictionaries, Encyclopedia, Biographical and geographical sources, Yearbooks, almanacs, Directories, Current sources, Searching and browsing, Search techniques **Skill based exercise:** Course teacher shall conduct hands-on-assignments by using the reference sources available in the local libraries	

2.5 Pedagogy

Course teacher may adopt participatory discussion / self study / desk work / Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/assignments by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case study, discussion sessions etc., are part of tutorial.

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C.3 CURRICULUM TRUCTURE- SEMESTER II

3.1 Title of the Course: LIS-OE.2 Reference and Information Sources (Print and electronic) (3-0-0)

3.2 Course Objectives

The objectives of the course are:

1. To educate and train students in understanding the nature, structure and uses of reference and information sources.
2. To familiarize about the primary sources of information and their content, characteristics etc.
3. To train the students in acquiring knowledge and skills about secondary sources of information, their use with required information searching skills

3.3 Course Outcomes

After completion of the course student will be able to

1. Understand the nature, structure and uses of reference and information sources;
2. Identify the primary sources of information and their characteristics;
3. Effectively use secondary sources of information with required information searching skills.

3.4 Course Curriculum

LIS-OE.2 Reference and Information Sources(Print and electronic)(3-0-0)		
Units	Description	Teaching hours
I	**Reference Sources**	6 hrs
	Meaning, Definition, Nature, Evolution, Characteristics, Functions, Types of reference sources and their Importance	

II	**Primary sources**	12 hrs
	Periodicals, Technical reports, Patents, Standards and specifications, Theses and Dissertations, Conference and seminar proceedings, Trade literature	
III	**Secondary and tertiary sources**	30 hrs
	Dictionaries, Encyclopedias, Yearbooks and Almanacs, Biographical and geographical sources, Bibliographical sources, Handbooks and Manuals, Directories and Union catalogues, current Sources-Asian recorder, Keasings record of world events. **Skill based exercises:** Course teacher shall conduct hands-on-assignments using the reference sources available in the local libraries	

3.5 Pedagogy

Course teacher may adopt participatory discussion / self-study / desk work / Library visits/ Educational Video channels/Quizzes/OERs/Academic Web portals/Institutional websites/seminar presentation/assignments by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case study, discussion sessions etc., are part of tutorial.

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COURSE PATTERN AND SCHEME OF EXAMINATION

for B.Sc. / B.Sc. (Hons.) as per NEP (2021-22 and onwards)

Sl. No	Semester	Title of the Paper	Teaching Hours	Hours / week Theory	Hours / week Practical	Examination Pattern Max.& Min. Marks /Paper Theory Max.	Theory Min.	Theory FA	Practical Max.	Practical Min.	Practical FA	Duration of Exam (hours) Theory	Duration of Exam (hours) Practical	Total Marks / paper	Credits Theory	Credits Practical
1	I	**LISC1.1:** Library Systems & Operations: Theory and Practice	52	4	4	70	25	30	35	12	15	3	4	150	4	2
		LIS-OE 1.1: Library and Information Centres	48	3	-	70	25	30	-	-	-	3	-	100	3	-
2	II	**LIS-C2.1:** Basics of Library Management : Theory and Practice	52	4	4	70	25	30	35	12	15	3	4	150	4	2
		LIS-OE 2.1: Reference & Information Sources (Print & Electronic)	48	3	-	70	25	30	-	-	-	3	-	100	3	-

Scheme of Formative Assessment (FA) Marks: Theory

Sl. No.	Particulars	FA Marks
1	Attendance	05
2	Periodic Tests (Minimum of Two)	15
3	Assignments /Seminar / Case Study / Group Discussion / Reports on - visits to Library and Information Centres & active participation in learning activities.	10
	TOTAL Theory Formative Assessment Marks	**30**

Practicals:

Sl. No.	Particulars	FA Marks
1	Practical Test	05
2	Practical Record – Submit the same for assessment / Assignment/s.	05
3	Active participation in practical classes	05
	TOTAL Practical Formative Assessment Marks	**15**

Date: **Course Coordinator**   **Subject Committee Chairperson**

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 01-09-2021, 11:00 am at Karnataka State Higher Education Council, Bangaluru.

Members present Chairman:

1. Prof. T.D. Kemparaju

Members:

2. Prof Mallinath Kumbar
3. 3. Prof B S Biradar
4. Prof V T Kamble
5. Prof P G Tadasad
6. Prof N S Harinarayana
7. Prof Ramesh R. Naik
8. Prof Ramesha
9. Prof Keshava Chairpersons of BOS (LIS)
10. Prof B T Sampath Kumar
11. Dr Gavisiddappa A

Member- Secretary

12. Dr. Tejaswini Yakkundimath

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

After a detailed discussion the committee resolved the following:

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

Resolution 2: It is resolved to introduce LIS subject as major under basic/Honors degree as per New Education Policy-2020 guidelines. It is resolved to finalize the draft curriculum of

LIS as per the curriculum structure IIA/ Model, i.e. One Major and One Minor with practicals OR Two Majors (From semesters V and VI) as suggested by the Karnataka State Council for Higher Education and notified by the Government.

Resolution 3: It is resolved to offer Open Elective (OE) courses in the first four semesters (First and Second year) as per the proposed IIA model. Accordingly, the draft syllabus was prepared for semesters I and II. Course titles were finalized for Semesters III and IV. Resolution 4: The members of the committee unanimously resolved to draft the title of the courses for all the semesters and draft the detailed curricular components for papers/courses under semester I and II and submit the same on or before 6-9-2021.

Resolution 5: The members of the committee unanimously resolved to request the authorities to introduce Library and Information Science as Discipline Core subjects/ Major subject from this academic year only giving special affiliation permission to the colleges and also in the PG Departments of the Universities. The Committee also recommended utilizing the services of qualified and eligible Librarians till the regular teachers are appointed.

Resolution 6: It is resolved to meet periodically and draft the curricular contents for Discipline Core, Open Elective and Discipline Elective papers/courses related to remaining semesters i.e. 3rd to 8th semesters.

Meeting concluded with a vote of thanks

Signature of the members Chairman:

1. Prof. T.D. Kemparaju Members:
2. Prof Mallinath Kumbar
3. Prof B S Biradar
4. Prof V T Kamble
5. Prof P G Tadasad
6. Prof N S Harinarayana
7. Prof Ramesh R. Naik
8. Prof Ramesha
9. Prof Keshava Chairpersons of BOS in LIS
10. Prof BT Sampath Kumar
11. Dr Gavisiddappa A

Member- Secretary

12. Dr. Tejaswini Yakkundimath