

KUVEMPU UNIVERSITY

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

**Curriculum of
BA/BSc Honours in Library and Information Science**

V & VI Semester



2023-2024

Curriculum structure for Semester V and VI

**BA/BSc for Library and Information Science as major (Discipline Specific Core/ Specific elective)/
Minor**

SEMESTER V

Course No	Title of the Course	No of Credits	Teaching Hours/ Per week	Formative Assessment	Summative assessment	Total marks
Library and Information Science as Discipline Specific Core (Major)						
LIBDSC-5	Knowledge Organization: Processing and Methods (Theory)	4+0+0	4	40	60	100
LIBDSC-5P	Knowledge Organization: Processing and Methods (Practical)	0+0+2	4	25	25	50
LIBDSC-6	Resource Description Standards (Theory)	4+0+0	4	40	60	100
LIBDSC-6P	Resource Description Standards (Practical)	0+0+2	4	25	25	50
Skill enhancement course						
LIBSEC-4	Basic Statistics	3+0+0	4	50	50	100

SEMESTER VI

Course No	Title of the Course	No of Credits	Teaching Hours/ Per week	Formative Assessment	Summative assessment	Total marks
Library and Information Science as Discipline Specific Core (Major)						
LIBDSC-7	Information Retrieval (Theory)	4+0+0	4	40	60	100
LIBDSC-7P	Information Retrieval (Practical)	0+0+2	4	25	25	50
LIBDSC-8	Digital Libraries (Theory)	4+0+0	4	40	60	100
LIBDSC-8P	Digital Libraries (Practical)	0+0+2	4	25	25	50
Skill enhancement course						
LIBSEC-5	Desktop Publishing	3+0+0	4	50	50	100
LIBDSC-9	Internship	2	3weeks (Report and Viva)	25	25	50

Curriculum

ProgramName	BA/BScinLibrary and Information Science	Semester	V
Course Title	Knowledge Organisation: Processing and methods (Theory)		
Course Code:	LIBDSC – 5	No.of Credits	4
Contact hours	60Hours	Duration of Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

CoursePre-requisite(s):	
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able:</p> <p>CO1.To introduce students to the basic concept of Knowledge organization, classification and universe of knowledge.</p> <p>CO2. To provide students with the knowledge, skills, and competencies required assign class number for information resources.</p> <p>CO3. To familiarize students with various notational systems, devices and mnemonics used in CC</p> <p>CO4. To develop students’ understanding of planes of work as well as canons.</p>	
Contents	60Hrs
Unit-1: Theory of Classification	15 hours
Chapter.1: Evolution of theory of classification: Knowledge classification, Book classification. Chapter-2: Universe of knowledge: concept, definition, structure, attributes. Chapter-3: Universe of knowledge as mapped in DDC	
Unit.2: Normative principles of classification	15 hours
Chapter 4: Canons of Idea plane Chapter 5: Canons of Verbal plane Chapter 6: Canons of Notational plane	
Unit-3: Study of Dewey Decimal Classification	15 hours
Chapter 7: Dewey Decimal Classification: History, development and features Chapter 8: Auxiliary Tables: Table 3-4 Chapter 9: Auxiliary Tables: Table 5-6	
Unit-4: Study of Colon Classification	15 hours
Chapter.10: Colon Classification: History, development and features Chapter.11: Principles for facet sequence. Fundamental categories Chapter.12: Notations: Need, functions, types, qualities.	

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs1-15)

CourseOutcomes(COs)/ProgramOutcomes (POs)	ProgramOutcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1.To introduce students to the basic concept of Knowledge organisation, classification and universe of knowledge.	X	X	X	X	X			X	X	X	X				X
CO2. To provide students with the knowledge, skills, and competencies required assign class number for information resources.	X	X	X	X	X		X	X	X	X	X	X	X		X
CO3. To familiarize students with various notational systems, devices and mnemonics used in CC	X	X	X	X	X	X		X	X	X	X	X	X		X
CO4. To develop students' understanding of planes of work as well as canons.	X	X	X	X	X	X		X	X	X	X				X

Pedagogy:

1. Lecturing and demonstrations are the major methods used.
2. Seminars, case studies, discussion sessions etc., are part of the tutorials

FormativeAssessmentforTheory	
AssessmentOccasion/type	Marks
Session test	10X2= 20
Seminar	5X2=10
Assignment	5X2=10
Total	40Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Kumar, K. (1988). Theory of Classification. India: Vikas Publishing House Pvt Limited.
- Kumar, Krishan. (2005) Theory of Library Classification. New Delhi, Vikas.
- Maltby, A. (1996). Sayer's Manual of Library Classification. London: Clive Bingle
- Ranganathan,S.R.(1989). Prolegomena to Library Classification.Bangalore,SRELS.
- Ranganathan, S.R.(2000).ColonClassification.Ed6,SRELS,(Reprint).
- Ranganathan, S. R. (2007). Colon Classification. New Delhi: EssEss Publications.
- Satiya, M. P. (2018). Library Classification and S R Ranganathan: A Guide. New Dephi: EssEss Publications.
- Sharma, A. K. (2007). Library Classification. New Delhi: Atlantic Publishers & Distributors.
- Sharma, C K (2006). Practical Handbook of Dewey Decimal Classification. New Delhi: Atlantic.

Course Title	Knowledge Organization: Processing and methods (Practical)			
Course Code	LIBDSC – 5P		Practical Credits	0-0-2
Contact Hours	60Hours		Duration of Exam	2 hours
Formative Assessment	25Marks	Summative Assessment	25Marks	
Particulars			Teaching hours	
Practical Content			Teaching hours	
Content			(60)	
Unit I: Dewey Decimal Classification: Classifying compound and complex titles. Classification of documents using Table 3 and 4			30	
Unit-2 Classification of documents using Table 5 and 6			30	

Pedagogy:

1. Lecturing and demonstrations are the major methods used.
2. Hands on experience on the use of DDC(Creating communities and collections)
3. Seminars, case studies, discussion sessions etc., are part of the tutorials

Formative Assessment for Practical	
Assessment Occasion/type	Marks
Session Test	5X2= 10
Practical record	10X1=10
Assignment	5X1=5
Total	25Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Course Title	Resource Description Standards (Theory)		
Course Code:	LIBDSC - 6	No. of Credits	4-0-0
Contact hours	60Hours	Duration of SEA/Exam	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s): NIL			
Course Outcomes (COs): After the successful completion of the course, the student will be able to:			
CO1. Understand the concept of resource description standards.			
CO2. Identify and analyse the challenges associated with resource description.			
CO3. Evaluate resource description standards.			
CO4. Use the various resource description standards and web discovery applications			

Contents	60 Hrs
Unit-1 Content Standard	15 Hrs
Chapter-1: AACR2- Objectives, history, structure, Chapter-2: RDA- Understanding E-R Model, Chapter-3: Study of VRA (Visual Resource Association) core.	
Unit-2 Vocabulary Standards	15 Hrs
Chapter-4: Need for Vocabulary Standards, Technical concepts: Access points/Descriptors, Relationships (BT, NT, RT). Chapter-5: SLSH (Sears List of Subject Headings) - History and development, Functions. Chapter-6: LCSH- (Library of Congress Subject Headings) History and development, Structure and Format.	
Unit-3 Metadata Standards:	15 Hrs
Chapter-7: MARC Standards: History, Record structure and field designations, MARC formats. Chapter-8: Metadata Encoding and Transmission Standard (METS) - History, Structure and Components of METS. Chapter-9: Qualified Dublin core: Basic Dublin Core Review, Schema and Refinements.	
Unit-4 Exchange standards	15 Hrs
Chapter-10: Introduction, ISO 2709-structure (leader, directory, variable fields and delimiters). Chapter-11: OAI-PMH – Introduction, Architecture and Components. Chapter-12: MARCXML- Structure and Encoding, XML schema definition (XSD)	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)

Course Outcomes (COs)/ Program Outcomes (POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1. Understand the concept of resource description standards.	X	X						X	X		X	X	X		X
CO2. Identify and analyze the challenges associated		X	X	X	X	X		X	X	X	X		X		X

with resource description															
CO3.Evaluate resource description standards.	X	X	X	X	X	X		X	X		X	X	X	X	X
CO4.Use the various resource description standards and web discovery applications	X	X	X	X	X	X		X	X		X	X	X	X	X

Pedagogy:

- Lecturing and demonstrations are the major methods used.
- Modern teaching aids are used.
- Hands on teaching are used to resource description.
- Seminars, case studies, discussion sessions etc., are part of the tutorials

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Tests	10 X 2= 20
Seminar	5 X 2 = 10
Assignment	5 X 2 = 10
Total	40Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further readings

Allemang, D., &Hendler, J. (2011).*Semantic Web for the Working Ontologist: Effective Modeling in RDFS and OWL*. Morgan Kaufmann.

Breeding, M. (2010).*Next-gen Library Catalogs*.Neal-Schuman Publishers.

Davies, J., Studer, R., & Warren, P. (2006).*Semantic Web Technologies: Trends and Research in Ontology-based Systems*. John Wiley & Sons.

Heath, T., &Bizer, C. (2022).*Linked Data: Evolving the Web into a Global Data Space*.Springer Nature.

Hooland, S. van, &Verborgh, R. (2014).*Linked Data for Libraries, Archives and Museums: How to clean, link and publish your metadata*.Facet Publishing.

Maxwell, R. L. (2013). *Maxwell’s Handbook for RDA: Resource Description &Access : Explaining and Illustrating RDA: Resource Description and Access Using MARC21*. American Library Association.

Mering, M. (2014).*The RDA Workbook: Learning the Basics of Resource Description and Access*. ABC-CLIO.

Powell, J. (2015). *A Librarian’s Guide to Graphs, Data and the Semantic Web*.Chandos Publishing.

RDA, J. S. C. for development of. (2015). *RDA: Resource Description & Access*. American Library Association.

Spencer, J. S., &Millson-Martula, C. (2016).*Discovery Tools: The Next Generation of Library Research*. Routledge.

CourseTitle	Resource Description Standards (Practical)				
CourseCode	LISDSC – 6P			PracticalCredits	(0-0-2)
ContactHours	60Hours			Duration of Exam	2 hours
FormativeAssessment	25Marks		SummativeAssessment	25Marks	
PracticalContent					
Content of practical course					Number of teaching hours/semester
Unit I: Cataloguing of Book Materials using AACR2R					30 hrs
Chapter 1: Preparation of card catalogue entries for Pseudonyms and Government publication. Chapter 2: Preparation of card catalogue entries for conference proceedings, commission and committee reports. Chapter 3: Preparation of card catalogue entries for Journals					
Unit II: Cataloguing of Non-Book Materials using AACR2R					30 hours
Chapter 1: Preparation of card catalogue entries for Sound Recordings Chapter 2:Preparation of card catalogue entries for Motion pictures and video recordings. Chapter 3: Preparation of card catalogue entries for Computer files					

Course Outcomes(COs)/ Program Outcomes (POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1.Use the various resource description standards and web discovery applications	X	X	X	X	X	X		X	X		X	X	X	X	X
CO2: Provide Resource Description	X	X	X	X	X	X		X	X		X	X	X	X	X

Pedagogy:

- Lecturing and demonstrations are the major methods used.
- Hands on teaching are used to prepare resource description.
- Case studies, discussion sessions etc., are part of the tutorials

FormativeAssessmentforPractical	
AssessmentOccasion/type	Marks
Session Test	5X2= 10
Practical record	10X1=10
Assignment	5X1=5
Total	25Marks
<i>FormativeAssessmentasperNEPguidelinesarecompulsory</i>	

Further Readings

- Allemang, D., &Hendler, J. (2011).*Semantic Web for the Working Ontologist: Effective Modeling in RDFS and OWL*. Morgan Kaufmann.
- Breeding, M. (2010).*Next-gen Library Catalogs*.Neal-Schuman Publishers.
- Davies, J., Studer, R., & Warren, P. (2006).*Semantic Web Technologies: Trends and Research in Ontology-based Systems*. John Wiley & Sons.
- Heath, T., &Bizer, C. (2022).*Linked Data: Evolving the Web into a Global Data Space*.Springer Nature.
- Hooland, S. van, &Verborgh, R. (2014).*Linked Data for Libraries, Archives and Museums: How to clean, link and publish your metadata*.Facet Publishing.
- Maxwell, R. L. (2013). *Maxwell's Handbook for RDA: Resource Description &Access : Explaining and Illustrating RDA: Resource Description and Access Using MARC21*. American Library Association.
- Mering, M. (2014).*The RDA Workbook: Learning the Basics of Resource Description and Access*. ABC-CLIO.
- Powell, J. (2015). *A Librarian's Guide to Graphs, Data and the Semantic Web*.Chandos Publishing.
- RDA, J. S. C. for development of. (2015). *RDA: Resource Description & Access*. American Library Association.
- Spencer, J. S., &Millson-Martula, C. (2016).*Discovery Tools: The Next Generation of Library Research*. Routledge.

Course Title	Basic Statistics		
Course Code:	LIBSEC - 4	No. of Credits	2-0-1
Contact hours	60 Hours	Duration of Exam	2 hours
Formative Assessment Marks	50	Summative Assessment Marks	50

Course Pre-requisite(s): NIL	
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1 Understand the importance of statistics in library science and recognize ethical considerations in data analysis</p> <p>CO2. Apply fundamental statistical concepts and techniques to organize, summarize, and analyze data.</p> <p>CO3. Conduct statistical inference to make informed decisions and draw meaningful conclusions.</p> <p>CO4. Interpret and effectively communicate statistical findings in the context of library science.</p>	
Contents	60Hrs
Unit 1: Introduction to Statistics	20hrs
Chapter 1 : Understanding Statistics: definition, need and importance, applications.	
Chapter 2: Types of Data: quantitative, qualitative, primary, secondary.	
Chapter 3: Scales of Measurement: nominal, ordinal, interval, and ratio.	
Unit 2: Data Collection, Organization and Visualization	20 hrs
Chapter 4: Data Collection: sources of data, data collection methods and tools.	
Chapter 5: Data Organization: tabulation, coding, frequency distribution: individual, discrete and continuous.	
Chapter 6: Data Visualization: tabular, and graphical presentation – line chart, bar chart, frequency polygon, histogram.	
Unit 3: Descriptive Statistics	20 hrs
Chapter 7: Measures of Central Tendency: Arithmetic mean, median, mode.	
Chapter 8: Measures of Dispersion: Range, Interquartile range, mean deviation, standard deviation, coefficient of variation.	
Chapter 9: Application of Statistics in Libraries and Information Centers: library statistics, use of statistics for management and decision-making in libraries and information centers,	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes(POs)

Course Outcomes (COs) /Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1 Understand the importance of statistics in library science and recognize ethical considerations in data analysis	X	X	X	X	X			X	X	X	X		X		
CO2. Apply fundamental statistical concepts and techniques to organize, summarize, and analyze data.	X	X	X	X	X			X	X		X	X	X		X
CO3. Conduct statistical inference to make informed decisions and draw meaningful conclusions.	X	X	X	X	X	X	X	X	X		X	X	X	X	X
CO4. Interpret and effectively communicate statistical findings in the context of library science.	X	X	X	X	X	X	X	X	X	X		X	X	X	X

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.

Formative Assessment	
Assessment Occasion/type	Marks
Session test	15X2= 30
Laboratory Records	5X2=10
Assignment	5X2=10
Total	50 Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Babbie, E. (2016). The Basics of Social Research (7th ed.). Cengage Learning.
- Bluman, A. G. (2019). Elementary Statistics: A Step by Step Approach (10th ed.). McGraw-Hill Education.
- Egghe, L., & Rousseau, R. (2003). Elementary Statistics for Effective Library and Information Service Management. Routledge.
- Gravetter, F. J., & Wallnau, L. B. (2016). Essentials of Statistics for the Behavioral Sciences (9th ed.). Cengage Learning.
- Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of Mathematical Statistics. Sultan Chand & Sons.
- Levine, D. M., Stephan, D. F., Krehbiel, T. C., & Berenson, M. L. (2019). Statistics for Managers Using Microsoft Excel (8th ed.). Pearson.
- Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2017). Introduction to Probability and Statistics (15th ed.). Cengage Learning.
- Pillai, R. S. N. (2008). Statistics (Theory & Practice). S. Chand Publishing.
- Powell, R. R. (1997). Basic Research Methods for Librarians. Greenwood Publishing Group
- Triola, M. F. (2017). Elementary Statistics (13th ed.). Pearson.

Program Name	BA/BSc in Library and Information Science	Semester	VI
Course Title	Information Retrieval (Theory)		
Course Code:	LIBDSC - 7	No. of Credits	(4 + 0 + 0 credits)
Contact hours	60Hours	Duration of Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

CoursePre-requisite(s):	
1. Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. illustrate the basic concepts and processes of information retrieval systems, CO2.explain the role of subject representation and compare indexing languages, CO3.demonstrate the ability to derive subject headings through various indexing systems, CO4. demonstrate the ability to use citation databases, and CO5. explain and evaluate the information retrieval models.	
Contents	60 Hrs
Unit -1: Information retrieval System Chapter 1: information retrieval systems (IRS): Definition, history and Functions Chapter 2: Components of information retrieval systems Chapter 3: Kinds of IRS: OPACs, Online databases, Digital libraries and web-based information services and Web Search Engines.	15 Hrs
Unit -2: Subject representation and conventional indexing systems. Chapter 4: Pre-coordinate indexing systems: PRECIS Chapter 5: Chain Indexing and POPSI Chapter 6: Post-coordinate indexing systems: Study of Uniterm indexing	15 Hrs
Unit -3: Understanding alternative subject indexing systems Chapter 7: Title based (KWIC, KWOC and KWAC), Chapter 8: Citation based (SCI and SSCI) Chapter 9: Vocabulary control: Meaning, Need and Importance. Thesaurus	15 Hrs
Unit -4: IR models. Chapter 10: Boolean model of information retrieval Chapter 11 : Concepts of Ranking, Term weight, Document frequency (DF), Inverse Document Frequency (IDF). Chapter 12: Need for evaluation of information retrieval systems. criteria for evaluation	15 Hrs

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs1-15)

Course Outcomes (COs)/Program Outcomes (POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1: Illustrate the basic concepts and processes of information retrieval systems	X	X	X	X	X			X	X	X	X				X
CO2: Explain the role of subject representation and compare indexing languages	X	X	X	X	X			X	X	X	X			X	X
CO3: Demonstrate the ability to derive subject headings through various indexing systems	X	X	X	X	X	X		X	X	X	X				X
CO4: Demonstrate the ability to use citation databases	X	X	X	X	X	X		X	X	X	X				X
CO5: Explain and evaluate the information retrieval models	X	X	X	X	X			X	X	X	X				X

Pedagogy: Lecture and Discussion, Comparative Analysis, Hands-on Activities, Case Studies

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session test	10X2= 20
Seminar	5X2=10
Assignment	5X2=10
Total	40Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Atchison, J. & Gilchrist, A (1972). Thesaurus construction, a practical manual. London: ASLIB.
- Austin, D. (1984). PRECIS: A manual of concept analysis and subject indexing. (2nd ed.)
- Chernyi, A. I. (1973). Introduction to information retrieval theory.
- Viniti, Chowdhury, G. G. (2010). Introduction to modern information retrieval. Facet.
- Cleaveland, D. B., & Cleveland, A. D. (1983). Introduction to indexing and abstracting.
- Foskett, A.C. (1982). The subject approach to information. (4th ed.) London: Bingley.
- Jennifer E. Rowley. (1987). Organising knowledge: An introduction to information retrieval. Aldershot: Gower.
- Kochen, M. (Ed.). (1974). Principles of information retrieval.
- Lancaster, F. W. (1979). Information retrieval systems: characteristics, testing, and evaluation. (2nd ed.). New York, John Wiley.
- Lancaster, F. W. (2003). Indexing and abstracting in theory and practice. London: Facet Publishing,
- Rowley, J. E. (1994). The controlled versus natural indexing language debate revisited: A perspective on information retrieval practice and research. Journal of Information Science, 20(2), 108-119.
- Vickery, B. C. (1970). Techniques of information retrieval. London: Butterworths.

CourseTitle	Information Retrieval (Practical)		
CourseCode	LIBDSC – 7P		PracticalCredits (0+0+2 Credits)
ContactHours	60Hours		Duration of Exam 2 hours
FormativeAssessment	25Marks	SummativeAssessment	25Marks
PracticalContent			
Content of practical course			Number of teaching hours
Unit-1: Creation of subject headings			30 hours
Chapter 1: Chain indexing through DDC class number Chapter 2: PRECIS: primary role operators Chapter 3: PRECIS: secondary role operators			
Unit-2: Search techniques			30 hours
Chapter 4: Database searches: Boolean search, truncation search, phrase search, Chapter 5: Proximity search, field search Chapter 6: Saving and exporting the result Note: Conducting the above searches in search engines and bibliographic databases including OPACs			

Pedagogy: Demonstration, Tutorial, Hands-on

FormativeAssessmentforPractical	
Assessment Occasion/type	Marks
Session Test	5X2= 10
Practical record	10X1=10
Assignment	5X1=5
Total	25Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Browne, G. J., & Jerney, A. J. (2009). The indexing companion. Cambridge University Press.
- Lancaster, F. W. (2003). Indexing and abstracting in theory and practice. Libraries Unlimited.
- Mulvany, N. C. (2012). Indexing books. University of Chicago Press.
- Perlman, M. (2012). Chain indexing: A guide to the indexers' workshop. Information Today.
- Raitt, D. I. (2009). The art of indexing. Cambridge University Press.
- Rowley, J. E. (2007). Information organized and retrieval: A survey of indexing and abstracting methods. Gower Publishing.

Course Title	Digital Libraries (Theory)		
Course Code:	LIBDSC - 8	No. of Credits	04
Contact hours	60Hours	Duration of Exam	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60

CoursePre-requisite(s): NIL	
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. describe the concept and principles of digital libraries</p> <p>CO2.create, manage, and disseminate digital collections using various digital library software and tools</p> <p>CO3.identify and analyze the challenges associated with digital preservation</p> <p>CO4.evaluate digital library resources and services</p> <p>CO5. communicate effectively about digital libraries and related issues and work collaboratively on digital library projects</p>	
Contents	60 Hrs
Unit: 1: Digital Library – A Conceptual Framework	15
Chapter 1: Definition, objectives, and Characteristics; Digital Library Initiatives	05
Chapter 2: Digital Library Architecture and Design — Components and their relationships involved in digital libraries — Digital Objects (textual documents, images, audio, video) Chapter 3: Interoperability, Compatibility, User Interfaces	05
Unit: 2 Digital Library Development:	15
Chapter 4: Features and Functional Modules of Digital Library Software —Green Stone Digital Library (GSDL),	05
Chapter – 5: Supporting Hardware and Software Components: Computers, Scanners, Printers, Servers, Editing software, OCR,Bulk renaming software, Checksum software, cloud storage	05
Chapter 6: Digital Collection Development: Digital Collection Development and Selection Criteria; Acquiring Digital Resources and Licenses; Building and managing digital collections.	05
Unit 3: Digitization, Digital Preservation,Standards, IPR, and Legal Issues:	15
Chapter 7: Digitization – forms, process, techniques; scanning, OCR, editing, and publishing	05

Chapter 8: Digital preservation: Meaning, need and importance, techniques.	05
Chapter 9: Metadata standards – Dublin Core metadata elements.	05
Unit: 4 Institutional Repositories, Ontology, and Semantic Web:	15
Chapter 10: Institutional Repository: Concept, Definition, Importance and benefits. ETD repositories	05
Chapter 11: Digital Rights Management (DRM): Meaning, need and importance, methods.	05
Chapter 12: Emerging Trends and Technologies in Digital Libraries	05

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes

Course Outcomes (COs)/Program Outcomes (POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1. describe the concept and principles of digital libraries	X	X	X	X	X			X	X				X		
CO2. create, manage, and disseminate digital collections using various digital library software and tools	X	X	X	X	X			X	X						X
CO3. identify and analyze the challenges associated with digital preservation	X	X	X	X	X	X	X	X	X			X	X	X	X
CO4. evaluate digital library resources and services	X	X	X	X	X	X	X	X	X			X	X	X	X
CO5. communicate effectively about digital libraries and related issues and work collaboratively on digital library projects	X	X	X	X	X			X	X				X	X	X

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.

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session test	10X2= 20
Seminar	5X2=10
Assignment	5X2=10
Total	40Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Andrews, J. (2010). *Digital Libraries*. London: Ashgate.
- Balasubramanian, P & Sherin, Yohannan (2021). **Library Automation and Digitization New Delhi: EssEss Publications, p.195**
- Bishop, A. P., Van House, N. A., & Battenfield, B. P. (Eds.). (2003). *Digital library use: Social practice in design and evaluation*. MIT Press.
- Borgman, C. L. (2015). Digital libraries and the continuum of scholarly communication. *Journal of Documentation*, 71(2), 241-263
- Chowdhury, G. G. (2010). *Introduction to digital libraries*. London: Facet Publishing
- Chowdhury, G. G., & Foo, S. (Eds.). (2012). *Digital libraries and information access: research perspectives*. Facet Publishing.
- Dahl, Mark et al. (2006). *Digital Libraries: Integrating content and systems*. London: Chandos.
- Deegan, Marilyn & Tanner, S. (2006). *Digital Preservation*. London, Facet Publishing.
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- Yilmaz, M. (2018). *Digital libraries: Knowledge, information, and data in an open access society*. Hershey, PA: IGI Global.
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Course Title	Digital Libraries (Practical)		Practical Credits	0-0-2
Course Code	LIBDSC – 8P		Contact Hours	60Hours
Formative Assessment	25Marks	Summative Assessment	25Marks	
Practical Content				
Particulars				Teaching hours
Unit-1				30 hours
<i>Chapter.1:</i> Installation of Greenstone Digital Library (GSDL) Software <i>Chapter-2:</i> Creating collections <i>Chapter-3:</i> Creating metadata using Dublin core				
Unit-2Metadata harvesting and customization				30 hours
<i>Chapter-4:</i> Submission of documents <i>Chapter.5:</i> Creating browsing classifiers <i>Chapter.6:</i> Creating indexes				

Pedagogy:

1. Lecturing and demonstrations are the major methods used.
2. Hands on experience on the use of GSDL.
3. Seminars, case studies, discussion sessions etc., are part of the tutorials

Formative Assessment for Practical	
Assessment Occasion/type	Marks
Session Test	5X2= 10
Practical record	10X1=10
Assignment	5X1=5
Total	25Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Course Title	Desktop Publishing		
Course Code:	LIBSEC - 5	No. of Credits	2-0-1
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):	
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1.To introduce students to the basics of Computer, Folder creation and directories</p> <p>CO2. To provide students with the knowledge, skills, and competencies required use PageMaker and CorelDraw. .</p> <p>CO3. To familiarize students with Photoshop software</p>	
Contents	60Hrs
Unit-1: Introduction to Desktop Publishing (DTP)	20 hours
<p><i>Chapter.1:</i> Desktop Publishing – concept, need, evolution, importance in various industries; hardware and software requirements.</p> <p><i>Chapter-2:</i>Fundamentals of design – design elements – layout, columns, balance, contrast, table of contents, pagination; typography – fonts, spacing, alignment, word wrapping; Coloration.</p> <p><i>Chapter.3:</i> Advanced Design – grid systems, margins, bleeds; images, charts and tables; Handling long documents and multi-page publications; Printing.</p>	
Unit.2: Desktop Publishing Software	20hours
<p><i>Chapter.4:</i> DTP Software – importance, word processing software vs. DTP software, advantages and limitations; Major commercial and open source DTP software.</p> <p><i>Chapter-5:</i>Microsoft Publisher – overview of features, creating and formatting text and images, page layout and design elements, working with templates and master pages,</p> <p><i>Chapter.6:</i> Designing documents using MS Publisher – newsletters, brochures, magazines, and posters. Exporting and printing. File formats – PDF.</p>	
Unit-3: Graphic Design	20 hours
<p><i>Chapter.7:</i> Graphic Design – understanding the role of graphics in visual communication; Importance of effective graphic design in marketing and branding, logo design, Key elements of graphic and logo design</p> <p>Chapter.8: Graphic Design using Canva - Introduction to Canva and its features, Designing social media graphics, posters, and flyers, Canva's pre-designed templates, Customizing graphics and layouts</p> <p><i>Chapter 9:</i> Logo Design – Logo design principles, Creating logos using Canvaor other vector graphics software; Logo design for branding and marketing.</p>	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)

Course Outcomes (COs)/ Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1.To introduce students to the basics of Computer, Folder creation and directories	X	X	X	X	X			X	X	X	X				X
CO2. To provide students with the knowledge, skills, and competencies required use PageMaker and CorelDraw. .	X	X	X	X	X		X	X	X	X	X	X	X		X
CO3. To familiarize students with Photoshop software	X	X	X	X	X	X		X	X	X	X	X	X		X

Pedagogy:

1. Lecturing and demonstrations are the major methods used.
2. Seminars, case studies, discussion sessions etc., are part of the tutorials

Formative Assessment	
Assessment Occasion/type	Marks
Session test	15X2= 30
Laboratory Records	5X2=10
Assignment	5X2=10
Total	50Marks
<i>Formative Assessment as per NEP guidelines are compulsory</i>	

Further Readings

- Chavez, C., Faulkner, A. (2021). Adobe Photoshop Classroom in a Book (2022 Release). United Kingdom: Adobe Press.
- Moughamian, D., Valentine, S. (2009). Real World Compositing with Adobe Photoshop CS4. United States: Pearson Education.
- Evening, M. (2012). Adobe Photoshop CS6 for Photographers: A Professional Image Editor's Guide to the Creative Use of Photoshop for the Macintosh and PC. Netherlands: Focal Press.
- Adobe PageMaker 7.0. (2002). United Kingdom: Adobe Press.
- PagemakerIn Easy Steps. (2000). India: Dreamtech Press.
- COREL DRAW TRAINING GUIDE. (2018). (n.p.): BPB Publications.

Course Title	Internship		
Course Code:	LIBDSC - 9	No. of Credits	0-0-2
Contact hours	Three Weeks	Duration of SEA/Exam	-
Formative Assessment Marks	25	Summative Assessment Marks	25

LEARNING OUTCOMES

1. The students will be able to demonstrate an understand library policies and procedures such as collection development, circulation and reference services.
2. The students will be able to assist the management in cataloguing, shelving and inventory.
3. The students will be able to effectively communicate with library patrons and staff members.
4. To learn practical Knowledge of working in Libraries.

COURSE OUTCOMES

After completing the internship, the students will be able to:

1. Develop practical skills and knowledge related to library science practices and procedures.
2. Gain hands on experience working in a library setting.
3. Demonstrate a basic understanding of library systems, technologies and resources.
4. Gain the practical knowledge of library housekeeping activities.
5. Understand the practical problems of library management.

Internship: There shall be an Internship for a period of **Three weeks** immediately after the completion of fifth semester examination and before the start of sixth semester. Each student shall undergo internship in any one of the reputed libraries under the geographical jurisdiction of the university approved by BOS in Library and Information Science.

On completion of Internship the students have to submit a report. Internship completion certificate in this respect from the concerned Head of the Library shall be produced by the candidate.

CBCS Question Paper Pattern for UG Semester
DSC, DSEC & OEC

Course Code:		Course Title:	
Duration of Exam	2 Hours	Max Marks	60
Instruction:	Answer all these sections		

Section-A

I. Select the most appropriate answer from the options provided	10X1=10 Marks
<p>1. a. b. c. d 2. a. b. c. d 3. a. b. c. d 4. a. b. c. d 5. a. b. c. d 6. a. b. c. d 7. a. b. c. d 8. a. b. c. d 9. a. b. c. d 10. a. b. c. d</p>	

Section-B

II. Write short note any FIVE of the following	05 x 03 = 15 Marks
<p>1. 2. 3. 4. 5. 6. 7. 8.</p>	

Section=C

III. Answer Any THREE of the following	03 x 05 = 15 Marks
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- 1.
- 2.
- 3.
- 4.
- 5.

Section-D

Answer the following

2 X 10 = 20 Marks

1.

OR

2.

OR