MAR IVANIOS COLLEGE (AUTONOMOUS)
Affiliated to the University of Kerala, Thiruvananthapuram
Kerala

SCHEME AND SYLLABUS FOR THE
FOUR YEAR UNDERGRADUATE PROGRAMME
(FYUGP)

Library and Information Science
(With effect from 2024 Admissions)

May 2024

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PREAMBLE

National Education Policy (NEP 2020) envisions 'higher education as playing an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all' (Section 9.1). NEP also expects higher education 'to develop good, thoughtful, well-rounded, and creative individuals, enabling an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects' (Section 9.1.1). Hence, more than the creation of greater opportunities for individual employment, higher education represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. (Section 9.1.3). NEP also identifies some of the major problems currently faced by the higher education system in India (Section 9.2) and envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Section 9.3). One of the major changes which the policy proposes is moving towards a more multidisciplinary undergraduate education (Section 9.3(b)) which develops all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner (Section 11.3). In order to achieve this in its full potential, NEP visions the adjusting of the structure and lengths of degree programmes accordingly. "The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student." (Section 11.9)

In accordance with the NEP 2020, the UGC formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options and establishing three Broad Pathways,

(a) 3-year UG Degree,

(b) 4-year UG Degree (Honours), and

(c) 4-year UG Degree (Honours) with Research)

Accordingly, the Kerala Higher Education Reforms Commission 2022, headed by Prof Shyam B. Menon, has recommended a comprehensive reform in the undergraduate curriculum with the adoption of the 4-year undergraduate Programmes, which will bring undergraduate education in Kerala at par with the

universities abroad. Consequently, Kerala State Curriculum Committee for Higher Education 2023 has been constituted, with Dr Suresh Das as Chairman, and they have proposed a model Kerala State Higher Education Curriculum framework for undergraduate education.

The University of Kerala has decided to introduce the Four Year Under Graduate Programmes (FYUGP) from the academic year 2024-2025 onwards in its teaching departments and all affiliated colleges, and has issued many draft documents and conducted college level awareness programmes about the same.

Mar Ivanios College, by virtue of its autonomy status, conferred in 2014 and extended in 2022, vide University Grants Commission (Conferment of Autonomous Status Upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023, has the power to review existing courses/programmes and, restructure, redesign and prescribe its courses/programmes of study and syllabi and to formulate new courses/programmes within the nomenclature specified by UGC as per the Specification of Degrees 2014 as amended from time to time. The Academic Council of the college, in its meeting held on April 30, 2024, decided to adopt the Multi-Disciplinary Courses in Library and Information Science from the University of Kerala's course basket (scheme and syllabi approved by the Board of Studies in Library and Information Science, University of Kerala). This will be implemented starting with the 2024 admissions, subject to the final directions of the University of Kerala.

The salient features of the syllabus include the following:

- The curriculum is designed based on the Outcome Based Education (OBE) approach.
- The curriculum follows a Choice-Based Credit System (CBCS): This system allows students to select courses from a prescribed list. A specified number of credits must be earned to award the degree
- The curriculum follows the basic framework, course-wise/programme-wise minimum/maximum credits set by the University of Kerala for FYUGP and
  abides by the basic mandatory principles of the **Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024.**
- The curriculum aims to bridge knowledge gaps in digital technologies, focusing on the collection, management, and utilization of library resources for academic purposes
- The curriculum offers students an opportunity to gain insight into principles and technologies of libraries and digital libraries, while also exploring e-learning tools and platforms.
- The curriculum aims to provide students to Analyze the roles of digital libraries and e-learning platforms in study and research and develop skills in their utilization, alongside understanding ethical practices in study and research.

Graduate Attributes and Programme Outcomes (POs):
The National Higher Education Qualification Framework (NHEQF) envisages that students on

completion of a programme of study must possess and demonstrate the expected graduate profile/attributes acquired through one or more modes of learning. The graduate profile/attributes indicate the quality and feature or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society. The graduate profile/attributes are acquired incrementally and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed. Graduate profile/attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Mar Ivanios College (Autonomous) is fully committed to ensuring the attainment of the necessary graduation attributes by the students. The college has clearly defined its raison de'tre, the philosophy of its existence, through the Motto "Truth Shall Liberate You" (Veritas Vos Liberabit) which refers to the ultimate enlightenment that can emerge only at the intersection of sharp intellect, sound physique, strong mind, staunch ethics, and profound spirituality. This is further made explicit through its Vision, Mission, and Goals, and the same expects all students who graduate from the college to:

- Have inculcated "the values of truth and charity for the protection and promotion of human dignity and of a cultural heritage, through teaching, research, and extension activities dedicated to society";
- Be co-creators of a vibrant academic community known for its innovation, intellectual rigour and social commitment;
- Be "intellectually trained, morally upright, socially committed, spiritually inspired and ecologically conscious young men and women who would be dedicated to working for the good of society, the nation and the world";
- Have acquired "global competencies and skills";
- Have inculcated a sense of harmony, equality, and fraternity among youth, transcending religious, linguistic, regional or sectional diversities; and
- Have developed "scientific temper, humanism and the spirit of inquiry and reform".

Programme Outcomes are the expected student attributes achieved by a student after the student completes the FYUGP from any of the streams/pathways.

The Programme Outcomes (POs) for the FYUGP programmes across all streams and pathways, based on the above core philosophy, and in consonance with the National Higher Education Qualifications

Framework (NHEQF) are given below:

By the end of the Four-Year Under-Graduate Programme, students will:

PO 1	**Demonstrate the acquisition of all necessary knowledge and skills within their disciplinary/ multi-disciplinary areas of learning. These include the acquisition of:** • **comprehensive knowledge and coherent understanding of their chosen disciplinary/ interdisciplinary areas of study, their linkages with related fields, and the awareness of current trends in their chosen area of study;** • **essential knowledge for skilled work in chosen field(s), including self-employment and entrepreneurship skills;** • **proficiency in specialized areas within chosen fields of study, encompassing diverse practical skills applicable to different situations within those fields;** • **the ability to apply learned knowledge to novel situations, solve problems, and relate concepts to real-world scenarios rather than just memorizing curriculum content.**
PO 2	**Acquire problem-solving, critical thinking, analytical reasoning skills and demonstrate creativity in their thought processes** by demonstrating the ability to: • solve different kinds of problems in familiar and non-familiar contexts both within and outside their disciplinary/ multidisciplinary areas of learning; • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, and beliefs; • analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. • the ability to plan, execute and report the results of an experiment or investigation; • adhere to scientific temper and ethics in their thought process; • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence; and • incubate entrepreneurial and start-up ideas.
PO 3	**Develop a profound environmental dedication by fostering ecological awareness and engaging in actions that promote sustainable development** by achieving the ability to • recognize environmental and sustainability issues, and participate in actions to promote sustainable development as well as mitigate the effects of environmental degradation, climate change, and pollution; • contribute to effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, sustainable development and living, and the preservation of life in all forms. • participate in community-engaged services/ developmental activities and

		thus exemplify the ideals of community engagement and service learning and deep social commitment.
PO 4	**Accomplish perfect communication, teamwork, and leadership skills, particularly in academic and professional settings, while demonstrating nuance and attention to etiquette in all communicative contexts.** This will enable them to:	
	- listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences; - express thoughts and ideas and communicate effectively through speech and writing using appropriate media; - communicate using language which is respectful of gender and minority orientations; - act together as a group or a team in the interests of a common cause and working efficiently as a member of a team; - inspire the team with a vision to achieve a stated goal, and use management skills to guide the team in the right direction.	
PO5	**Acquire the necessary skills, including 'learning to learn' skills, and foster innovative ideas to improve competence and employability, keeping pace with the evolving global landscape and technological advancements** by demonstrating the ability to:	
	- pursue learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling; - work independently, identify appropriate resources required for further learning; - acquire organizational and time management skills to set self-defined goals and targets with timelines; - be a proactive life-long learner. - use ICT in a variety of learning and work situations; - access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data; - navigate cyberspaces by following appropriate ethical principles and cyber etiquette. - use cutting edge AI tools with equal commitment to efficiency and ethics. - think 'out of the box' and generate solutions to complex problems in unfamiliar contexts;	
PO6	**Develop research-related skills including the ability to conceptualize research hypotheses/projects and adopt suitable tools and methodologies for analysis** with:	
	- a keen sense of observation, inquiry, and capability for asking relevant/ appropriate research questions; - the ability to problematize, synthesize, and articulate issues and design research proposals; - the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using	

		quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and effect relationships;
		• the capacity to develop appropriate methodology and tools for data collection;
		• the appropriate use of statistical and other analytical tools and techniques;
		• the ability to plan, execute and report the results of an experiment or investigation;
		• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or the field of study
PO7		**Assimilate a sound value system, a sense of autonomy, multicultural competence, social commitment, and the spirit of inclusivity and empathy by imbibing the spirit and the holistic ethos of the 'Multi-Dimensional Ivanian' (MDI) approach.** This will enable them to:

- embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of integrity, truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values;
- identify ethical issues related to work, follow ethical practices and be objective, unbiased, and truthful actions in all aspects of work, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights;
- exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces;
- practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies;
- effectively engage in a multicultural group/society and interact respectfully with diverse groups;
- identify with or understand the perspective, experiences, or points of view and emotions of another individual or group.
- demonstrate gender sensitivity and adopt a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities;
- demonstrate proficiency in arts/ sports/ games, physical, mental and emotional fitness, entrepreneurial /organizational /pubic speaking/environmental/ community-oriented areas by actively participating in the wide range of co-curricular activities that are available to the students of Mar Ivanios College.

About the Discipline

Library and Information Science is a multidisciplinary field that focuses on the organization, management, and dissemination of information resources. Professionals in this field work in libraries, archives, museums, and other information institutions to help users access and utilize information effectively. They are trained in various aspects of information organization, retrieval, and preservation, as well as in the use of technology to enhance information services. Library and Information Science plays a crucial role in promoting literacy, education, and access to information for all individuals, making it an essential discipline in today's digital age. The application of Library

and Information Science is vast and diverse, encompassing a wide range of fields and industries.

No	Programme Specific Outcome(PSO)
PSO-1	• identify, select, and provide access to information in a variety of formats
PSO-2	• identify the needs of particular user groups and develop collections, services, programs, and policies to meet these needs
PSO-3	• apply a wide range of electronic resources and techniques for effective information retrieval
PSO-4	• analyze relevant information resources and published research to form valid and well-grounded conclusions
PSO-5	• apply appropriate research methodologies to issues and professional concerns in LIS
PSO-6	• conceptualize, employ, evaluate, and utilize appropriate technologies in library and information-related applications
PSO-7	• awareness of contemporary issues in the information workplace, a commitment to professional values, standards, and ethics;

Course and Credit Structure of FYUGP

The pathway preferably followed by the department will be Major with Minor or Major with multiple disciplines of study.

The Course and Credit Strcuture of FYUGP is given below:

Sem	DSC (4 Cr)	DSE (4 Cr)	AEC (3 Cr)	SEC (3 Cr)	MDC (3 Cr)	VAC (3 Cr)	Internship (credit-2)/ Project/ Additional Courses (credit-12)	Total courses	Total credits
I	A-1 B-1 C-1		AEC (Eng)-1 AEC(OL)-2		MDC-1			6	21
II	A-2 B-2 C-2		AEC (Eng)-3 AEC(OL)-4		MDC-2			6	21
III	A-2 B-2 C-2	DSE A -1			MDC (Kerala Studies)-3	VAC-1		6	22
IV	A-4 A-5	DSE A-2		SEC-1		VAC-2 VAC-3	Internship	6	21
V	A-6 A-7 A-8	DSE -3 DSE -		SEC-2				6	23

		4								
VI	A-9 A-10 A-11	DSE - 5 DSE - 6		SEC-3					6	23
Total	A (11) B (3) C (3)	6	4	3	3	3	1*	36	133	

EXIT OPTION AVAILABLE AND STUDENTS WILL BE AWARDED UG DEGREE WITH MAJOR IN A

VII	A-12 A-13 B/C-4 B/C-5 B/C-6	DSE - 7							6	24
VIII	MOOC courses A -14, A -15						Research Project/ Internship /Project or 03 courses -12Cr	2+1**/ 3***	20	
Total	A (15) B(3) C (3) B/C(3)	7	4	3	3	3	1*+1**/ 3***	44+1* + 1**/3***	177	

A – Major Discipline
B/C-Minor/Multiple discipline
* - Mandatory Internship at the end of Semester 4

** - Research Project/ Internship /Project as part of Honours with Research
*** - Additional courses of 4 credits each.
Cr - Credits

- **Research group project for students exiting after UG 3 years:** Students who propose to exit after 3 Year UG programme can do a group project with an extra two credits to obtain research experience in discipline-specific areas of the program. The BoS can decide the number of students for the group and the evaluation criteria.

- Students will be able to take other pathways permissible under **University of Kerala Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024,** subject to the availability of courses/ faculty/infrastructure of the college.

- The Board of Studies shall prepare and publish a list of online courses at different levels before the commencement of classes in the respective semester offered in various online educational platforms recognised by the academic council of the college, which can be opted by the students for acquiring additional credits.

Course Participation/Attendance-

1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if the student has completed 75% of the prescribed classroom activities in physical, online, or blended modes, as stipulated by the BoS, including any makeup activities as specified by the faculty of that particular course.

2. The reasons/cases of permissible authorised leave shall be specified by the college, with the approval of the Academic Council, ratified by the Governing Body.

3. The condonation facility shall be availed as per the existing University/college norms.

Assessment and Evaluation

1. The assessment of a course shall combine a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

2. For courses without practical/lab modules, 30% weightage shall be given for CCA and the remaining 70% of the weight shall be for the ESE.

3. CCA will have two sub-components: Formative Assessment (FA) and Summative Assessment (SA).
4. The CCA subcomponents will be given marks as per the following proportions:
   - Discipline-specific summative assessment   -   15% of the total
   - Course attendance (Formative)   5 % of the total.
   - Discipline-specific formative assessment   -   10% of the total

Mark Division of 3 credit Courses without Practical				
CCA 30% of 60= 18 Marks				ESE 70% of 60 42 Marks
FA 9 Marks		SA 9 marks		
Theory attendance	Classroom activity	Theory Internal Exam (Centralised)	Assignment	
3	6	6	3	42
18				
60				

5. The details of summative and formative assessment criteria, including that of attendance, will be specified by each course coordinator at the beginning of the semester, with the approval of the respective Head of the Department/BoS Chairperson and the Principal, and will be published on the college website.
6. For courses with practical/lab modules, 40% weightage shall be given for CCA and the remaining 60% of the weight shall be for the ESE.

7. In such cases specified in the item above, the CCA subcomponents will be given marks as per the following proportions:
   - Discipline-specific summative assessment   -   10% of the total
   - Course attendance (Formative)   - 5 % of the total.
   - Discipline-specific formative assessment   -   15% of the total.
   - Summative Assessment (Practical Record, Practical test, skill, etc). - 10% of the total

The above is given in detailed tabular form as follows:

Sl. No.	Activity	Percentage (%) of the total	
		Theory courses	Courses with practical
1.	Summative Assessment (written Test or any other discipline-specific assessment tools like Open book test, Lab reports, problem-based assignments, individual or team project reports, case study reports, literature surveys, book reviews, video/film/documentary productions, etc)	15	10
2.	Summative Assessment (Practical Record,	-----------	10
3.	Formative Assessment (Attendance)	5	5
4.	Formative Assessment (Classroom activities, observation of skills, viva voce, quiz, interview, oral presentations, in-class discussions, computerized adaptive testing, group tutorial work, reflection writing assignments, field study reports, self and peer assessments, service-learning activities, etc.)	10	15
	Total	30	40

8. For courses with practical/lab modules, 40% weightage shall be given for CCA and the remaining 60% of the weight shall be for the ESE.

9. In such cases specified in the item above, the CCA subcomponents will be given marks as per the following proportions:

   - Discipline-specific summative assessment   – 10% of the total
   - Course attendance   - 5 % of the total.
   - Discipline-specific formative assessment   - 10% of the total.
   - Practical record/skill/practical test, etc.   – 15% of the total.

10. The Course Coordinator shall be responsible for evaluating all the components of CCA for the course in question. Any grievances regarding the same shall be submitted to the Course

Coordinator within 5 days of the publication of the same on the department notice board or official class group. If the grievance is not settled at the Course Coordinator level, the student is free to appeal to the Head of the Department, within the next 3 days, who will discuss the same in the Department Level Monitoring Committee (DLMC). If still needed, students can further appeal to the College Level Monitoring Committee (CLMC) or in essential situations the University Level Monitoring Committee (ULMC) in a period as specified by these bodies.

11. Regarding evaluation, one credit will be evaluated for 20 marks in a semester; thus, a 4-credit course will be evaluated for 80 marks, and 3-credit courses for 60 marks. However, any changes to this if brought by the University will be followed.

12. The duration of the end-semester examination of a course with 4 credits will be 2 hours and the same for a course with 3 credits may be 1.5 hours/2 hours.

Mark Distribution Table

Course	Credit		Marks		Lecture			Practical		
	Lecture	**Practical**	**Lecture**	**Practical**	**CCA (30%)**		**ESE (70%)**	**CCA (40%)**		**ESE (60%)**
					SA (50%)	**FA (50%)**		**SA (50%)**	**FA (50%)**	
4 credit courses	4	0	80	0	12	12	56	0	0	0
	3	1	60	20	9	9	42	4	4	12
	2	2	40	40	6	6	28	8	8	24
	1	3	20	60	3	3	14	12	12	36
	0	4	0	80	0	0	0	16	16	48
3 credit courses	**Credits**		**Marks**		**Lecture**			**Practical**		
	Lecture	**Practical**	**Lecture**	**Practical**	**CCA (30%)**		**ESE (70%)**	**CCA (40%)**		**ESE (60%)**
					SA (50%)	**FA (50%)**		**SA (50%)**	**FA (50%)**	
	3	0	60	0	9	9	42	0	0	0
	2	1	40	20	6	6	28	4	4	12
	1	2	20	40	3	3	14	8	8	24
	0	3	0	60	0	0	0	12	12	36

Letter Grades and Grade Point

1. A mark system is followed to evaluate each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below.

2. The Semester Grade Point Average (SGPA) is computed from the grades to measure the student's performance in a given semester. The SGPA is based on the current term's grades, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

3. The weighted grade point will be mentioned in the student's final grade cards, issued by the college, based on the marks obtained.

4. **The grades and grade points will be given as per the following format:**

Letter Grade	Grade Point	Percentage of marks (X) (CCA + ESE together)	Class
O (Outstanding)	10	$X \geq 95\%$	FIRST CLASS WITH DISTINCTION
A+ (Excellent)	9	$85\% \leq X < 95\%$	
A (Very Good)	8	$75\% \leq X < 85\%$	
B+ (Good)	7	$65\% \leq X < 75\%$	FIRST CLASS
B (Above Average)	6	$55\% \leq X < 65\%$	
C (Average)	5	$45\% \leq X < 55\%$	SECOND CLASS
P (Pass)*	4	$35\% \leq X < 45\%$	THIRD CLASS
F (Fail)	0	X< 35%	FAIL
Ab (Absent)	0		FAIL

- For a course PASS, separate minimum of 35% is needed for CCA and ESE.
- Less than 35% in either ESE or CCA is FAIL.

Computation of SGPA and CGPA

SGPA (Semester Grade Point Average) and CGPA (cumulative Grade Point Average) will be computed as follows:

1. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester. That is,

$$S_j = \frac{\Sigma(C_{ij} \times G_{ij})}{\Sigma C_{ij}}$$

where S_j is the SGPA in the jth semester,

C_{ij} is the number of credits for the ith course in the jth semester, and

G_{ij} is the the grade point scored by the student in the ith course in the jth semester.

2   The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme. That is,

$$CGPA = \frac{\Sigma(C_i \times S_i)}{\Sigma C_i}$$

where S_i is the SGPA in the ith semester and

$\sum C_i$ is the total number of credits in the ith semester.

3 The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts

4.Requirement for the successful completion of a Semester: SGPA of 4 or above and a PASS in all the courses, that is, minimum total of 35% mark in each course (CCA + ESE), with a separate minimum of 35% mark for both CCA and ESE. Appropriate and permissible rules for rounding off numbers may be adopted as per decisions of the Academic Council.

List of Courses (taken from the University of Kerala Course Basket and approved by the BoS in Library and Information Science)

Course Code	Course Title	Course Category	Credits	Hour distribution per week		
				L	T	P
SEMESTER I | Academic Level 100-199						
MIUK1MDCLIS100.1	**Digital Resources and E-Learning Tools**	**MDC**	**3**	**1**	**2**	
SEMESTER II | Academic Level 100-199						
MIUK2MDCLIS150.1						

Course Instructors: UGC Librarian (NET/PhD) or UGC-qualified persons.

Discipline	Library and Information Science				
Course Code	**MIC1MDCLIS100.1**				
Course Title	Digital Resources and E-Learning Tools				
Type of Course	**MDC**				
Semester	**I**				
Academic Level	**100 - 199**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	**Total Hours/Week**
	3	1	2		**3**
Pre-requisites	**Nil**				

Course Summary	**This course will help you to acquire knowledge and enhance the use of digital learning tools and platforms for various learning situations, opening up career opportunities in Library and Information Science. Explore Information, Knowledge, and Society. Learn about the characteristics of data, information, knowledge, wisdom, and the knowledge economy. Understand the information transfer cycle and the role of libraries. Discover artificial intelligence in academia and evaluate information sources, including combating misinformation and utilizing e-learning platforms.**

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Information, Knowledge, and Society**	15
	1.1	Information: Characteristics - Data, Information, Knowledge, Wisdom; Knowledge Society, Knowledge economy.	**4**
	1.2	Information Transfer Cycle: Generation, Storage, and Dissemination of information.	**4**
	1.3	Information explosion.Knowledge organization and the role of libraries.	**4**
	1.4	Artificial intelligence in the information domain/academic	**3**
II		Information Resources	15

	2.1	**Documentary sources: Primary, Secondary, and Tertiary sources of information.**	**4**
	2.2	Reference sources: Dictionary, Thesaurus, Encyclopaedia, Biographical, Geographical and Statistical sources of information.	**4**
	2.3	Major Databases: general and subject-specific	**4**
	2.4	Evaluation of Information - Misinformation, Disinformation, Fake news identification and precautions. Fact-checking in media.	**3**
III		**E-learning: Sources and Platforms**	15
	3.1	E-journals, E-books, ETDs, Subject Gateways, Open Access Journals, Open Access Books, Databases, MOOCs, Open Access & Instruction, Repositories,	**3**
	3.2	Learning Management Systems (LMS), AI tools for E-Learning	**3**
	3.3	E-learning Platforms- SWAYAM, NPTEL, Coursera, EdX, LinkedIn Learning, SkillShare, Google Workplace for Education; Blackboard.	**3**
	3.4	DOAJ, DOAB, National Digital Library of India(NDLI), Google Scholar	**3**
	3.5	**Databases- Web of Science, SCOPUS, Science Direct. Digital Libraries; JSTOR, PUBMED Central, Shodhganga, e-PG Pathshala, Vidhyamitra, N- LIST**	**3**

	Course Outcomes		
No	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain insight into the role of data, information, knowledge, and wisdom in shaping modern societies and economies.	U	1,2
CO-2	Distinguish between primary, secondary, and tertiary information sources, employing various references, databases, and digital tools for academic research	R, U	1,2,3
CO-3	Critically evaluate information, discerning and addressing misinformation, disinformation, and fake news through fact-checking	E	7
CO-4	Explore e-learning avenues such as e-journals, e-books, and digital libraries, while understanding the significance of MOOCs and institutional repositories	Ap	1,2,4
CO-5	Acquire practical proficiency in leveraging digital resources for academic and research,	C, An	1,2,3

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Digital Resources and E-Learning Tools, Credits: 3:0:0
(Lecture:Tutorial: Practical)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical (P)
1	Gain insight into the role of data, information, knowledge, and wisdom in shaping modern societies and economies.	PO 1,2	U	F, C	L,T	

2	Distinguish between primary,secondary, and tertiary information sources, employing various references, databases, and digital tools for academic research.	P O 5	R,U	F,C,P,M	L,T	
3	Critically evaluate information, discerning and addressing misinformation, disinformation, and fake news through fact-checking	P O 1, 2,3, 7	E	F, C,M	L, T	
4	**Explore e-learning avenues such as e-**	**PO 5, 6,7**	**Ap**	**C, P.M**	**L, T**	

			C,An	P,M	L,T,	
	journals, e-books, and digital libraries, while understanding the significance of MOOCs and institutional repositories					
5	Acquire practical proficiency in leveraging digital resources for academic and research,	P O 1,2,4,5,6,7	C,An	P,M	L,T,	

F-Factual, C- Conceptual, P-Procedural, M-

Metacognitive **Mapping of COs with POs :**

CO NO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2	-	-	-	-	-
CO 2	-	-	-	-	2	-	-
CO 3	2	2	2	-	-	-	2
CO 4	-	-	-	-	5	1	1
CO 5	2	2	-	1	2	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓

Learning Resources

1. Aberdour, M. (2013). *Moodle for Mobile Learning*. Packt Publishing.
2. Barman, B. (2011). *Library and Information Services: Course Material for*

   Diploma in Library and Information Science Programme of Krishna Kanta

   Handiqui State Open University. Krishna Kanta Handiqui State Open University.

3. Bawden, D., & Robinson, L. (2022). *Introduction to Information Science*. Facet Publishing.
4. Chandra, A., & Khanijo, M. (2024). *Knowledge Economy: The Indian Challenge*.
5. Evans, W., & Baker, D. (2011). *Libraries and Society: Role, Responsibility and Future*

   in an Age of Change. Elsevier Science.

6. Gupta, P. K., & Das, T. (2010). *Modern Trends in Library and Information Science*.

   Scientific Publishers.

7. Holmes, B., & Gardner, J. (2024). *e-Learning: Concepts and Practice*.
8. Kaushik, A. (2018). *Library and Information Science in the Age of MOOCs*. IGI Global.
9. Secker, J. (2004). *Electronic Resources in the Virtual Learning Environment: A*

   Guide for Librarians. Elsevier Science.

10. Steels, L., & Tokoro, M. (Eds.). (2003). *Future of learning : Issues and prospects*.

    IOS Press, Incorporated.

11 https://www.openaccess.nl

12 National Digital Library of India (NDLI)

13 Google Scholar

14 open-access web of science

15 Scopus preview - Scopus - Welcome to Scopus

16 Researcher tools and databases | Elsevier

17 INFLIBNET Centre Gandhinagar

18 NMEICT | National Mission on Education through Information and Communication Technology

Discipline	Library and Information Science				
Course Code	MIUK2MDCLIS150.1				
Course Title	Basics of Digital Librarianship				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	1	2	-	3
Pre-requisites	Nil				
Course Summary	Explore library management fundamentals, digital preservation, and research support in the Digital Librarianship course. Acquire knowledge in library automation, digital library design, and information organization. Additionally, familiarize yourself with essential software tools like D-Space, KOHA, Zotero, and Mendeley to enhance skills in collection curation and research assistance, paving the way for diverse career paths.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Digital Libraries and Library Automation Fundamentals**	15
	1.1	Libraries and their Role in Knowledge Organization, Types of Libraries	**5**
	1.2	Digital library: definition, scope, and characteristics.	**2**
	1.3	Design and organization of digital libraries - architecture, interoperability, and compatibility,	**5**
	1.4	User interfaces, protocols, and standards	**3**
II		**Development of Digital Libraries**	10
	2.1	Development of – prerequisites; content development; Digitization-scanning, OCR, and conversion to PDF.	**3**
	2.2	Metadata development, Digital preservation, and conservation -archiving, security and preservation issues	**2**
	2.3	**Network platforms and server management; IPR**	**2**

	2.4	**Digital Library Software, Open-source software – D-Space.**	**3**
I I I		**Research Support Services**	**5**
	3.1	How to prepare assignments, articles, project proposals, and reports.Style manuals and referencing.	2
	3.2	Style manuals and references	1
	3.3	How to write a research proposal.	2
IV		**Library and Reference Software Essentials**	**15**
	4.1	Library Management Software: KOHA	6
	4.2	Digital Library Software: D-space	6
	4.3	**Reference Management Software, Zotero, Mendeley**	**3**

Course Outcomes

	Upon completion of the course, the graduate will be able to	Cogniti veLevel	PSO addressed
CO-1	Attain a basic understanding of digital libraries their design, and organization	U	**1,5**
CO-2	Apply principles of digital library creation, includingdigitization and metadata development	R, U	**1,6**
CO-3	Implement digital preservation and conservationtechniques for digital content	A	**2**
CO-4	Utilize network platforms and digital library software,particularly D-Space, for managing digital collections	An	**1,5**
CO-5	**Develop academic content effectively, including assignments, articles, and project proposals, using appropriate referencing styles and software like Zoteroand Mendeley**	**E,C**	**5**

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Basics of Digital Librarianship; Credits: 3
(Lecture:Tutorial: Practical)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/ Tutorial (T)	Practical(P)
CO-1	Demonstrate a basic understanding of digital libraries, their design, and organization	PO 1,2	U	F, C	L,T	
CO-2	Apply principles of digital library creation, including digitization and metadata development	P O 1,2,4,5,6	U, R	F,C, P	L, T	
CO 3	Implement digital preservation and conservation techniques for digital content	PO 2,4,5,7	Ap	C,P,M	L,T	
CO-4	Utilize network platforms and digital library software, particularly D-Space, for managing digital collections	PO 1,2,6,7	An	F,C,P	L, T	
CO-5	**Develop academic content effectively, including assignments, articles, and project**	**PO1,2,3, 4,6,7,**	**E,C**	**C,P,M**		

proposals, using appropriate referencing styles and software like Zotero and Mendeley					

Mapping of CO with PO`s

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1	1	1	-	-	-	-	-
CO 2	-1	1	-	1	2	1	-
CO 3	1	2	-	1	2	-	2
CO 4	1	1	-	-	2	1	1
CO 5	1	1	-	1	2	1	2

Correlation Levels:

Level	Correlation
-	**Nil**
1	**Slightly / Low**
2	**Moderate / Medium**
3	**Substantial / High**

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
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Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

Learning Resources

1. Abdullahi, I., Karisddappa, C. R., & Asundi, A. Y. (2014). *LIS Education inDeveloping Countries: The Road Ahead*. De Gruyter.

2. Aberdour, M. (2013). *Moodle for Mobile Learning*. Packt Publishing.

3. Bottomley, J., Pryjmachuk, S., & Waugh, D. (2018). *Academic Writing andReferencing for Your Education Degree*. Critical Publishing Limited.

4. Evans, W., & Baker, D. (2011). *Libraries and Society: Role, Responsibility andFuture in an Age of Change*. Elsevier Science.

5. Gupta, P. K., & Das, T. (2010). *Modern Trends in Library and Information Science*. Scientific Publishers.

6. Johnson, A. P. (2016). *Academic Writing: Process and Product*. Rowman & LittlefieldPublishers

7. Mackenzie, A., & Martin, L. (2016a). *Developing Digital Scholarship: Emergingpractices in academic libraries*. Facet Publishing.

8. Mackenzie, A., & Martin, L. (2016b). *Developing Digital Scholarship: Emergingpractices in academic libraries*. Facet Publishing.

9. McGuinness, C. (2021). *The academic teaching librarian's handbook*. FacetPublishing

10. Naik, P. G., & Naik, G. R. (n.d.). *Creating and Managing Institutional RepositoryUsing DSpace: A Case Study Approach*. Educreation Publishing.

11. Sharma, A. K. (2019). *Koha for Beginners*. Willford Press.

12. Sharma, R. N., & Headquarters, I. (2012). *Libraries in the early 21st century, volume2: An international perspective*. De Gruyter.

13. SpringerLink (Online service), Earnshaw, R., & Vince, J. (2008). *Digital Convergence - Libraries of the Future* (1st ed. 2008.). London: Springer London : Imprint: Springer

14 NMEICT | National Mission on Education through Information and CommunicationTechnology

15 www.INFLIBNET .ac.in

16 https://www.dspace.com/en/inc/home.cfm

17 https://www.zotero.org

18 https://www.mendeley.com