LIBRARY AND INFORMATION SCIENCES (Code No. 836)

JOB ROLE: LIBRARY ASSISTANT
SESSION 2019-2020
CLASS XI

1. Introduction

Library & Information Science Course at Senior Secondary level will fulfill the requirement of developing necessary skills, in learners to identify, locate, evaluate and use the required information efficiently. One of the important aspects of the curriculum is to improve the education system for Library and Information Science at school level.Learning of the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with the colleagues and the information users and to understand the above goals within the perspective of prevailing and emerging technologies,

2. Course Objectives

This course aims at training basic theories and principles of administration for effective management of public, academic, special libraries and information centers. Practical and theoretical understanding of and basic competencies required in evaluating, selecting and organizing information sources will be taught. The objectives of the course at senior secondary level are as follows:

To develop among the students:

1. The basic understanding of theory and practice of Library & Information Science;

2. Knowledge and skill to pursue the subject for higher education in future; and

3. Basic skill to work as Semi -professional in a Library, which may be considered at par with the diploma course in LIS subject.

3. Curriculum

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class XI opting for Skills subject along with general education subjects.

Theory	70 marks
Practical	30 marks
Total Marks	**100 marks**

The unit-wise distribution of periods and marks for Class XI is as follows:

					Units	No. of Periods for Theory and Practical(260Periods)		Max. Marks for Theory and Practical(100Marks)
	CLASS XI (SESSION 2019-2020)							
Part A	**Employability Skills**							
	Unit 1: Communication Skills-III					10		
	Unit 2: Self-Management Skills-III					10		
	Unit 3: Information and Communication Technology Skills-III					10		10
	Unit 4: Entrepreneurial Skills-III					15		
	Unit 5: Green Skills-III					05		
	Total					**50**		**10**
Part B	**Skills**					**Theory**	**Practical**	
	Chapter 1: Library, Information and Society – Role and its implications					40	10	15
	Chapter 2: Organization of Library Resources: Basics					50	10	15
	Chapter 3: Reference and Information Sources					40	10	15
	Chapter 4: Computer Applications in Libraries: Basics					40	10	15
	Total					**170**	**40**	**60**
Part C	**Practical Work**							
	Practical Examination							15
	Viva Voce							05
	Total							**20**
Part D	**Project Work/Field Visit**							
	Practical File/Student Portfolio							10
	Total							**10**
	Grand Total							**100**

4. CONTENTS

Part A: Employability Skills

Units	
1.	Communication Skills –III
2.	Self-management Skills –III
3.	Information and Communication Technology Skills – III
4.	Entrepreneurial Skills – III
5.	Green Skills – III
	Detailed curriculum of Employability Skills is available separately

Part B – Skills

Chapter-1: Library, Information and Society –Role and its implications

Objective: the objective is to familiarize the students with the libraries, their types and their role in society. This chapter is subdivided into the following units:

Units -1: Library, Information and Society –Role and its implications

Units -1:   Library, Information and Society: Concepts

1. Definition, Objectives, Purpose and Role of Library in the development of modern Society
2. Concept of Trinity: Documents, Staff and users and their inter relationships.

Units -2A: Types of Libraries and their role:

1. National Library
2. Academic Libraries
3. Special Libraries
4. Public Libraries

Units -2B: Changing formats of libraries: Digital, Virtual and Hybrid

Unit-3: Five Laws of Library Science and their implications.

Chapter-2: Organization of Library Resources: Basics

Unit-1: Library Classification (Theory)

1. Need, Purpose and Types
2. Concept of Main Classes
3. APUPA Pattern for arrangement of documents
4. Salient features of major schemes of Library Classification:
5. Dewey Decimal Classification (DDC) – Latest Edition
6. Colon Classification (CC) – Latest Edition

Unit 2: Library Cataloguing(Theory)

1. Need, Purpose and Importance
2. Items of information required for cataloguing in a document. (Book and Non Book material)
3. Salient features of Cataloguing Codes:
    1. Anglo American Cataloguing Rules (latest edition.)
    2. Classified Catalogue Code (latest edition.)
4. Forms of Library Catalogue
    1. Physical Forms of Catalogue
    2. Online Public Access Catalogue (OPAC)

Chapter-3: Reference and Information Sources

Unit -1: Reference and Information Sources

1. Definition, Need
2. Types: Primary, Secondary and Tertiary

Unit -2: Categories of Reference and Information Sources: Description and Scope

1. Encyclopedias
2. Language Dictionaries
3. Biographical Sources
4. Atlases
5. Year Books
6. Directories
7. Bibliographical tools

Chapter-4: Computer Applications in Libraries: Basics

Unit – 1: Computer Hardware for a Library: Concepts

1. Desktop Computers, Server and their specifications
2. Printers and their types
3. Scanners
4. Barcode technology
5. RFID technology

6. Modem, Wi-fi Modem
7. Switches
8. Router

Unit -2: Library Automation: Concepts and Applications

1. Definition
2. Need, Purpose and Importance

Unit -3: Use of Web Based Communication systems

1. Internet, Intranet, Search engines, E-mail, Database.

5. TEACHING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

8. PRACTICAL GUIDLINES

1. Library Classification (Practice)
2. Library Cataloguing (Practice)
3. Educational Tour to different types of Libraries and Documentation Centres
4. Library summer training for one month (summer training) - work integrated learning.

Note: It is suggest that the practical work may include simple illustrative examples in the relevant areas.

a) For example, in Library Classification, the purpose will be to understand the representation of a subject of Main Class in a Scheme of Classification, viz. namely DDC and colon classification.

b) Also, in Library Cataloguing, the practical work should include to develop an understanding of the basic components of a book used for cataloguing purpose. It should also include training in preparing the Main Entry and Added Entries according to AACR-II.

c) The Tour should preferably be a local tour to a well-organized Library. The effort should be to make the student understand the essentials of Library functions under proper guidance. The

Tour should be organized by the school in consultation with the Head/ In-charge of the concerned Library. The students should submit a Tour Report to the teacher for evaluation.

Note: The student should be exposed to basic practice in the above fields.

Practical work in Classification should include classification of documents with Main Class and Subdivisions according to DDC. Cataloguing of Main Entry and Added Entries of Simple Books according to AACRII

Practical work in Computer Applications should include formulation of a simple query for Search and use of computers for use of internet and handling of any one Library Automation Software.