LIBRARY AND INFORMATION SCIENCES (Code No. 836)

JOB ROLE: LIBRARY ASSISTANT
SESSION 2019-2020
CLASS XII

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 XII 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 XII is as follows:

	CLASS XII (SESSION 2019-2020)			
	Units	**No. of Periods for Theory and Practical 260**		**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**			
	Unit 1: Communication Skills-IV	10		
	Unit 2: Self-Management Skills-IV	10		
	Unit 3: Information and Communication Technology Skills-IV	10		**10**
	Unit 4: Entrepreneurial Skills-IV	15		
	Unit 5: Green Skills-IV	05		
	Total	**50**		**10**
Part B	**Skills**	**Theory**	**Practical**	
	Chapter -1: Library Management Unit -1A: Collection Development and its Management Unit -1:B: Human Resource Management(HRM) Unit -1:C: Financial Management Unit -2: Functions of different Sections of a Library.	40	10	15
	Chapter -2: Organization of Library Resources: Advanced Unit -1: Library Classification (Theory) Unit -2: Library Cataloguing(Theory)	40	10	15
	Chapter -3: Library and Information Services Unit -1: Library and Information Services: An Overview Unit -2: Library and Information Services: ICT Applications	30	10	15
	Chapter -4: Computer Applications in Libraries: Advanced Unit -1: Use of Computer in Libraries Unit -2: Use of Social Networking Tools	35	10	10
	Chapter 5: Communication Skills 1. Need & Importance of Communication Skills.	15	10	05
	TOTAL	**160**	**50**	**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

CLASS XII (SESSION 2019-2020)

PART A: EMPLOYABILITY SKILLS

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

Part B – Skills

Chapter -1: Library Management

Objective: The objective is to provide an understanding about the management of a library and its activities. The chapter is divided into the following units:

Unit -1A: Collection Development and its Management
1. Collection Development Policy
    1. Print Resources
    2. E-Resources
2. Selection Criteria for Documents
3. Stack Maintenance
4. Stock Verification.
5. Shelf list.

Unit -1:B: Human Resource Management(HRM)
1. Definition, Need and Purpose.
2. Job analysis.
3. Staffing pattern in different types of Libraries.

Unit -1:C: Financial Management
1. Financial Resources
2. Budgeting

Unit -2: Functions of different Sections of a Library.
1. Acquisition,
2. Technical Processing: Classification and Cataloguing.
3. Circulation.
4. Periodicals.
5. Binding and Preservation.
6. Information Technology support (I.T.)

Chapter -2: Organization of Library Resources: Advanced

Objective: The objective is to provide an understanding of Classification and Cataloguing systems. The chapter is divided into the following units:

Unit -1: Library Classification (Theory)
1. Concepts of Personality, Matter, Energy, Space and Time (PMEST).
2. Steps for Classification by Dewey Decimal Classification (DDC) and Colon Classification (CC).
3. Call number :
   1. Class number.
   2. Book number.
   3. Collection number.

Unit -2: Library Cataloguing Theory)
1. Type of authors: (i) Personal (ii) Corporate
2. Subject heading: Sears list of Subject Heading and Keywords.
3. Machine Readable Catalogue 21 (MARC 21- Latest Edition).

Chapter -3: Library and Information Services

Objective: The objective is to provide an understanding about the importance and need of Library and Information Services. The chapter is divided into the following units:

Unit -1: Library and Information Services: An Overview
1. Types of Reference Services
   (1) On demand and in anticipation.
2. Ready Reference Services
3. Long Range Reference Services.

Unit -2: Library and Information Services: ICT Applications
1. Modern Library & Information Service
   (1) Electronic Reference Service
2. Emerging Trends

Chapter -4: Computer Applications in Libraries: Advanced

Objective: The objective is to provide an understanding of computer applications forhousekeeping jobs in a Library. The chapter is divided into the following units:

Unit -1: Use of Computer in Libraries
1. Study of different Library Softwares:
   1. e-Granthalaya.
2. Use of Open source Software
   1. KOHA

Unit -2: Use of Social Networking Tools

Facebook, Twitter, RSS, Blog, LinkedIn.

Chapter 5: Communication Skills

    1. Need & Importance of Communication Skills:
        1. Types of Communication Skills.
        2. Interpersonal Communication Skills.

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 teachers. 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 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 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.

7. PRACTICAL GUIDLINES

Practical work for class XII includes the following:

1. Library Classification (Practice)
2. Library Cataloguing (Practice)
3. Computer Applications
4. Accessioning

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.