

## As Per NEP 2020

# University of Mumbai



<b>Ad-Board of Studies in Library and Information Science</b>	
<b>UG First Year Program</b>	
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>I) Library, Information Literacy and Reading for Lifelong Learning</b>	
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<p><b>Description the course:</b></p> <p><b>Including but not limited to:</b></p>	<p><b>Library, Information Literacy and Reading for Lifelong Learning</b></p> <p>Libraries provide the crucial role in promoting education, research, personality development, ethics and other important values. For effective use of libraries, information literacy program plays important role. Information literacy is a building block for lifelong learning, it encourages and informs problem solving and critical thinking. Information literacy refers to skills that allows learner to understand what information they need, how to appropriately access that information, and how to use it. It is important to have informational literacy so that gathering and using information is made easier and more efficient. Reading is important because <i>it makes you more empathetic, and knowledgeable and stimulates your imagination</i>. Reading develops your mind and gives you excessive knowledge and lessons of life. It helps you understand the world around you better. It keeps your mind active and enhances your creative ability. Communication Skills: Reading improves your vocabulary and develops your communication skills. The course aims to equip students with information literacy skills, inculcate reading habits and make aware them of various print and electronic information resources of Academic Libraries.</p>
2	<b>Vertical:</b>	Open Elective
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)

5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> (List some of the course objectives) <ol style="list-style-type: none"> <li>1. To Understand academic library system</li> <li>2. To develop information literacy skills</li> <li>3. To create awareness of print and electronic resources</li> <li>4. To create awareness about library tools and techniques</li> <li>5. To inculcate reading habits among learner</li> </ol>	
8	<b>Course Outcomes:</b> (List some of the course outcomes) <ol style="list-style-type: none"> <li>1. Understand academic library functions and services</li> <li>2. Apply information literacy skills during formal education and for lifelong learning</li> <li>3. Become aware of various information resources in print and electronic form</li> <li>4. Understand Library tools and techniques for effective use of the library</li> <li>5. Understand the importance of Reading/ Leisure reading and types and features of reading material</li> </ol>	
9	<b>Modules:</b> - Per credit One module can be created	
	<b>Module 1:</b> Information Literacy	
	<ol style="list-style-type: none"> <li>1. Definition, Need, Objective and types</li> <li>2. Information Literacy and Lifelong learning</li> <li>3. Information Literacy and Bridging digital divide</li> <li>4. Library tools and techniques: Cataloguing, OPAC, Classification, Library Books arrangement</li> <li>5. Library print resources: Primary, Secondary and Tertiary</li> <li>6. Electronic resources meaning, types and features: E-BOOKS, E-journals, E-Thesis, Bibliographic Databases, Full text databases, Citation databases</li> <li>7. INFLIBNET Resources and Open educational resources</li> </ol>	
	<b>Module 2:</b> Reading and Reading resources	
	<ol style="list-style-type: none"> <li>1. Academic Library – Definition, functions and Services</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Reading – meaning, process, advantages</li> <li>3. Leisure reading: Meaning, need, Role of leisure reading in the overall development of personality</li> <li>4. Types of reading resources, Definition, features, Importance for general awareness</li> <li>5. Academic reading resources: <ol style="list-style-type: none"> <li>a. Text books, Reference Books</li> <li>b. Newspapers, Magazines, Journals</li> </ol> </li> <li>6. Leisure Reading resources: <ol style="list-style-type: none"> <li>a. Fiction, Drama, Poetry, Essays, Letters, Miscellaneous writings</li> </ol> </li> </ol> <p>Non-fiction Self-help books, Biographies, books on History and books about books etc.</p>
<p><b>10</b></p>	<p><b>Text Books: Given below</b></p>
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Baron, Naomi S.: How we read now: strategic choices for print, screen and audio. London: OUP, 2021.</li> <li>2. Berthoud, Ella and Elderkin, Susan.: Novel Cure: An A-Z of literary remedies. New Delhi: Roli Books, 2014.</li> <li>3. Carr, Nicholas.: The shallows: What the internet is doing to our brains. New York: W.W. Norton and Co., 2011.</li> <li>4. Cords, Sarah Statz and Burgin, Robert.: The real story: a guide to nonfiction reading interests. New York: Libraries Unlimited, 2006.</li> <li>5. Daugherty, Alice.: Information literacy digital programs in the digital age: educating college and university students online. Chicago: Association of College and Research Libraries, 2007</li> <li>6. Eisenberg, Michael B.: Information literacy: essential skills for the information age. London: Libraries Unlimited, 2004.</li> <li>7. Godwin, Peter.: Information literacy meets library 2.0 London: Facet, 2008.</li> <li>8. Grassian, Esther S.: Information literacy instruction: theory and practice. 2<sup>nd</sup> ed. New Delhi: EssEss Publication, 2013.</li> <li>9. Johnson, Clay.: Information Diet. New Delhi: Shroff/O'Reilly, 2012.</li> <li>10. Kumbhar Rajendra.: Vachanatanunvyaktimatvavikas. Pune: Universal Prakashan, 2021.</li> <li>11. Kumbhar, Rajendra.: Vachan sahitya sangrahachavikas. Nashik: Yeshwantrao Chavan Maharashtra Mukta Vidyapith,</li> <li>12. Lau, Jesus.: Information literacy: international perspectives. Munchen: K.G. Saur, 2008.</li> </ol>

	<p>13. Lyod, Annemaree.: Information literacy landscapes: information literacy in education, workplace and everyday contexts. Oxford: Chandos, 2010.</p> <p>14. Torras, Maria-Carme.: Information literacy education – a process approach: professionalizing the pedagogical role of academic libraries. Oxford: Chandos, 2009.</p> <p>15. Walsh, John.: Information literacy instruction: selecting an effective model. Oxford: Chandos, 2011</p> <p>16. Welsh, Teresa S.: Information literacy in the digital age: an evidence-based approach. Oxford: Chandos, 2010.</p> <p>17. Widen Gunilla.: Information literacy and the digitization of the work place. London: Facet, 2023</p> <p>18. Wolf, Maryanne.: Reader come home. New York: Harper Collins, 2018.</p>	
<b>12</b>	<b>Internal Continuous Assessment:</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination :100%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	
<b>14</b>	<p><b>Format of Question Paper: for the final examination Semester End Exam – 50 marks</b></p> <p>a. In Section I, 15 MCQs will be asked. Each question will be for 1 mark each. All questions will be compulsory.</p> <p>b. In Section II, 4 questions will be asked. Out of which student will attempt any 3 questions. Each question will be for 5 marks.</p> <p>c. In Section III 4 question will be asked. Out of which student will attempt any 2 questions. Each question will be for 10 marks.</p>	

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