



**COMPETENCY BASED TRAINING CURRICULUM
FOR
NVQ LEVEL 6 NATIONAL DIPLOMA COURSE
IN**

Library and Information Services
(CBT Curriculum Code: O92T005)



UNIVOTEC

Developed by;
University of Vocational Technology
No: 100, Kandawala, Ratmalana



Validated by;
National Apprenticeship & Industrial Training Authority
971, Sri Jayawardenapura Mawatha,
Welikada,
Rajagiriya.



Endorsed by;
Tertiary & Vocational Education Commission
“Nipunatha Piyasa”,
354/2, Elwitigala Mawatha,
Colombo 05.

Skill Development, Vocational Education, Research and Innovation Division

30.09.2022

COPYRIGHT

All rights reserved. This book, in whole or any part thereof, should not be reproduced, stored in a retrieval system or transmitted in any form or by any means-electronic, photo copying, recording or otherwise without the prior permission of Tertiary and Vocational Education Commission (TVEC)

Copyrights © 2022, TVEC

First publication September 2022
Next Revision September 2025

Published by;

Tertiary and Vocational Education Commission

354/2, "Nipunatha Piyasa", Elwitigala Mawatha,
Narahenpita, Colombo 5, Sri Lanka.

Tel: +94117608000

Fax: +94 112555007

E-mail: info@tvec.gov.lk

Web: www.tvec.gov.lk

Directed by

Skill Development, Vocational Education, Research and Innovation Division

PREFACE

This curriculum outline is based on National Competency Standards for Library and Information Services (competency standard code: O92T005) which specified the skills need of the industry at NVQ Level 6. This is the national curriculum which facilitates the teaching and learning process in Competency Based Training (CBT) mode for NVQ Level 6 National Diploma programme under National Vocational Qualification (NVQ) Framework.

The Curriculum was developed in consultation with relevant industry experts. It was validated by the National Industry Training Advisory Committee (NITAC) represented by the industry and subsequently endorsed by the Tertiary and Vocational Education Commission (TVEC). It is expected to review and revise this document on completion of 3 years. Therefore, all stakeholders are welcome to point out any shortcomings and propose improvements to this curriculum in order to make it more relevant to the industry.

For the purpose of implementation of this curriculum, Training providers are welcome to adopt it with TVEC accreditation and Competency Based Assessment.

In order to implement this curriculum, Training providers is welcome adopting this curriculum with TVEC accreditation and Competency Based assessment. We take this opportunity to thank Minister, Secretary to the Ministry for their policy direction. We appreciate the technical contribution made by the members of the development group and National Industrial Training Advisory Committee and other supporting staff involved in development work. We note with gratitude the hard work done by staff of three institutions to complete this document.

Mr. Tharanga Naleen Gamlath
Chairman
National Apprentice and
Industrial Training Authority

Dr. K. A. Lalithadheera
Director General
Tertiary and Vocational Education
Commission

ACKNOWLEDGEMENT

Overall Direction

Mr. Tharanga Naleen Gamlath

Chairman, National Apprentice & Industrial Training Authority

Dr. K. A. Lalithadheera

Director General, Tertiary & Vocational Education Commission

Senior Prof. Ranjith Premalal De Silva

Vice Chancellor, University of Vocational Technology

Mr.Channa Subasinghe

Director (Quality), National Apprentice & Industrial Training Authority

Development Committee

- Dr. Ruwan Gamage, Chartered Librarian, Senior Lecturer -University of Colombo
- Dr. (Mrs.) Champa Alahakoon - Senior Assistant Librarian, Main Library, University of Peradeniya
- Ms. Varuni Gangabadaarachchi - Chief Librarian, Colombo Public library
- Mr. M Norman Ravikumar - Senior Assistant Librarian, Gr. I - Eastern University Sri Lanka
- Mrs. UD Hiruni Kanchana - Senior Assistant Librarian , Faculty of Allied Health Sciences, General Sir John Kotelawala Defence University, Ratmalana, Sri Lanka.
- Ms. GWG Upamalika - Senior Assistant Librarian, University of Vocational Technology- Ratmalana
- Ms. Muditha Ankumbura, Senior Assistant Librarian, University of the Visual & Performing Arts

Facilitator & Coordinator

- Mrs.Y.S.Manathunge, Senior Lecturer, University of Vocational Technology, Rathmalana
- Ms.M.S.S.Rizana, Associate Officer, University of Vocational Technology, Rathmalana

National Industrial Training Advisory Committee (NITAC)

- Dr. R. D. Ananda Tissa, Senior Assistant Librarian, Gampaha Wickramarachchi University of Indigenous Medicine, Yakkala.
- Dr. Ruwan Gamage- Senior Lecturer - University of Colombo- PhD (Wuhan, PRC), MLS (Colombo), BSc. (Colombo), FLA (Sri Lanka) Chartered Librarian
- Mr. M Norman Ravikumar -Senior Assistant Librarian, Gr. I - Eastern University Sri Lanka, BSc. (Hons.) (EUSL), MLIS(Colombo), FLA (Sri Lanka)
- Mrs. UD Hiruni Kanchana - Senior Assistant

Librarian, General Sir John Kotelawala Defence University Werahera, Sri Lanka. MSSc LIS (Kelaniya) BA (Kelaniya), CTHE, ASLLA

- Mr. T. Ramanan, Senior Assistant Librarian Gr. I, Faculty of Technology, University of Colombo
- Mrs.Y.S.Manathunge, Senior Lecturer, University of Vocational Technology, Rathmalana
- Dr.Dilrukshi Herath, Deputy Director (NVQ), Tertiary and Vocational Education Commission

Facilitator & Coordinator

- Mrs. Theja Malkanthi
Assistant Director (SSCD & LRD),
National Apprentice & Industrial Training Authority, Rajagiriya
- Ms. M.K.G.J.Roshani
Inspector (Standard Setting and Curriculum Development Section),
National Apprentice & Industrial Training Authority, Rajagiriya

Competency Based Training Curriculum
for NVQ Levels 6 National Diploma in Library and Information Services
Implementation of NVQ Level 6 Curricula

Training providers are required to meet following conditions in order to implement NVQ level5 & 6 Diplomas

i. Credit Policy

NVQ Level 5 and 6 programmes should have minimum 60 credits (1500 Notional Hours) and 120 minimum credits (3000 notional hours) respectively as details given below

Levels of Credits	NVQ Level 5 National Diploma	NVQ Level 6 National Diploma
Level 3 & 4 credit (Maximum)	20 Credits (500 hrs)	20 Credits (500 hrs)
Level 5 credit (Minimum)	40 Credits(1000 hrs)	50 Credits (1250 hrs)
Level 6 credit (Minimum)		50 Credits(1250 hrs)
Total Number of credit (Minimum)	60 Credits (1500 hrs)	120 Credits (3000 hrs)

Note : one credit is equivalent to 25 notional hours which include class room teaching, tutorials, assignment, projects, workplace learning and self study.

Credit policy defines the minimum course content. Training providers could add any more subjects above modular requirements of the qualification packages.

ii. Units Classifications

List of Units consists of Core Technical Units, Electives and Employability Units.

Core Technical Units in NCS: It is compulsory to include these units in Qualification

Employability Unit : It is compulsory to include 8 Credit in NVQ
5 and 6 credit in NVQ 6. These units are listed in the NCS.

Electives : Units to be added to make total credits equivalent to 60 if total credits of Core Technical Units and Employability units is less than 60.

iii. Approval to establish NVQ Level 5 & 6 Course

Training providers are required submit a proposal based on Guideline 01 – “Criteria on Requirements to conduct NVQ Level 5 & 6 Programmes” which could be downloaded from TVEC website and obtain approval from TVEC to establish the course.

iv. Entry Qualification

Pass G.C.E Advanced Level in any stream or NVQ Level 4 certificate in relevant field – with six months bridging programme, if relevant.

v. Upon establishment of the course, obtain TVEC Accreditation and Install a Quality Management system

vi. Conduct continuous assessment and maintain a progress record book

vii. Written test at the end of each semester conducted by the training institute, with paper moderation by TVEC. Pass Mark for written tests is 50%

viii. Three Months on the job training on completion of both NVQ Level 5 and NVQ Level 6 programmes respectively.

ix. Competency Based Assessment (Final Assessment) by NVQ Level 5 & 6 Assessors assigned by TVEC.

x. Certificates are issued by TVEC with the signature of the Director General of TVEC and Head and Officer responsible for assessment at the training center.

**CBT CURRICULUM
FOR
NVQ LEVEL 6
NATIONAL DIPLOMA IN LIBRARY AND INFORMATION SERVICES**

Index	List of Modules	Code No.	Page
Technical Modules			
1.	Introduction to libraries and knowledge society	O92T005M01	10
2.	Information resources	O92T005M02	13
3.	Organization of information: Classification I	O92T005M03	15
4.	Organization of information: Cataloguing I	O92T005M04	18
5.	Introduction to Information and Communication Technology	O92T005M05	20
6.	Information Search & Retrieval	O92T005M06	29
7.	Collection Development	O92T005M07	31
8.	Library and Information Services	O92T005M08	34
9.	Types of Libraries	O92T005M09	36
10.	Information Literacy	O92T005M10	38
11.	Organization of information: Classification II	O92T005M11	45
12.	Organization of information: Cataloguing II	O92T005M12	47
13.	Preservation and conservation of information	O92T005M13	49
14.	Library Management	O92T005M14	51
15.	Library Profession & Librarianship	O92T005M15	54
16.	Library Cooperation, Marketing and Extension Services	O92T005M16	61
17.	Legal aspects in providing library and information services	O92T005M17	63
18.	Organization of information: Indexing	O92T005M18	65
19.	Library Information systems	O92T005M19	68
20.	Content Management Systems	O92T005M20	70

21.	Social Networking and Collaboration	O92T005M21	72
Employability Modules			
1	Workplace Information Management	EMPM01	23
2	Workplace Communication Management	EMPM02	26
3	Plan Work to be Performed at Workplace	EMPM03	41
4	Problem-solving and Decision Making	EMPM04	57
5	Teamwork and Leadership	EMPM05	75
6	Plan Work to be Performed at Workplace	EMPM06	78

MODULE STRUCTURE

NVQ Level 6 Qualification

Semester I

Module Code	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ site visits	Self- study
O92T005M01	Introduction to libraries and knowledge society	C	100	48	15	37
O92T005M02	Information resources	C	100	42	15	43
O92T005M03	Organization of information: Classification I	C	150	60	60	30
O92T005M04	Organization of information: Cataloguing I	C	150	60	60	30
O92T005M05	Introduction to Information and Communication Technology	C	150	48	72	30
Employability Modules						
EMPM01	Workplace Information Management	C	50	30	10	10
EMPM02	Workplace Communication Management	C	50	30	10	10
Total			750	318	242	190

Semester II

Module Code	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ site visits	Self- study
O92T005M06	Information Search & Retrieval	C	150	48	72	30
O92T005M07	Collection Development	C	140	50	15	75
O92T005M08	Library and Information Services	C	135	80	30	25
O92T005M09	Types of Libraries	C	125	60	15	50
O92T005M10	Information Literacy	C	150	60	30	60
Employability Modules						
EMPM03	Plan Work to be Performed at Workplace	C	50	30	10	10
Total			750	328	172	250

C – Compulsory

E – Elective

MODULE STRUCTURE NVQ Level 6 Qualification

Semester III

Module Code	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ site visits	Self- study
O92T005M11	Organization of information: Classification II	C	150	60	60	30
O92T005M12	Organization of information: Cataloguing II	C	150	60	60	30
O92T005M13	Preservation and conservation of information	C	150	60	60	30
O92T005M14	Library Management	C	100	60	20	20
O92T005M15	Library Profession & Librarianship	C	100	42	30	28
Employability Modules						
EMP04	Problem solving and Decision Making	C	50	30	10	10
EMP05	Teamwork and Leadership		50	30	10	10
Total			750	342	250	158

C – Compulsory

E – Elective

Semester IV

Module Code	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ site visits	Self- study
O92T005M16	Library Cooperation, Marketing and Extension Services	C	100	60	10	30
O92T005M17	Legal aspects in providing library and information services	C	100	60	10	30
O92T005M18	Organization of information: Indexing	C	100	48	30	22
O92T005M19	Library information systems	C	200	60	90	50
O92T005M20	Content management systems	C	125	48	42	35
O92T005M21	Social Networking and Collaboration	C	75	30	30	15
Employability Modules						
EMPM06	Plan Work to be Performed at Workplace	C	50	30	10	10
Total			750	336	222	192

C – Compulsory

E – Elective

MAPPING OF COMPETENCY UNITS & CURRICULUM MODULES
NVQ Level 6

Module Code	Module	Competency Unit/s related
O92T005M01	Introduction to libraries and knowledge society	O92T005U04, O92T005U10, O92T005U11
O92T005M02	Information resources	O92T005U03, O92T005U08, O92T005U09, O92T005U13, O92T005U14, EMTU01
O92T005M03	Organization of information: Classification I	O92T005U01, EMTU01
O92T005M04	Organization of information: Cataloguing I	O92T005U01, O92T005U02, EMTU01
O92T005M05	Introduction to ICT	All units
O92T005M06	Information Search & Retrieval	O92T005U01, O92T005U02, O92T005U03, O92T005U05, O92T005U09, O92T005U11, O92T005U013, O92T005U014, EMTU01, EMTU04
EMPM01	Workplace Information Management	EMP units
EMPM02	Workplace Communication Management	EMP units
O92T005M07	Collection Development	O92T005U01, O92T005U02, O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U08, O92T005U09, O92T005U12, O92T005U013, O92T005U014
O92T005M08	Library and Information Services	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
O92T005M09	Types of Libraries	O92T005U01, O92T005U02, O92T005U03, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
O92T005M10	Information Literacy	O92T005U03, O92T005U05, EMTU06
EMPM03	Planning and Scheduling work at the workplace	EMP units
O92T005M11	Organization of information: Classification II	O92T005U01, EMPU01
O92T005M12	Organization of information: Cataloguing II	O92T005U01, O92T005U02, EMPU01, EMPU03, EMPU04
O92T005M13	Preservation and conservation of information	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U09, O92T005U10, O92T005U011, EMPU03, EMPU04, EMPU05
O92T005M14	Library Management	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, EMPU01, EMPU02, EMPU03, EMPU04, EMPU05, EMPU06

EMPM04	Problem-solving and Decision Making	EMP units
O92T005M15	Library Profession & librarianship	O92T005U01 to O92T005U014
O92T005M16	Library Cooperation, Marketing and Extension Services	O92T005U02, O92T005U03, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U14, EMPU01, EMPU02, EMPU03, EMPU04, EMPU05
O92T005M17	Legal aspects in providing library and information services	O92T005U03, O92T005U04, O92T005U05, O92T005U09, O92T005U10, O92T005U13
O92T005M18	Organization of information: Indexing	O92T005U01 , O92T005U02, EMPU01
O92T005M19	Library Information Systems	O92T005U01, O92T005U02 , O92T005U03 , O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
O92T005M20	Content management Systems	O92T005U05, O92T005U06, O92T005U08, O92T005U09, EMPU01
O92T005M21	Social Networking and Collaboration	O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U10, O92T005U13
EMPM05	Teamwork and Leadership	EMP units
EMPM06	Creation and Maintenance of a Learning Culture	EMP units

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester I

Technical Modules

Module Title	Introduction to Libraries and Knowledge Society
Module Code	O92T005M01
Module Type	Compulsory
Relevant Unit/s	O92T005U04, O92T005U10, O92T005U11
Prerequisites	None
Module Aims	To enable students to familiarize with the evolution of libraries and examine characteristics of the knowledge society
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • describe the evolution of information mediums and libraries • analyze the information demand in the knowledge society • present the need for libraries in the knowledge society
Learning Content / Topics	<ul style="list-style-type: none"> • History of Book, Printing & Book trade <ul style="list-style-type: none"> ○ Writing mediums; stone, clay, leaf, metal strips, the skin of animals, bark of plants and paper (handmade and machine-made) ○ Historical writings; Ola leaves, stone inscriptions and other materials (Bronze, Silver, Gold plates etc.) ○ Evolution through scrolls/Plates through codex to the book ○ Development of printing from hand block printing, through sophisticated printing presses and desktop publishing ○ Emerging printing technologies (3D etc.) ○ Book trade • History of Libraries <ul style="list-style-type: none"> ○ Indian, Chinese and Oriental Libraries (Nalanda and other) ○ Historical libraries in Sri Lanka including <i>Pothgul Vihara</i> ○ Alexandria and other libraries from earliest (3000 BC) to Middle Ages ○ Scriptoria in Middle Ages ○ Modern libraries including Digital libraries • Introduction to the knowledge society <ul style="list-style-type: none"> ○ Characteristics of the knowledge society ○ User needs and information-seeking behavior of users ○ Information explosion ○ The complexity of information demands in the knowledge society ○ Introducing basic forces of an information economy ○ Value of information in the knowledge society
Practical	<ul style="list-style-type: none"> • Assignment: Prepare a report/ presentation/ documentary video the evolution of libraries
Resources	<ul style="list-style-type: none"> • Sample, materials • Computer with accessories • Internet facility

	<ul style="list-style-type: none"> • Videos
<p>Preferred Books & / or References</p>	<ul style="list-style-type: none"> • Gamage, P. (Ed.). (2000). Towards an information society: Experiences and challenges. Sri Lanka Library Association. • <i>Glossary of Library Science</i>. (2020). Department of Official Languages. https://languagesdept.gov.lk/web/index.php?option=com_glossary&view=results&Itemid=180&letter=l • Gunter, B., Rowlands, I., & Nicholas, D. (2009). <i>The Google Generation: Are ICT innovations Changing information Seeking Behaviour?</i> Chandos publishers. • Henkel, M. (2019). Information Literacy and Libraries in the Knowledge Society. Heinrich Heine University. • Konig, J., Oikonomopoulou, K., & Woolf, G. (2013). <i>Ancient Libraries</i>. Cambridge University press. • MacLeod, R. (2004). <i>The library of Alexandria: Centre of learning in the ancient world</i>. IB Tauris. • ගල්ගොඩවත්තල ඉතෝකා. (2013). <i>නොරතුරු සමාජය සහ පුස්තකාලය</i>. කර්තෘග • ගුණසේකර, ධනපාලග :2001*ග <i>පොතේ කතාවග විජේසූරිය ග්‍රන්ථ කේන්ද්‍රයග</i> • <i>ග්‍රන්ථ සැකැස්මේ ක්‍රමවේදය: ග්‍රන්ථයක මුල් පිටුල අන්තර්ගතය සහ පසු පිටු සකස් විය යුතු ආකාරය පිළිබඳ නියමුවක</i>. (2012). ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය. • තිස්ස ආර්. ඩී. ආනන්ද. (2012). ශ්‍රී ලංකාවේ පුස්තකාලයාධිපතිත්වයේ ඉතිහාසය හා විකාශය. <i>මහාචාර්ය ජයසිරි ලංකාගේ අභිනන්දන ග්‍රන්ථය</i> (පි. 399-418). ගොඩගේග • පියරත්න හිමිල ලැගුම්දෙනියේ :2014*ග <i>ශ්‍රී ලංකාවේ ආරාමික පුස්තකාල ඉතිහාසයග</i> <i>මහාචාර්ය ජයසිරි ලංකාගේ අභිනන්දන ග්‍රන්ථයග</i> (පි. 99-112) . කර්තෘග • මාගම්මන, ප්‍රේමවන්ද. :2006*ග <i>පුස්තකාලය හා විශ්ව දැනුමග</i> ගොඩගේ සහෝදරයෝග • මාගම්මන. ප්‍රේමවන්දග :2006*ග <i>විශ්ව දැනුමට මහ පෙන්වන පුස්තකාල අත්පොතග</i> ගුණසේන සහ සමාගමග • රණසිංහ ආර්ග එචග අයිග එස්ග :2006*ග <i>පැරණි ලංකාවේ පොත්ගුල් සම්ප්‍රදායට ක්‍රිස්තු පූර්ව හයවන සියවසේ සිට ක්‍රිස්තු වර්ෂ දහතුන්වන සියවස දක්වාග</i> කර්තෘග • රණසිංහල අයිග එචග ආර්ග එස්ග :2014*ග <i>පොළොන්නරු යුගයේ පොත්ගුල් සංවර්ධනය සඳහා 1 විජයබාහු සහ 1 පරාක්‍රමබාහු රජවරුන්ගේ දායකත්වය පිළිබඳ විමසීමකග</i> <i>මහාචාර්ය ජයසිරි ලංකාගේ අභිනන්දන ග්‍රන්ථයග</i> (පි. 173-177) . කර්තෘග • විජේතුංග, නවනැලියෙග :2012*ග <i>පොතේ ගමනග</i> කර්තෘග • විරසිංහ ඩබ්ගකේගඑම්ගඑම්ගකේග :1999*ග <i>එස්ගආර්ගරංගනාදන් 1892-1972ට ඉන්දීය පුස්තකාලවේදීන්ගේ පියාග</i> කර්තෘග
<p>Teaching Learning</p>	<ul style="list-style-type: none"> • Lectures • Demonstrations

Activities	<ul style="list-style-type: none"> • Guest lectures • Field visits to historical sites/museums 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on the main session Topics	40%
		Report on the field visit	
End semester Examination	End semester 3hour essay type examination	60%	
Duration	100 hrs (48T, 15P, 37S)		

Module Title	Information Resources
Module Code	O92T005M02
Module Type	Compulsory
Relevant Unit/s	O92T005U03, O92T005U08, O92T005U09, O92T005U13, O92T005U14, EMTU01
Prerequisites	None
Module Aims	To enable students to recognize differences between different types of information sources and resources
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • Differentiate types of information sources and resources • Analyse information needs to satisfy user demands
Learning Content / Topics	<ul style="list-style-type: none"> • Information sources and resources <ul style="list-style-type: none"> ○ Information theories <ul style="list-style-type: none"> ▪ Characteristics of information ▪ knowledge pyramid ▪ Information cycle ○ Categories of information sources <ul style="list-style-type: none"> ▪ Primary, secondary and tertiary information sources ▪ Document and non-document sources ▪ Institutional sources ▪ Grey literature ▪ Electronic sources • Reference sources and tools <ul style="list-style-type: none"> ○ Characteristics of different sources and tools <ul style="list-style-type: none"> ▪ Serial publications ▪ Monographs ▪ Dictionaries ▪ Encyclopedias ▪ Handbooks ▪ Almanacks ▪ Yearbooks ▪ Biographies ▪ Government publications ▪ Bibliographies ▪ Geographical references • Information needs and seeking behaviour • Evaluation of information sources
Practical	<ul style="list-style-type: none"> • Identify Information sources in a library collection
Resources	Computers with accessories Library resources

Preferred Books & / or References	<ul style="list-style-type: none"> ● CSUN University Library. (2017, September 13). <i>Types of Information Sources</i>[video].YouTube.https://www.youtube.com/watch?v=6sytTfkjydE. ● Hayen, Nicholas (2020). <i>Definitions of Primary, Secondary and Tertiary Sources (from Robert's guide)</i>. The University of Utah. https://campusguides.lib.utah.edu/c.php?g=893884&p=6428271 ● Krueger Library - Winona State University. (2020, February 19). <i>The Information Cycle</i> [video]. https://www.youtube.com/watch?v=sZSmf4QrFlk ● Neifer, S. (n.d.). <i>Research Guides: Information Cycle: Introduction to the Information Cycle</i>. Thompson Rivers University. https://libguides.tru.ca/c.php?g=193994&p=1275894 ● The Information Cycle. (n.d). Illinois Library. Illinois University. https://www.library.illinois.edu/ugl/howdoi/informationcycle/ ● Types of Information resources. (n.d). University of Nottingham. https://www.nottingham.ac.uk/studyingeffectively/reading/infotypes.aspx. ● අමරසිරි, ජී. ඩී. (2004). <i>තොරතුරු සාක්ෂරතාවය</i>. කර්තෘ. ● ගුණසේකර, ධනපාල. (1994). <i>ශ්‍රේණි දෘෂ්‍ය මාධ්‍ය හා ඉගෙනුම් මූලාශ්‍ර</i>. ගොඩගේ. ● නාරංගොඩ, නන්ද. (2000). <i>ජ්‍යෙෂ්ඨ පාසල් ළමයින් තුළ කියවීමේ පුරුද්ද සහ විද්‍යාපන කුසලතා ප්‍රවර්ධනය කිරීම</i>. ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය. ● ප්‍රේමරත්න, අශෝක. (2002). <i>කියවීමට පෙරහුරුවකි</i>. ගොඩගේ. 								
Teaching Learning Activities	<ul style="list-style-type: none"> ● Lectures ● Demonstrations ● Practical work 								
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: left;">Topic/ Activity</th> <th style="text-align: left;">Weighting</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Assignments/final evaluation</td> <td style="vertical-align: top;">Prepare a booklet of information resources on a selected subject.</td> <td style="vertical-align: top;">100%</td> </tr> </tbody> </table>	Type	Topic/ Activity	Weighting	Assignments/final evaluation	Prepare a booklet of information resources on a selected subject.	100%		
Type	Topic/ Activity	Weighting							
Assignments/final evaluation	Prepare a booklet of information resources on a selected subject.	100%							
Duration	100 Hours (42T, 15P, 43S)								

Module Title	Organization of information: Classification I
Module Code	O92T005M03
Module Type	Compulsory
Relevant Unit/s	O92T005U01, EMTU01
Prerequisites	None
Module Aims	To enable the students to; <ul style="list-style-type: none"> • establish an understanding on the standard methods of information organization in libraries using classification resources
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • explain the nature and attributes of the universe of knowledge • illustrate knowledge as mapped in different classification schemes • express the meaning, purpose, functions, theories and canons of library classification • discuss the characteristics, merits and demerits of different types of library classification schemes • highlight features of Dewey Decimal Classification (DDC) scheme • construct class numbers for books with simple, compound and complex subjects • review current trends in library classification
Learning Content / Topics	<ul style="list-style-type: none"> • Universe of Knowledge <ul style="list-style-type: none"> ○ Nature, and attributes the Universe of Knowledge ○ Meaning of Subject: (Basic, Compound, and Complex) ○ Modes of Subject Formation • Introduction to classification <ul style="list-style-type: none"> ○ Terminology ○ Concept of Classification ○ Purpose of Classification ○ Functions of Classification ○ Basic principles of Classification • Introduction to different types of library classification schemes <ul style="list-style-type: none"> ○ Universe of Knowledge as Mapped in different classification schemes ○ Enumerative and faceted classification schemes ○ Dewey Decimal Classification scheme (DDC) ○ Universal Decimal Classification scheme (UDC) ○ Colon Classification (CC) ○ Library of Congress Classification (LC) • Dewey Decimal Classification (DDC) scheme in detail (Theory) <ul style="list-style-type: none"> ○ Structures and arrangements of DDC ○ Different parts of DDC (scheme, tables, relative index)

	<ul style="list-style-type: none"> ○ Notation: Meaning, Need, Functions, Types, Qualities, Call number ○ Artificial and Natural languages ○ Broken order ○ Shelf arrangements <ul style="list-style-type: none"> ● Classifying books using DDC <ul style="list-style-type: none"> ○ Classification of books with simple subjects ○ Classification of books with compound subjects ○ Classification of books with complex subjects ○ Number building and assigning classification numbers ● Using web tools for classification <ul style="list-style-type: none"> ○ Web Dewey ○ OCLC Classify ○ Online Public Access Catalog (OPAC)
Practical	Classify books using DDC
Resources	<ul style="list-style-type: none"> ● DDC latest edition ● Sample materials ● Computer with accessories ● Internet facilities ● Videos
Preferred Books & / or References	<ul style="list-style-type: none"> ● Dutta, B., & Dutta, C. (2014). A linguistic view of subject formation process as described by Ranganathan and others. <i>Annals of Library and Information Studies</i>, 61(1), 56–64 ● Kumar, K. (1988). <i>Theory of Classification</i>. Vikas Publishing House Pvt Limited. ● Ranganathan, S. R. & Palmer, B. (ed.) (1989). <i>Elements of library classification</i>. Bangalore: Sarada Ranganathan Endowment for Library Science. ● Satija, M. P., & Comaromi, J. P. (1992). <i>Beyond Classification: Book Numbers: With Special Reference to Chronological Book Numbers</i>. Ess Ess Publications ● Sehgal, R L. (1994). <i>An Introduction to Dewey Decimal Classification</i>. Ess Ess Publications. ● Sri Lanka Library Association (2020). <i>DDC and UDC: Guide to Dewey Decimal Classification (DDC) system (23rd ed.) and Universal Decimal classification (UDC) system</i>. compiled by: G. R. Padmasiri and R. D. AnandaTissa - Colombo ● අලහකෝන්, උදිත. (2017). <i>ඩිවි දශම වර්ගීකරණය: 23 සංස්කරණය. නයිනි පබ්ලිෂින්ග්.</i> ● ගිරනිඵ සැකැස්මේ ක්රමවේදය: ගිරනිඵයක මුල් පිටු, අන්තර්ගතය සහ පසු පිටු සකස් විය යුතු ආකාරය පිළිබඳ නියමුවක. (2012). ජාතික පුස්තකාල හා ප්රලේඛන සේවා මණ්ඩලය.

	<ul style="list-style-type: none"> ● ජයතිස්ස, එල්. ඒ. (2011). ප්‍රස්තකාල වර්ගීකරණ ජරවේශය. ගොඩගේ සහෝදරයෝ. ● ජයසූරිය, සුමනා. (2001). ග්රන්ථ නාමාවලිකරණය. ශ්රී ලංකා ප්‍රස්තකාල සංගමය. ● තිස්ස ආර්. ඩී. ආනන්ද. (2019). ප්‍රස්තකාල වර්ගීකරණ අත්පොත: ඩිවි, විශ්ව හා දෙනිත් වර්ගීකරණ නියාය හා භාවිතය. නැණිල පබ්ලිකේෂන් ජරපිට්ටි ලිමට්ටි. ● පද්මසිරි, ජී. ආර්. (2006). ප්‍රස්තකාල වර්ගීකරණය: වර්ගීකරණයේ මූලිකාංග, ඩිවි දශම හා විශ්ව දශම වර්ගීකරණ ක්රම පිළිබඳ හැඳින්වීමක්. කර්තෘ. ● රණසිංහ පියදාස. (2002). සංකීර්ණ ඇංග්ලෝ-ඇමරිකානු සුවිකරණ නීති සංග්රහය 2. (ජරතිශෝධනය). කර්තෘ ● රත්නසේකර ඩබ්ලිව්. ජී. ජේ. කොශල්යා, & කුමාර , සරත් නන්ද. (2008). සුවිකරණ විධි ක්රම. කර්තෘ. ● වනිගසූරිය ජරියංවදා. (2020). සුවිකරණ නියාය හා භාවිතය. තයින් පබ්ලිෂින්ග්. ● වීරසූරිය, ඩබ්. ඒ. (2012). වර්ගීකරණ පද්ධතියක මූලිකාංග: ඩිවි දශම වර්ගීකරණ පද්ධතිය ඇසුරින්. In: මහාචාර්ය ජයසිරි ලංකාගේ අභිනන්දන ග්රන්ථය (පි. 194-212). ගොඩගේ. ● සතිජා, එම්. පී. (2011) . ඩිවි දශම වර්ගීකරණයේ නියාය හා භාවිතය. (පරි: පියදාස රණසිංහ) . කර්තෘ ● ශ්‍රීකාන්ත ඉලද්දාස, ආ. (2005). <i>ශ්‍රාලක පලුප්පාක්කම ශ්‍රාලකර් භෙකශ්‍රාල්</i>. ශ්‍රාලක විච්චිප්පුණර්චු ත්‍රිචුචුචුචු, චාචුප්පාණම 									
Teaching Learning Activities	<ul style="list-style-type: none"> ● Lecturer ● Practical ● Demonstrations ● Guest lectures 									
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Type</th> <th style="width: 45%;">Topic/ Activity</th> <th style="width: 30%;">Weighting</th> </tr> </thead> <tbody> <tr> <td>Practical</td> <td>Based on the main session Topics</td> <td>50%</td> </tr> <tr> <td>End semester Examination</td> <td>End semester 3-hour essay type examination</td> <td>50%</td> </tr> </tbody> </table>	Type	Topic/ Activity	Weighting	Practical	Based on the main session Topics	50%	End semester Examination	End semester 3-hour essay type examination	50%
Type	Topic/ Activity	Weighting								
Practical	Based on the main session Topics	50%								
End semester Examination	End semester 3-hour essay type examination	50%								
Duration	150 Hours (60-T, 60-P, 30-S)									

Module Title	Organization of information: Cataloguing I
Module Code	O92T005M04
Module Type	Core
Relevant Unit/s	O92T005U01, O92T005U02, EMTU01
Prerequisites	None
Module Aims	To enable the students to catalogue library materials
Learning Outcomes	<p>The student will be able to;</p> <ul style="list-style-type: none"> ● describe the concept of library cataloguing ● create catalogue entries for library materials ● differentiate various approaches of deriving subject headings ● select appropriate subject headings ● explore current trends in library cataloguing ● create and manage computer catalogues
Learning Content / Topics	<ul style="list-style-type: none"> ● Introduction to cataloguing <ul style="list-style-type: none"> ○ Purpose, advantages, objectives, functions ○ History and future trends ○ Types of catalogues; dictionary and classified ○ Descriptive and analytical catalogues ○ Levels of cataloguing ○ Outer forms of catalogue ● Parts of a book: reading a book technically <ul style="list-style-type: none"> ○ Parts of a book, preliminary pages, end pages ○ Purpose of each part; cover, dust jacket, spine, half-title page, title page, verso of the title page, contents page, text, appendix, index, bibliography, glossary etc., ● Descriptive cataloguing of library materials <ul style="list-style-type: none"> ○ International Standard of Bibliographic Descriptions (ISBD) <ul style="list-style-type: none"> ▪ Title and statements of responsibility area, edition, material or type of publication, specific details area, publication area, physical description, series, notes, standard number ○ Selection of headings <ul style="list-style-type: none"> ▪ Statement of responsibility ● Anglo American Cataloguing Rules II (AACR II) ● User tasks, FRBR and the Resource Description and Access (RDA) ● Online Public Access Catalogues (OPAC) ● Subject cataloguing and indexing <ul style="list-style-type: none"> ○ Controlled vocabulary ○ Main entry, added entries and subject indexes ○ Filing rules ● Authority control <ul style="list-style-type: none"> ○ Uniform headings, reference entries
Practical	<ul style="list-style-type: none"> ● Create catalogue entries

	<ul style="list-style-type: none"> Select appropriate subject headings 		
Resources	<ul style="list-style-type: none"> Anglo American Cataloguing Rules II RDA tool kit Sears list of subject headings Library of Congress subject headings Dewey Decimal Classification 		
Preferred Books & / or References	<ul style="list-style-type: none"> Weih, <u>Jean</u> and, Intner, <u>Sheila S.</u> (2016). <i>Beginning Cataloging</i>. Libraries Unlimited. Welsh, Anne and Batley, Sue (2012) <i>Practical Cataloguing: AACR, RDA and MARC 21</i>. Facet publishing. ගුණසේකර, ධනපාල. (1983). <i>මූලික සුවිකරණය</i>. ජාතික පුස්තකාල හා ජරලේඛන සේවා මණ්ඩලය. ගුණපා සැකැස්මේ ක්‍රමවේදය: ගුණපා සැකැස්මේ මුල් පිටු, අන්තර්ගතය සහ පසු පිටු සකස් විය යුතු ආකාරය පිළිබඳ නියමුවකි. (2012). ජාතික පුස්තකාල හා පුලේඛන සේවා මණ්ඩලය. ජයසූරිය, සුමනා. (2001). <i>ගුණපා නාමාවලිකරණය</i>. ශ්‍රී ලංකා පුස්තකාල සංගමය රණසිංහ පියදාස. (2002). <i>සංකීර්ණ ඇංග්ලෝ—ඇමරිකානු සුවිකරණ නීති සංග්‍රහය 2</i>. (ප්‍රතිශෝධනය). කර්තෘ රත්නසේකර ඩබ්ලිව්. ඒ. ජේ. කොලොයා, & කුමාර , සරත් නන්ද. (2008). <i>සුවිකරණ විධි ක්‍රම</i>. කර්තෘ. වනිගසූරිය ප්‍රියංවදා. (2020). <i>සුවිකරණ න්‍යාය හා භාවිතය</i>. නයිත් පබ්ලිෂින්ග්. 		
Teaching Learning Activities	<ul style="list-style-type: none"> Theory input Demonstrations Practical Library Visits 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Compile Catalogue entries	30%
	End semester Examination	End semester 3-hour essay type examination	70%
Duration	150 hours (60-T, 60-P, 30-S)		

Module Title	Introduction to Information and Communication Technology
Module Code	O92T005M05
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
Prerequisites	None
Module Aims	To enable the students to enhance ICT knowledge and skills to cope with challenges and take advantage of the changes brought about in their work places
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • explain the impact of ICT on information formats, access and delivery. • recognize ICT as a tool that librarians must use to meet the information requirements of users • use different types of computer hardware and software confidently • identify the components of a network and their role • maintain the privacy of users and security of computer networks • discuss some issues and concerns regarding the use of the Internet in libraries • use office packages to perform library office work
Learning Content / Topics	<ul style="list-style-type: none"> • Information Communication Technology <ul style="list-style-type: none"> ○ Define ICT ○ Impact of ICT on society, library, librarians and users • Introduction to computer system <ul style="list-style-type: none"> ○ Define computers ○ Basic functions of computer systems ○ Generation of computer ○ Types of computers ○ Parts of the computers ○ Data representation and storage in a computer • Hardware components of computer system <ul style="list-style-type: none"> ○ Define hardware ○ Input and Output devices ○ Memory and storage devices ○ CPU and other hardware ○ Communication devices • Software components of computer systems <ul style="list-style-type: none"> ○ Define software ○ Different types of software ○ Operating systems ○ Application software ○ General-purpose software ○ Special purpose software: Integrated Library Management Software (in brief)

	<ul style="list-style-type: none"> ○ A brief introduction to programming ○ Computer viruses ● Computer networks <ul style="list-style-type: none"> ○ Define computer networks ○ Components of computer networks ○ Different types of networks ○ Different types of LAN topologies ○ Networking devices ○ IP address ○ Trends and issues in computer networks ● Components of Internet <ul style="list-style-type: none"> ○ Define internet ○ Differentiate Internet and intranet ○ Use of internet ○ Obtain internet connection: ISP, Types of internet connection, etc., ○ Information and data sharing techniques ○ The domain name and Uniform Resource Locator (URL) ○ Web browsers and web servers ○ Resources and services available on the internet ○ Issues and challenges in using the internet ○ Privacy and cyber security ● Office packages for library office work (Introduction to selected word processing, spreadsheets, and presentation applications – Eg: MS Word, Excel, and PowerPoint)
Practical	Practical session on Office applications
Resources	<ul style="list-style-type: none"> ● Office applications ● Hardware devices ● Networking devices ● Computer with accessories ● Internet facilities ● Videos
Preferred Books & / or References	<ul style="list-style-type: none"> ● <i>Computers and the Internet : Computing Khan Academy.</i> (n.d.). Retrieved July 11, 2022, from https://www.khanacademy.org/computing/computers-and-internet ● <i>E-Thaksalawa .</i> (n.d.) Retrieved from https://www.e-thaksalawa.moe.gov.lk ● <i>Textbook download. Department of Educational Publications.</i> (n.d). Retrieved from http://www.edupub.gov.lk/BooksDownload.php ● කරුණානන්ද, අශෝක එස්. (1999). අන්තර්ජාලය හා එහි ප්රයෝජන, කර්තෘ. ● විජේරත්න, එන්.පී. (2005). පරිගණක ජාලකරණය. ආකර්ශා ප්රකාශකයෝ. ● විජේරත්න, එන්. පී. (2018). ඉන්ටර්නෙට් සම්පූර්ණ අත් පොත. ආකර්ශා ප්රකාශකයෝ. ● විජේරත්න, එන්. පී. (2018). මයික්රො සොෆ්ට් ඩි ටිස් අන්වැල. ආකර්ශා ප්රකාශකයෝ.

	<ul style="list-style-type: none"> • හේරන්, සමන් බණ්ඩාර. (2017). පරිගණක ජාල. කර්තෘ. 		
Teaching Learning Activities	<ul style="list-style-type: none"> • Lectures • Demonstrations • Practical 		
Assessment	Type	Topic/ Activity	Weighting
	Continuous assessment - Practical	Based on main session topics	50%
	End semester Practical Examination	End semester 3-hour practical examination	50%
Duration	150 Hours (48-T, 72-P,30-S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester I

Employability Modules

Module Title	Work Place Information Management
Module Code	EMPM01
Module Type	Compulsory
Credit	02
Relevant Unit/s	EMP01
Pre-Requisites	None
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ● make use of information and information systems to carry out organizational functions ● make use of information and information systems to enhance workplace performance
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ● explain the importance of ICT tools in promoting the productivity of the organization ● describes the purpose of establishing ICT tools and strategies in enhancing the performance at the workplace ● apply Information skills to enhance the productivity of the organization
Learning Content / Topics	<ul style="list-style-type: none"> ● Identification of documentation requirements ● Selecting and/or collecting required documentation ● Documentation procedures and methods ● Completing /perfecting documentation ● Reading, interpreting and using equipment/system manuals and specifications ● Interpretation of all applicable laws, policies and procedures relevant to enterprise ● Computer and information system usage ● Forecasting Techniques ● Forecasting Software ● Mathematical Modeling ● Data Collection Techniques for Market Research ● The range of analytical techniques appropriate for the analysis of information ● The influence of human factors on information analysis, e.g., Prejudices and biases ● Conducting and recording of performance evaluations
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Documents on Company policies and procedures ● Calculator ● Computer ● MIS resources ● Software used for information purposes ● Equipment/system manuals and specifications ● Safety signs ● Safety procedures ● Forecasting Software

	<ul style="list-style-type: none"> ● Variety of forms, formats used in the organization ● Instructional Tools, Instruments, Equipment, material ● Multimedia projector ● Screen ● Flashcards ● Flip charts ● Permanent and whiteboard markers ● Overhead projector ● Printer ● Transparencies ● Colour Printer and scanner ● Safety manuals ● Safety illustrations 		
Prescribed Texts & / or References	Information Management: Best Practices – Volume 1 (Bob Boiko, Erik M. Hartman)		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Discuss/ explain and provide essential theoretical inputs. ● Emphasize the importance of a valid information system in promoting customer relations - refer to following <ul style="list-style-type: none"> - Identification of customer needs. - Measurement of customer needs and satisfaction. - Obtaining feedback from customers. - Recognition and understanding of customer problems and resolution or timely referral of problems in a manner satisfactory to the customer. ● Application of enterprise policies in satisfying customer needs ● Identifying enterprise Protocols associated with "Customer Services" ● Discuss "Satisfying customer complaints" using information sources available 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of information management skills at the workplace	30%
	Oral questioning during classroom presentations	Knowledge of various aspects of information management skills at the workplace	10%
	Viva voce	knowledge on application of information management skills	10%
	Continuous assessment	Use of ICT Tools,	50%

	at the workplace	Software applications, application of information management skills	
Duration	50 hrs. (30T+10P+10S)		

Module Title	Workplace Communications Management
Module Code	EMPM02
Module Type	Compulsory
Relevant Unit/s	EMPM02
Pre-Requisites	None
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ● Apply communication skills to maintain effective workplace performance ● Adjust to diverse situations at the workplace, through effective manipulation of communication skills
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ● Identify the essential components of an efficient communication system ● Identify and overcome barriers to effective communication ● Use all channels of communication equally well ● Use common computer applications to collect, analyze and maintain essential data and information required to perform and enhance day to day activities of the organization ● Contributes to the overall growth and productivity development of the organization
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Basic communication models - (Reference to 2 typical models) ▪ Principles of effective, interactive communication ▪ Barriers to effective communication and distortions in the communication process ▪ Personal values and communication ▪ Policies of the organization relevant to information and communication function ▪ Protocol and Procedures of the organization ▪ Importance of ICT tools in promoting the efficiency and effectiveness of the organization ▪ Common computer applications ▪ Common computer applications
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Company policies and procedures ● Software used for information/communication purposes ● Safety signs ● Safety procedures ● Variety of forms, formats used within the organization and for external communication ● Calculator ● Computer <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Multimedia projector ● Screen ● Flashcards ● Flip charts

	<ul style="list-style-type: none"> ● Permanent and whiteboard markers ● Overhead projectors ● Transparencies ● Communication models ● Colour Printer and scanner ● Safety manuals ● Safety illustrations 		
Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ● Knowledge to be imparted by providing learner-centred activities ● The facilitator may use different teaching methodologies such as brainstorming, projects, mind mapping, small group activities, illustrated talk, fish ball technique, demonstrations when delivering the knowledge component of this module ● The following may be discussed in groups of trainees and followed up with Exercises" & "Roleplays" <ul style="list-style-type: none"> ➢ Oral communication ➢ Written communication ● The following may be discussed in groups of trainees and followed up with Exercises" & "Roleplays" <ul style="list-style-type: none"> ➢ Constructing sound inductive arguments. ➢ Reading and comprehending written communications and information ➢ Using job-related terminology ➢ Using proper listening techniques 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of communication skills at the workplace	30%
	Oral questioning during classroom presentations	Knowledge of various aspects of communication skills at the workplace	10%
	Viva voce	knowledge on application of communication skills	10%
	Continuous assessment at work place	Application of communication skills	50%
Duration	50 hrs. (30T+10P+10S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester II

Technical Modules

Module Title	Information Search & Retrieval
Module Code	O92T005M06
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, O92T005U03, O92T005U05, O92T005U09, O92T005U11, O92T005U13, O92T005U14, EMTU01, EMTU04
Prerequisites	O92T005M02, O92T005M05
Module Aims	To enable the students to execute a search for information resources and satisfy user needs.
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • analyze requirements and determine user’s information needs. • distinguish between the open web and subscription materials on the web. • find information effectively and efficiently by using a variety of search techniques. • access the required information in multiple publication formats. • critically evaluate the quality and relevance of information sources. • organize and present information in formats appropriate to customer needs. • recognize ethical and legal issues related to the use of information.
Learning Content / Topics	<ul style="list-style-type: none"> • User needs <ul style="list-style-type: none"> ○ Information seeking behavior of users ○ Needs analysis and assessment • Searching for information resources <ul style="list-style-type: none"> ○ Traditional & electronic resources ○ Surface, deep and dark Web ○ Search techniques ○ Search formulation / controlled vocabulary ○ Accessing multiple publication formats • Evaluation of information and search systems • Evaluation of information sources • Reference styles and citation • Ethical and legal issues in the provision of information (copyright, Intellectual Property Act, Right to Information Act, prevention of plagiarism)
Practical	Conduct information searches
Resources	<ul style="list-style-type: none"> • Computer with internet • Library catalogues • Access to databases • Intellectual Property Act of Sri Lanka

	<ul style="list-style-type: none"> Plagiarism detection software or demonstrations 		
Preferred Books & / or References	<ul style="list-style-type: none"> Citing and referencing tutorial. (n.d). Monash University. https://www.monash.edu/library/help/citing-and-referencing/citing-and-referencing-tutorial. Deakin Library. (2019, June 14). <i>Information Searching Techniques</i>. [Video]. YouTube. https://www.youtube.com/watch?v=-8siPZI663c E-PG pathshala. (2020, March 18). <i>Information seeking behavior: concept and methods</i> [Video]. YouTube. https://www.youtube.com/watch?v=0BOEPmg93al La Trobe University Library. (2015, January 21). Nobody likes a copycat: The ethical use of information. [Video]. YouTube. https://www.youtube.com/watch?v=7fqInW0F6mc National Intellectual Property Office (NIPO) of Sri Lanka. (n.d.). Retrieved May 15, 2021, from https://www.nipo.gov.lk NUSL Libraries. (2016, August 8). <i>The Information Search Process</i>. [Video]. YouTube. https://www.youtube.com/watch?v=mmYT4vmA668 Ruthven, I. and Kelly, D (ed). (2011). <i>Interactive information seeking behavior and retrieval</i>. Facet publishing. UQ Library. (2020, February 24). <i>Evaluating information sources</i>. [Video]. YouTube. https://www.youtube.com/watch?v=kMWcxhs8_F0 Welsh University Library. (2020, April 21). <i>Overview of Searching Techniques</i>. [Video]. YouTube. https://www.youtube.com/watch?v=8u7N5xBQI88 		
Teaching Learning Activities	<ul style="list-style-type: none"> Lectures Practical Demonstrations Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Practical	Based on main session topics	50%
	End semester Examination	3-hour essay type examination	50%
Duration	150 Hours (48-T, 72-P, 30-S)		

Module Title	Collection Development
Module Code	O92T005M07
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U08, O92T005U09, O92T005U12, O92T005U13, O92T005U14
Prerequisites	O92T005M02, O92T005M03
Module Aims	To enable the students to assist with the selection, acquisition, de-acquisition and evaluation of collections and resource materials, acquisition and de-acquisition policies and procedures
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • identify the components of collection development policy. • describe the procedures of acquisition and de-acquisition of library materials. • explain the steps of collection management. • differentiate purchasing, donation, exchange procedures. • review the collection composition. • conduct stock verification.
Learning Content / Topics	<ul style="list-style-type: none"> • Collection Development Policy <ul style="list-style-type: none"> ○ Introduction to collection development policy. ○ Facts considered in designing the collection development policy. ○ Relevant guidelines and circulars of IFLA, National Libraries ○ Collection assessment/audit • Acquisition <ul style="list-style-type: none"> ○ Different ways of acquisition of library materials. (Purchasing, cooperative purchasing, donation, non-printed materials, exchange, etc.) ○ Selection methods and tools of library materials for acquisition. <ul style="list-style-type: none"> ▪ Selection methods - word of mouth, requests from users, visit other libraries, exhibitions, bookshops, a perusal of catalogues and bibliographies ▪ Selection tools- catalogues, bibliographies, book reviews, book lists, library journals etc. ▪ Obtaining recommendations from subject experts. ○ Procedures for the acquisition of library materials. (purchasing, cooperative collection development, donation, exchange, etc.) <ul style="list-style-type: none"> ▪ Selection, ordering, procurement, payment methods, valuation, acknowledging, etc. ○ Issues in acquisition of library materials. • Collection maintaining <ul style="list-style-type: none"> ○ Entering library materials into Acquisition registers/ Databases. ○ Book processing <ul style="list-style-type: none"> ▪ Labelling, barcoding, stamping, pasting security tags and binding library materials.

	<ul style="list-style-type: none"> ○ Technical services- Cataloguing and classification ○ Shelving /Storage library materials (printed and non-printed), shelves reading, preparation of labels, notices for shelves. ○ Stock verification methods and procedures. <ul style="list-style-type: none"> ● De- Acquisition <ul style="list-style-type: none"> ○ Weeding out library materials <ul style="list-style-type: none"> ▪ Weeding out policies & procedures ▪ Criteria for weeding of materials (damaged/worn out; out-of-date; new edition available; shelf time criterion (non-borrowed books). ▪ Preparation of weeding out report. ▪ Methods of weeding out the materials (discard, withdraw, donate, etc.)
Practical	<p>Book accessioning and processing</p> <p>Prepare a collection development plan</p>
Resources	<ul style="list-style-type: none"> ● Policy documents, procedures, circulars ● Sample materials, ● Computer with accessories ● Internet facilities ● Videos
Preferred Books & / or References	<ul style="list-style-type: none"> ● Agee, J. (2007). <i>Acquisitions go global: an introduction to library collection management in the 21st century</i>. Chandosh publishing. ● Agee, J. (2005). Collection evaluation: a foundation for collection development. <i>Collection Building</i>, 24(3), 92-95. ● Anjejo, R. (2006). Collection development policies for small libraries. <i>PNLA Quarterly</i>, 70(2), 12. ● Biblarz, D., Tarin, M. J., Vickery, J., & Bakker, T. (2001). Guidelines for a collection development policy using the conspectus model. International Federation of Library Associations and Institutions. Retrieved from https://www.ifla.org/resources/?oPubId=1157. ● Casserly, M. F. (2004). Collection management as risk management. <i>Library Collections, Acquisitions, and Technical Services</i>, 28(1), 79-92. ● Gorman, G. E., & Cullen, R. (2000). Models and opportunities for library co-operation in the Asian region. <i>Library management</i>. 21(7). 373-384. ● Johnson, P. (2018). <i>Fundamentals of Collection Development and Management</i>. ALA Editions. ● Stephens, C. G., & Franklin, P. (2015). <i>Library 101: A Handbook for the School Librarian: A Handbook for the School Librarian</i>. ABC-CLIO. ● Winters, B. J. (1999). <i>Ethics in Acquisitions Management. Understanding the Business of Library Acquisitions</i>. American Library Association. ● මහපත්‍රා, පී.කේ. (2003). පුස්තකාල එකතු කළමනාකරණය (පරිවර්තනය උදිත අලහකෝන්) .ගොඩගේ.

Teaching Learning Activities	<ul style="list-style-type: none"> • Lecture • Demonstrations • Guest lectures • Practical 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on main session topics	60%
		Report on a field visit	
		YWA on collection development	
End semester Examination	3-hour essay type examination	40%	
Duration	140 Hours (50-T, 15-P, 75-S)		

Module Title	Library and Information Services
Module Code	O92T005M08
Module Type	Compulsory
Relevant Unit/s	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
Prerequisites	O92T005M02, O92T005M05
Module Aims	To enable students to manage library circulation activities
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> • manage library circulation. • manage referral and reference services. • conduct user orientation programs. • compilation of current awareness products for information dissemination.
Learning Content / Topics	<ul style="list-style-type: none"> • Introduction to Library Services <ul style="list-style-type: none"> ○ Lending ○ Reference ○ Periodical Control ○ Customer care ○ Information services ○ Referral services • Reference services <ul style="list-style-type: none"> ○ Handle reference queries ○ Reference styles (Harvard, APA, Chicago, etc) ○ Reference management software • Circulation systems <ul style="list-style-type: none"> ○ Registration of members ○ Circulation management – fines, reminders, online reservation of library materials ○ Clearance/ no claim certificate ○ Online Public Access Catalogue - (OPAC) ○ Serial control • Reprography services • Current Awareness services <ul style="list-style-type: none"> ○ Content page service ○ Circulation of New acquisitions ○ Selective Dissemination of information ○ Preparation of bibliographies on a subject ○ Compilation of article index ○ Document delivery ○ Paper cuttings • Other services <ul style="list-style-type: none"> ○ Inter-Library Loan

	<ul style="list-style-type: none"> ○ Audiovisual/ multimedia services ○ Internet surfing services ○ Translation services ○ Collection of daily statistics ○ Organizing library services for differently-abled persons ○ Reading room facilities ○ Self-study and discussion areas 		
Practical	<ul style="list-style-type: none"> ● Handle reference queries ● circulation of materials online catalogues 		
Resources	Computer facilities with internet		
Preferred Books & / or References	<ul style="list-style-type: none"> ● Agarwal, S. P. and Agarwal, S. (1985). <i>Development of Library Services in India: Social Science Information</i>. Concept Publishing. ● Iyengar, S. and Sreenidhi, I. (1996). <i>Library Services for the Disadvantaged</i>, Anmol Publications . ● Khan, H. A. and Ijari, S.R. (1990) .<i>Current problems and trends in library and information services: Prof K. S. Deshpande felicitation volume</i>. Indian Bibliographic Centre. ● ගුණසේකර, ධනපාල. (1998). පුස්තකාල සේවාවේ මූලිකාංග. ගොඩගේ. ● ගුණසේකර, ධනපාල. (2007). පාසැල් පුස්තකාල සේවාව: කුඩා පාසල් පුස්තකාලයාධිපතින් සඳහා නියමුවකි. විජේසූරිය ග්රන්ථ කේන්ද්රය. ● ජයසූරිය, සුමනා. (2001). ග්රන්ථ නාමාවලිකරණය. ශ්‍රී ලංකා පුස්තකාල සංගම ● ජරේමදර්ශන, විජය. (2011). විමර්ශන පුස්තකාල: තොරතුරු සම්පත් හා සේවා පිළිබඳ හැඳින්වීමකි. විජේසූරිය ග්රන්ථ කේන්ද්රය. 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Lectures ● Demonstrations ● Library visits 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Submit a report and presentation on a library visit	100%
Duration	135 Hours (80-T, 30-P, 25-S)		

Module Title	Types of Libraries
Module Code	O92T005M09
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, O92T005U03, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
Prerequisites	O92T005M01, O92T005M08
Module Aims	To enable the students to understand the diversity of libraries based on different functions and services
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • describe the roles and functions of different types of libraries. • compare the services offered by different types of libraries. • examine specific features of different types of libraries • explore services offered by national libraries • evaluate standards and guidelines
Learning Content / Topics	<ul style="list-style-type: none"> • Cultural heritage institutions (museums, archives and libraries) • National, Academic, Public, School, and Special Libraries (Government, research, religious, NGO etc.) <ul style="list-style-type: none"> ○ Different types of libraries according to aims, objectives, clientele, collections and services provided. ○ Special features driving from the objectives of mother institutions and requirements of individual libraries. ○ Specialized services are available according to the type of library. • Data & documentation centres <ul style="list-style-type: none"> ○ Data and documentation centres (Central Bank, Department of Senses and Statistical, Geological Survey & Mines Bureau, UNESCO, World Bank, WHO) <ul style="list-style-type: none"> ○ Purpose of data and documentation centers • Documentation services of National Library of Sri Lanka • Service mode of libraries (traditional, hybrid, digital, virtual) • Standards and guidelines related to types of libraries
Practical	<ul style="list-style-type: none"> • Prepare a report/presentation on different types of libraries in Sri Lanka
Resources	<ul style="list-style-type: none"> • Library hand books/ guides issued by different types of libraries • Library catalogues/ Websites
Preferred Books & / or References	<ul style="list-style-type: none"> • De Silva, W.R.G. (2014). <i>University libraries: some reflection on their role and function</i>, In: Kritavedi festschrift for senior professor Piyadasa Ranasinghe . Author. (pp. 521-523) . • Galler, N.M. (2004), <i>Pasal pusthakala kalamakaranaya</i>. National

	<p>Library services board.</p> <ul style="list-style-type: none"> ● Higgins, S. (2016) <i>Managing academic libraries: principles and practice</i>, Elsevier. ● Jayathissa, L. A. (2014). <i>Challenges and opportunities in university librarianship: the way forward</i>, In: Kritavedi festschrift for senior professor Piyadasa Ranasinghe. Author. (pp. 524-534). ● Premasiri, P.H.N. (2014). <i>Parliament Library of Sri Lanka: an overview</i>, In: Kritavedi festschrift for senior professor Piyadasa Ranasinghe, Author.(pp. 565-577). ● Weerasinghe, MK (2012). <i>The new organizational structure for the national library and documentation centre, Sri Lanka</i>. In: Mahacharya Jayasiri Lankage Abhinandana granthaya. Godage. (pp 475-488) ● අලහකෝන්, උදිත . පාසල් පුස්තකාල කළමනාකරණය. සරසවි. ● රණවිර, ආර්. ඒ.ඒ. එස්. (2014). <i>ශ්‍රී ලංකාවේ මහජන පුස්තකාල සේවාව: ඉතිහාසය හා විකාශනය</i>. In: කෘතවේදී: ජයේෂ්ඨ මහාචාර්ය පියදාස රණසිංහ අභිනන්දන ග්‍රන්ථය. (පි. 178-186) . කර්තෘ. 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Theory input ● Demonstrations ● Library visits ● Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on the main session Topics Field reports/ Presentations	50%
	End semester Examination	3-hour essay type examination	50%
Duration	125 Hours (60-T, 15-P, 50-S)		

Module Title	Information Literacy
Module Code	O92T005M10
Module Type	Compulsory
Relevant Unit/s	O92T005U03, O92T005U05, EMTU06
Prerequisites	O92T005M02, O92T005M05, O92T005M06
Module Aims	To enable the students to improve information literacy skills of readers using relevant methods and techniques.
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • demonstrate information literacy skills • promote literature and reading among reader communities • teach information literacy skills to readers • construct a literature review • conduct user surveys
Learning Content / Topics	<ul style="list-style-type: none"> • Information literacy <ul style="list-style-type: none"> ○ Define information literacy ○ Information literacy standards ○ Information literacy models ○ Information literacy assessment • Library orientation programs • Reading promotion <ul style="list-style-type: none"> ○ Fiction reading: Parts of a story/plot diagrams ○ Non-fiction reading: Reading a book technically (SQ3R and SQ4R) • Research skills <ul style="list-style-type: none"> ○ Information search and literature survey ○ Literature review ○ Note-taking, note-making and summarizing/abstracting <ul style="list-style-type: none"> ▪ Brainstorming ▪ Mind mapping ▪ Concept mapping ○ Referencing, reference styles and reference management tools ○ User surveys
Practical	<ul style="list-style-type: none"> • Conduct an information literacy instruction session • Conduct a reading promotion camp
Resources	<ul style="list-style-type: none"> • Computer with internet • Fiction and non-fiction books • Reference manuals and guides • Reference management tools
Preferred Books & / or References	<ul style="list-style-type: none"> • ACRL (2000). Information Literacy Competency Standards for Higher Education. College and Research Libraries News, 61(3). https://doi.org/10/gj44wn • ACRL. (2000). Information Literacy Competency Standards for Higher

	<p>Education. American Library Association. http://www.ala.org/acrl/standards/informationliteracycompetency</p> <ul style="list-style-type: none"> • CILIP Information Literacy Group. (n.d.). Information Literacy Website. Retrieved May 21, 2021, from https://infolit.org.uk/ • ජාතික පුස්තකාල හා විද්‍යාපන විද්‍යා ආයතනය, කොළඹ විශ්වවිද්‍යාලය. (2020b, July 14). තොරතුරු සාක්ෂරතාව පිළිබඳ කෙටි හැඳින්වීමක්: පළමු කොටස (1/2). https://www.youtube.com/watch?v=T6lcq26o2IE • ජාතික පුස්තකාල හා විද්‍යාපන විද්‍යා ආයතනය, කොළඹ විශ්වවිද්‍යාලය. (2020a, July 14). තොරතුරු සාක්ෂරතාව පිළිබඳ කෙටි හැඳින්වීමක්: දෙවන කොටස (2/2). https://www.youtube.com/watch?v=YVLPWP5yu38 • පන්නිල, යූ., ලාල්, ඒ., රාමනායක, කේ., සහ ජරනාන්දු, අයි ඩී කේ එල්. (සංස්.). (2019). පුස්තකාල විද්‍යාව හා තොරතුරු සාක්ෂරතාව: ආනන්ද කරුණාරත්න උපහාර ශාස්ත්‍රීය ලිපි සංග්‍රහය. රුහුණ විශ්වවිද්‍යාලය පුස්තකාලය. මාතර. • ජේමදාස, පී.ඒ., සහ අලහකෝන්, යූ. (සංස්.). (2016). ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය සඳහා තොරතුරු සාක්ෂරතාව. ජාතික පුස්තකාල හා විද්‍යාපන විද්‍යා ආයතනය, කොළඹ විශ්වවිද්‍යාලය. • විකර්මනායක, එල්. තොරතුරු සාක්ෂරතාවය හා ජාතික අධ්‍යාපන ජර්නලය. (n.d.). Retrieved May 21, 2021, from http://archives.dinamina.lk/2010/05/21/_art.asp?fn=f1005212 									
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Practical • Demonstrations • Guest lectures 									
Assessment	<table border="1"> <thead> <tr> <th>Type</th> <th>Topic/ Activity</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Practical</td> <td>Based on the main session Topics</td> <td>50%</td> </tr> <tr> <td>End semester Examination</td> <td>3-hour essay type examination</td> <td>50%</td> </tr> </tbody> </table>	Type	Topic/ Activity	Weighting	Practical	Based on the main session Topics	50%	End semester Examination	3-hour essay type examination	50%
Type	Topic/ Activity	Weighting								
Practical	Based on the main session Topics	50%								
End semester Examination	3-hour essay type examination	50%								
Duration	150 Hours (60-T, 30-P, 60-S)									

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester II

Employability Modules

Module Title	Plan Work to be Performed at Workplace
Module Code	EMPM03
Module Type	Compulsory
Relevant unit/s of competence	EMPU03
Pre-Requisites	None
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ▪ Plan and schedule work to be performed at the workplace ▪ Assign work to workers based on the assessment of competencies/work capacities of individual workers/working team ▪ Predict likely problems / probable changes that would come up in the implementation of the planned schedule
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ▪ Prepare a work schedule for a given work situation ▪ Determine work priorities as per predetermined criteria such as goals, targets and organizational requirements ▪ Develop a plan (process) to complete work to be done in a given situation ▪ Assess competencies of individual workers before assigning work
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Goals and Objectives of the organization ▪ Planning priorities ▪ Plans related to work and related activities at the workplace ▪ Systems, procedures and processes relevant to the organization ▪ Quality and continuous improvement processes applied within the organization ▪ Company-specific performance standards ▪ Industry/Workplace Codes of Practice /Codes of ethics ▪ Frontline management roles applicable to team management ▪ Manufacturer’s specifications and product specifications ▪ Standard specifications of commonly used materials ▪ Simple planning techniques/methods - (two to three common techniques/methods) ▪ Forecasting Techniques /methods ▪ Time management techniques ▪ Competency assessment methods
Resources: Equipment, Tools & Materials	<ul style="list-style-type: none"> ● Occupational Tools, Instruments, Equipment, material ● Documents on Company policies and Procedures ● Documents on Industry/Workplace ● Codes of Practice /Codes of ethics ● Documents on Manufacturer’s specifications and product specifications ● Documents on competency-based assessments ● Software used for planning/scheduling

	<ul style="list-style-type: none"> ● Software applications used in performance appraisal ● Safety signs ● Safety procedures ● Computer ● Calculator ● Instructional Tools, Instruments, Equipment, material ● Multimedia projector ● Screen ● Flashcards ● Flip charts ● Permanent markers ● Whiteboard markers ● Overhead projector ● Transparencies ● Colour Printer and scanner ● Safety manuals ● Safety illustrations 		
Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ▪ Small group activity -1 - Identify work requirements of a drawing office or a given project ▪ Small group activity -2 - Set work priorities as per organisational requirements goals and targets ▪ Small group activity -3 -Develop a plan (process) to complete work to be done at the drawing office or in a given project ▪ Individual activity - Prepare list/s of tools, equipment, material required to complete the work as indicated in the plan developed in activity -3 ▪ Small group activity -4 Brainstorm in groups to identify, <ul style="list-style-type: none"> 1) Deficiencies in the plan (Developed in activity -3) 2) Modifications to be made to overcome deficiencies ▪ Explain and follow up with exercises Forecasting methods / Techniques, Time management techniques, Competency assessment methods 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of the planning of work to be performed at the workplace	30%
	Oral questioning during classroom presentations	Knowledge of various aspects of the planning of work to be performed at the workplace	10%
	Viva voce	knowledge on application of planning of work in a given work situation	10%

	Continuous assessment at the workplace	Use of different approaches and techniques related to the planning of work, application of skills in Planning work	50%
Duration	50hrs (30T+10P+10S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester III

Technical Modules

Module Title	Organization of information: Classification II
Module Code	O92T005M11
Module Type	Compulsory
Relevant Unit/s	O92T005U01, EMTU01
Prerequisites	O92T005M03
Module Aims	To enable the students to classify books using various classification methods
Learning Outcomes	The student shall be able to <ul style="list-style-type: none"> • use depth classification methods • compare different classification methods • construct subject indexes
Learning Content / Topics	<ul style="list-style-type: none"> • DDC in depth classification <ul style="list-style-type: none"> ○ Classification of books with complex subjects using standard subdivisions/common isolates/special isolates/auxiliary tables/add notes from schedules ○ Number building for complex subject • Other classification schemes: theory and practical <ul style="list-style-type: none"> ○ Universal Decimal Classification ○ Colon Classification scheme ○ Library of Congress Classification Scheme • Construction of subject index • Construction of chain index using DDC
Practical	Assign/build classification numbers using DDC, UDC
Resources	<ul style="list-style-type: none"> • DDC Latest edition • UDC • Sample materials • Computer with accessories • Internet facilities • Videos
Preferred Books & / or References	<ul style="list-style-type: none"> • Ranganathan, S. R. (1969). <i>Colon Classification</i>. 6th edition. Asia Publication, Madras, Indi • Sehgal R L. (1994). <i>An Introduction to Universal Decimal Classification</i>. Ess Ess Publications. • Sri Lanka Library Association (2020). <i>DDC and UDC: Guide to Dewey Decimal Classification (DDC) system (23rd ed.) and Universal Decimal Classification (UDC) system</i>. compiled by: G. R. Padmasiri and R. D. AnandaTissa - Colombo • Lazarinis, F. (2014). <i>Cataloguing and Classification: An Introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 Standards</i>. Elsevier Science & Technology. • ஸ்ரீகாந்த இலட்சுமி, அ. (2005). <i>நூலக பகுப்பாக்கம் நூலகர்</i>

	<p>கைநூல். நூலக விழிப்புணர்வு நிறுவனம், யாழ்ப்பாணம்.</p> <ul style="list-style-type: none"> • සතිජා, එම්. පී. ; පරි. රණසිංහ, පියදාස (2011). ඩීවී දශම වර්ගීකරණයේ නියාය හා භාවිතය. රාගම: කර්තෘ • විරසුරිය, ඩබ්. ඒ. (2014). පුස්තකාල වර්ගීකරණයක තිබිය යුතු සාධක සහ ගුණ ලක්ෂණ පිළිබඳ විග්රහයක්, කෘතවේදී: ජයෙෂ්ඨ මහාචාර්ය පියදාස රණසිංහ අභිනන්දන ග්රන්ථය. රාගම: කර්තෘ. පි. 165-172 		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Practical • Demonstrations • Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Practical	Based on main session topics	50%
	End semester Examination	3-hour essay type examination	50%
Duration	150 Hours (60-T, 60-P,30-S)		

Module Title	Organization of information: Cataloguing II
Module Code	O92T005M12
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, EMTU01, EMTU03, EMTU04
Prerequisites	O92T005M04
Module Aims	To enable the students to use different levels of cataloguing
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> ● differentiate various approaches of deriving subject headings and principles of cataloguing ● prepare catalogue cards and manage computer catalogue using standards of bibliographic description
Learning Content / Topics	<ul style="list-style-type: none"> ● Descriptive cataloguing of serial, audiovisual and other materials ● Analytical cataloguing ● Cooperate cataloguing <ul style="list-style-type: none"> ○ Union Catalogue ○ Centralized Cataloguing ● Metadata: Meaning, Purpose, Types, Uses <ul style="list-style-type: none"> ○ MARC 21 ○ DUBLIN CORE etc., ● Copy cataloguing <ul style="list-style-type: none"> ○ Standards for Bibliographic Interchange and Communication: ISO 2709, Z39.50 and Z39.71
Practical	<ul style="list-style-type: none"> ● Compile catalogue entries for non-book materials
Resources	<ul style="list-style-type: none"> ● Anglo American Cataloguing Rules II ● RDA tool kit ● Sears list of subject headings ● Library of Congress subject headings ● Various classification schemes ● MARC 21 standards for bibliographic data ● MARC21 Minimum Cataloguing Framework Recommended by The National Library of Sri Lanka
Preferred Books & / or References	<ul style="list-style-type: none"> ● රත්නසේකර, කොමන්ස් සහ කුමාර, එච්. සරත් නන්ද (2008) සුවිකරණ විධිකරම, ගම්පහ, කර්තෘ ● රණසිංහ, පියදාස සහ සුරවීර , නාමලී (2007). විෂය සුවිකරණය හා අනුකරණ ඒකාකරණය, කැලණිය: කර්තෘ ● Tramullas, Jesus and Garrido, Piedad (2013). Library Automation and OPAC 2.0: Information Access and Services in the 2.0 landscape. USA: Information Science References ● Carolyn O. Frost, Arlene G. Taylor. Cataloguing Non-book Materials:

	Problems in Theory and Practice, USA: Libraries unlimited		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Demonstrations • Practical • Assignments • Library Visits 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on practical	40%
	End semester Examination	3-hour essay type examination	60%
Duration	150 hours (60-T, 60-P, 30-S)		

Module Title	Preservation and Conservation of information
Module Code	O92T005M13
Module Type	Basics of preservation and conservation of library materials
Relevant Unit/s	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U09, O92T005U10, O92T005U11, EMTU03, EMTU04, EMTU05
Prerequisites	O92T005M02, O92T005M07
Module Aims	To enable the students to preserve and conserve library materials
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • differentiate Preservation and Conservation • explore the factors affecting the library materials • discuss the importance of preservation policy and preservation management • present the need for preventive conservation • explain general care of library materials • describe restoration procedures and strategies • control physical and biological environment
Learning Content / Topics	<ul style="list-style-type: none"> • Definitions of conservation and preservation, preservation policy • Nature of library materials • Preventive and curative conservation • Agents that cause damage to library materials <ul style="list-style-type: none"> ○ Human ○ Air ○ Light and darkness ○ heat and moisture ○ biological damage – Fungi, insects and rodents, birds ○ Acid ○ Natural hazards • General care of library materials <ul style="list-style-type: none"> ○ Daily inspection program ○ Good housekeeping <ul style="list-style-type: none"> ▪ Lighting, Housing, storage, ○ Pest control <ul style="list-style-type: none"> ▪ Insects and rodents ▪ Mildew ▪ Fungicides and insecticides ▪ Fumigation • Repair and restoration and Book binding <ul style="list-style-type: none"> ○ De-acidification ○ Tissue repair ○ Encapsulation of chemicals • Digital preservation.

	<ul style="list-style-type: none"> ○ Care of Audio-Visual & electronic information, films ○ Migration into new formats ● Disaster preparedness <ul style="list-style-type: none"> ○ Preparation of disaster plan 		
Practical	<ul style="list-style-type: none"> ● Analyse conservative and preservative methods for different types of materials 		
Resources	Chemicals, insecticides, citronella oil, fungicides, fumigants, IFLA principles for the care and handling of library material		
Preferred Books & / or References	<ul style="list-style-type: none"> ● Conservation of library materials: a manual and bibliography on the care, repair and restoration of library materials by George Daniel Martin ● Preservation and management of library collection by S.K. Bajpai ● Wimalaratne, KDG (2012). The challenges faced by librarians in salvaging and conserving water damaged library materials and possible solution. Mahacharya Jayasiri Lankage Abhinandana granthaya. Colombo: Godage. Pp 449-456 ● ඩියුරෝ ,ජේ. පුස්තකාල ද්රව්ය සංරක්ෂණය/ ජේ. ඩියුරෝ. - කොළඹ: 2000. - පි.28: ● විමලරත්නකේ ඩී.ජී. (2014). පුස්තකාල සහ අධිලේඛන ද්රව්ය සංරක්ෂණය. ජාතික පුස්තකාල හා ප්රලේඛන සේවා මණ්ඩලය. ● විමලරත්නකේ.ඩී.ජී. (2015). ලේඛන සහ අධිලේඛන: තොරතුරු කළමනාකරණ අත්පොත. සරසවි ප්රකාශකයෝ. ● වෙන්තසිංහසරෝජා. (2001). කඩදාසි ලේඛන ආරක්ෂණය සහ සංරක්ෂණය (විමලරත්නකේ.ඩී.ජී., Trans.). ජාතික ලේඛනාරක්ෂක දෙපාර්තමේන්තුව. 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Theory input ● Demonstrations ● Industry visits ● Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on main session topics	40%
	End semester Examination	3hour essay type examination	60%
Duration	150 Hours (60-T, 60-P, 30-S)		

Module Title	Library Management		
Module Code	O92T005M14	Credits	06
Module Type	Compulsory		
Relevant Unit/s	O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, EMTU01, EMTU02, EMTU03, EMTU04, EMTU05, EMTU06		
Prerequisites	None		
Module Aims	To enable the students to familiarize the managerial functions of the libraries		
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • describe the theories of management • manage human resources • manage finance at the library • maintain the library functions and the resources 		
Learning Content / Topics	<p><u>Introduction to library management</u></p> <ul style="list-style-type: none"> • Gurus of management <ul style="list-style-type: none"> ✓ Henry Fayol 1841-1925 ✓ Max weber 1864-1920 ✓ Abraham Maslow 1968-1970 • Theories of management • SWOT, PEST, PESTLE analysis <p><u>Strategic management</u></p> <ul style="list-style-type: none"> • Standards: ISO 9001, 5 S, six sigma, • Planning: assessment, policymaking, analysis & relationship with the parent organization • Implementation: roles, relationships, responsibilities and competencies • Supervision: roles, relationships, responsibilities and competencies • Conflict management • Disaster management <p><u>Human resource management</u></p> <ul style="list-style-type: none"> • Staff: recruitment, induction appraisal, counselling, leave, grievance handling and welfare • Training and development • Job plans and description • Time management <p><u>Performance management</u></p> <ul style="list-style-type: none"> • Performance indicators- what & how to develop 		

	<ul style="list-style-type: none"> ● Performance measurement <p><u>Financial Management</u></p> <ul style="list-style-type: none"> ● Objectives of financial management at libraries <ul style="list-style-type: none"> ✓ Cost control ✓ Use of resources in the best fashion ✓ Justification of existing resource provisions ✓ Justification of additional resourcing ✓ Income generation ● Financial regulations/ policies ● Auditing ● Budget allocation & preparation <ul style="list-style-type: none"> ✓ Factors affected for budgeting ✓ Budgeting techniques ● Cash management ● Costing & valuing ● Ethics in financial handling ● Financial reporting ● Inventory maintenance ● Software packages <ul style="list-style-type: none"> ✓ Spreadsheet <p><u>Manage infrastructure</u></p> <ul style="list-style-type: none"> ● Maintenance of building & equipment ● Planning of building/ renovations ● Stock verification of equipment ● Contracts & agreements ● Purchase of essential items ● Digital asset management ● Weed out & discard <p><u>General Management</u></p> <ul style="list-style-type: none"> ● Office management <ul style="list-style-type: none"> ✓ Office correspondence ✓ File/record management ✓ Procedures, work chart and measurements ✓ Organizational environment/ structure ✓ Preparation of statistics and annual reports ● Library advisory committees ● Library rules and regulations
Practical	Case study on management practices followed in a library
Resources	Policy documents, procedures, circulars Samples materials Computer with accessories Internet facilities

	Videos		
Preferred Books & / or References	<ul style="list-style-type: none"> ● ගුණසේකර, ධනපාල. පුස්තකාල සේවාවේ මූලිකාංග. කොළඹ: ගොඩගේ ● ජයතිස්ස එල්.ඒ. (2014). ඉලෙක්ට්‍රොනික යුගයේ පුස්තකාල කළමනාකරණය. ගොඩගේ. ● ජේම්මදර්ශන, විජය. (2015). පුස්තකාල සහ මහජන සම්බන්ධතා. සරසවි ප්‍රකාශකයෝ. ● විල්සන්ලයිස්, & අලහකෝන්උදිත. (2017). පුස්තකාල කළමනාකරුවන් සඳහා පුද්ගල කුසලතා. නයිත් පබ්ලිෂිං. ● ශ්‍රී ලංකා ජාතික පුස්තකාලය. (1994). පුස්තකාල දැව හාණ්ඩ. ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය. ● Krishan, Kumar (2013) Library administration and management, New Delhi : Vikas Publishing House ● Jordan, Peter (2002). Staff management in library and information works, Hampshire: Ashgate Publishing Limited ● Moran, Barbara. (2013) . Library and Information Centre management. California: Libraries unlimited 		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Demonstrations • Guest lectures • Library tour • Practical 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Assignment of classroom teaching	40%
	Semester end test	Three hours paper	60%
Duration	100 Hours (60-T, 20-P, 20-S)		

Module Title	Library Profession & librarianship
Module Code	O92T005M15
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, O92T005U03, O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14
Prerequisites	None
Module Aims	To enable the students to; <ul style="list-style-type: none"> • adhere to professional conduct and discipline of librarianship and execute profession and professional development
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • explain the applicability of laws of library science in the modern context • describe the ethical practices of librarianship • practice national & international standards and guidelines • illustrate the roles & duties of a librarians • describe role of professional organization in librarianship
Learning Content / Topics	<ul style="list-style-type: none"> • Introduction to profession <ul style="list-style-type: none"> ○ Definitions of the terms profession, career, vocation. ○ Qualities of a professional ○ Overview of librarianship as a profession in comparison with other professions such as medical, teaching, legal etc. • Introduction to Librarianship <ul style="list-style-type: none"> ○ Philosophy of library science & information management ○ Ranganathan's five laws of librarianship & other contributions • librarianship as a profession <ul style="list-style-type: none"> ○ Changing pattern of librarianship as a profession ○ Different and varied terms used for library/information workers - Information scientist, information manager, information officer, documentation officer, manager/resource center etc. ○ Core duties of librarians - Collection development, organization, technical services, dissemination of information, preservation and care of materials, library administration ○ Modern librarianship ○ Equity of access ○ Role of librarians in the knowledge society • Role of the national and international professional organizations <ul style="list-style-type: none"> ○ Definition of a professional organization. ○ Leading national organization- Sri Lanka Library Association (SLLA) ○ Leading international organization- International Federation of

	<p>Library Associations and Institutions (IFLA), IFLA- Regional Standing Committee for Asia and Oceania (RSCAO), Commonwealth Library Association (COMLA), American Library Association (ALA), Chartered Institute of Library and Information Professionals (CILIP), Indian Library Association (ILA)</p> <ul style="list-style-type: none"> ○ Professional ethics & conduct of librarians 		
Practical	Prepare a report/presentation on prominent librarians' national and international		
Resources	Computer with accessories, guidelines of professional organizations, manuals, code of ethics		
Preferred Books & / or References	<ul style="list-style-type: none"> • Gamage, Ruwan (2014). A personal history of e-librarianship in Sri Lanka: 2000-2004, Kritavedi: Festschrift for senior professor Piyadasa Ranasinghe, Ragama: Author, pp. 465-474 • Goethe Institute. (n.d.). Libraries for Sri Lanka: Results of the Workshop on New Library-Concepts Adjusted to Culture & Climate. Goethe Institute. • Sri Lanka Library Association. (1998a). Code of Professional Conduct and Ethics. Sri Lanka Library Association. www.slla.lk • Sri Lanka Library Association (Ed.). (1998b). Library standards for Sri Lanka. Sri Lanka Library Association. www.slla.lk • இலங்கை நூலக சங்கம். (2002). இலங்கைக்கான நூலக நியமங்கள். இலங்கை நூலக சங்கம். • අමරසිංහප්පි. (1987). මහජන පුස්තකාල ජර්මනි. ජාතික පුස්තකාල හා ජර්මනි සේවා මණ්ඩලය. • ආනන්දතිස්ස ආර්. ඩී. (2019). පුස්තකාල වෘත්තීය: පුස්තකාලයාධිපතිත්වයෙහි ඉතිහාසය, විකාසය සහ ජර්මනි. ගොඩගේ සහෝදරයෝ. • ජයසුන්දරමෝර්ටි. (2017). පුස්තකාල වෘත්තීය සහ ශ්‍රී ලාංකීය පුස්තකාලයාධිපතිවරු. කර්තෘ. • ශ්‍රී ලංකා පුස්තකාල සංගමය. (2002). ශ්‍රී ලංකාව සඳහා පුස්තකාල ජර්මනි. ශ්‍රී ලංකා පුස්තකාල සංගමය. www.slla.lk 		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Guest lectures • Study tour 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Based on main session topics	40%
	End semester Examination	3-hour essay type examination	60%
Duration	100 Hours (42-T, 30-P, 28-S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester III

Employability Modules

Module Title	Problem Solving and Decision Making
Module Code	EMPM04
Module Type	Compulsory
Relevant Unit/s	EMPU04
Pre-Requisites	None
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ● Understand the importance of following a systematic approach to identifying and analyzing problem situation/s ● Acquire the skills required to compare different solutions to decide the most suitable. ● Apply standard techniques of problem-solving and decision making to solve problems and make decisions at the workplace.
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ● Analyze a situation and accurately identify a problem ● Assess the impact of a problem ● Apply systematic procedure and process of solving a problem ● Follow a standard approach to foresee likely problems ● Follow an acceptable decision-making process
Learning Content / Topics	<ul style="list-style-type: none"> ● Problem-solving models ● Problem-solving techniques ● Decision-making models ● Decision-making process- (Reference to two commonly used decision models) ● Decision-making styles – (Participatory approaches may be given priority) ● Creative decision making - (Particular reference to six stages in Creative decision-making process) ● Six stages in the Creative decision-making process <ul style="list-style-type: none"> <input type="checkbox"/> Recognition <input type="checkbox"/> Fact-finding <input type="checkbox"/> Problem finding <input type="checkbox"/> Idea finding <input type="checkbox"/> Solution finding <input type="checkbox"/> Acceptance finding ● Vroom and Yetter's tool for decision making - "Decision tree" ● Brainstorming technique ● Nominal group technique ● Front end analysis
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Documents on Company policies and procedures ● Documents on Industry/Workplace codes of Practice/Codes of ethics ● Documents on Manufacturer's specifications and product specifications ● Model of Vroom and Yetter's tool for decision making - "Decision tree" ● Calculator

	Instructional Tools, Instruments, Equipment, material		
	<ul style="list-style-type: none"> ● Multimedia projector ● Screen ● Computer ● Flashcards ● Flip charts ● Permanent and whiteboard markers ● Overhead projector ● Transparencies ● Colour Printer and scanner ● Illustrations of "Problem-solving models" ● Illustrations of "Problem-solving techniques" ● Illustrations of "Decision-making models" 		
Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ● (Small group activity -1) -Provide relevant case studies to trainees and make them work in small groups to identify problems and the impact of the problems on one's immediate area of responsibilities 		
	<ul style="list-style-type: none"> ▪ (Small group activity -2) -Get trainees to work in small groups to generate ideas using divergent and convergent approaches to create solutions to problems identified in activity -1 		
	<ul style="list-style-type: none"> ▪ (Small group activity -3) Get trainees to work in small groups to select and communicate the most appropriate solution from among those generated in activity -2 		
	<p>Explain</p> <ul style="list-style-type: none"> ▪ Problem-solving models ▪ Problem-solving techniques ▪ Decision-making models ▪ Decision-making process- (Reference to two commonly used decision models) ▪ Decision-making styles – (Participatory approaches may be given priority) 		
	<ul style="list-style-type: none"> ● Introduce Creative decision making 		
	<ul style="list-style-type: none"> ▪ Provide a real problem situation (case study) to follow the Six stages in the "Creative decision making" process to make appropriate decisions to problems identified in the above case study 		
	<ul style="list-style-type: none"> ▪ Describe Vroom and Yetter's tool for decision making - "Decision tree" ▪ Brainstorming technique, Nominal group technique, Front end analysis 		
	<ul style="list-style-type: none"> ▪ Provide examples from real workplace situations to make trainees apply principles learnt in each of the above techniques 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various topics on problem-solving / decision making	30%

	an oral questioning technique during classroom presentations	Knowledge of various topics on problem-solving / decision making	10%
	Viva voce	knowledge in applications of problem-solving / decision making	10%
	continuous assessment at the workplace during industry training	Skills in problem-solving / decision making	50%
Duration	50hrs (30T+10P+10S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester IV

Technical Modules

Module Title	Library Cooperation, Marketing and Extension Services
Module Code	O92T005M16
Module Type	Compulsory
Relevant Unit/s	O92T005U02, O92T005U03, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U14, EMTU01, EMTU02, EMTU03, EMTU04, EMTU05
Prerequisites	O92T005M08, O92T005M14
Module Aims	To enable the students to initiate and facilitate library cooperation and extension services
Learning Outcomes	The student shall be able to; <ul style="list-style-type: none"> • Explain library cooperation activities • Differentiate various library extension services • Establish library cooperation and extension services
Learning Content / Topics	<ul style="list-style-type: none"> • Library cooperation <ul style="list-style-type: none"> ○ Importance of library cooperation ○ Prerequisites for library cooperation ○ Barriers for library cooperation ○ Library cooperation activities <ul style="list-style-type: none"> ▪ Interlibrary loan ▪ Cooperate acquisition ▪ Cooperate preservation ▪ Document delivery services ▪ Cooperate cataloguing ▪ Sharing resources and expertise ▪ Training workshop seminars ○ Bibliographic standards and formats ○ Union catalogue ○ Library and information networks and consortia <ul style="list-style-type: none"> ▪ International ❖ ERIC, DEVINSA, INSDOC, MEDLARS etc. <ul style="list-style-type: none"> ▪ National <ul style="list-style-type: none"> ❖ SLSTINET, HeLLIS, AGRINET, Financial Information Network, etc. ❖ CONSAL ○ Challenges in library cooperation ○ Information sharing through social media ○ Legal aspects of information sharing • Extension services

	<ul style="list-style-type: none"> ○ Objectives, importance and types of extension services ○ Mobile library services ○ Outreach services ○ Research support services ○ Advocacy services ○ Reader societies ○ Community services ○ Planning and design extension services ● Library marketing 		
Practical	Plan an extension service in a selected library		
Resources	Computer with accessories		
Preferred Books & / or References	<ul style="list-style-type: none"> ● ශ්‍රී ලංකා ජාතික ඒකාබද්ධ සුවිස: ආරම්භය හා විකාශනය 1986-2007. (2007). ජාතික පුස්තකාල හා ප්‍රලේඛන සේවා මණ්ඩලය ● Rifaudeen, M. M. (2017). The Problems of Resource Sharing in Sri Lanka : the case among Scientific and Technical Libraries. 7th International Research Symposium, South Eastern University. ● Wijetunge, P. (2019). Access to scholarly publications through a consortium in Sri Lanka: A case study. DESIDOC Journal of Library and Information Technology, 39(1), 10–16. https://doi.org/10.14429/djlit.39.1.13718 ● Mannan, S., & Bose, M. (1998). Resource sharing and information networking of libraries in Bangladesh: a study on user satisfaction. Malaysian Journal of Library and Information Services , 3(2), 67–86. https://doi.org/10.1017/CBO9781107415324.004 ● Posner, B. (2012). The ethics of library resource sharing in the digital age. Inter-lending and Document Supply, 40(2), 119–124. https://doi.org/10.1108/02641611211239614 ● Ramanan, T. & Jayasuriya, S. (). University library consortium: a tool for resource-sharing among university libraries that are coming under the governance of University Grants Commission, Sri Lanka. ● Dempsey, Lorcan (2014). The network reshapes the library: Lorcan Dempsey on libraries, services, and networks. USA: OCLC Online Computer Library Center 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Theory input ● Demonstrations ● Library visits 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Submit a report and presentation	40%
	End semester exam	Three hours paper on classroom teaching	60%
Duration	100 Hours (60-T, 10-P, 30-S)		

Module Title	Legal aspects in providing library and information services		
Module Code	O92T005M17	Credits	40
Module Type	Compulsory		
Relevant Unit/s	O92T005U03, O92T005U04, O92T005U05, O92T005U09, O92T005U10, O92T005U13		
Prerequisites	O92T005M02, O92T005M08		
Module Aims	To enable the students to familiarize the legal aspects related to library and information services		
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • Monitor compliance with legislation related to library services • Monitor license agreements to provide continuous services • Provide risk-free services to readers 		
Learning Content / Topics	<ul style="list-style-type: none"> • Library legislation <ul style="list-style-type: none"> ○ Importance of library legislation. ○ Legislations relevant to library and information services <ul style="list-style-type: none"> ▪ Right to Information Act ▪ National Library and Documentation Centre Act ▪ Sri Lanka Library Association Act • Legal deposit law <ul style="list-style-type: none"> ○ Introduction and history of legal deposit ○ Legal deposit in Sri Lanka <ul style="list-style-type: none"> ▪ Printing presses ordinance ▪ Printers and publishers ordinance ▪ Distribution of book copies as legal deposit ○ Newspaper Ordinance ○ National Archives Act • Intellectual Property Law <ul style="list-style-type: none"> ○ Introduction to copyright, patents and trademarks ○ History of development copyright law ○ International copyright conventions <ul style="list-style-type: none"> ▪ Berne Convention ▪ Universal Copyright Convention ○ Copyright Law in Sri Lanka ○ Code of Intellectual Property Act No. 52 of 1979 ○ Present code of Intellectual Property Act in Sri Lanka ○ Effect of copyright law for different information sources (printed, 		

	non-printed, video, song, photograph, etc..) <ul style="list-style-type: none"> ○ Fair use doctrine ● Censorship ● Licensing electronic resources 		
Practical	Discuss the effect of intellectual property law on library services		
Resources	<ul style="list-style-type: none"> ● Policy documents and legislation, procedures, circulars ● Sample materials & ● Computer with accessories ● Internet facilities ● Videos 		
Preferred Books & / or References	<ul style="list-style-type: none"> ● Intellectual Property (Amendment) Act No. 7 of 2018, (2018). ● Karunaratna, D. M. (2019). An Introduction to The Law Relating to Literary & Artistic Creations in Sri Lanka. Sarasavi Publishers. http://opac.cshr.cmb.ac.lk:8080/jspui/handle/123456789/1597 ● Sri Lanka. (2015). The constitution of the democratic socialist republic of Sri Lanka: Amendments included. Department of Government Printing. ● 2003 අංක 36 දරණ බුද්ධිමය දේපළ (සංශෝධන) පනත. https://www.parliament.lk/uploads/bills/gbills/sinhala/6208.pdf ● බුද්ධිමය දේපළ. (n.d.). ජාතික බුද්ධිමය දේපළ කාර්යාලය. Retrieved June 17, 2022, from https://www.nipo.gov.lk/web/index.php?option=com_content&view=article&id=13&Itemid=144&lang=si ● ජයකුමාර් ටී. (2008). ශ්‍රී ලංකාවේ බුද්ධිමය දේපළ නීතිය: බුද්ධිමය දේපළ හා ජරකාශන අයිතිවාසිකම් පිළිබඳව පුළුල් විමසුමක් හා ඊට අදාළව වාර්තා වූ නඩු තීන්දු. කර්තෘ. ● ජාතික බුද්ධිමය දේපළ කාර්යාලය. (2008). බුද්ධිමය දේපළ සහ ඔබ... ජාතික බුද්ධිමය දේපළ කාර්යාලය. ● ජීවන්තිමලවිගේ කේ. ගීතානි. (2018). තොරතුරු දැන ගැනීමේ අයිතිවාසිකම: තොරතුරු දැන ගැනීමේ අයිතිවාසිකම හා ශ්‍රී ලංකාවේ 2016 අංක 12 දරන තොරතුරු දැන ගැනීමේ අයිතිවාසිකම පිළිබඳ පනතෙහි නෛතික විමර්ශනයකි. ස්ටැම්ප්විලේ කේ. ● ද සිල්වාතුෂාර. (2005). බුද්ධිමය දේපළ හා ජරකාශන අයිතිය. ගොඩගේ සහෝදරයෝ. ● බොනේප්පු බොබී ජී. (2005). ජරකාශන අයිතිය සහ සම්බන්ධිත අයිතිවාසිකම් පිළිබඳ මූලික සංකල්ප. ගොඩගේ සහෝදරයෝ. ● සුරවීරනායක. (2010). වාරණය. ආකර්ශන ජරකාශකයෝ. 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Theory input ● Demonstrations ● Guest lectures ● Practical 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Presentation on a given case study	100%

		based on legislations	
Duration	100 Hours (60-T, 10-P, 30-S)		

Module Title	Organization of Information: Indexing
Module Code	O92T005M18
Module Type	Compulsory
Relevant Unit/s	O92T005U01, O92T005U02, EMTU01
Prerequisites	O92T005M11, O92T005M12
Module Aims	To enable the students to prepare information retrieval systems supported with indexes
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • Define the key concepts related to indexing • Describe the importance of indexing for information retrieval • Explain the difference between recall and precision • Describe the key indexing theories and metadata standards • Create an index for a given document or collection
Learning Content / Topics	<ul style="list-style-type: none"> • Key concepts related to indexing <ul style="list-style-type: none"> ○ Subject (Cutter) ○ Compound subjects (Kaiser) ○ Categories (Ranganathan) ○ Other key concepts • Introduction to indexing <ul style="list-style-type: none"> ○ Definition, Types, need, and advantages ○ Difference between subject catalogue and subject index ○ The structure of a catalogue record (card and electronic) ○ Evaluation of indexes and search tools (recall and precision) • Evolution of indexing <ul style="list-style-type: none"> ○ Objectives of catalogues (Rules for a Printed Dictionary Catalogue, Charles Ammi Cutter - 1876) ○ Functions of catalogues (The Paris Principles, IFLA – 1963) ○ User tasks (Functional Requirements for Bibliographic Records, IFLA, 2009) ○ Metadata Standards (Machine Readable Catalog – MARC 21, Dublin Core, BIBFRAME) • Indexing language <ul style="list-style-type: none"> ○ Natural language indexes ○ Controlled vocabulary (Sears List, Library of Congress Subject Headings & Medical Subject headings, etc) ○ Subject Indexing Languages - Classification schemes (enumerated, faceted); Conventional indexing (taxonomy, subject headings list, relative index, thesaurus); Web indexing (ontology used in Semantic

	<p>Web, folksonomy used in YouTube)</p> <ul style="list-style-type: none"> ● Devices <ul style="list-style-type: none"> ○----- Syndetic devises (cross-references, glossaries and inverted headings) ○----- Relation manifestation (pragmatic, syntagmatic) ● Introduction to Indexing methods <ul style="list-style-type: none"> ○ Assigned indexing (Pre-Coordinate and Post Coordinate indexes; Chain indexing, PRECIS, POPSI) and derived indexing (Title word indexing: KWIC, KWOC, KWAC etc). ○ Citation indexing: Popular citation indexes (SCI, SSCI), Citation analysis, bibliographic coupling, self-citation
Practical	<ul style="list-style-type: none"> ● Study different types of subject indexes and their ability to retrieve information ● Create index entries using different indexing methods
Resources	<ul style="list-style-type: none"> ● Sears List of Subject Headings (SLSH) ● Library of Congress Subject Headings (LCSH) ● Medical Subject Headings (MeSH) ● Dewey Decimal Classification (DDC) ● Universal Decimal Classification (UDC) ● Colon Classification (CC) ● MARC 21 Metadata Standard ● Online Public Access Catalogs (OPAC)
Preferred Books & / or References	<ul style="list-style-type: none"> ● Bristow, B. A., Farrar, C. S., Sears, M. E., & H.W. Wilson Company (Eds.). (2014). Sears list of subject headings (front matter) (21st Edition). H. W. Wilson. ● Bristow et al. - 2014—Sears list of subject headings.pdf. (n.d.). Retrieved May 22, 2021, from https://www.ebscohost.com/promoMaterials/SearsFM.pdf ● Dewey and Dewey—2003—DDC, Dewey decimal classification summaries.pdf. (n.d.). Retrieved May 22, 2021, from https://www.oclc.org/content/dam/oclc/dewey/resources/summaries/dewey_summaries.pdf ● Dewey, M., & Dewey, M. (2003). DDC, Dewey decimal classification summaries. OCLC Online Computer Library Center. ● IGNOU PSC 0771: Library and Information Services s. (2020, July 19). Basics of Subject Indexing. https://www.youtube.com/watch?v=9c4vBbrYtxw ● Library of Congress. (n.d.). The MARC 21 Formats: Background and Principles. Retrieved May 22, 2021, from https://www.loc.gov/marc/96principl.html ● Library of Congress. (2020). MARC 21 Format for Bibliographic Data. MARC 21 Format for Bibliographic Data. https://www.loc.gov/marc/bibliographic/ ● National Library of Medicine. (n.d.). Medical Subject Headings [Product, Program, and Project Descriptions]. U.S. National Library of Medicine. Retrieved May 22, 2021, from

	<p>https://www.nlm.nih.gov/mesh/meshhome.html</p> <ul style="list-style-type: none"> • Satija, M. P. (2017). Colon Classification [Text]. https://www.isko.org/cyclo/colon_classification • The Library of Congress. (n.d.). LC Linked Data Service: Authorities and Vocabularies (Library of Congress) [Webpage]. Retrieved May 22, 2021, from https://id.loc.gov/authorities/subjects.html • UDC Consortium. (n.d.). UDC Summary. Retrieved May 22, 2021, from http://www.udcsummary.info/php/index.php • රණසිංහපියදාස. (2007). විෂය සුවිකරණය හා අනුක්රමණිකාකරණය. කර්තෘ. • රත්නායකආර්.එම්.ඩී.පී. (2015). ප්‍රස්තකාල දැනුම සංවිධාන ජරමිති පිළිබඳ හැඳින්වීමක්. සරසවිලේඛ, 363–389. http://repository.kln.ac.lk/bitstream/handle/123456789/15596/362-389.pdf?sequence=1&isAllowed=y • වීරසූරියඩබ්ලිව්.ඒ. (2019). අනුක්රමණිකාකරණය, ඒ ආශ්‍රිත සංකල්ප ප්රභේද සහ පද්ධති පිළිබඳ සරල අර්ථ නිරූපණයක්. In Library science and information literacy (Ananda Karunaratna felicitation volume). රුහුණ විශ්වවිද්‍යාලය. http://shorturl.at/qDQVX 		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Demonstrations • Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Assignments	Prepare a keyword index	40%
	End semester Examination	3-hour essay type examination	60%
Duration	100 Hours (48-T, 30-P, 22-S)		

Module Title	Library Information Systems		
Module Code	O92T005M19	Credits	06
Module Type	Compulsory		
Relevant Unit/s	O92T005U01, O92T005U02 , O92T005U03 , O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U09, O92T005U10, O92T005U11, O92T005U12, O92T005U13, O92T005U14		
Prerequisites	O92T005M05, O92T005M06		
Module Aims	<p>To enable the students to;</p> <ul style="list-style-type: none"> • Provide an understanding of automation of library housekeeping operations and rendering automated services to the users • Provide an understating on digitization of library materials, developing digital library collection using digital library software and enabling access to digital library content 		
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • Define library automation, and integrated library system • Describe the general features and basic functional modules of an integrated library system • Define the role of standards in library automation and resource sharing • Compare different ILMS packages and digital library software • Explain the impact and status of library automation • Explain the impact and status of digitization • Express different modes of access to digital contents 		
Learning Content / Topics	<ul style="list-style-type: none"> • Automated Library Management System <ul style="list-style-type: none"> ○ Introduction to library automation ○ Integrated Library Management System (ILMS) ○ History of library automation in Sri Lanka ○ Status of library automation globally and locally ○ Library Management Software: F/OSS, Commercial, Freeware ○ Introduction to features of Integrated Library Management System <ul style="list-style-type: none"> ▪ Functional Modules: Acquisition, Cataloguing, Serial, Circulation, Reports, OPAC, System Administration, etc., ▪ Working Platform ▪ Database Management System (DBMS) ▪ Library Automation Standards: MARC 21, Z39.50, Unicode ▪ Network Architecture ○ Online Public Access Catalogue and Copy Cataloguing ○ Planning library automation 		

	<ul style="list-style-type: none"> ○ Criteria for selecting appropriate Library Management Software ○ Technologies related to library automation: RFID, Barcoding, QR coding, etc., ○ Benefits and challenges of library automation ○ Impact of ILMS on the staff and users <ul style="list-style-type: none"> ● Digital Library Management System (DLMS) <ul style="list-style-type: none"> ○ Digital Library System: genesis, definition, objectives and scope ○ Differentiate digital library, virtual library, hybrid library system ○ Features of DLMS ○ Metadata standards: Dublin Core ○ Digital Library Software: DSpace, Greenstone, etc., ○ Benefits and challenges of digital library ○ Impact of DLMS on the staff and users ○ Digitization practices in libraries: Institutional Repositories ○ Access to digital contents: Open access, Closed accesses 		
Practical	Practical session on handling library management software / digital library software		
Resources	<ul style="list-style-type: none"> ● Library management software, digital library software ● Sample materials ● Computer with accessories ● Internet facilities ● Videos 		
Preferred Books & / or References	<ul style="list-style-type: none"> ● රත්නායකලපුල් ජරසන්න. (2015). පාසල් පුස්තකාල ස්වයංක්රීයකරණය. ගොඩගේ සහෝදරයෝ. ● විජේරත්නචන්.පී. (2005). පරිගණක ජාලකරණය (නෙට්වර්ක්). ආකර්ශා ජරකාශකයෝ. ● සෝමානන්දනෝපුත්තේ. (2018). Digital Library සංවිධාන පුස්තකාල: සාම්ප්‍රදායික ලෝකයෙන් ඩිජිටල් යුගය කරා. ගොඩගේ සහෝදරයෝ. 		
Teaching Learning Activities	<ul style="list-style-type: none"> ● Theory input ● Practical ● Demonstrations ● Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Practical	Based on main session topics	60%
	End semester Examination	3-hour essay type examination	40%
Duration	200 Hours (60-T, 90-P,50-S)		

Module Title	Content Management Systems
Module Code	O92T005M20
Module Type	Compulsory
Relevant Unit/s	O92T005U05, O92T005U06, O92T005U08, O92T005U09, EMTU01
Prerequisites	O92T005M05
Module Aims	To enable the students to create a Website using a Content Management System (CMS)
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • Define CMS • Explain the importance of CMS to information organizations • Identify the key features of CMS • Recognise the key elements of websites • Design and publish a simple website for library
Learning Content / Topics	<ul style="list-style-type: none"> • Introduction to CMS: definition, objectives and scope • Need of CMS for librarians and libraries • Elements and features of CMS • Different types of CMS: Free & Open Source, Commercial • Some popular CMS: Joomla, WordPress, Drupal etc., • Selecting an appropriate CMS for the library • Developing Website: Key elements of a website, Basic HTML Tags • Domain registry and webhosting.
Practical	Practical session on creating a Website using CMS (with at least three articles, homepages, three menus, two users)
Resources	<ul style="list-style-type: none"> • CMS- Joomla or WordPress • Sample materials, • Computer with accessories • Internet facilities • Videos
Preferred Books & / or References	<p>CEC. (2016, July 14). Content Management System. Consortium for Educational Communication. https://www.youtube.com/watch?v=e_tUKAy8K0c</p> <p>Michalski, A. (n.d.). Content Management Systems (CMS) Are Not Boring: The What, Why, And How. Forbes. Retrieved June 17, 2022, from https://www.forbes.com/sites/forbesdigitalgroup/2021/06/01/content-management-systems-are-not-boring-the-what-why-and-how/</p>

Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Practical • Demonstrations • Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Practical	Assignment: Create a simple Website	100%
Duration	125 Hours (48-T, 42-P,35-S)		

Module Title	Social Networking and Collaboration
Module Code	O92T005M21
Module Type	Compulsory
Relevant Unit/s	O92T005U04, O92T005U05, O92T005U06, O92T005U07, O92T005U08, O92T005U10, O92T005U13
Prerequisites	O92T005M05, O92T005M14, O92T005M08
Module Aims	To enable the students to create and share digital content via social networks
Learning Outcomes	<p>The student shall be able to;</p> <ul style="list-style-type: none"> • Identify the different social networks • Explore the Core Functionality of social networks • Recognize the role of social networks technologies in libraries • Mangle Social Content, Governance & Retention • Integrating Social network technologies with library
Learning Content / Topics	<ul style="list-style-type: none"> • Social Networking: Definition, Objectives and Scope • Types of Social networks: Social Communities, Content sharing, corporate networks, Portals, Discussion groups • Social network Functionality: SLATES framework, Activity wall, Rating, Status update, Forums • Some popular social networks: Facebook, Twitter, LinkedIn, Slide Share, YouTube, etc., • Impact of Social networks on libraries • Creating digital content and providing library services via social networks
Practical	Practical session on creating and maintaining social network platform for library
Resources	<ul style="list-style-type: none"> • Access to social media sites • Computer with accessories • Internet facilities • Videos
Preferred Books & / or	Sreenivasan, S. (n.d.). How to Use Social Media in Your Career. New York Times. Retrieved June 17, 2022, from

References	<p>https://www.nytimes.com/guides/business/social-media-for-career-and-business</p> <p>Boyd, Danah M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. <i>Journal of Computer-Mediated Communication</i>, 13(1), 210–230. https://doi.org/10.1111/j.1083-6101.2007.00393.x</p> <p>සමාජ මාධ්‍ය භාවිතයේ දී අනු දත යුතු Community Standards. (n.d.). Retrieved June 17, 2022, from https://roar.media/sinhala/tech/features/what-are-the-facebook-community-standards</p>		
Teaching Learning Activities	<ul style="list-style-type: none"> • Theory input • Practical • Demonstrations • Guest lectures 		
Assessment	Type	Topic/ Activity	Weighting
	Practical	Assignment- 1. Group activity: Create and maintain social media site for the library 2. Presentation on how social media has been used by libraries 3. Comparative analysis of different social media platforms	100%
Duration	75 Hours (30-T, 30-P,15-S)		

MODULE DESCRIPTORS

**LIBRARY AND INFORMATION
SERVICES**

NVQ Level 06

Semester IV

Employability Modules

Module Title	Teamwork and Leadership
Module Code	EMPM05
Module Type	Compulsory
Relevant Unit/s	EMPU05
Pre-Requisites	None
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ● acquire the skills of working with others as a team ● understand the need of maintaining positive relationships with others under varying work conditions. ● lead and facilitate work teams to achieve planned outcomes while enhancing organizational productivity
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ● define objectives and functions of teams to develop team plans towards achieving corporate goals of the organization ● identify the important aspects of motivating individuals/teams and enhancing co-operation and commitment ● demonstrate an understanding of analyzing ideas and information through discussion and making informed decisions. ● manage and develop team performance by applying appropriate techniques and methods ● apply understanding of roles of team leadership and membership to build trust and confidence ● encourage members in the team to take initiative and make innovations
Learning Content / Topics	<ul style="list-style-type: none"> ● Introduction ● Functions and roles of leadership, teams in an organization ● Leadership styles and Leadership roles ● Team processes, Identifying your role within a team, How a team develops, Team planning- defining objectives, purpose functions and accountabilities ● Discussion techniques ● Communication in a team environment ● Decision-making techniques ● Leadership and personality development <p>Social analysis - culture and values, psychological and social aspects of individuals</p>

Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Documents on Company policies and procedures ● Calculator ● Computer ● Documents on Industry / Workplace Codes of Practice / Codes of ethics ● Documents on Manufacturer's specifications and product specifications ● Safety signs ● Safety procedures ● Variety of forms, formats used within the organization <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> ● Multimedia projector, Screen ● Flashcards, Flip charts ● Permanent and whiteboard markers ● Overhead projector, Transparencies ● Colour Printer and scanner ● Safety manuals, Safety illustrations 		
Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ● Lectures for imparting the fundamental aspects of teamwork and leadership ● Brainstorm appropriate interpersonal skills for working with and for others ● Conduct exercises in team planning ● List out in small groups attitudes of workers that create a positive working atmosphere ● Brainstorm how to develop commitment and cooperation within a team ● How to manage and develop team performance ● Prepare a checklist that would outline the main steps in developing team performance 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	knowledge on Leading and facilitating work teams	30%
	An oral questioning technique during classroom presentations	knowledge on Leading and facilitating work teams	10%
	Viva voce	knowledge in the application of Leading and facilitating work teams	10%
Continuous assessment at the	Skills in application of Leading	50%	

	workplace during industry training	and facilitating work teams	
Duration	50 hrs. (30-T, 10-P,10-S)		

Module Title	Creating & Maintaining a Learning Culture at Workplace		
Module Code	EMPM06		
Module Type	Compulsory		
Relevant Unit/s	EMPU05, EMPU06		
Pre-Requisites	None		
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ● create awareness and understanding of the concept of learning culture. ● develop competencies required to create and maintain a learning culture at the workplace. 		
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ● inform management about training requirements of workers ● arrange /Conduct training programmes ● demonstrate the use of new equipment and methods 		
Learning Content / Topics	<ul style="list-style-type: none"> ● Definition of training, the definition of performance, performance appraisal, methods of identifying performance gaps of workers, how to design training programs ● The setting of learning outcomes, Motivating workers for participation at training programmes, Hints and tips on conducting demonstrations ● Practice - Arrange /Conduct training programmes ● Demonstrate the use of new equipment and methods 		
Practical	Topic decided by the trainer based on the trainer's panel		
Resources:	Handouts, Computer, Printer, Photocopier, Multimedia projector, Models, Transparencies, Manuals		
Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ● Use lectures to impart theoretical knowledge on various aspects of learning culture. ● Use group discussions, case studies, Roleplays, to develop required skills and attitudinal aspects. ● Create and maintain a positive learning culture at the training centre. ● Arrange guest lectures on learning culture. 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items, structured essay type questions, case studies	Knowledge of various aspects of learning culture at the workplace	60%
	Role-plays and simulations	skills and attitudes related to various aspects of learning culture at the workplace	40%
Duration	50hrs (30-T, 10-P,10-S)		

