CHRIST
COLLEGE (AUTONOMOUS)
IRINJALAKUDA, KERALA

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Introduction

The Bachelor of Library and Information Science (B.Lib.I.Sc) program was started during the academic year. The program is designed to equip students with the skills and knowledge necessary to navigate the evolving landscape of information in the digital age.

Field visits to libraries play a crucial role in our program, providing students with real-world exposure to different library environments. These visits enable students to observe and understand the practical aspects of library management, user interactions, and the implementation of innovative technologies. This hands-on experience enhances understanding of the diverse challenges and opportunities within the field. Internship programmes during the academic year are also conducted.

Seminars offer a platform for in-depth discussions on current trends, emerging technologies, and critical issues in the field of library and information science.

In today's digital age, proficiency in library software and online search techniques is essential. Our program includes dedicated training sessions to ensure that students are well-versed in the latest library management software and are equipped with the skills needed to conduct effective online searches. This practical training prepares you to leverage technology to organize, retrieve, and disseminate information efficiently. Offered a certificate program for the same

CHRIST
COLLEGE (AUTONOMOUS)
IRINJALAKUDA, KERALA

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

	2.3.1(A) PARTICIPATIVE LEARNING	2.3.1(B) EXPERIENTIAL LEARNING	2.3.1(C) PARTICIPATIVE LEARNING
1	Classroom Lecturing	Field visit-Library Observation and Study	Fact Finding Quires and answers
2	Group Discussion	Training in Library Software	Creation of a Digital Library
3	Seminar Presentation	Internship	Certificate course
4	Guided Reading and Assignment	Evaluation of reference sources and systems	
5	Library Classification and Cataloguing Practice- Group work	Greenstone Digital Library software- hands own training	
6	Question answer section	Koha Integrated Library Management Software- hands own training	

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

PARTICIPATIVE LEARNING

1. CLASSROOM LECTURING

Our educational institution's regular lecture style is marked by an interactive and participatory manner that creates a stimulating learning atmosphere. Our teachers aggressively promote student engagement and interaction instead of only delivering the material in a typical lecture format. With the help of this method, which encourages a lively interchange of ideas, students may actively participate in their education. Students learn communication and critical thinking skills in addition to absorbing material through debates, group projects, and Q&A sessions. In addition to improving understanding, this interactive and participatory teaching approach fosters a cooperative and engaging learning environment in the classroom, enabling students to take an active role in their own education.

Program Objectives:

Peer group learning aims to enhance students' learning and progress by promoting critical thinking, teamwork, communication skills, practical experience, and individualised support through various approaches such as seminars, field trips, group discussions, and remedial coaching. By actively interacting with the course material, other students, and real-world applications, these techniques seek to provide dynamic learning settings where students may improve their comprehension and sharpen their abilities.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Program Outcome:

1. Consolidation of Knowledge: Lectures can provide a structured and comprehensive overview of complex topics, consolidating information from various sources.

2. Expert Insights: Professors or lecturers share their expertise and research findings, offering in-depth knowledge and new perspectives.

3. Standardized Information: Ensures all students receive the same foundational information, which can be useful for ensuring a uniform understanding of key concepts

2. **GROUP DISCUSSION ON "AI TOOLS USED FOR LIBRARY OPERATIONS AND SERVICES"**

   A group discussion was arranged for the class on 2nd February 2024 in Library Hall on the topic "AI tools Used for Library Operations and Services". Fr. Sibi Francis, Librarian, Christ College was the resource person. As students of Library science, they should know about the contemporary issues in society, and professional environment. It helps to invite their attention to current social issues. It was a training to know and cop up with the needs of library users.

Program Objective:

● Encourages active participation, critical thinking, and collaboration among peers.

CHRIST
COLLEGE (AUTONOMOUS)
IRINJALAKUDA, KERALA

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

- Facilitates the exchange of ideas, perspectives, and knowledge among group members.

- Promotes deeper understanding of concepts through peer interaction and discussion.

- Enhances communication skills, including listening, articulation, and respectful debate.

PHOTOS:

Programme Attained Outcome:

- Overview of AI Applications: A detailed understanding of how AI tools are integrated into various library operations, such as cataloging, search, and user support.

- Benefits and Limitations: Insights into the advantages of AI in enhancing library services, as well as the challenges and limitations associated with its implementation.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

- AI Tools and Technologies: Identification and description of specific AI tools and technologies used in libraries, such as machine learning algorithms, natural language processing, chatbots, and automated cataloging systems

- Emerging Trends: Exploration of upcoming trends and innovations in AI that could impact library operations and services in the future.

- Future Opportunities: Identification of potential areas for further research and development in the use of AI within the library sector.

3. **SEMINAR PRESENTATION**

Seminar topics were given to all students; one was based strictly on the syllabus and the other one was related to the curriculum.

Using ICT support, 22 students gave presentations in a seminar series. Program ran from November 7, 2023, until December 30th January, 2024. Each lecture was followed by an ignite conversation and exchange of ideas. The classroom environment is made academically by this approach. It also aided in their entry into the field of information science and libraries. Learning library science becomes genuinely interesting as a result of this action. In actuality, they described the library as the people's university and as a hub for culture, inspiration, and education. Students also get that the library is a democratic, secular public space. It is also the foundation of academia

Programme Objectives:

● Encourages peers to develop their presenting, public speaking, and research

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

abilities.

- Enables people to impart their knowledge, discoveries, and insights to the group.
- Promotes conversation, questions, and peer input, all of which can help to clarify and enhance knowledge of issues.
- Increases one's self-assurance when speaking in front of an audience and defending their positions.
- Understanding of different perspective

PHOTOS:

Programme Outcome:

- Thematic Understanding: Deepens understanding of specific themes or issues within a subject area.
- Varied Perspectives: Provides exposure to different perspectives and approaches related to the theme.
- Theoretical and Practical Links: Connects theoretical concepts with practical implications.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

4. GUIDED READING AND ASSIGNMENT

Our academic framework's integration of guided reading and assignments has shown to be a highly effective tactic for improving student learning. Not only do our committed professors suggest appropriate books for each student to read, but they also give detailed tasks on particular subjects. This method not only makes it easier to learn more about the topics that have been assigned, but it also improves the crucial ability to acquire and repackage information. A feeling of self-directed learning is fostered by the emphasis on individual tasks, which gives students the freedom to independently research and synthesise material. These foundational abilities equip students to face the difficulties of their future jobs with competence and confidence, which is essential for the development of well-rounded information and library professionals.

5. LIBRARY CLASSIFICATION AND CATALOGUING PRACTICE- GROUP WORK

All students actively participated in the work. By this activity, students get trained in the technical processing of library documents. Both slow learners and fast learners equally benefited from this group work. Students get ample working knowledge in dewy Decimal classification, Colon Classification, Anglo-American Cataloguing Rules, and Machine machine-readable cataloging (MARC-21)by undergoing this activity.

CHRIST
COLLEGE (AUTONOMOUS)
IRINJALAKUDA, KERALA

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Programme Objectives:

- Promoting deeper understanding in cataloguing
- To create clear understanding in subject analysis and categorisation of library documents
- Categorization and cataloging are fundamental technical tasks in every library. Every student receives professional training in this field.
- Each group received assignments to practice categorization and cataloging.

PHOTOS:

Programme Attained Outcome:

- Training in professional cataloguing and classification in the library documents.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

6. **QUESTION ANSWER SESSION**

Asking questions and providing answers on a regular basis. Following the conclusion of a module, in-person Q&A sessions are held. conducted a number of tests using questions from competitive exam models.

Discussions of previous question papers were held in groups with the involved instructors present.

Simple, complex, and application-level question types are all known to the students. Pupils are taught to approach learning via the lens of examination. This exercise serves as a means of correction. For slow learners, this was a more beneficial session.

Programme Objective :

- Understanding and knowing of subject in various perspective of exam

Asking questions and providing answers on a regular basis. Following the conclusion of a module, in-person Q&A sessions are held. conducted a number of tests using questions from competitive exam models.

Discussions of previous question papers were held in groups with the involved instructors present.

Simple, complex, and application-level question types are all known to the students. Pupils are taught to approach learning via the lens of examination.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

This exercise serves as a means of correction. For slow learners, this was a more beneficial session.

EXPERIENTIAL LEARNING

1. FIELD VISIT:LIBRARY OBSERVATION AND STUDY

Every group was taken to a neighboring library to observe and research in order to engage in experimental and participatory learning. Given that B.Lib.I.Sc. is a professional curriculum, it's critical to comprehend real-world scenarios outside of the classroom. Every student must turn in a work record and seminar presentation, as well as visit at least six distinct types of libraries.

1. University Library , Kochi University of Science and Technology, Kochi

2. Library, Kerala Forest Research Institute, Peechi, Thrissur

3. College Library, St. Alosyous College , Elthuruth , Thrissur

4. Municipal Library, Kodungallur Municipality

5. Reference Library, Sahithya Academy, Thrissur

6. Christ College Library

Objective:

● Provide practical experience and a real-world perspective for the subject.

● Provides chances for data collecting, observation, and hands-on learning outside of the classroom.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

- Promotes critical thinking, problem-solving, and active exploration in real-world environments.

- Encourages peer cooperation and teamwork when evaluating and interpreting observations.

a) University Library, Cochin University of Science and Technology, Kochi

Students and Faculties of Department of Library Science visited the university library CUSAT on 10.09.2023. It was a full-day Session. Students interacted with the professional of all the sections as acquisition, maintenance, circulation, technical processing, theses and dissertations, and Digital and online resources. Shibu Ray, Deputy Librarian, CUSAT gave a detailed presentation on the library. It was an experience getting professional outlook to students.

The Cochin University Library was established in 1974 as a central agency for meeting the information requirements of the academic community of the University and for the collection, organization, and dissemination of information. Being the heart of a science and technology university, the Cochin University Library has been exploring all the possibilities and advancements of technological applications to transform itself from a conventional library to a most modern library.

The library became the first university library in the state of Kerala to be fully automated in the year 2000. Located centrally on the campus, the resources of the library are open to all the departments of the university. One of the best libraries of science and technology in the country, the university library also maintains a balanced collection of books for general reading and references. At present, the collection exceeds 1,34,000 inclusive of several

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

valuable reference books, doctoral theses, and back volumes of periodicals, patents, CD-ROM, etc..

PHOTOS:

b) **Library, Kerala Forest Research Institute, Peechi, Thrissur**

Students and teachers visited the KFRI library on 10.09.2023. The librarian and other staff members were actively involved in interaction with students. They explained the different operations and services of the library. As it is a special library attached to the research institution, students get an opportunity to understand all the activities of such a library.

The KFRI Library is not only a special place to find documents related to teak, bamboo, and rattan, but it also provides a wealth of information about tropical forestry. It serves as the nation's Bamboo Information Center as well. Learning about

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

KFRI's achievements in the fields of ecology and tropical natural forest management is made easier by visiting the organization. A comprehensive examination of the library's collection reveals abundant information on a range of forestry-related subjects. One's knowledge of special libraries and the benefits they offer in the contemporary world is expanded by a visit to this library.

PHOTOS:

c) **College Library, St. Aloysius College, Elthuruth, Thrissur**

Students and teachers visited the College Library, St Aloysius College, Thrissur on 15.13.23, and also attended a seminar on "Cinema Poetry' – an experimental film activity. Screened a cinema poetry named 'Mindamatham'. The college meets the information needs of researchers, stakeholders, and all students. It offers a lively learning atmosphere. It serves as a priceless resource center, offering a wide range of books, journals, and digital resources to meet the demands of users everywhere.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

As a result, the field trip was very successful in helping the students become more professional.

PHOTOS:

d) Municipal Library, Kodungallur Municipality

The Municipal Library houses an enormous collection of documents, including rare books. It offers a conducive learning atmosphere. It has a closed access system and is specifically devoted to the public. The overall goal of the field trip is to inspire students to develop a service mentality and an appreciation for the importance of being library professionals, both of which will help them become better citizens.

CHRIST
COLLEGE (AUTONOMOUS)
IRINJALAKUDA, KERALA

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

PHOTOS:

Programme Attained Outcome

1. Understanding of Library Operations

2. Exposure to Different Library Models

3. Hands-On Experience with Library Technologies

4. Insight into User Services

5. Exposure to Collection Management

6. Understanding of Library Design and Space Utilization

7. Professional Practices and Ethics

8. Development of Critical Thinking

9. Networking Opportunities

10. Practical Application of Theoretical Knowledge

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

2. TRAINING IN LIBRARY SOFTWARE (KOHA AND GSDL)

➢ Greenstone Digital Library Software

A hands-on training in digital library software was provided. Proficiency students must choose a subject, gather or prepare digital materials, and build a digital library. A self-installation CD containing a collection which is ready for publication is the final output. Every one of the 23 pupils finished and turned in a CD.

➢ Koha Integrated Library Management Software

Software called Koha is used in libraries all over the world to manage their collections. It is an integrated library management software. comprehensive training covering every Koha module, including serial control report generation, book procurement, circulation, cataloging, and other administration interfaces. Following that, students are well-equipped to manage koha.

➢ Hands-On Practical Experience

● Practical Application: Experience in setting up and managing mock library systems, cataloging materials, and managing digital collections through hands-on projects and exercises.

● Real-World Scenarios: Application of knowledge to real-world scenarios, enhancing problem-solving and decision-making skills.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Programme Objectives:

- Koha Functions: Acquire hands-on experience with Koha's key functions, including cataloging, circulation, acquisitions, and serials management.
- Greenstone Functions: Learn to manage digital collections, including uploading, organizing, and indexing documents and multimedia content using Greenstone.

Programme Attained Outcome:

- Operational Competence: Students develop the ability to effectively use Koha and Greenstone for managing library operations, including cataloging, circulation, and digital collection management.
- User Interface Familiarity: Students become familiar with the user interfaces of both systems, enabling them to navigate and utilize features with ease.

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

PROBLEM SOLVING METHODS

1. **Fact Finding queries and answers:**

Reality Identifying questions and their responses is a fundamental task and approach to problem-solving when instructing library and information science students. Students using this method must foresee and respond to fifty questions, frequently asked by users of general reference materials, from school libraries, research institutions, colleges, and universities.

Students can experience a variety of library environments as well as various plans, programs, and activities implemented for their diverse clientele through this activity. Through this process, students gained experience with library management. Every student said they had a great time.

Introducing students to a variety of information sources, databases, information systems, library consortia, subject portals, and other information domains is the main goal of this activity. Through this exercise, students will be able to apply their knowledge of the various needs of information seekers and develop their ability to successfully navigate the wide range of information resources at their disposal.

Students learn information retrieval techniques, critical thinking abilities, and how to use a variety of tools and technologies to find accurate and pertinent information through fact-finding questions and answers. As students cooperate to examine,

CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

decipher, and react to questions from various angles, this approach also fosters cooperation and teamwork.

Students are also better equipped to work as information professionals in various professional contexts, such as academic, corporate, governmental, or public library settings. To ensure that, they continue to be effective and efficient in offering their users high-quality information services, they learn to adapt to changing information needs and technological advancements.

In summary, fact-finding questions and answers are an important teaching tool in library and information science courses, giving students the knowledge, abilities, and self-assurance to successfully meet the information needs of different of users. Students learn how to solve problems and facilitate information through this practical approach, preparing them to contribute significantly to the field of library and information science

PRINCIPAL

Fr. Dr. Jolly Andrews
Associate Professor -
In-Charge of Principal
Christ College (Autonomous)
Irinjalakuda