



GULBARGA UNIVERSITY

Course outline and syllabus for master of Library and Information Science (MLISc) under CBCS and CAGP

Second		Hard Core				
	HC 2.1	Information Science	3	1	0	4
	HC 2.2	Library Automation	3	0	1	4
	HC 2.3	Information retrieval : Library Cataloguing	3	1	0	4
	HC 2.4	Information retrieval : Library Cataloguing	0	0	4	4
		Soft Core(Any one)				
	SC 2.1	Information Literacy	3	1	0	4
	SC 2.2	Information use studies and user education	3	1	0	4
		Open Elective				
	OE 2.1	Soft skills	4	0	0	4
		Total Credits for Second Semester				24

*Education Tour is Compulsory and the students shall submit Education Tour Observation report

*Internship is compulsory and the students have to submit the completion certificate from the head of the Library and Information Centers

L= Lecture, T=Tutorial, P=Practical

SECOND SEMESTER:

HARD CORE:

HC 2.1 INFORMATION SCIENCE

(Hours of Teaching: L: T: P= 3:1:0)

(Lectures = 3 X 16= 48 hrs)

(Tutorials = 1 X 16 = 16 X 2= 32 hrs)

Objectives:1. To make students understand Information cycle

2.To introduce various channels of communication of information and economics of information

Unit-1: Information: Meaning, definition, Nature and Properties; conceptual differences between Data, Information and Knowledge; Role of information in planning, policy and decision Making

R & D and Industries; Information science- Evolution, Definition, Scope and current state; Influence of other Scientific Disciplines on information Science, and information science as a Discipline

Unit-2: Information Generation, Dissemination and Utilization: Scientific Method of Enquiry, Transfer and Communication of Information through Various Channels; Role of Scientific Communication; Formal and Informal Communication; Invisible colleges; Informal exchange Groups; Social Networks; Barriers to Information Communication;

Unit-3: Information as a resource/commodity; Economics of information- Principles, Costing, Pricing and cost Benefit Analysis; Distributing and Marketing of information – strategies, Techniques and Products

Unit-4: Library and Information Policy: Need, Importance and issue to be Considered in the framing of national information policy; Intellectual property rights – concept, Copyright, censorship – print, Non-print including Web resources.

Reference:

Becker, jose. The first book on information science. Washington: USAEC, Office of information services, 1973

Cawkell, A E (Ed). Evolution of an Information society. London: Aslib, 1987

Cronin, B. The Marketing of Library and information society. London: Aslib, 1992

Days B (Ed): Information science: search for identity.1974

Flynn R R. An introduction to information Science, 1987

Hanson C W. Introduction to science information work. London: Aslib, 1973

IASLIC. Marketing of Library and Information Services. 13th IASLIC seminar. Calcutta: IASLIC, 1988

Kemp, A. Information and the nature of knowledge. London:Clive- Bingley, 1976

Kochen M (Ed). Information for Action: From Knowledge to wisdom, 1975

- Lancaster, F W. Towards paperless information system. New York Academic, 1978
- McGarry, K. The changing context of information: An Introductory Analysis. London: LA, 1993
- MaGarry, K. Communication, Knowledge and the libraries. London: Clive- Bingley, 1975
- Meadows A J. Communication in science. London: Butterworth, 1974
- Menon, M. Measuring the impact of information on Development. Ottawa: International Development research center, 1993
- Price, Dereck J de solla: little science, Big Science. New York: Columbia University, 1963
- Seaz, E (Ed). Marketing concepts for libraries and information services. London: LA, 1993
- Smith L C and Dalrymple p . designing information: New Roles for Librarians. Illinois University of Illinois, 1993
- Walters S. Marketing: A How – to –do Manual for librarians. New York: Neal- Schuman, 1992
- Wolpert S A and Wolpert J F. Economics of information 1986

HC 2.2 LIBRARY AUTOMATION

(Hours of Teaching: L: T: P= 3:1:0)

(Lectures= 3 X 16 = 48 hrs)

(Practicals = 1 X 16 = 16 X 2 = 32 hrs)

Objectives:

1. To provide information regarding the importance of Library automation in society
2. To develop required Library Automation handling skills as well as h/w and s/w handling skills
3. To be aware about need and importance of Library Automation

Unit-1: Library Automation: Concept, need and areas for Library Automation; Brief History of Library Automation; Planning Infrastructure – Manpower, Financial, Hard ware and furniture and Equipment; Library Automation Feasibility study,

Unit-2: Integrated Library Automation System: Subsystems – Acquisition, Cataloguing, and Circulation and serials control systems.

Unit-3: Library software packages: Salient features of SOUL, EasyLib, LIBSYS, Koha and NewGen Lib; Criteria for Evaluation of Library software packages

Unit -4: Computerized Library and Information Services; Library Automation in India: Situation, Issues and problems

PRACTICALS:

Hands on Experience and Acquaintance with different modules of any one of the following Library Software packages: SOUL, EasyLib, LIBSYS, Koha and NewGenLib.

(Each student shall compulsorily maintain practical record and submit the same at the time of practical examination)

Reference:

Cohn J M., Kelsey A L and Felis K M. Planning for Automation New York: Neal- Saumann, 1992

Duval B K and Main L. Automated Library systems: A librarian's Guide and Teaching Manual Westport: Meckler, 1993

Kimble R T. Automation in Libraries Ed2. Oxford: Pergoman, 1974

Lovecy Ian. Automating Library Procedures: A survivors Handbook. London: Library Association, 1984

Madras Library Association. Library Automation. Madras: MLA, 1986

Ravichandra Rao I K. Library Automation. New Delhi: New Age International, 1992

Reynolds Dennis. Library Automation : Issues and Applications New York: Bowker, 1985

Rowley J. Computers for Libraries. Ed 3. London: LA, 1993

Satyanarayan N R . A Manual of Computerization of Libraries. New Delhi: Viswa Prakashan, 1995

Tedd L A. An Introduction to Computer Based Library Systems Ed 9. London: Heyden, 1977

HC 2.3: INFORMATION RETRIEVAL: LIBRARY CATALOGIUNG

(Hours of Teaching: L: T: P = 3:1:0)

(Lectures = 3 X 16 = 48 hrs)

(Tutorials = 1 X 16 = 16 X 2 = 32 hrs)

Objectives:

1. To understand the theory and functions of Cataloguing.
2. To understand standards of Cataloguing.
3. To impart skills in Cataloguing documents.

Unit-1: Library Cataloging: Meaning, objectives, Purpose and Functions; Physical Forms of Library catalogue and types of catalogue; Format of catalogue Entries: Kinds of Entries; Data Elements in Different Types of Entries; Filing of Entries

Unit-2: History and Development of Library catalogue codes; Study of AACR-2 and CCC - Introduction,

Choice and rendering of Personal and Corporate Names; Conflict of Authorship; Complexities of Periodical and Publications; Cataloguing of Print and Non- Print Media including Electronic Publications

Unit-3: Normative Principles: Laws, Canons and Principles; Subject Headings: Origin and development, chain Procedure; Bibliographic Description and control: Overview, standards for Bibliographic Record; Format – ISBD, ISBN, ISSN, CODEN, MARC, CCF, ISO 2709

Unit-4: Centralized and Cooperative Cataloguing; Union Catalogue; Metadata – basic features, metadata standards, Study of Dublin Core, TEI, RDF; Trends in Cataloguing Research.

Reference:

American Library Association. Anglo American Cataloguing Rules. Ed,2. Chicago: ALA 1978
Needham, C. D. Organizing knowledge in Libraries: An Introduction to Information Retrieval. Ed,2. London: Andre Deutch, 1971.
Ranganathan S R. Library Catalogue: Fundamentals and procedures. Madras: Madras Ranganathan S R. Theory of Library Catalogue. Madras Library Association, 1938.
Ranganathan S R. Classified Catalogues code with additional Rules for Dictionary Catalogue. Ed,5.(Reprint) Bangalore: Sarada Ranganthan Endowment in Library Science, 1990.
Viswanathan C G. Cataloguing Theory and practice.Ed,5. Lucknow: print House, 1983
KrishanKumar. Theory of Cataloguing Rev Ed,5. New Delhi: Vikas, 1989
Library Association, 1950
Quinn, John Henry. Library Cataloguing, Reprint, Nabu 2010, PP266

HC 2.4: INFORMATION RETRIEVAL: LIBRARY CATALOGUING

(Hours of Teaching : L:T:P= 0:0:4)

(Practicals = 4 X 16 = 64 X 2 = 128 hrs)

Cataloguing of simple, Compound, Complex documents (Print, Non- print and Electronic Resources) According to AACR-2

(Each Student shall compulsorily maintain practical journal and submit the same at the time of practical examination)

SOFT CORE (Any One)

SC 2.1: INFORMATION LITERACY

(Hours of Teaching : L:T:P = 3:1:0)

(Lectures = 3 X 16 = 48 hrs)

(Tutorials = 1 X 16 = 16 X 2 = 32 hrs)

Objectives:1. To make students understand the importance of Information Literacy

2.To impart skills to conduct Information literacy training programmes.

Unit-1: Fundamentals of Information Literacy: Concept, Need and objectives, Areas of Information Literacy, standards in information Literacy, Role of Institution in Information Literacy.

Unit-2: Information Literacy Programs: Scope of Information Literacy Programme; National Programs in information Literacy, International programs in Information Literacy.

Unit-3: Methodology of Information Literacy: Information Literacy Products: Library Brochure, Database Brochure, Web- Based, Access Instructions, Information Bulletin, Designing of Information Literacy Programme, Implementation of Information Literacy Programs.

Unit-4: Application of Information Literacy in Library and Information Center: Information Literacy for Users; Information Literacy for professionals, Information Literacy for Research and Development, Trends in Information Literacy.

Reference:

American Association of School Librarians and Association for Educational Communications and Technology. Information Standards for student Learning. (1998)American Library Association, Chicago.

American Library Association. Information Literacy : a position paper on information problem solving (2000). Available at:[www.ala .org/assl.Position/PS_infolit.html](http://www.ala.org/assl/Position/PS_infolit.html) (accessed 21 July 2003)

Association of College and Research Libraries. Objectives for Information Literacy Instruction:

A model statement for academic Librarians. (2001).ACRL, available at :www .ala.org/acrl/guides/objinfolit.html (accessed 21 July 2003)

Baldwin V A.Information Literacy in Science and Technology Disciplines. Library Conference

Presentation and speech. (2005). University of Nebraska, Lincoln. [http:// digital commons. Unl.edu/library_talks/11](http://digitalcommons.unl.edu/library_talks/11)

Delcourt M and Higgins C A. Computer technologies in teacher education: the measurement of attitudes and self- efficiency. Journal of research and Development in Education. (1993). 27;31-7.

Eisenberg M B et al. Information Literacy: Essential Skills for the information age. 2nd Ed. (2004) Libraries Unlimited, Westport.

Grassian E S. Learning to lead and manage information literacy instruction. (2005) Neil Schuman Publishers, New York.

Grassin E S and Kaplowitz J R. Information literacy Instruction: Theory and Practice. (2001). Neal Schuman, New York.

Smith S. Web-based Instruction. A Guide for Libraries. (2001). American Library Association, Chicago.

SC 2.2 INFORMATION USE STUDIES AND USER EDUCATION

(Hours of Teaching: L: T: P = 3:1:0)

(Lectures = 3 X 16 = 48 hrs)

(Tutorials = 1 X 16=16 X 2 = 32 hrs)

Objectives: 1.To understand Information needs of users:

2.To train students in conducting User Studies and user Education

Unit-1: Information Users : Concept, types of Users and their needs, concept of Information Use, need, demand, requirement: Information Seeking; Models of Information Seeking.

Unit-2: User studies: Concept and its Development, need ,Scope and Contents , Status of Information Use studies : Methods and Techniques, limitation ;Modus operandi of Conducting Information use Studies.

Unit-3: Review of information Use Studies in Science and Technology, Social Sciences and Arts and Humanities in India

Unit-4: User Education: Concept, Meaning and Definition, origin and development, need and scope, Planning and Designing, Methods and Media: User training in the Use of Computers,Audio-Visual Aids, Information Sources, Computerized Database, Computerized Library Catalogues

And CD-ROM Database and Internet.

Reference:

Fjallbrant N and Stevenson M. User Education in Libraries. London: Clive-Bingley,1978
Giriraj Kumar and KrishanKumar. Philosophy of User Education. 1983
Lubans J (Ed). Educating the Library User. 1978
Sridhar M S. User Research: A Review of Information Behavior studies in Science and Technology.
Bangalore: Biblio Info Service, 1990
Sviniki Marialli D. Designing Instruction for Library Users: A Practical Guide, New York: Marcel Dekker, 1988

OPEN ELECTIVE:

OE 2.1: SOFT SKILLS

(Hours of Teaching: L:T:P = 4:0:0)

(Lectures = 4 X 16 = 64 hrs)

- Objectives: 1. To make students understand different types of Soft Skills**
2. To help students develop various Soft Skills

Unit-1: Soft Skills: Concept and Its Significance; Communication Skills; What, Why, How? Why Communication fails? How to be an Effective Communicator? Mastering the process of Communication, Oral communication skills, body language, optimistic approach, Managing conflicts, Gaining confidence, methods of communication: One way and Two way Communication; Verbal – Modes, Oral and Written, Nonverbal communication – Categories and Features; Formal and Informal Communication; Visual Communication, Telecommunication and Internet.

Unit-2: Listening and Speaking skills: What, Why? Why do we listen? Is Listening is a Neglected Skill? Why we don't listen? How to develop our listening skills? Speaking – What is speaking? Accepting invitation to speak, Setting objectives; Know your Audience, Research the Material, Planning and writing, How to Improve your style, Use of Audiovisual aids, Delivering speech , Dealing with nerves, and on the day of speech.

Unit-3: Reading and Writing Skills: What is Reading? Purpose of reading, Types of reading, Reading ways, Don'ts in reading. 4R Methods and SQ3R Method; Writing - Written Communication, Stages in Effective writing, Sentence Structure and length, Paragraph

structure And length, principles of paragraph, Characteristics of Good Writing and basic rules of writing.

Unit-4: Time Management skills: Understanding Time Management, Time Management principles- Identifying Time Loss, Urgency and Importance, Effective Decision making, Setting your Goals, And Defining your objectives; Time saving Techniques ; Organizing your work Space, and Communication effectively; Dealing with stress – Understanding overload, and Negotiating your workload; Practical Time Planning – Planning your Day, Using Activity Network, Critical Path Analysis, Effective Resource sharing and preparing planning Diagrams.

Reference:

Amer, Beverly. Soft Skills at Work: Technology for career success, Cengage Learning, 2008,PP90.

Butterfield, Jeff. Written Communication: Soft Skills for digital Work Place, Cengage Learning, 2008,PP134

Klaus, Peggy. The Hard Truth about Soft Skills: Work place Lessons Smart people Wish They'd Learned Sooner. Collins, 2008,PP208.

Mitchell, Geana Watson. Essential Soft Skills for Success in the Twenty First Century workforce as perceived by Alabama Business/ marketing Educators . ProQuest, 2008,PP134

Rao, M.S. Soft Skills Enhancing Employability: Connecting Campus with Corporate. I. K. International pvt Ltd, 2010,PP 256.