RAICHUR UNIVERSITY

SYLLABUS

For

MASTER OF LIBRARY AND INFORMATION SCINECE

CHOICE BASED CREDIT SYSTEM

(M.Lib.I.Sc – CBCS)

PROGRAMME SPECIFIC OUTCOMES (PSOS)

After completion of this programme, the student will be able to:

1. Understand the logic of knowledge organization and its importance in Library and Information Centres.

2. Learn the practical and managerial skills to handle the housekeeping operations of the Library and Information Centres.

3. Understand the information needs and requirements of different user communities and their by develop new services and facilities.

4. Effectively use Information and Communication Technology (ICT) in automation of Libraries and provision of advanced services and facilities in Library and Information Centres.

5. Contribute to LIS profession by inculcating research aptitude, communication skills and other necessary soft skills.

Minimum Credits and Maximum Credits:

a) There shall be three categories of courses viz., Compulsory course, Specialization Course and Open Elective Course. Compulsory and Specialization Course should be from the concerned department only. The Open Elective are the courses offered by other Departments in the same Faculty.

b) Each course shall have a definite course objective, Eligibility criterion for taking the course, scheme of Evaluation including the components of Internal Assessment (IA) marks, Projects (if any), the number of contact hours, type of practical and the prescribed credits.

c) The credits for each of compulsory course may vary from 3 to 4 credits; for specialization course it may vary from 1 to 4. In case of Open Elective Course, it shall be 1 to 3 credits for each paper.

d) A student shall register for minimum of 18 credits and a maximum of 30 credits per semester. However, to qualify for the degree in any Department under any school and faculty, he/she should have registered and cleared a minimum number of credits, which vary from course to course.

Course Outline for the M.Lib.I.Sc.

SEMESTER-I

Paper Code	Title of the Paper	Max. Marks	Internal Assessment	Total Marks	Credits	Teaching Hrs.
	Hard core					
HC 1.1	Foundations of Library & Information Science	80	20	100	4	4 Hrs / week
HC1.2	Management of Library and InformationCenters					
HC1.3	KnowledgeOrganization: Library Classification : (Theory)	80	20	100	4	4 Hrs / week
HC1.4	Knowledge Organization Library Classification (Practical)	80	20	100	4	8 Hrs / week
HC1.5	Fundamentals of Computers	80	20	100	4	4 Hrs / week
	Soft core (Any One)					
SC1.1	Public Libraries	80	20	100	4	4 Hrs / week
SC1.2	Academic libraries					
SC1.3	Special Libraries					
	Total Credits for First semester					

SEMESTER-II

Paper Code	Title of the Paper	Max. Marks	Internal Assessment	Total Marks	Credits	Teaching Hrs.
	Hard core					
HC2.1	Information science	80	20	100	4	4 Hrs/week
HC 2.2	Library Automation	80	20	100	4	4 Hrs/week
HC 2.3	Information retrieval: Library Cataloguing	80	20	100	4	8 Hrs/week
HC 2.4	Information retrieval: Library Cataloguing (Practical)	80	20	100	4	8 Hrs/week
	Soft core (Any One)					
SC 2.1	Information Literacy	80	20	100	4	4 Hrs/week
SC 2.2	Information use studies and user education					
	Open Elective Paper					
OE 2.1	Soft Skills	40	10	50	2	4 Hrs/week
	Total Credits for Second semester				22	

SEMESTER – III

Paper Code	Title of the Paper	Max. Marks	Internal Assessment	Total Marks	Credits	Teaching Hrs.
	Hard core					
HC 3.1	Research Methods and Statistical Techniques	80	20	100	4	4 Hrs/week
HC 3.2	Information Sources	80	20	100	4	4 Hrs/week
HC 3.3	Technologies for Information Management	80	20	100	4	4 Hrs/week
HC3.4	Technologies for Information Management(Practicals)	80	20	100	4	4 Hrs/week
	Soft core (Any One)					
SC 3.1	Informatics, Sciento metrics and Web ometrics	80	20	100	4	8Hrs/week
SC 3.2	Networks, Networking and Library Consortia					
	Information Literacy	80	20	100		4 Hrs/week
	Open Elective Paper					
OE 3.1	Information Literacy: Essential Skills for the Information age	40	10	50	2	
	Total Credits for Third semester				22	

SEMESTER – IV

Paper Code	Title of the Paper	Max. Marks	Internal Assessment	Total Marks	Credits	Teaching Hrs.
	Hard core					
HC 4.1	Digital Libraries	80	20	100	4	4 Hrs/week
HC 4.2	Information Analysis, Consolidation, Repackaging and Dissemination	80	20	100	4	4 Hrs/week
HC 4.3	Technical Writing and Communication	80	20	100	4	4 Hrs/week
HC4.4	Internet and Electronic Publishing	80	20	100	4	4 Hrs/week
HC 4.5	Internet and Electronic Publishing(Practical)	100	00	100	4	6Hrs/week
	Soft core (Any One)					
SC 4.1	Web 2.0					

SC 4.2	Project					
	Dissertation Viva – voce	40	00	40		
	Internship	50	00	50	4	
	Education Tour Report	10	00	10		
	Total Credits for fourth semester				24	
	Total Credits first to fourth semester				96	

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)

Paper HC 2.1: Information Science	
Objectives	
Objective 1	To make students understand the Information life cycle
Objective 2	To introduce various channels of communication of information and economics of information
Course Outcomes (Cos)	
After completing this paper, the students will be able to:	
CO 1	Understand the importance of Data, Information, Knowledge and Wisdom and to bring out the intrinsic relation between them.
CO 2	Identify and outline the different channels of Communication in the transmission of information and knowledge.
CO 3	Understand the type of education and training required for LIS Professionals to render quality services to the user community

Unit 1 Information Science as a Discipline:

Conceptual differences between Data, Information, Knowledge and Wisdom (DIKW Model)
Information: Meaning, Definition, Nature and Properties
Value and Notion of Information
Knowledge: Nature, Types, Value and Characteristics features
Role of information in planning, policy and decision Making, R & D and Industries
Influence of other Scientific Disciplines on information Science
Information Science as a Discipline

Unit 2 Information and Communication:

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 etc.
Informal Exchange Groups and Social Networks
Barriers to Information Communication

Unit 3 Information Economics:

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:

Library and Information Policy: Need, Importance and issues to be considered in the framing of National Information Policy
Intellectual Property Rights: Concept, Copyright, Censorship - print, Non-print including Web resources.

Unit 5 Theoretical aspects of Information Science:

Information Science: Meaning, Definition, Origin, Development and Evolution of Information Science
Theoretical Foundations and Framework of Information Science
Physical and Cognitive Paradigms
Education for Library and Information Science Professionals

REFERENCES

Ackerman, Mark S. (et al.). Sharing Expertise: Beyond Knowledge Management. Boston: MIT Press. 2003
Debons, Anthony (et al). Information Science: An Integrated View. Boston, Mass.: G K Hall. 1988
Dhiman, Anil Kumar and Sharma, Hemant. Knowledge Management for Librarians. New Delhi: Ess Ess, 2009.
Haravu L. J. Lectures on Knowledge Management: Paradigms, Challenges and Opportunities. Bangalore: Sarada Ranganathan Endowment for Library Science. 2002
Kumar P.S.G. Information and Communication (Kumar's Curriculum Series in Library and Information Science) Paper IX of UGC model Curriculum. B. R. Publishing Corporation. 2004.
Rao, Madan Mohan. Leading with Knowledge: Knowledge Management Practices in Global Infotech Companies. New Delhi: McGraw Hill. 2003
Sahu, Ashok Kumar. Information Management in New Millennium: Opportunities and Challenges for Library Professionals. New Delhi: Ess Ess, 2008
Vickery, B.C. and Vickery, A. Information Science theory and practice, 1994
Webster, F. Theories of the Information Society. 2nd ed. London: Routledge. 2002
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)

Paper HC 2.2: Library Automation	
Objectives	
Objective 1	To provide information regarding the importance of Library automation in Higher Education Institutions (HEIs).
Objective 2	To develop required Library Automation handling skills as well as hardware and software handling skills
Course Outcomes (Cos)	
After completing this paper, the students will be able to:	
CO 1	Understand the basics of Library Automation.
CO 2	Learn different Library Software Packages including Open-Source Software
CO 3	Get acquainted with different kinds of modules and understand their structure and components.

Unit 1 Basics of Library Automation:

Library Automation: Concept, need, definitions, objectives
Brief History of Library Automation
Areas of Library Automation
Planning Infrastructure - Manpower, Financial, Hardware, furniture and Equipment

Unit 2 Modules of Library Automation:

Integrated Library Automation System: Basic Requirements, Steps and Implementation
Components of Library Automation Systems - Acquisition, Cataloguing, Circulation, Serials Control System and OPAC

Unit 3 Library Software:

Development of Library Software
Library Automation Software: Free, Commercial and Open Source Software
Library Software Packages: Salient features of SOUL, Easy LIb, LIBSYS, Koha and New Gen Lib. and others
Criteria for Evaluation of Library Automation Software Packages

Unit 4 Computerized Library and Information Services:

Computerized Library and Information Services
Library Automation Standards

Unit 5 Trends in Library Automation:

Library Automation in India: Situation, Issues and problems
Trends and Future of Library Automation

REFERENCES

Chakravarthy, R. C. and Murthy, P. R. S. (2011). Information Technology and Library Science. New Delhi: Pacific Publications.

Chakravarthy, R. C. and Murthy, P. R. S. (2011). Information Technology and Library science. New Delhi: Pacific Publications.

Curtin, Dennis and others (1999). Information Technology: The breaking Wave. New Delhi: McGraw Hill Education.

ITL Education Solutions Limited (2012). Introduction to Information Technology. New Delhi: Pearson.

ITL Education Solutions Limited (2012). Introduction to Information Technology. New Delhi: Pearson.

Kulkarni Parag and Joshi Prachi. (2015). Artificial Intelligence: Building an Intelligent System. NewDelhi: PHI

Kumar, P. S. G. (2004). Information Technology: Applications (Theory and Practice). New Delhi: B. R. Publishing

Ravichandra Rao (1996). Library Automation. New Delhi: New Age International.

Turban, Rainer and Potter (2006). Introduction to Information Technology. New Delhi: Wiley.

Vishwanathan, Thaigarajan. (2005). Telecommunications switching system and networks. New Delhi: Prentice Hall of India

PRACTICALS:

Hands on Experience and Acquaintance with different modules of any one of the following Library Software packages: SOUL, Easy LIb, LIBSYS, Koha and New Gen Lib.

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

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)

Paper HC 2.3: Information Retrieval: Library Cataloguing (T)	
Objectives	
Objective 1	To understand the theory, functions and standards of Cataloguing.
Objective 2	To impart skills in Cataloguing documents.
Course Outcomes (COs)	
After completing this paper, the students will be able to:	
CO 1	Understand and learn the basics of cataloguing, importance of Library cataloguing
CO 2	Understand the logic of Knowledge Organization by learning different codes of Library cataloguing
CO 3	Learn the importance of ISBD in maintaining uniformity in cataloguing the records.

Unit 1 Library Catalogue:

Library Catalogue: Meaning, Definitions, Objectives, Purposes and Functions
History and Development of Library Catalogue Codes
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 Resource Description Standards:

Resource Description Standards: AACR-2 and CCC - Introduction, Choice and rendering of Personal and Corporate Names;
Conflicts of Authorship;
Complexities of Periodical and Publications;
Cataloguing of Print and Non-Print Media including Electronic Publications

Unit 3 Normative Principles:

Normative Principles: Laws, Canons and Principles
Subject Headings: Origin and Development, Chain Procedure
Bibliographic Description and Control: Overview, Standards of Bibliographic Record
Format – ISBD, ISBN, ISSN, CODEN, MARC, CCF, ISO 2709

Unit 4 Basics of Metadata:

Centralized, Cooperative Cataloguing and Union Catalogue
Metadata – basic features, metadata standards
Study of Dublin Core, TEI, RDF

Unit 5 Trends in Cataloguing:

Latest Trends in Cataloguing: Web OPAC's and Z39.50 - Metadata: Meaning, Definition, Purpose, Use and types.
Metadata standards: MARC-21 & Dublin Core.

REFERENCES

Anglo American Cataloguing Rules: 2nd Rev. ed. (2002). New Delhi: Oxford.
Cristán, A. L., & Tillett, B. B. (2009). IFLA cataloguing principles: the statement of international cataloguing principles (ICP) and its glossary: in 20 languages. München: K. G. Saur.
Hunter, Eric J. and Bake well, K.G.G.: Cataloguing, 3rd ed., London, Clive Bingley, 1991
Intner, S. S. (2009). Beginning cataloging. Santa Barbara, CA: Libraries Unlimited, an imprint of ABC-CLIO, LLC.
Kao, M. L. (2010). Cataloging and classification for library technicians. New York: Routledge.
Kumar, P. S. G. (1990). Practical Guide to DDC 20. Nagpur: Dattsons.
Kumar, P. S. G. (2003). Knowledge Organization Information Processing and Retrieval Practice. New Delhi: BR
Moore, J. A. Ed. (2002). Practical Reading: Processing Information. Boston: Addison Wesley.
Sahu, R. (2012). DDC in Library Science. New Delhi: Random Publishing.

Sanjay Kaushik (2012). DDC: A Practical Manual of 23rd Edition. New Delhi: Ess Ess Publication.

Viswanathan, C. G. (1983). Cataloguing: theory and practice. Lucknow: Print House.

Welsh, A., & Batley, S. (2012). Practical cataloguing: AACR, RDA and MARC21. London: Facet.

HC 2.4: INFORMATION RETRIEVAL: LIBRARY CATALOGUING

Unit	Particulars	No. of Hours
	HC 2.4: Information Retrieval: Library Cataloguing (P)	
	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)	**64 Hours**

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)

Paper SC 2.1: Information Literacy	
Objectives	
Objective 1	To make students understand the importance of Information Literacy
Objective 2	To impart skills to conduct Information literacy training programmes.
Course Outcomes (COs)	
After completing this paper, the students will be able to:	
CO 1	Understand the importance of Information literacy concept
CO 2	Develop Internet search strategies by making use of different tools and techniques
CO 3	Appropriately use the web for research, including critical evaluation of information

Unit 1 Fundamentals of Information Literacy:

Fundamentals of Information Literacy: Concept, Need and Objectives
Historical Perspectives
Essence of Information Literacy in the Knowledge Society
Areas of Information Literacy
Standards in information Literacy

Unit 2 Types of Information Literacy:

Types of Information Literacy: Technology Literacy, Media Literacy, Computer Literacy, Digital Literacy - Research Literacy

Unit 3 Information Literacy Standards:

Information Literacy Standards: ALA, ACRL and IFLA Guidelines
IL Models: Ellis model, Kuhlthau model, SCONUL and Empowering 8TM models, PLUS Model etc.
Partners of Information Literacy

Unit 4 IL and Lifelong Learning:

Lifelong Learning and Information Literacy: Meaning, Definition, Importance
Life Long Learners - Major Drivers of lifelong learning
Role of Information Literacy in higher education
Global Perspectives of Information Literacy
National Information Literacy Missions, Forums and Task forces
Information Literacy Initiatives and Programmes in India

Unit 5 Information Literacy Products:

Information Literacy Products: Library Brochure, Database Brochure, Web- Based, Access Instructions, Information Bulletin
Designing of Information Literacy Programme
Implementation of Information Literacy Programs
Trends in Information Literacy

REFERENCES
American Library Association (2006). Information Literacy Competency Standards for Higher Education. Available at: www.acrl.org
American Library Association Final Report of Presidential Committee on Information Literacy. (1989). Final Report. Chicago:Author. www.ala.org/at/nill/littsthtml
Association of college and Research Libraries (2000). Information Literacy Competency standards for higher education. Available at: www.ala.org
Eisenberg, M. B., Lowe, C. A. and Spitzer, K. L. (2004). Information Literacy: Essential Skills for the information age. London: Libraries Unlimited.
Gilster, P. (2007). Digital Literacy. NewYork: Wiley.
Godwin, P. And Parker, J. Ed. (2008). Information Literacy Meets Library 2.0. London: Facet Publishing.
Grassian, E. S., Kaplowitz J. R. (2009). Information Literacy Instruction: Theory and Practice. Chicago: Neal-Schuman Publishers, Inc
Kuhltahu, C. C. (1987). Information Skills for an Information Society: A review of Research. Syracuse, NewYork: ERIC Clearinghouse on Information Resources.
Martin, A. and Madigan, D. Ed. (2006). Digital Literacies for learning. London: Facet Publishing.
UNESCO (n.d.), "Information Literacy". http://portal.unesco.org/ci/en/ev.php.

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)

Paper SC 2.2: Information Use Studies and User Education	
Objectives	
Objective 1	To understand Information needs of users
Objective 2	To train students in conducting User Studies and user Education
Course Outcomes (COs)	
After completing this paper, the students will be able to:	
CO 1	Understand the different category of library users and their information needs
CO 2	Know the Information Seeking Behavior (ISB) of users and to develop ability to recognize the different patterns adopted by users in retrieving and making use of information
CO 3	Conduct User Studies by adopting different methods and techniques.

Unit 1 User Communities:

User Communities: Students, Teachers, Scientists and Technologists, Research and Development Personnel, Planners, Policy Makers, Ethnic groups and other professionals
Need and Information Needs: Meaning, Definition, Distinction between need, want, demand and requirement,
Types of Information Needs: Physiological, Affective and Cognitive

Unit 2 User Studies:

User Studies: Concept, Meaning, Definition and its significance
User studies in the Digital Environment
Planning of User studies - Case studies

Unit 3 Qualitative and Quantitative Techniques:

Quantitative and Qualitative Techniques: Survey Method,
Techniques of data collection, Questionnaire, Interview, Observation, Diary, Record Analysis and Citation Studies,
Sampling: Sampling techniques.

Unit 4 User Education:
User Education: Meaning, Definitions and Importance
User Education in the digital environment
Different methods of conducting User Education
Evaluation of User Education Programs (UEP)
Resource Based Instruction, MOOCS, Online Resources
Unit 5 Information Seeking Behaviour:
Information Seeking Behavior: Meaning, Definition, Different Models of ISB
ISB in the Digital Environment
Latest trends in Use and user studies

REFERENCES

Alvite, L. and Barrionuevo, L. (2011). Libraries for Users: Services in Academic Libraries. Oxford: Chandos Publishing.

Balasubramanian, P. (2011). Users and Uses of Library. New Delhi, Deep and Deep Publications Pvt. Ltd.

Biblarz, D., Bosch, S. and Sugnet, C. (2001). Guide to Library User Needs Assessment for Integrated Information Resource Management and Collection Management. Maryaland: Scarecrow Press, Inc

Eisenberg, M. B., Lowe, C. A. and Spitzer, K. L. (2004). Information Literacy: Essential Skills for the information age. London: Libraries Unlimited.

Ford, N. (2015). Introduction to Information Behaviour. London: Facet Publishing.

Grassian, E. S., Kaplowitz J. R. (2009). Information Literacy Instruction: Theory and Practice. Chicago: Neal-Schuman Publishers, Inc.

Henry, M. and Morgan, S. (2002). Practical strategies for modem academic library. London: Aslib-IMI.

Kawatra, P. S. (1997). Library user studies: Manual for librarians and information scientists. Mumbai, Jaico.

Kumar, P. S. G. (2004). Library and Users: Theory and Practice. Delhi: B. R. Publishing Corporation.

Ruthven, I and Kelly, D. (2011). Interactive Information-seeking Behaviour and Retrieval. London: Facet Publishing.

OPEN ELECTIVE:
OE 2.1: SOFT SKILLS
1. (Hours of Teaching: L:T:P = 4:0:0)
2. (Lectures = 4 X 16 = 64 hrs)

Paper OE 2.1: Soft Skills	
Objectives	
Objective 1	To understand Information needs of users
Objective 2	To train students in conducting User Studies and user Education
Course Outcomes (COs)	
After completing this paper, the students will be able to:	
CO 1	Understand the basics of importance of soft skills
CO 2	Analyze the importance of listening and speaking skills
CO 3	Evaluate the soft skills possessed by the LIS professionals

Unit 1 Basics of Soft Skills:

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, Oral, Written and Non-verbal communication

Categories and Features
Formal and Informal Communication; Visual Communication, Telecommunication and Internet

Unit 2 Listening and Speaking Skills:

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:

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,
Principles of paragraph, Characteristics of Good Writing and basic rules of writing.

REFERENCES

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.