

RAICHUR
UNIVERSITY



RUR

II Sem (New CBS)

HCT } 3 units
SCT } 17Q

OE - 3 units
12Q

RAICHUR UNIVERSITY

SYLLABUS

For

MASTER OF LIBRARY AND INFORMATION
SCIENCE 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.

SEMESTER-II

Paper Code	Title of the Paper	Max. Marks	Internal Assessment	Total Marks	Credits	Teaching Hrs.
	Hard core					
HC 2.1	Library Automation	75	25	100	4	4 Hrs/week
HC 2.2	Information retrieval: Library Cataloguing	75	25	100	4	6 Hrs/week
HC 2.3	Library Automation (Practical)	75	25	100	4	6 Hrs/week
HC 2.4	Information retrieval: Library Cataloguing (Practical)	75	25	100	4	8 Hrs/week
	Soft core (Any One)					
SC 2.1	Information Literacy	75	25	100	4	4 Hrs/week
SC 2.2	Information science					
	Open Elective Paper					
OE 2.1	Soft Skills	75	25	100	4	4 Hrs/week
	Total Credits for Second semester				24	

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	75	25	100	4	4 Hrs/week
HC 3.2	Information Sources	75	25	100	4	4 Hrs/week
HC 3.3	Digital Libraries	75	25	100	4	4 Hrs/week
HC3.4	Digital Libraries (Practical)	75	25	100	4	6 Hrs/week
	Soft core (Any One)					
SC 3.1	Informatics, Scientometrics and Webometrics	75	25	100	4	8 Hrs/week
SC 3.2	Networks, Networking and Library Consortia	75	25	100	4	4 Hrs/week
	Open Elective Paper					
OE 3.1	Information Literacy: Essential Skills for the Information age					
	Total Credits for Third semester				24	

SECOND SEMESTER:
HARD CORE:
HC 2.1 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, EasyLib, LIBSYS, Koha and NewGen 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. New Delhi: 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, EasyLib, LIBSYS, Koha and NewGenLib.

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

HC 2.2: 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 2.2 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: WebOPAC'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 Bakewell, 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:2.3 Library Automation

(Practicals)

(Hours of Teaching: L: T: P= 2:0:4)

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

Acquaintance and hands on experience in design and development of a library using any one of the automated library software's viz. SOUL, Koha and NewGenLib. (Each Student shall compulsorily maintain practical record and submit the same at the time of practical examination)

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. New York: 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

Kuhlthau, C. C. (1987). Information Skills for an Information Society: A review of Research. Syracuse, New York: 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 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

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Theories of the Information Society. 2nd ed. London: Routledge. 2002 Wolpert, S. A. and

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