DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

M. L. I. Sc.
(Master of Library and Information Science)
2-Years Integrated Programme
[Equivalent to B.L.I.Sc.,(One Year) + M.L.I.Sc., (One Year)]

CURRICULUM STRUCTURE FOR CHOICE BASED CREDIT SYSTEM (CBCS)

ANNEXURE

Course : **Qualifying Examination for Admission into M.L.I. Sc**

M.L.I. Sc: **B.A / B. Sc / B.Com/B.L / B.G.L / B.F.A / B.B.M / B.A.L. Any Graduation**

2020 - 2021

PROFILE OF THE DEPARTMENT

The Department of Library and Information Science was established in the year 1987, started with (1) Year Graduation (B.L.I.Sc) Course during the academic year-1987-88, in the Post Graduate Centre of Andhra University, after few years the Department started (2) years Integrated Post Graduation Course was introduced during the year 1996 – 1997. The Department offer a professional Master's Degree programmes (M.L.I.Sc) in Library and Information Science. M.L.I.Sc course duration is of two (2) years and comprises four (4) semesters. The Post-Graduate Centre of Andhra University Visakhapatnam was upgraded to the status of a State University, namely Dr. B.R. Ambedkar Univesity Srikakulam in the year 2008.

INFRASTRUCTURE FACILITIES

The physical and academic infrastructure comprises well equipped class rooms with OHP/LCD Projectors and Public Address System, Computer Lab with Internet facility and required hardware and software for teaching-learning, Wi-Fi facility in campus, access to e-books, e- journals and institutional repositories, subscription to national and international journals and magazines, latest books on library and information science, separate hostels on campus for girls and boys, etc. The Department also organizes several events like study tour, workshops, Seminars, guest lectures by eminent academics from India and abroad. There are Five Faculty Members working at present in the department. They are fully qualified.

WEAKNESSES

The department is not getting any financial assistance from the Government. There are some constraints with regard to the conduct of M.Phil and Ph.D Programmes by the Department.

PLACEMENT OPPORTUNITIES

M.L.I.Sc. programme is a professional degree. There is a great demand for the library professionals in the job market. M.L.I.Sc. postgraduates get placed as Librarians, Information Scientists, Knowledge Managers, Cataloguers, Indexers, Information Analysts, Reference Services Specialists, Technical Editors, Consultants, etc. in traditional libraries & information centres and corporate sectors also. Those who qualify

UGC-NET or SLET examination can enter academics as an Assistant Professor or Assistant Librarian of a University or Librarian of a College. Those who qualify UGCJRF can pursue research in the field of Library & Information Science with UGC fellowship. Our recruiters include LIS Schools, all kinds of libraries (academic and special and public) and information centres, colleges, universities and corporate companies like Tata Consultancy Services, Indian School of Business etc.

CHALLENGES

There is a big gap between the objectives of the courses the students study in the institution and the need of the society. The Department takes it as challenge to bridge gap between the two. And also needs to develop a kind of awareness among the prospective teachers towards

the need for improvement of their professional qualifications and professional growth and development.

M.L.I.Sc. REGULATIONS (Revised), 2019 – 2020

Programme Details

Name of the Department	: Department of Library and Information
Subject	: Library and Information Science
Name of the Programm	: M.L.I.Sc. (Master of Library and Information Science)
Duration of the Programme	: 2 Years – divided into 4 Semesters (Choice Based Credit System)

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. To provide a high quality education at the master's level in the discipline of Library and Information Science through course work, independent research and experiential learning that fosters scholarly and critical approaches to the understand of issues and practices in LISc.

Objective: To educate MLISc graduates capable of taking scholarly and critical approaches to understanding issues in Library and Information Science and related fields,

Objective: To prepare graduates to explain, analyse and interpret professional and scholarly literature, research data and information resources to articulate their implications for LISc and related fields of knowledge and practice

Objective: To educate professionals who are prepared to lead in the discipline and profession and who are committed to lifelong learning

2. To prepare students for the challenges of contemporary information workplaces who feel confident in their knowledge and abilities through consistent engagement and both formal and informal partnerships with information professionals and librarians maximizing student opportunities for professional development, leadership and growth with a variety of academic, professional and extracurricular options.

Objective: To educate LISc professionals capable of relating the practices and roles of individual librarians and information professionals to broader organizational, professional, political, economic, social and technological contexts.

Objective: To prepare graduates to select, evaluate, and use current and emerging information and communication technologies in constantly changing information workplaces

Objective: To prepare graduates to navigate, evaluate, and use information in a range of different information environments.

Objective: To educate LISc professionals capable of applying their knowledge of the broader organizational, professional, political, economic, social and technological contexts to the development and evaluation of effective and appropriate user-centered information systems, services, and resources

Objective: To educate LISc professionals who are confident in their knowledge of various areas and specializations in LISc practice and scholarship and able to communicate this knowledge effectively in formal and informal settings, across media, to a variety of audiences.

3. To graduate new librarians and information professionals who demonstrate a critical capacity to apply and evaluate LISc competencies consistent with values, standards, ethics and practices of progressive information services for the public good.

Objective: To educate librarians and information professionals who are capable of critically applying and evaluating LISc competencies consistent with values, standards, ethics, and practices of progressive information services for the public good.

PROGRAMME OUTCOMES (POs)

1. A successful graduate of Dr. B. R. Ambedkar University, Srikakulam, MLISc program will:Value and support critical engagement with issues and practices in LISc and related fields through diverse approaches to independent ongoing learning.

2. Explain, analyse and interpret professional and scholarly literature, research data and information resources to articulate their implications for LISc and related fields of knowledge and practice.

3. Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility associated with progressive public service for the public good.

4. Discriminate among current and emerging information and communication technologies to judge effective management and use in constantly changing information workplaces.

5. Relate the practices and roles of individual librarians and information professionals to broader organizational, professional, political, economic, social and technological contexts.

6. Navigate, evaluate and use multiple elements of a range of information environments, including those associated with data duration, information visualization, databases and information architectures.

7. Identify and explore opportunities to engage in experiential learning and to participate, advocate, and lead in professional development and training in professional organizations relevant to emerging specialisations and career paths.

8. Evaluate and demonstrate the effectiveness of user-centered informationnsystems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate.

9. Differentiate among the numerous areas of LISc practice and scholarship, and demonstrate a facility across media when speaking, writing and presenting about them to diverse audiences in formal and informal professional and scholarly domains.

Eligibility for Admission to the Programme

Qualification Criteria for Admission

Candidates who have passed any Bachelor's Degree examination from a recognized university under 10+2+3 system are eligible to apply for admission to the M.L.I.Sc (Library and Information Science) Programme. The percentage of marks shall be given as per the University Guidelines issued from time to time.

Entrance Examination

Candidates seeking admission to the programme shall be required to appear for a written examination conducted by the University . The written examination shall consist of objective type questions to test mental ability, aptitude and general knowledge of the candidate consisting of questions from current topics of general interest, books, authors, libraries, information resources, reading habits and other related areas.

Intake

The total number of Candidates to be admitted to the programme would be 32 (Thirty-two) + 8 (Eight) Self Finance total 40 (Forty) only.

Admission

All admissions shall be made provisionally and any candidate found, on scrutiny, to be ineligible shall be asked to leave the course. Normally all admission process will be commence or as per the schedule announced by the university from time to time.

Scheme of Instruction

The scheme of instruction covers theory papers, practical, dissertation work and library internship.

Medium of Instruction

The medium of instruction is English only.

Minimum Requirement of Class Attendance

The student shall be considered to have completed the programme if he/she has attended not less than 70% of the number of working periods (Lectures, Seminars, Practicals and Dissertation Guidance taken together) in each Semester.

Preamble: The new syllabus that is proposed for Master of Library and Information Science (MLISc) curriculum following Choice Based Credit System (CBCS) has been prepared keeping in view of the guidelines given in UGC model curriculum for PG programme in Library and Information Science. The proposed syllabus covers almost the content suggested by UGC. This syllabus is oriented to create suitable workforce to support professional and teaching community in the field of Library and Information Science. It covers latest trends in the profession as well as theoretical research in different areas of Library and Information Science.

ANNEXURE-I

SCHEME OF PAPERS

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

DR.B.R.AMBEDKAR UNIVERSITY, SRIKAKULAM

MASTER OF LIBRARY & INFORMATION SCIENCE (MLISc)
Curriculum Structure for Choice Based Credit System (CBCS)
(W.E.F. 2020-2021 ADMITTED BATCHS)

FIRST YEAR – FIRST SEMESTER

Code of the Paper	Title of the Paper	Remarks
MLISc -101	Information, Communication and Society	Core
MLISc -102	Information Processing and Retrieval	Core
MLISC -103	Information Storage and Retrieval	Core
MLISc -104	Management of Library and Information Centers-1	Core
MLISc -105(a)	Information Sources	Elective
MLISc -105(b)	Library Publicity and Public Relations	Elective
MLISc -106	Skill Development – I	CBCS
	MOOCs (SWAYAM/NPTL etc.)	CBCS
	Field Visit	Every Saturday
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.	CBCS

FIRST YEAR – SECOND SEMESTER

Code of the Paper	Title of the Paper	Remarks
MLISc - 201	Information processing and Retrieval (Classification Practice)	Core
MLISc - 202	Information Storage and Retrieval (Cataloguing Practice)	Core
MLISc - 203	Basics of Information Technology (Theory)	Core
MLISc - 204	Information Technology (Practice)	Core
MLISc – 205(a)	Management of Library and Information Centres-2	Elective
MLISc – 205(b)	Digital Libraries	Elective
MLISc -206	Skill Development – II	CBCS
	MOOCs (SWAYAM/NPTL etc.)	CBCS
	Field Visit	Every Saturday
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.	CBCS

SECOND YEAR – THIRD SEMESTER

Code of the Paper	Title of the Paper	Remarks
MLISc -301	Information Services	Core
MLISc - 302	Library and Information Networks	Core
MLISc -303	IT Applications and Information Centers (Theory)	Core
MLISc -304	IT Applications and Information Centers (Practice)	Core
MLISc -305(a)	Research Methodology	Electives
MLISc -305(b)	Information Literacy	Electives
MLISc -306	Skill Development – III	CBCS
	MOOCs (SWAYAM/NPTL etc.)	CBCS
	Field Visit	Every Saturday
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.	CBCS
	Open/Free Elective as add on course (Not mandatory & It is optional)	CBCS

SECOND YEAR – FOURTH SEMESTER

Code of the Paper	Title of the Paper	Remarks
MLISc -401	Advanced Library Classification (Theory and Practice)	Core
MLISc -402	Advanced Library Cataloguing (Theory and Practice)	Core
MLISc -403	Industrial Information System	Core
MLISc -404	Dissertation and Viva-voce	Core
MLISc -405	Internship	Core
MLISc -406(a)	Marketing of Information Services and Products	Elective
MLISc -406(b)	Informetrics	Elective
MLISc -407	Skill Development – IV	CBCS
	MOOCs (SWAYAM/NPTL etc.)	CBCS
	Field Visit	Every Saturday

	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.	CBCS
	Open/Free Elective as add on course (Not mandatory & It is optional)	CBCS
	Project work- Duration Minimum 8 weeks	CBCS

ANNEXURE II

SCHEME OF INSTRUCTION AND EXAMINATION

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

DR.B.R.AMBEDKAR UNIVERSITY, SRIKAKULAM

MLISc, Curriculum Structure for Choice Based Credit System (CBCS)

(W.E.F. 2020-2021 ADMITTED BATCHS)

FIRST YEAR – FIRST SEMESTER

Code of the Paper	Title of the Paper	Credit Pattern In			Total	Sem. End Marks	Sectional Marks	Total	Total Credit Value
		L	T	P					
	CORE								
MLISc - 101	Information, Communication and society	4		0	4	75	25	100	4
MLISc - 102	Information Processing and Retrieval	4		0	4	75	25	100	4
MLISc - 103	Information Storage and Retrieval	4		0	4	75	25	100	4
MLISc - 104	Management of Library and Information Centers-1	4		0	4	75	25	100	4
	ELECTIVES								
MLISc – 105(a)	Information Sources	4		0	4	75	25	100	4
MLISc – 105(b)	Library Publicity and Public Relations	4		0	4	75	25	100	4
	FOUNDATION COURSE(CBCS)								
MLISc – 106	Skill Development – I	2		0	2	75	25	100	2
	MOOCs (SWAYAM/NPTL etc.)								2
	Field Work	2						25	2
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.								1

FIRST YEAR – SECOND SEMESTER

Code of the Paper	Title of the Paper	Credit Pattern In			Total	Sem End Marks	Sessi-onal marks	Total	Credit Value
		L	T	P					
	CORE								
MLISc - 201	Information processing and Retrieval (Classification Practice)	4		0	4	75	25	100	4
MLISc - 202	Information Storage and Retrieval (Cataloguing Practice)	4		0	4	75	25	100	4
MLISc - 203	Basics of Information Technology (Theory)	4		0	4	75	25	100	4
MLISc - 204	Information Technology (Practice)	4		0	4	75	25	100	4
ELECTIVES									
MLISc – 205(a)	Management of Library and Information Centres-2	4		0	4	75	25	100	4
MLISc – 205(b)	Digital libraries	4		0	4	75	25	100	4
	FOUNDATION COURSE(CBCS)								
MLISc – 206	Skill Development – II	2		0	2	75	25	100	2
	MOOCs (SWAYAM/NPTL etc.)								2
	Field Work	2						25	2
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.								1

SECOND YEAR – THIRD SEMESTER

Code of the Paper	Title of the Paper	Credit Pattern In			Sem.end marks	Sessional marks	Total	Credit Value
		L	T	P				
	CORE							
MLISc -301	Information Services	3			75	25	100	3
MLISc -302	Library and Information Networks	3			75	25	100	3
MLISc -303	IT Applications and Information Centers(Theory)	3			75	25	100	3
MLISc -304	IT Applications and Information Centers(Practice)	3			75	25	100	3
	ELECTIVES				75	25		
MLISc -305(a)	Research Methodology	6			75	25	100	6
MLISc -305(b)	Information Literacy	6			75	25	100	6
	FOUNDATION COURSE(CBCS)							
MLISc – 306	Skill Development – III	2		0	75	25	100	2
	MOOs (SWAYAM/NPTL etc.)							2
	Field Work	2					25	2
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.							1
	Open/Free Elective as add on course (Not mandatory & It is optional)							2

SECOND YEAR – FOURTH SEMESTER

Code of the Paper	Title of the Paper	Credit Pattern In			Total	Sem-end marks	Sessio-nal marks	Total	Credit Value
		L	T	P					
	CORE								
MLISc -401	Advanced Library Classification (Theory and Practice)	3			3	75	25	100	3
MLISc -402	Advanced Library Cataloguing (Theory and Practice)	3			3	75	25	100	3
MLISc -403	Industrial Information System	3			3	75	25	100	3
MLISc -404	Dissertation and Viva-voce(40+40)	3			3	-----	-----	100	3

MLISc -405	Internship *	3			3	------	-------	100	3
	ELECTIVES								
MLISc -404(a)	Marketing of Information Services and Products	6			6	75	25	100	6
MLISc -404(b)	Informetrics	6			6	75	25	100	6
	FOUNDATION COURSE(CBCS)								
MLISc – 407	Skill Development – IV	2		0	2	75	25	100	2
	MOOC's (SWAYAM/NPTL etc.)								2
	Field Work	2						25	2
	Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc.								1
	Open/Free Elective as add on course								2
	Project work- Duration Minimum 4 to Maximum 8 weeks								4

- First and Second Mid Exam Marks=20 + Online Mid Exam Marks=05
  Total Sectional marks (20+05=25) for all papers.
- Double valuation (Internal +External for all Semesters')
- *Single valuation by Viva-Voce committee.
- Internship in various libraries-30 Days
- Submission of Dissertation on current issues- 5 Months Duration
- Total marks and total credits of M.L.I.Sc course
  Marks of First, Second, Third and Fourth Semesters put together are 600+600+600+700=2500Marks. Credits of First, Second, Third and Fourth Semesters (inclusive of core and foundation courses 79+24=103) put together are 26+26+24+27=115.
- MOOC's Courses: Credits of First, Second, Third and Fourth Semesters put together are 2+2+2+2=8.
- Skill Development Marks: Marks of First, Second, Third and Fourth Semesters put together are 100+100+100+100=400 Marks. Credits of First, Second, Third and Fourth Semesters put together are 2+2+2+2=8.

- Field work marks: Marks of First, Second, Third and Fourth Semesters put together are 25+25+25+25=100Marks. Credits of First, Second, Third and Fourth Semesters put together are 2+2+2+2=8.
- Summer internship/Project based learning /Problem based learning/ Village connect activities/Village adoption/ Skill based learning/ Entrepreneurship Programmes/ Patents/Intellectual Property Rights Curricular Arts and Physical Education & Yoga/ Co-Curricular and Extra Curricular activities/ Swatch Bharath / Unnati Bharath Abhyan/ Clean & Green etc**:** Credits of First, Second, Third and Fourth Semesters put together are 1+1+1+1=4.
- Open/Free Elective as add on course**:** Credits of Third and Fourth Semesters put together are 2+2=4.
- Project work- Duration Minimum 4 to Maximum 8 weeks**:** Credits of Fourth Semesters put together are 0+0+0+4=4.

REGULATIONS AND SYLLUBUS RELATING TO TWO -YEAR M.L.I.Sc DEGREE EXAMINATION (SEMESTER SYSTEM UNDER CBCS)

(EFFECTIVE FROM 2019-2020 ONWARDS)

Candidates for two-year MLISc Degree Examination shall be required to have passed (**B.A/B.Sc/B.Com/B.L/B.G.L/B.F.A/B.B.M/B.A.L)** a degree examination of this University or a degree examination of any other University recognized by the Academic Council and equivalent thereto.

The course and scope of instruction shall be as defined in the syllabus prescribed:

a) The course is divided into MLISc (Previous) and MLISc (Final) of two semesters each. The candidates shall be required to take at the end of each semester an examination as detailed in the scheme of examination. Each paper of the examination shall unless otherwise prescribed, three hours duration. Evaluation of the performance of the candidates in respect of each paper (except papers 404 and 405) shall consist of semester-wise examination for **75 marks**. In addition to Semester end examination the candidate shall be required to take two mid semester examinations as per the academic calendar during each semester for **25 marks** (the average of marks awarded for two mid semester examinations).

b) A candidate shall be declared to have passed in the examination if he/she obtains not less than 50% of the total marks in all the papers put together and also not less than 40% in the mid and semester- end examinations in each paper. All other candidates shall be deemed to have failed in the examination.

The scheme of instruction and the scheme of papers shall be given in **Annexure-I.**

Assessment in the semester–end examination shall be made in accordance with the regulations in **Annexure – II.**

The students are required to put in 100% attendance. However 75% of minimum attendance is strictly required making them eligible to appear for the examination.

For cogent reasons like sickness a student is allowed to put up to 25% absence on a bonafide Certificate. This may be scrupulously followed from 2018-2019 admitted batches.

The names of successful candidates at the examination shall be arranged in the order in which they are registered for the examination on the basis of the total marks obtained by each candidate in the semester-end examination. Both Previous and Final marks put together will be considered for the award of pass and grade as follows:

Range of Marks	>=85%	75%-84%	67%74%	58%-66%	50%-57%	40%-49%	<= 39%
Grade	O	A	B	C	D	E	F
Grade Points	10	9	8	7	6	5	0

A candidate who fails to appear for semester-end examinations shall be permitted to appear for the same in the next year semester-end examinations.

Modalities for Internship Programme:

The Internship Programme is compulsory.

The duration of the Internship Programme will be for one month in the libraries assigned to the students.

The student must complete the Internship in the time specified by the Head of the Department.

If for some reason he/she does not attend or complete the Internship programme the student must undergo the same in the next year.

The total number of marks for the Internship programme is 100. The minimum pass percentage required is 40%.

Evaluation of Internship / Dissertation

Internship

The interns are expected to undergo a library internship for one (1) month in reputed libraries. They will submit a detailed report and present a seminar in the department for the evaluation. At the workplace, the interns will be evaluated by the trainer for 60 marks based on the following parameters: Punctuality; Attendance; Reliability; Adaptability; Interpersonal Skills; and Overall Performance during the period of internship.

Total Marks for Internship	: 100 Marks
Report	: 30 Marks (Internship Coordinator/HOD)
Seminar Presentation	: 10 Marks (Internship Coordinator/HOD)
Performance of the Intern	: 60 Marks (Trainer at workplace) at work place

Dissertation

The dissertation of M.L.I.Sc., will be evaluated by both the project guide and the external examiner for 60 marks each. Average will be drawn to finalize the marks of end semester examination. The criteria for evaluation of the project report are as follows:

1. Organisation and Structure of Report	15 Marks
2. Literature Review	10 Marks
3. Style of Presentation	10 Marks
4. Standard of Methodology Adopted	10 Marks
5. Novelty and Utility	10 Marks
6. Referencing Style	05 Marks

The remaining 40 marks are reserved for viva-voce examination which will be conducted by the External Examiner/HOD in the Department.

Equivalence of M.L.I.Sc. to one year BLISc + one year MLISc

Most of the universities and other academic institutions in the country have migrated from one year BLISc and MLISc degrees to 2-Year integrated MLISc degree programme. But the recruitment rules (RR) for librarians in some government organizations like School Libraries of state government, KVS, etc, have not been changed. The minimum qualifications required for these posts in these organizations are one year BLISc or one year MLISc which is not applicable to 2-year integrated MLISc degree holders. However, the modules taught in first year M.L.I.Sc. are equivalent to one year BLISc degree offered in any recognized university/college/institution in the country. And the modules taught in second year M.L.I.Sc. are equivalent to one year MLISc degree offered in any recognized university/college/institution. Therefore, "***the committee recommends and resoled to consider our M.L.I.Sc. degree as an equivalent to BLISc (one year) + MLISc (one year). This may also be printed in the certificates in future to avoid this kind of recognition problems in the employment market.***"

Chairman P.G. Board of Studies in LIS **Head of the Department**

FIRST YEAR – FIRST SEMESTER

CORE PAPERS

MLISc- 101 Information, Communication and Society

Course Objectives (COs):

1. To introduce the students about the role of information and knowledge in the society.
2. To acquaint the students with various theories, channels of & barriers to communication and types of libraries and their functions.
3. To provide an overview of the professional developments in Library and Information Science.
4. To make the students to understand the philosophical principles of LIS Profession.

Course Outcomes (COs):

1. The courses covered in this programme include interdisciplinary approach of knowledge and information.
2. This programme helps the students to gain competencies that will allow graduates to begin successful careers in libraries and information environments.
3. This programme will make students understand the use of information and communication and society including social aspects of information in providing information resources.
4. The graduates of this programme will demonstrate knowledge of setting up a library or information centre.
5. This heritage is transmitted from one group to another.
6. The students will recognize the impact of Channels of Communication.
7. The student's barriers to Communication and Information Transfer Cycle.
8. Social heritage is a manifestation of the student's ideas, views, thoughts, customs and beliefs, built up as a result of their needs, objects, and activities in the society.
9. A set of principals, a social code or ethics to achieve high standard in preference, working with the prime purpose of rendering a public service
10. Students with various groups to promote the use of the services of the information.

Course Content:

Unit-1: Information: Definition, characteristics, nature, value and use. Information Communication Process, Media and Diffusion- Communication theories and Models, Channels Barriers, Digital Information: Social Media.

Learning Outcomes (LOs):

- This course will provide the basic knowledge and understanding about the use of Information**.**
- The students will Communication Theories and
- Identified communication barriers.

Course Content:

Unit-2: Role of libraries in the society. Types of libraries–National Library, public Library, academic Library, special Library and their Functions & Services. Librarian ship as a profession : Professional ethics. Professional associations and their role.

Learning Outcomes (LOs):

- The students will aware about the impact of type of Library in the Society
- The student's basic thinking of the students' ideas, views, thoughts, customs and beliefs to achieve high standard in preference.
- Summarize the philosopher who developed the terms of ethics and their arguments about on ethics, debate interaction of ethics on profession and talk about the ethic principles in different occupations.

Course Content:

Unit-3: Five laws of library science and their implications.. Library Movement in Andhra Pradesh. Library and Information Science Education in India.

Learning Outcomes (LOs):

- Dr. S. R. Ranganathan father of library science implementation five laws of library science and their functions transmitted from one group to another
- The importance of the cordial relations that should be maintained by the student's use of the library services.
- The student's implication the five laws of library science and their role of services.

Course Content:

Unit-4: Library legislation: Need Library legislation in India – an overview. Detailed study of AP Public Library Act. Indian Copy Right Act.Intellactual Property Right Act.

Learning Outcomes (LOs):

- A specialized knowledge of their field for acquired needed skills and methods to put the knowledge to work public service.
- The right of paternity refers to a right of an author to claim authorship of Work.
- Preparation for acquired needed skills and methods to put the knowledge to work.

Course Content:

Unit-5: Information and Knowledge Society – National Information Policy – Information Infrastructure: National and Global – Information Society – Knowledge Society – Knowledge Profession – Information Economy – WSIS.

Learning Outcomes (LOs):

- The basic knowledge and understanding about National Information Policy.
- The students also identify and learn information infrastructure.
- And also learn Knowledge Society – Knowledge Profession – Information Economy – WSIS.

Suggested Text books:

1. Agarwal, S.N. Perspectives in Library and Information Science Vol.I and II. Lucknow, Print House, 1982.
2. Balakrishnan, Shyama & Paliwal, P.K.Eds. Libraries in Information Age. Delhi, Anmol, 2001.
3. Chapman (E A) and Lynden (F C). Advances in Librarianship. 24V. San Diego Academic Press, 2000.

Additional Readings:

1. Devarajan, G. (Ed). 50 years of Indian Librarianship. Delhi, Ess Ess Pub.,1999
2. Feather, John. The Information Society. 2nd Ed. London, Lib. Assoc, 1998
3. Guha B (ED). In the Library and Information Science horizon. New Delhi, Allied pub, 1984.
4. Gupta, B.M. et al, Eds: Handbook of Libraries, Archives and Information Centers in India, Vols.1, 2 & 3, New Delhi, Information Industry Publications, 1986.
5. Khan, M.A. Principles and perspectives of copyrights. New Delhi: Sarup & Sons, 1996.
6. Khanna, J.K.: Library and Society, Kurukshetra, Research Publicagions, 1987.
7. Kumar, P.S.G. Foundations of Library and Information Science. Delhi, B.R.Pub., 2003
8. Kumar, P.S.G. Fundamentals of Information Science. New Delhi, S.Chand, 1998
9. Kumar, P.S.G. Information and Communication (Paper IX of UGC Model Curriculum). Delhi, B.R.Pub., 2003
10. National Knowledge Commission, India. Libraries – Gateways to Knowledge. Delhi, NKC, 2007
11. Prashar, R.G.: Information and Its Communication, New Delhi, Medallion Press, 1991.
12. Raja Rammohan Roy Library Foundation and ILA: National Policy on Library & Information Systems, Calcutta, RRRLF, 1985
13. Ranganathan, S.R.: Five Laws of Library Science. Delhi, 1957.
14. Routh,R.K. : Indian Library Legislation. N.Delhi, Ess Ess Pub., 1991.
15. Satarkar, S.P. Intellectual Property Rights & Copyright. Delhi, Ess Ess Pub. 2003
16. Sengar, Shailendra. Library and Information Science. New Delhi, Anmol Pubs.,2007
17. Sharma, Jaideep and Kishan Kumar. Library Science Education in India, Delhi, Har-anand Publications , 2009
18. Sharma,Pandey, S.K. : Development of Public Libraries in India. New Delhi, Ess Ess Pub., 1985
19. Smith, Kelvin. Freedom of information. London, Facet, 2004.
20. Vashishth, C.P & Satija, M.P. (Dr. P.S.G. Kumar Festschrift) Library and Information Profession in India. Vol. 1 Part I & Part II Reflections and Redemptions. (Vol.1, 2 parts).Delhi, B.R.Pub.,2004
21. Venkatappaiah,V.: Indian Library Legislation.2 Vols. New Delhi, Daya Publishing House, 1990.
22. Vijaya Kumar,.J. Public Library System.New Delhi, Anmol pub .2010. ISBN :978 81 261 4192 0 .

MLISc - 102: Information Processing and Retrieval- (Classification Theory)

Course Objectives (COs):

1. To impart to the student an understanding of the principles and nature of knowledge classification.
2. To develop skills in document classification and content analysis.
3. To acquaint the student with well-known classification systems\schemes such as DDC and CC.

Course Outcomes (COs):

1. It gives comprehensive ides on the Universe of knowledge and
2. its attributes: need purpose and general theory of classification
3. It gives the idea of Modes of formation of subject's and its basic principles
4. Species of Classification schemes
5. It covers the Overview on Standard schemes of classification. i.e. DDC, UDC and CC
6. Designing a classification schemes: Idea plane, verbal plane and notational plane
7. It gives biographical history DR. SR Ranganathan-CC-structure and five fundamental categories
8. Principals of facet sequence etc and amplified basic classification - Phase Relation
9. Students will understand the importance of DD and
10. its structure Standard Subdivisions and Subdivisions of Individual Languages

Course Content:

Unit-1 Universe of knowledge-structure and attributes Need and Purpose of classification General theory of classification.

Learning Outcomes: **(LOs)**

- It gives comprehensive ides on the Universe of knowledge and
- its attributes: need purpose and general theory of classification

Course Content:

Unit-2: Modes of formation of subject's normative principles of classification and their application Species of Classification Schemes**.**

Learning Outcomes: **(LOs)**

- It gives the idea of Modes of formation of subject's and its basic principles
- Species of Classification schemes

Course Content:

Unit-3: Standard schemes of classification and their features (CC, DDC, UDC) Designing a classification scheme Idea plane, verbal plane and notational plane- Notation-types –Qualities of Notation, Call Number**.**

Learning Outcomes: **(LOs)**

- It covers the Overview on Standard schemes of classification. i.e. DDC, UDC and CC
- Designing a classification schemes: Idea plane, verbal plane and notational plane

Course Content:

Unit-4: DDC- structure-tables-Standard Subdivisions, Areas, Subdivisions of Individual Literature, Subdivisions of Individual Languages, Racial, Ethnic and National Groups, Languages, and Persons-Dewey for Windows.

Learning Outcomes: **(LOs)**

- Students will understand the importance of DD and
- its structure Standard Subdivisions and Subdivisions of Individual Languages

Course Content:

Unit-5: CC-structure-five fundamental categories –facet analysis- principles of facet Sequence –isolates-foci in array, amplified basic class. Phase Relation**.**

Learning Outcomes: **(LOs)**

- It gives biographical history DR. SR Ranganathan-CC-structure and five fundamental categories
- Principals of facet sequence etc and amplified basic classification - Phase Relation

Suggested Text books:

1. Melvil Dewey: Dewey Decimal Classification, 20th ed., New York.
2. S.R. Ranganathan: Elements of Library Classification, 3rd ed., Bombay, Asia.
3. S.R. Ranganathan: Prolegomena to Library Classification, 3rd ed., Bombay.
4. C.D. Needham: Organizing knowledge in Libraries: An introduction to classification and cataloguing, 2nd ed., London, Andre Deulah, 1971.

Additional Readings:

1. A.N. Raju: Grandhalaya Vargikarana Siddhantam', Hyderabad, Telugu.
2. Neelameghan, Ed.: Global System for ordering information system, 1978.
3. J.S. Comorami and Satizamp: Dewey Decimal Classification – History and current status, New Delhi, Sterling, 1989.
4. Krishan Kumar: Theory of classification, 4th new ed., New Delhi,Vikas, 1989.
5. Shabahat Hussain: Library Classification: Facets and Analysis, Delhi TMH.
6. P. Soma Raju: Dewey Decimal Classification-Ed.20, 1989.
7. Pandey S.K. Sharma: Universe of knowledge and Research Methodology.

MLISc -103. Information Storage and Retrieval (Cataloguing Theory)
Course Objectives (COs):

1. To introduce creates awareness among the students about the principles and theoretical aspects of cataloguing.
2. To acquaint the students with the principles of choice and Rendering of Access Points.
3. To enable the students how to assign standard subject heading Using printed subject heading lists(SLSH) and (LCSH).

Course Outcomes (COs):

1. The students will have the outlook about the nature, scope and importance of Library Catalogue, and
2. It explains the non-conventional & non-conventional formats of catalogue, and Library automation, developments of OPACs, and introduce world standard viz. MARC
3. This area gives knowledge on theoretical global level standards of catalogue, and
4. How the International Standard Catalogue Codes are standardized for practical implementation in the library organization and management.
5. This will give the knowledge about, how to use the Subject Heading and basic principles of subject headings, viz. LCSH, & SLSH.
6. How to apply the Broader Terms(BTs); Narrower Terms(NTs); Related Terms(RTs), Used For (UF) and See Also (SA), in creating Subject Catalogue in the different types of libraries.
7. The student can understand the practical need for AACR-2, Code & application of rules in rendering the different entries.
8. One can learn about the Aims and Objectives of ISAR and Information Systems in involved in ISAR – i.e. ISAR Systems; DBMS; MIS; DSS; and QAS.
9. It will give an idea about The 'File and Record Structure in ISAR Systems, Flat File Systems; and Functional Approach to ISSAR systems.
10. It creates knowledge on Stages of ISAR Evaluation, and System Effectiveness – Crane field Experiments on ISAR Systems.

Course Content:

Unit 1: Catalogue—purpose, structure and types. Physical forms – Conventional and Electronic forms of Catalogues (OPAC and Machine Readable Catalogues (MARC),CCF) - Filing Rules.

Leaning Outcomes:

- The students will have the outlook about the nature, scope and importance of Library Catalogue, and
- It explains the non-conventional & non-conventional formats of catalogue, and Library automation, developments of OPACs, and introduce world standard viz. MARC

Course Content:

Unit 2: Principles and Canons of cataloguing Standard Codes of cataloguing – overview - Rules for choice and - Rendering of headings according to AACR-2 : Personal/Single, Shared and Corporate Authorship.

Learning Outcomes: (LOs):

- This area gives knowledge on theoretical global level standards of catalogue, and
- How the International Standard Catalogue Codes are standardized for practical implementation in the library organization and management.
- The student can understand the practical need for AACR-2, Code & application of rules in rendering the different entries.

Course Content:

Unit 3: Subject cataloguing-principles- Lists of Subject headings – Sears List of Subject headings(SLSH), LC Library of Congress Subject headings (LCSH).

Learning Outcomes: (LOs):

- This will give the knowledge about, how to use the Subject Heading, viz. LCSH, & SLSH. and how to develop the Subject Catalogues.
- The student can understand the importance of basic principles of subject headings, and learn:
- How to apply the Broader Terms(BTs); Narrower Terms(NTs); Related Terms(RTs), Used For (UF) and See Also (SA), in reference added entries.

Course Content:

Unit 4: Document Description-International Standard Bibliographic Standard (ISBD) - Descriptive Cataloguing – Simplified & Selective Cataloguing - Cooperative & Centralized Cataloguing.

Learning Outcomes: (LOs):

- It creates knowledge among the students, how to adopt a standard structure of cataloguing, for every different items/documents, while cataloguing
- What are the variant formats of cataloguing, need and its utilities, on different situations/circumstances in different library environments?
- The professional will understand, where & when, to implement the cooperative & Centralized Cataloguing and Simplified & Selective.

Course Content:

Unit 5: Information Storage and Retrieval (ISAR) Systems-An Overview -File Organization in ISAR Systems –Evaluation of ISAR Systems -Methodology and Crane field Experiments on ISAR Systems.

Learning Outcomes: (LOs):

- One can learn about the Aims and Objectives of ISAR and Information Systems in involved in ISAR – i.e. ISAR Systems; DBMS; MIS; DSS; and QAS.
- It will give an idea about THE 'File and Record Structure in ISAR Systems, Flat File Systems; and Functional Approach to ISSAR systems.
- It creates knowledge on Stages of ISAR Evaluation, and System Effectiveness – Crane field Experiments on ISAR Systems.

Suggested Text books:

1. Needham, C.D.: Organising knowledge in libraries, 2nd ed., London, Andre Deulsch, 1977.

2.Tripati, S.M.: Modern cataloguing – Theory and Practice, 2ndrev. & enl. Ed. Agram Shivahal Agarwala and Co., 1978.

3. Hunter, Eric, J. and Bakewell, K.G.D.: Cataloguing, 2nd rev. London, Clive Bingley, C1983.

4. Chan, Lois Mai : Cataloguing and Classification: An introduction, New York, McGraw Hill, 1985.

Additional Readings:

1. Anglo-American Cataloguing rules, 2nd ed. Prepared by the American Library Association,

the British Library, the Canadian Committee on Cataloguing, the Library Association, the

Library of Congress, Chicago, American Library Association, 1978.

2. Hunter, Eric, J. and Fox, Nicholas, J.: Examples illustrating AACR-2, LA, C1980

(distributed in India by Oxford and IBH Pub.).

3. Coates, E.J.: Subject catalogues: Readings and structure, London, LA, 1981.

4. Sears, M.E.: Sear's List of Subject headings, 11th ed., NY, H.W. Wilson, 1977.

5. Kumar, P.S.G. and Riaz, M. Cataloguing Theory and practice, New Delhi, S. Chand, 1999.

6. Girija Kumar and Krishan Kumar: Theory of cataloguing, 5th ed., New Delhi, Vikas, 199 7.Riaz, Muhammad: Advanced Indexing & Abstracting practice, New Delhi, Atlantic

Publishers & Distributors, 1989.

MLISc -104. Management of Library and Information Centers -1

Course Objectives (COs):

1. To understand about the various sections of the library and collection development policies
2. To understand about the technical processing and circulation control.
3. To understand about the stock verification methods and preparation annual reports

Course Outcomes (COs):

1. The student can understand the work of various section of the library.
2. The students acquaint with the Functioning of each section of the library
3. To acquaint students with various records to be maintained in various sections of the library and collection development polices.
4. The student can understand the Book ordering system
5. They also understand the technical processing, circulation control and maintenance.
6. The student can also understand about the Information service management
7. The student shall understand the about the Office Management
8. The student can also understand about the stock verification polices and methods
9. The students shall understand the preservation and conservation of the document
10. The student can also understand about the Methods of preservation and conservation

Course Content:

Unit 1: Various sections of Library and Information Centres and their functions (Housekeeping operations)

Learning Outcomes: (LOs):

- The student can learn about the various sections of Library
- To know about the circulation section, technical section etc.
- Functioning of each section of the library

Course Content:
Unit 2: Collection development policies-procedures-Books, serials & electronic sources ordering and acquisition

Learning Outcomes: (LOs):

- He / She can learn about collection development, and policies
- The Procedure of books, serials and electronic sources acquisition
- Book ordering system

Course Content:
Unit 3: Technical Processing-Circulation control and maintenance Information Services management

Learning Outcomes: (LOs):

- The student can learn about the technical processing.
- Circulation control and maintenance
- Information service management

Course Content:
Unit 4: Stock Verification –policies Methods of stock verification Annual reports-compilation, Office management

Learning Outcomes: (LOs):

- The learner can gain the knowledge about stock verification policies and methods.
- Preparation of annual report.
- Office Management

Course Content:

Unit 5: Preservation and Conservation of Documents-Need and methods

Learning Outcomes: (LOs):

- The students can understand the need and necessity of the Preservation and Conservation.
- The student can also understand the practical problems of the preservation and conservation.
- Methods of preservation and conservation

Suggested Text books:

1. G. Edward Ewan's: Management techniques for librarians, 2nd Ed., New York, Academic Press,1983.

2. Weisman: Information systems, services and centers, New York, Becker and Hayes, 1972. Koontz and others: Management, Ed.7, McGraw Hill, Tokyo, Japan.

Additional Readings:

1. John Cowley: Personnel Management in Libraries ,London, Clive bingley 1982.D.R.T.C Refresher Seminar 16(1985)

2. Penna, D.J. Foskett, and P.H. Sewell Eds. National Library and Information Services: A handbook for planners, London, Butterworths, 1977

ELECTIVES

Elective 1 MLISc-105(a). Information Sources

Course Objectives (COs):

1. To familiarize students with a broad range of information source, i.e., from early forms to the modern forms.
2. To develop evaluation and practical skills in dealing with information sources.
3. To acquaint students to sources of information in new media.

Course Outcomes (COs):

1. The student can learn the various information sources.
2. The students identify the primary, secondary, tertiary and internet information sources.
3. The students evaluate various information sources.
4. The student can understand the various reference sources and their important.
5. They also understand the ready and long range reference sources.
6. The student can also understand about the reference techniques.
7. The student shall understand the about the biographic sources and their evaluation.
8. The student can also identify the electronic information sources.
9. The students shall understand the databases and various digital library information sources.
10. The student should be learn Web of Science Scopus, SciFinder Scholar, and RePEc of information.

Course Content:

Unit 1: Basics of Information Sources: Documentary and Non-Documentary source Characteristics, scope and value; non-print and electronic sources; categories of information Sources- Primary, Secondary and Tertiary.

Learning Outcomes: (LOs):

- Students will learn source of information in the information systems.
- And also identified various categories of sources and its important.

- Students also identify primary and secondary and tertiary sources of information

Course Content:

Unit 2: Study and evaluation of print and electronic: Encyclopedias, Dictionaries, Biographical sources, Geographical sources.

Learning Outcomes: (LOs)

- They will learn about references sources
- Accessing techniques, and
- Biographical and geographical sources.

Course Content:

Unit 3: Study and evaluation of print and electronic Yearbooks, Almanacs, Directories, Handbooks and Manuals, Statistical sources, Current event sources, various types of Bibliographic Sources Union Catalogues.

Learning Outcomes: (LOs)

- The students can learn about the ready reference sources and
- Quick reference methods and techniques. and
- Also identify union catalogues.

Course Content:

Unit 4: Electronic Information Sources: Internet Information Resources-PLOS, DOAJ, E-Books, Open Access Resources, Subject Gateways)

Learning Outcomes: (LOs):

- They will learn about key to reference sources and
- Information search techniques
- Open access Resources.

Course Content:

Unit 5: Databases (Full text, Citation and Bibliographic): ACM Digital Library,) IEEE/IEE Electronic Library Online (IEL) EMERALD, EBSCO, PsycINFO, Elsevier Science, PubMed Central, J-Gate, JSTOR, Web of Science Scopus, SciFinder Scholar, and RePEc.

Learning Outcomes: (LOs)

- The students will learn in various online information sources.
- Electronic library and
- Web of science Scopus.

Suggested Text books:

1. Cheney, Frances, Neel: Fundamentals of Reference Sources, 1980;
   Dahl, S. : History of the Book, New York, Sacramento Press, 1958;
2. Katz, WAZ: Introduction o Reference Work, Vol.1, Basic Information Sources, New York, McGraw Hill, 1982;
3. Sharma, J.S.: Fundamentals of Bibliography with special reference to India, New Delhi, S.Chand & Comp., 1977;
4. Richard Fothergill and Ian Butchart: Non-Book Materials in Libraries: A Practical guide, 2nd Edn., London, Bingley, 1984;
5. Walford, A.J.: Guide to Reference Material, Ed. 3 Vols., London, LA, 1968-70;
6. Krishna Kumar: Reference Service, 3rd Rev.ed. 1987, Vikas Pub. House, New Delhi;
7. Grogan, Devis, J.: Science & Technology: An Introduction to Literature, Ed.2, 1976;
8. Higgens, C. Ed.: Printed Reference Materials, London, The Lib. Asso. 1980;
9. Davidson, D.: Bibliographical Control, London, Clive Bdingley, 1975;

Additional Readings:

1. Shera, J.H.: Bibliographic Organisation, Chicago, University Press, 1975;
2. Trebble, T.: The Impact of the new media on libraries, OSTI Project Report, S1/57/09, Second International Report;
3. Mukherjee, A.K.: Reference work and its tools, Ed. 2, Calcutta, World Press, 1971;
4. Chakravarthy, M.L.: Bibliography in Theory & Practice, Calcutta, The World Press, 1975;
5. Girija Kumar and Krishnan Kumar: Bibliography, 2nd Rev.Ed., New Delhi, Vikas Pub. House, 1981;
6 Chin-Chi-Chen and Peter Heronon: Information Seeking: Asserting and Anticipating User Needs, New York, Neal Schuman, 1932;
7. T.D. Wilson: Guidelines for Developing and Implementing a National Plan for Training and Education in Information Use, UNESCO, 1981;
8. B. Guha: Documentation and Information, 2nd Ed., Calcutta, World Press, 1982;
6 J.E. Rowley and M.D. Turner: The Dissemination of Information, London, Andre Deutsch,
7. A Katz: An Introduction to Reference Work, Vol.II, New York, McGraw Hill;
8. J.E. Rowley: Abstracting and Indexing, London, Clive Bingley, 1982;
9. B.C. Vickery: Techniques of Information Retrieval, London, Butterworths, 1970;
10. F.W. Lancaster: Information Retrieval Systems – Characteristics Testing and Evaluation;
11. Pauline Atherton, Ed.: Handbook of Information Systems and Service, UNESCO, 1981.

Elective 2 MLISc-105(b). Library Publicity and Public Relations

Course Objectives:

1. The Student will understand the importance of public relations how it creates knowledge among the users about the library activities.
2. Students can learn how to promote extension and outreach activities to the public.
3. It will create knowledge among the students how to introduce the extension programs library culture and best practices.

Course Outcomes:

1. The student will understand the importance of library publicity and public relations in promoting the library services.
2. It will provide knowledge on various facets and programs of publicity and publicity tools.
3. This course will create comprehensive knowledge on the library publicity and public relations.
4. It gives sound knowledge on how to introduce the library extension / outreach activities.
5. This course certainly enhanced the complete understanding on different types of user groups on and their information needs.
6. The publicity and public relations will create wonderful knowledge on how to market the library services and products.
7. Depending on the publicity and public relations the user groups will demand to celebrate the national library week, world book day.
8. The student will understand the importance and practical need of library publicity and public relations help for healthy maintenance of libraries.
9. The students can understand the importance of aims and objectives library publicity and public relation for the betterment of library.
10. It gives an idea about the components of library publicity and public relations and how best we can use it for the development library.

Course Content:

Unit 1: Public Relations - Definition, Facets and Programs. Publicity tools.

Learning outcomes:

- The Student will understand the need, purpose and functions of library public relations.
- This will give comprehensive idea about the publicity tools.
- It create knowledge on the various facets and programs of library publicity and public relations.

Unit 2: PR writing skills – Production of PR Literature handout and press-notes-Preparing of Press Release; Notification – rejoinders; Poster, broacher, folder; Various forms of writing for Broadcast media Radio and T. V. public relations presentations.

Learning outcomes:

- It gives knowledge and how to create writing skills while conducting the library publicity.
- The student can easily understand the various formats of publicity literature and types.
- It create good knowledge on how to develop Broad cast media, Radio and T.V programs.

Unit 3: Extension / outreach activities – National library week, librarian's day; foundation day, World book day etc.

Learning outcomes:

- The Student can understand how to organize the extension / outreach activities through publicity and public relations.
- It provides knowledge on important functions of libraries i.e, celebrating national library week and world book day
- The students can remember Dr. S. R. Ranganathan father of Library Science in the name of Library day as well on the foundation day of library.

Unit 4: Delivering and promoting library services among different user groups; Patterns of library services delivery – extension programs, learning centers, book mobile projects. Introduction of best practices.

Learning outcomes:

- One can understand that how to promote the library services among the different user groups to meet the user needs.
- It creates knowledge on how to introduce best practices to manage the library and to achieve the complete user satisfaction.
- This course will give good knowledge on how to introduce library extension programs and mobile programs by the library.

Unit 5: Positioning and marketing of library services and products – segmentation of audience, building programs and products, promotion of products.

Learning outcomes:

- The library publicity and public relations help in promoting the library services and products.
- The marketing of library services segmentation helps in building broad user group to develop the library.
- It gives knowledge on building library programs and promotion of library products.

Suggested Text books:

1.Agee, Wilcox Ault. Public relations: strategies and tactics. Benjamin Cumming Pub., 2003

2.Doty, Dorothy I and Pincess, Marylyn. Publicity and Public Relations. Barons Educational Series Inc., 2007

3.Feinglass, Art. The public relations handbook for non-profits: A comprehensive and practical guide. N.J., Jossey-Bass (Wiley). 2005

4.Iyengar, Srinithi. Library Public Relations. New Delhi, Anmol, 1996

5.Kies, Cosette N. Marketing and public relations for libraries. N.J., Scarecrow Press, 1987.

6.Lindsay, Anita Rotwell. Marketing and Public Relations Practices in College Libraries. Chicago, ACRL, 2004

7.Public Relations: Theory and Practice. Allen and Umvin Epz titles. 2010

8.Watson, Noble. Evaluating Public Relations (A Best Practice Guide to Public Relations Planning, Research and Evaluation.) Kogan Page Ltd., 2005

MLISc-106. Skill Development – I

FOUNDATION COURSE (CBCS)
Common Syllabus

FIRST YEAR – SECOND SEMESTER

CORE PAPERS

MLISc -201. Information Processing and Retrieval (Classification Practice)
(Dewey Decimal Classification, 20th Ed.)

Course Objectives (COs):

1. To acquaint students with the recent developments in DDC
2. To train the students in practical classification according to DDC 21st edition.

Course Outcomes (COs):

1. The Classification of documents with Simple subjects will give knowledge on library classification schemes.
2. Its basic elements for library classification scheme/schemes.
3. The Use of standard subdivisions and
4. Its applications in the library classification.
5. DDC Classification and the Use of tables from 2, 3, 4, 5, 6 and 7
6. The DDC gives complete idea on the library/knowledge classification.
7. It covers Classification of documents and
8. Complex subjects how to deal with Complex subjects documents.
9. Use and add instructions its importance.
10. Citation order and assigning call number/classification numbers.

Course Content:

Unit-1: Classification of Documents Representing Simple Subjects.

Learning Outcomes: **(LOs)**

- The Classification of documents with Simple subjects will give knowledge on library classification schemes.
- Its basic elements for library classification scheme/schemes.

Course Content:

Unit -2: Use of standard subdivisions-Table-1.

Learning Outcomes: **(LOs)**

- The Use of standard subdivisions and
- Its applications in the library classification.

Course Content:

Unit -3: Use of tables 2, 3, 4, 5, 6 and 7.

Learning Outcomes: **(LOs)**

- DDC Classification and the Use of tables from 2, 3, 4, 5, 6 and 7
- The DDC gives complete idea on the library/knowledge classification.

Course Content:

Unit-4: Classification of documents representing Complex subjects.

Learning Outcomes: **(LOs)**

- It covers Classification of documents and
- Complex subjects how to deal with Complex subjects documents.

Unit-5: **Use of 'add' instruction, and citation order assigning call number.**

Learning Outcomes: (LOs)

- Use and add instructions its importance.
- Citation order and assigning call number/classification numbers.

Suggested Text books:

1. Dewey, Melvil: Decimal Classification and Relative Index, 21st Edition, New York, Forest Press, 1996.

Additional Readings

1. Dewey, Melvil: Decimal Classification and Relative Index, 23rd Edition, New York, Forest Press, 1996.

MLISc -202. Information Storage and Retrieval (Cataloguing Practice)
(AACR- 2, 2nd Revived edition)(1988)

Course Objectives (COs):

1. To impart Practical training to the students in cataloguing various types of documents according to the AACR-2, 1988.2nd Revised Edition.
2. To train the students, how to catalogue printed documents with different types of authorship such as single, multi and corporate authorship.
3. To impart knowledge among the students how to render a catalogue entry for simple periodicals and serials.

Course Outcomes (COs):

1. It will teach how to approach the practical cataloguing, importance of indentions of card, approach to Manual Card Cataloguing/Punctuation, and
2. How to render a Single Author; Two authors; Three authors and More than three authors and handing indention/general indention format
3. The student can able to understand the difference between the Personal authorship and editorial books, and
4. In the case of multi volumes, the student learn, how to utilize the physical description area, while the books carries multi-volumes.
5. student can understand how to provide Pseudonym 'Main Entry' and Reference Added Entries' for Real to Pseudonym and vice versa.
6. In the case of Uniform Titles, the student can distinguish the
    i. difference of Rendering religious scriptures, and literary
    ii. items.
7. The student can memorize the AACR-2, Code Rules, and
    i. apply the Principles and
8. How to render the catalogue entry under Government,
    i. Subordinate Governments & Seminars etc.
9. Here in Periodicals/Serials, the student grasp the structuring
    i. the cdatalogue card, under ISBD(S) standard, and
10. Sequencing of the variables, after the physical description, as per ISBD(S), and Use of Inclusive notation in calculating the Acc.No. and Volumes.

Course Content:

Unit-1: Cataloguing of printed monographs- Single personal Authorship shared responsibility

Learning Outcomes:

- It will teach how to approach the practical cataloguing, importance of indentions of the catalogue card, and the use of standard punctuation;
- It will give clear idea about, how to approach to the systems of Manual Card Cataloguing and
- How to render a Single Author; Two authors; Three authors and More than three authors and handing indention/general indention format.

Course Content:

Unit 2: Cataloguing of works under editorial direction Cataloguing of Multi-volume and multi-part documents.

Learning Outcomes:

- The student can able to understand the difference between the Personal authorship and editorial books, and
- How to use the preferential choice of General Indention formant, and Handing Indention format, in general for Author and Title Main Entry..
- In the case of multi volumes, the student will understand , how to utilize the physical description area, while the books carries multi-volumes.

Course Content:

Unit 3: Cataloguing of works under pseudonymous authors – and Works with Uniform Titles – Religious Scriptures and Literary Items.

Learning Outcomes:

- The student can understand how to render a Pseudonym 'Main
- Entry' and Reference Added Entries.' And from Real to Pseudonym and vice versa.
- In the case of Uniform Titles, the student can distinguish the difference in S Rendering religious scriptures, and literary items.

Course Content:

Unit 4: Cataloguing of works authored by various types of corporate bodies— (Governments and their subordinate bodies; Heads of Government and Heads of State Conferences, exhibitions, fairs and festivals; Institutions; Commissions and Committees)

Learning Outcomes:

- The student can memorize the AACR-2, Code Rules, about Corporate Bodies, accordingly he will apply different rules in formatting the structure of catalogue entry.
- How to render the Corporate body as an author, in the leading section, under Main Entry Element in corporate bodies.
- The student can follow the hieratical arrangement and its Articulation according to the type of catalogue entry under Government, Subordinate Governments & Seminars etc.

Course Content:

Unit 5: Cataloguing of simple periodicals and serials – Introduction of MARC-21, Format - Manual Structuring of MARC-21fields.

Learning Outcomes: (LOs)

- Here in Periodicals/Serials, the student grasp the structuring the cdatalogue card, under ISBD(S) standard, and
- Sequencing of the variables, after the physical description, as per ISBD(S), and Use of Inclusive notation in calculating the ACC.No. and Volumes.
- It crates awareness about the MARC Standards – MARC-21, Structure and MARC-21, Tags & Subfields.

Suggested Text books:

1.Hunter, Eric J. and Bakewell, K.G.G.: Cataloguing, 3rd ed., London, Clive Bingley, 1991.

2.Hunter, Eric J.: Computerized Cataloguing, London, Clive Bingley, 1985.

3.Haglar, Ronald: The bibliographic record and information technology, American Library Association, 1982.

Additional Readings:

1. UNIMARC: Universal MARC Format, 2nd ed. Rev. London, IFLA International Office for UBC, 1980.

2. Foskett, A.C.: The subject approach to information, 4th ed, London, Bingley, 1982.

3. Armstrong, C.J. and Keen, E.M.: Manual for teaching NEPHIS and KWAC Aberystwyth College of Librarianship, Wales, 1981.

4. Chan, Leismai: Cataloguing and classification: An introduction, New Delhi, McGraw Hill, 1985.

5. Honkev, P.: Indexing Theory, Indexing Methods and Search Devices, 1964.

6. Simmon Peter and Hopkinson, A. ed.: CCF, Common Communication Format, GIP & UNISIST, Paris, UNESCO, 1984.

7. Seal, Alan, Ed.: Introducing the on-line catalogue: Papers based on Seminar held in 1983. Bath University Library Centre for Cataloguing Research, 1984.

8. Reference Manual for machine-readable bibliographic descriptions edited and compiled by H.Dierick and. Hopkinson for the Unisist International Centre for Bibliographic Descriptions
(UNIBID), Paris, UNESCO, 1981.

9. Intner, Sheila, S. and Smiraglia: Policy and Practice in bibliographic control of non-book media, Chicago, ALA, 1987, p.197.

10. Rajan, T.N., ed.: Indexing Systems: Concepts, Models and Techniques, Calcutta, IASLIC, C1981.

11. Vickery, B.C.: Technique of Information Retrieval, London, Butterworths, 1976.

12. Metcalf, J.: Information indexing and subject cataloguing, Alphabetical, classified, coordinate, mechanical, NJ, Scane Crow, 1957.

13. Library of Congress: LC List of Subject Headings (Latest ed.), Washington, LC, DC.

14. Herner, J.: Special cataloguing with reference to Music, Films etc.,London, Clive Bingley, 1963.

15. Kumar, P.S.G. and M. Riaz: Cataloguing Theory and Practice, New Delhi, S. Chand, 1999.

16.Prasher, .R.G.: Index and Indexing Systems, New Delhi, Medallion, 1990.

17.Rajan, T.N.: Indexing Systems, Calcutta, IASLIC, 1981.

MLISc -203. Basics of Information Technology (Theory)

Course Objectives (COs):

1. To introduce the students to the basics of information technology
2. To acquaint the students with Computer technology and its development.
3. To acquaint the student with the elements of systems and application software.

Course Outcomes (COs):

1. The student can understand the concept information technology.
2. To study about the need & purpose of the technology and its impact.
3. The student can understand the binary number system
4. They also understand the encoding standards-ASCII, ISCII and UNICODE
5. The students learn computer software like system software and application software
6. The student can understand about the programming concepts.
7. The learner can gain the knowledge about the operating system.
8. The student also knows the computer packages.
9. The student shall also understand about the database management system.
10. The student shall study about the office management software's.

Course Content:

Unit 1: Understanding Information Technology: Components of Information Technology-Computer and Communication Technologies, Types of Computers-CPU, Storage and I/O Devices, Client-Server Architecture.

Learning Outcomes: (LOs):

- Students should be learn IT and its Components
- Computer and Communication technology and also
- Learn computer devices.ie. input /output, and storage devices.

Course Content:

Unit 2: Data representation in Computers: Binary Number System, Character Encoding Standards- ASCII, ISCII and UNICODE.

Learning Outcomes: (LOs)

- They should be learn Binary Number system and
- Encoding standards.

- UNICODE- system.

Course Content:

Unit 3: Computer Software: system software and Application Software; Programming Concepts; Open source and Propriety, Operating System; Windows & LINUX / UNIX. Working with windows.

Learning Outcomes: (LOs)

- In this course the students should be learn computer software's
- Programming langue's
- Operating system- like single user, multi user operating systems.

Course Content:

Unit 4: Data representation and file organization -File organization & Database Management

Learning Outcomes: (LOs)

- The students can understand database management ,
- File Organization Techniques and
- Database management system.

Course Content:

Unit 5: Office Management; Word Processing Spreadsheet, Presentation software, Database (MS-Access).- WEB- Searching.

Learning Outcomes: (LOs)

- The students will learn about the office management software's and
- Word processing
- MS-Access.

Suggested Text books:

1. Page. E.S. and Wilson, L.B.: Information Representation and Manipulation in a computer, New Delhi, Affiliated East-West Press Pvt. Ltd., 1989.
2. Hanson, Owen: Design of Computer Data Files, New Delhi, Affiliated East-West Press Pvt. Ltd., 1989.
3. Waterman, D.A.: A guide to Expert Systems, Mass-Addison Wesley, 1985.
4. Rich, Elaine: Artificial Intelligence, Singapore, McGraw Hill Book Co., 1983.
5. Davis, Gordon B.: Computers and Information processing, Tokyo, McGraw Hill, Kogakusha Ltd., 1978.
6. Tremblay, Jean-Paul and Bunt, Richard B.: Introduction to Computer Science, New York, McGraw Hill Book Company, 1989.

Additional Readings:

1.Sanders, Donald H.: Computers Today, New York, McGraw Hill Book Company, 1988.
2.Leventhel, L.A.: Introduction to Microprocessors: Software, Hardware, Programming New Delhi, Prentice-Hall, 1991.
3.Mathur, Aditya P.: Introduction to microprocessors, New Delhi, Tata-McGraw Hill, 1992.
4.Darley, Deuton J.: Small computers, theory and applications, New York, McGraw Hill Book Company, 1988.
5.Balaguruswamy, E.: Selecting and Managing a small computer, New Delhi, Tata McGraw Hill, 1992.

6.Congar and McTadder La: Introduction to computer-based Information systems, New York, Wiley Inter-science, 1975.

MLISc -204. Information Technology (Practice)

Course Objectives (COs):

1. To impart practical training to the students in the use of various types of software.
2. To train the students use of operating system in the computers.
3. To train the students in the design ,development and retrieval of bibliographic databases using DBMS and RDBMS.
4. To impact practical training handling CD-ROM database online searching and retrieval.

Course Outcomes (COs):

1. Information Technology is available to students that have single user and malty user operating system in the computers.
2. Students with an information technology background are able to perform technology tasks relating to the processing, storing, retrieval and communication of information between computers and other electronic devices.
3. Information technology is available to students that have an interest in integrating some information technology structure into their program of study.
4. Information technology as field emphasizes the secure database management system.
5. Large amounts of variable information and its accessibility via a wide variety of systems both local and world-wide.
6. Information Technology program is primarily focused on subjects such as software, databases, and networking.
7. Understanding of best practices and standards and their application.
8. Identify and analyze user needs and to take them into account.
9. Information Technology is used in entertainment, education and communications.
10. Libraries look for new approaches to management and organizational set up.

Course Content:
Unit-1: Use of Operating Systems (M.S Windows).

Learning Outcomes (LOs):

- To the students that have single user operating system and malty user operating system.
- Technology tasks relating to the processing, storing, retrieval and communication of information.
- Execution of system related programmes.

Course Content:

Unit-2: Use of Word processors – M.S Word.

Learning Outcomes (LOs):

- The students content development, illustrations and database in the word processors and presentations.
- Presenting a lecture and create notes to be used as references for effective presentation.
- Technology tasks relating to the processing, storing, and communication of information between computers and other devices.

Course Content:

Unit 3: DBMS-Creation of database using M.S Access-

Learning Outcomes (LOs):

- DBMS and Technology tasks relating to the processing, storing, retrieval of information.
- Create and modify charts, Preview and print worksheets
- To be able to give basic information VFP Commands, Control and Code

Course Content:

Unit 4: Use of Spread Sheets Software MS-Excel.

Learning Outcomes (LOs):

- Construct formulas, including the DDL, DML and DCL.
- Use the Structure query language to retrieve the database.
- Research and knowledge databases strengthen our fact-based approach to deliver best-in-class solutions.

Unit 5: Handling CD- Rom databases – Any Encyclopedia online searching and retrieval – Any online database

Learning Outcomes (LOs):

- A CD-ROM containing a library resource for users has been produced by a multidisciplinary team.
- To facilitate this searching, retrieving in the electronically indexed using a set of course-related themes.
- The development of the content, which was based on printed publications, had to be adapted to suit the electronic medium.

Suggested Text books:

1. John Willitts: Database Design and construction: An open learning course for students and information managers.
2. Ford, Nigel: Expert systems and Artificial Intelligence, LA, London, 1991.
3. Harris, Steve: Networking and telecommunications for information systems, LA, London, 1993.

Additional Readings:

1. USA, Ziff-Davis Press, 1993.

ELECTIVES

Elective 1 MLISc -205(a) Management of Library and Information Centres - 2

Course Objectives (COs):

1. To understand about the management concept & definition scope, functions.
2. To understand about the schools of management part
3. To understand about the leadership and decision making.

Course Outcomes (COs):

1. The student can understand the concept, definition & functions of management.
2. To know the leadership skills & decision making.
3. To acquaint students with various schools of management thought.
4. He / She can learn about the PERT/CPM.
5. The student can understand about the Physical facilities of the library

6. They also understand the role of Leadership and decision making in manage the library.
7. The learner can gain the knowledge about group dynamics TQM—quality audit.
8. The student can understand the planning principles applicable to libraries , systems approach ,operation research , PERT / CPM.
9. The student also know that motivational theories , TQM, financial management, importance of human resources.
10. He /she can also gain the knowledge about cost effectiveness and cost benefit analysis.

Course Content:

Unit1: Concept of Management—Definition and scope, Schools of Management Thought. Principles and Functions of management; Leadership and Decision making

Learning Outcomes: (LOs):

- To know about the management concept, definition and scope, functions.
- To know about the schools of management thought.
- To know the leadership skills & decision making

Course Content:

Unit 2: The Planning Process-principles and techniques Planning of Library and information systems/centers Systems Approach and systems analysis Evaluation of Information Systems: criteria and techniques –Operations Research, PERT/CPM.

Learning Outcomes: (LOs)

- He / She can learn about planning process , systems approach & analysis .
- He / She can learn about techniques of operation research
- He / She can learn about the PERT/CPM.

Course Content:

Unit 3: Organizational Structure-features and types Physical facilities: Planning of library building-furniture and equipment .

Learning Outcomes: (LOs)

- The student can learn about the Organizational Structure
- Planning of library building Planning of library building.
- The student can understand about the Physical facilities of the library

Course Content:

Unit 4: Human Resource management-staff formula Motivation theories and group dynamics TQM—quality audit.

Learning Outcomes: (LOs)

- The learner can gain the knowledge about Human Resource management.
- Can also learn about the motivational theories.
- The learner can gain the knowledge about group dynamics TQM—quality audit

Course Content:

Unit 5: Financial management Budgeting techniques and methods -PPBS, Zero-Based budgeting Per Capita budgeting, Cost effectiveness and cost benefit analysis.

Learning Outcomes: (LOs)

- The students can understand the Financial management.
- The students can understand about the types of budget
- He /she can also gain the knowledge about cost effectiveness and cost benefit analysis

Suggested Text books:

1. G. Edward Evans: Management techniques for librarians, 2nd Ed., New York, Academic Press, 1983.
2. Weisman: Information systems, services and centers, New York, Becker and Hayes, 1972. Koontz and others: Management, Ed.7, McGraw Hill, Tokyo, Japan.
3. John Cowley: Personnel Management in Libraries, London, Clive Bingley, 1982. D.R.T.C. Refresher Seminar 16 (1985).

Additional Readings:

1. C.V. Penna, D.J. Foskett, and P.H. Sewell Eds. National Library and Information Services: A handbook for planners, London, Butterworth's, 1977.
2. G.J.Narayan. Library and Information Management. New Delhi, Prentice Hall, 1991.

Elective 2.

MLISc -205 (b). Digital Libraries

Course Objectives:

1. To make the student understand the concept of digital libraries and major digital library initiatives.
2. To create an awareness on management of digital resources.
3. To make them familiar with digitization techniques and their application.

Course Outcomes:

1. This course will give the basic thought and understanding about its nature and scope while introducing the digital library.
2. After going to this course one can understand the types of digital libraries, and digital library initiatives in India and abroad.
3. One can understand the importance of library software to convert to print material into digitalized format.
4. This course will give knowledge the basic features of Fedora, GSDL, E-prints D-Space and how to develop a digital library.
5. Its also important to understand the digital library access points.
6. The student must digest the important areas i.e, the ethical and social issues followed by the user interfaces.
7. One can understand the concepts of fair use, and its intellectual property rights and its impact on digital libraries.
8. Further the student can learn about the digital rights management data security privacy policies.
9. The students must learn about the digital preservation and archiving.
10. The student can understand how to evaluate the digital libraries it services and function.

Course Content:

Unit 1: Digital Library –Definition, evolution; nature and scope; Types Digital Library Initiatives – an overview.

Learning Outcomes:

- The students will understands the basics about the non-conventional libraries and its activities.
- This gives a good understanding on the digital library and its need and importance in academic libraries.
- This course creates knowledge on the scope nature and types of digital library initiatives.

Unit 2: Digital library software Open source software – Basic features of Fedora, GSDL, E-Prints, D Space Digitization process-text and Image capturing and production Copyright and licensing Creation of metadata.-library Assessment methods

Learning Outcomes:

- This study gives knowledge about the basic requirements to create digital library in the academic environment.
- It creates basic understanding among the students about the important features of Fedora, GSDL, E-Prints – D Space etc.,
- The student can also learn the digitalization process of text and image capturing and production etc,.

Unit 3: Digital libraries access - economic, ethical and social issues User interfaces – tools and techniques.

Learning Outcomes:

- One can understand the types of access point and its techniques in digital libraries.
- The student need to know about the economic, ethical and social issues.
- It's also very important user interface techniques and to retrieve the data from the digital libraries.

Unit 4: Digital Rights Management Data security and privacy

Learning Outcomes:

- The students must understand and digest about the strategies and managing techniques of digital rights management.

- It is also very important that this course create awareness among the students about how organize and manage the data security and privacy.
- It creates knowledge about the intellectual property rights

Unit 5: H.R. needs for digital libraries Digital preservation and archiving Evaluation of digital libraries.

Learning Outcomes:

- It gives knowledge about the H.R needs and requirements to create digital library .
- The students will learn about, how to preserve the digital content archiving.
- It is very important that the students must learn the evaluation techniques for digital libraries.

Books for Study and Reference:

1. Balakrishnan, Shyama & Paliwal, P.K. Library Digital Technology. Delhi, Anmol, 2001
2. Brogan, Martha L. A survey of Digital Library Aggregation service. Washington, Digital Library Federation, 2003
3. Brogan, Martha L. Contexts and Contributions: Building the distributed library. Washington, Digital Library Federation, 2003
4. Deegan and Tanner. Digital Futures. London, L.A., 2002
5. Ganguly, R.C. Digital libraries: Challenges and prospects. Delhi, Isha books, 2007

MLISc - 205. Skill Development –II (CBCS)

Common Syllabus

SECOND YEAR – THIRD SEMESTER

CORE PAPERS

MLISc -301 Information Services

Course Objectives (COs):

1. To familiarize the student with the concept of information services for different user groups.
2. To acquaint the student with the techniques of various information services.
3. To train the student in developing various information services and products.

Course Outcomes (COs):

1. The student can understand the concept, definition of information services.
2. The student should identify the types of information services like referral and reader's advisory services.
3. They students understand the current awareness service and its important.
4. The student can understand the documentation list and bibliographical compilation techniques.
5. The students can learn selective dissemination of information services
6. He / She can learn about the information consolidation and repackaging products.
7. He /she shall gain the knowledge about preparation of reports.
8. The student also know the inter library loan services.
9. He /she shall gain the knowledge about user education techniques.
10. The student can also gain the knowledge in information literacy.

Course Content:

Unit 1: Information Services-Concept and Need, Types. Reference Services-Ready and long range Readers' advisory service and Referral.

Learning Outcomes: (LOs)

- The learner can gain the knowledge about the references services.
- And also learn long range and short range services.
- Referral services.

Course Content:

Unit 2: Current Awareness Services - Documentation lists and Bibliographic compilation, SDI Manual and computerized—search strategy internet and web based services- Digital and Virtual information services.

Learning Outcomes: **(LOs)**

- The students can understand the Documentation List,
- Bibliographical Compilation and
- Selective Dissemination of Information Services

Course Content:

Unit 3: Information consolidation and repackaging Digest Services, Technical Reports. State - of the –Art and Trend reports Market surveys / Research reports.

Learning Outcomes: (LOs)

- The Students Learn about various Consolidation products and
- Repackaging Services.
- Preparation of trend reports.

Course Content:

Unit 4: Document Delivery services (Traditional& Electronic)-Inter Library Loan (ILL) Translation Services Reprographic Services, Newspaper clipping, listserv, Blogs.

Learning Outcomes: (LOs)

- The students can gain the knowledge about Document Delivery Service
- And also learn Interlibrary Library Loan and
- Translation Service.

Course Content:

Unit 5: Information Use and User Studies: Theories and Models of Information seeking behavior - Information Literacy**.**

Learning Outcomes: **(LOs)**

- The students can understand the user needs and
- Information seeking Behavior/patterns and
- Information literacy programme.

Suggested Text books:

1. Prasher, R.G.: Information and its communication, New Delhi, Medallion Press, 1991.
2. Katz, A.: An introduction to reference work, Vol. II, New York, McGraw Hill.
3. Guha, B.: Documentation and Information, 2nd Ed., Calcutta, World Press, 1982.
4. Krishan Kumar: Reference service, 3rdRev.Ed., New Delhi, Vikas Pub. House, 1987.
5. Rowley, J.E. and Turner, M.D.: The Dissemination of Information, London, Andre Deutsch, 1978.

Additional Readings:

1. Kemp, D.A.: Current Awareness Service, London, Clive Bingley, 1979.
2. Rowley, J.E: Abstracting and Indexing, London, Clive Bingley, 1982.
3. Lancaster, F.W.: Information Retrieval Systems: Characteristics testing and evaluation, London, Butterworth.
4. Vickery, B.C.: Techniques of Information Retrieval, 1970.
5. Atherton, Pauline, Ed.: Handbook of Information Systems and Services, Paris, UNESCO, 1981.
6. Wilson, T.D.: Guidelines for Developing and implementing a national plan for Training and education in Information Use, UNESCO, 1981.
7. Ching-Chi-Chen and Peter Heronon: Information seeking; Asserting and Anticipating user needs, New York, Neal Schuman, 1982.

MLISc – 302 Library and Information Networks

Course Objectives (COs):

1. To provide an overview of telecommunication and networking application in the library & information field.
2. To acquaint the student with various types of networks
3. To acquaint the students with the functions & services of various existing information systems and networks.

Course Outcomes (COs):

1. It gives basic knowledge on Telecommunication Technologies and aspects-hardware
2. Communication aspect hardware-Terminals-Modems, Routers, Cables, Optical Fiber, Satellite Links
3. Networking-Topologies and Types of Network Interface and Connectivity
4. Netware- Basics LAN, WAN, MAN
5. Information Systems and Networks –Types, Characteristics, Features, Objectives and its applications and how to use these systems in the libraries.
6. International Information Systems-NAPLIS, NATIS. National Knowledge Commission (NKC) of India 2005.
7. The importance of Organizations promoting information systems and programmes in India UGC, DST, CSIR, ICSSR, DRDO, RRRLF and
8. National and International Information system – NISCAIR, MEDLARS, AGRIS, INIS.
9. It gives comprehensive knowledge on National and International information networks- INFLIBNET, DELNET, CALIBNET, NICNET, OCLC and RLN.
10. Its National and International information networks

Course Content:

Unit 1: Telecommunication Technology- Components, Communication aspects-Hardware-Terminals-Modems, Routers, Cables, Optical Fibre, Satellite Links.

Learning Outcomes: **(LOs)**

- It gives basic knowledge on Telecommunication Technologies and aspects-hardware
- Communication aspect hardware-Terminals-Modems, Routers, Cables, Optical Fiber, Satellite Links

Course Content:

Unit 2: Networking-Concept-Topologies and Types Network Interface and Connectivity -ISDN, leased lines, Network Switching; Netware - Basics LAN, WAN, MAN Definition – Factors to be considered in design and implementation.

Learning Outcomes: **(LOs)**

- Networking-Topologies and Types of Network Interface and Connectivity
- Netware- Basics LAN, WAN, MAN

Course Content:

Unit 3: Information Systems and Networks –Types, Characteristics, Features, Objectives, National and International Information Systems-NAPLIS, NATIS. National Knowledge Commission (NKC) of India 2005 recommendations for the Library and Information Centres

Learning Outcomes: **(LOs)**

- Information Systems and Networks –Types, Characteristics, Features, Objectives and its applications and how to use these systems in the libraries.
- International Information Systems-NAPLIS, NATIS. National Knowledge Commission (NKC) of India 2005.

Course Content:

Unit 4: Organizations promoting information systems and programmes in india UGC, DST, CSIR, ICSSR, DRDO, RRRLF. National and International Information system – NISCAIR, MEDLARS, AGRIS, INIS**.**

Learning Outcomes: **(LOs)**

- The importance of Organizations promoting information systems and programmes in India UGC, DST, CSIR, ICSSR, DRDO, RRRLF and

- National and International Information system – NISCAIR, MEDLARS, AGRIS, INIS.

Course Content:

Unit 5: National and International information networks- INFLIBNET, DELNET, CALIBNET, NICNET, OCLC AND RLN.

Learning Outcomes: (LOs)

- It gives comprehensive knowledge on National and International information networks- INFLIBNET, DELNET, CALIBNET, NICNET, OCLC and RLN.
- Its National and International information networks.

Suggested Text books:

1. James Martin: Computer networks and distributed processing: software, techniques and architecture, Englewood, Prentice-Hall, 1981.
2. Donald W. King, Ed.: Telecommunications and Libraries: a primer for librarians and information managers, White Plains, Knowledge Industry, 1981.

Additional Readings:

1. Mel Collier: Local Area Network: The implications for library and information science, London, British Library, 1989.
2. Gupta et.al. Eds.: Handbook of Libraries, Archived and Information Centers in India, Vols.3,4,5 & 6, New Delhi, Information Industry Publications, 1986.

MLISc -303 IT Applications and Information Centres (Theory)

Course Objectives (COs):

1. To acquaint the students with the planning and design of automated library systems
2. To introduce the student to advanced in Information Technology
3. To introduce the students to the World Wide Web

Course Outcomes (COs):

1. It gives basic understanding among the students, how to automate the Library and various library functions in the library, and
2. The student can able to evaluate the Library Software and Hardware, and study the compatibility of the software.
3. It will teach, how to organize manage the Acquisition, Circulation Control, Other activities of Processing and Serials Control, Office Automation, Budget Control.
4. It imparts the knowledge about how organize the Library Database – Books, Periodicals, & News Papers, and
5. Important features like – Computerized Documentation Services/Integrated set of Information Systems its & use.
6. The students will understand importance infrastructure facilities, LAN, WAN and MAN, need for Telecommunication Technologies, and
7. Computer and Communication Technology, and Information networks and know, how to subscribe the required e-sources, e-journals, etc. followed the use of Indi-cat and World-cat.
8. This will give the basic knowledge about the function of WWW, and
9. How to use the Search Engines through Internet for providing information services, in various forms of e-resources and Web-services In the library.
10. One can understand, how to use the Web Sources, and Introduction Web-services in the library

Course Content

Unit 1: Library automation-planning and implementation Selection of hardware and software-Guidelines - Economics of Library automation.

Learning Outcomes: (LOs)

- It gives basic understanding among the students, how to Computerize the Library various library functions in library, and.
- The student can able to evaluate the Library Software and Hardware.
- And how to evaluate the **Software Compatibility** as per the required functions to be discharged in the library and its maintainability.

Course Content

Unit 2:Library Housekeeping routines - Acquisition, Cataloguing, Circulation, Serials control Office Management, Information Retrieval and Services **.**

Learning Outcomes: (LOs)

- It will teach, how to organize manage the Acquisition, Circulation Control,
- And other library routine activities of Processing i.e. Cataloguing, Classification, Subject headings, and Accessioning.
- The Integrated modules are also cover the Serials Control, Office Automation, Budget Control of the library.

Course Content:

Unit 3:Library software—Packages - CDS/ISIS- SOUL- KOHA (Others packages if available) - Features- advantages-drawbacks

Learning Outcomes: (LOs)

- It imparts the knowledge about how to organize the Library Database –viz. Books, Periodicals, & News Papers, and
- Types of Library Software, viz. In-house, Commercially Developed and Software with MARC features;
- CDS/ISIS, and KOHA, its features, & application in the library automation & use.

Course Content:

Unit 4: Development of a Digital library- Procedures and technology involved - Use of Electronic Storage Devices -CD- ROMs & DVD AI Artificial Intelligence and Expert Systems- their application in LIS

Learning Outcomes: (LOs)

- The students will understand importance infrastructure facilities, LAN, WAN and MAN,
- The importance and need of Telecommunication Technologies, and necessary infrastructure facilities, and
- It creates knowledge on the Computer Technologies, Information networks and subscribing the required e-sources, e-journals, etc. & the use of Indi-cat and World-cat.

Course Content:

Unit 5: Internet- World Wide Web-Web Servers and Tools Search Engines; Protocols, Internet Service Providers(ISP), Internet Security.

MOOC's COURSES (SWAYAM / NPTEL)

Learning Outcomes: (LOs)

- This will give the basic knowledge about the function of WWW, and
- How to use the Search Engines through Internet for Providing information services, various forms of e-Resources and
- One can understand, how to use the Web Sources, and

Introduction Web-services in the library.

Suggested Text books:

1.JohnWillitts: Database Design and construction: An open learning course for students and information managers.

2.Ford, Nigel: Expert systems and Artificial Intelligence, LA, London, 1991.

3.Harris, Steve: Networking and telecommunications for

information systems, LA, London, 1993.

- Convey, John: On-line Information Retrieval, 4th Ed., LA, London, 1992.
- Rowley, Jennifer: The Basics of Information Systems, LA, London, 1995.

Additional Readings:

1. Hopkinson, A. and Buxton, A.: The CDS/ISIS Handbook, LA, London, 1994.
2. Carter, Roger: The Information Technology Handbook, Heinemann, London, 1987.
3. Emery, Glyn: Elements of Computer Science, Pilman, London, 1979.
4. Loadesman: A uide to Expert Systems, Mass Addison, Wesley, 1986.
5. Ullman, Jeffrey D: Principles of Database systems, Galgotia Publications, New Delhi,1984.
6. Forester, Tom ed.: The Information Technology Revolution, Oxford, Basil Blackwell, 1985.
7. Kimber, R.T.: Automation in Libraries, Oxford, New York, Pergamon Press, 1974.
8. Benfer, R.A., Brent, E.E., Furber, L.: Expert Systems, London, Sage Pub., 1991.
9. Date, C.J.: An Introduction to Database Systems, New Delhi, NarosaPub.House, 1985.
10. Desmarais, Norman: Multimedia on the PC, New York, McGraw Hill, 1994.
11. Shipley, Chris: How to connect, California, USA, Ziff-Davis Press, 1993.

MLISc -304 IT Applications and Information Centers (Practice)

Course Objectives (COs):

1. To impart practical training in the use of DBMS and RDBMS
2. To give practical training in the use of electronic storage devices
3. To impart practical training in the use of Internet and its tools and services.
4. To impact practical training handling CD-ROM database online searching and retrieval.

Course Outcomes (LOs):

1. After going through this course the students will understand the operational techniques of standard library software like KOHA and SOUL.
2. The students also learn and understand the institutional repository database management and organization.
3. The students can learn house keeping routines
4. Its create knowledge on how to use access points for retrieval and storage.
5. Studs can understand the INTERNET –based Information sites on different types of libraries.
6. Its create knowledge on types of OPAC and generations of OPAC.
7. The students get knowledge on how to create e-mail sending and receiving of massages.
8. The students able to cerate library web page design.
9. The students can understand the application DBMS- standard fields and file structure
10. The students can understand the important of social media networks even for library new arrivals.

Course Content:

Unit-1: An in-depth practical on Integrated Library Management System using- KOHA.
And Intitutional Repositories using Dspace.
Library Software packages-Software for University Library (SOUL)

Learning Outcomes (LOs):

- After going through this course the students will understand the operational techniques of standard library software like KOHA and SOUL.
- The students also learn and understand the institutional repository database management and organization.

- Its create knowledge on indexing techniques through the available access points.

Course Content:

Unit-2: Automation and Housekeeping routines -
Acquisition, Cataloguing, Circulation, Serials control, Information Retrieval and Services, Office Management.
Search and retrieval of CD-ROM sample databases.

Learning Outcomes (LOs):

- The students can learn house keeping routines
- Its create knowledge on how to use access points for retrieval and storage.
- The students will learn the important search strategies and techniques by using CD-ROM sample databases. .

Course Content:

Unit-3: Using INTERNET tools & sites for librarians - Library OPACs/ Libraries on the Internet - Searching, retrieving, displaying and downloading Information from Internet.

Learning Outcomes (LOs):

- Studs can understand the INTERNET –based Information sites on different types of libraries.
- Its create knowledge on types of OPAC and generations of OPAC.
- The students can learn about downloading process of information in various Internet sites. .

Course Content:

Unit 4: E-mail –ID creation-Message and file transmission Fax-Transmission through Internet Application of Social networks and websites (Face book, YouTube, Twitter, LinkedIn in Libraries)

Learning Outcomes (LOs):

- The students get knowledge on how to create e-mail sending and receiving of massages.
- It also gives knowing on broad costing of e-mail and in fax transmission.

- The students can understand the important of social media networks even for library new arrivals.

Course Content:

Unit 5: Library Web Page/ Web site-Design: Creation-DBMS- MySQL, Scripting Languages, Net, Python, HTML, XML, Web Graphics.

Learning Outcomes (LOs):

- The students able to cerate library web page design.
- The students can understand the application DBMS- standard fields and file structure.
- The student will learn about the web graphic and insetting techniques.

Suggested Text books:

1. JohnWillitts: Database Design and construction: An open learning course for students and information managers.
2. Ford, Nigel: Expert systems and Artificial Intelligence, LA, London, 1991.
3. Harris, Steve: Networking and telecommunications for information systems, LA, London, 1993.
4. Convey, John: On-line Information Retrieval, 4th Ed., LA, London, 1992.
5. Rowley, Jennifer: The Basics of Information Systems, LA, London, 1995.

Additional Readings:

1. Hopkinson, A. and Buxton, A.: The CDS/ISIS Handbook, LA, London, 1994.
2. Carter, Roger: The Information Technology Handbook, Heinemann, London, 1987.
3. Emery, Glyn: Elements of Computer Science, Pilman, London, 1979.
4. Loadesman: A uide to Expert Systems, Mass Addison, Wesley, 1986.
5. Ullman, Jeffrey D: Principles of Database systems, Galgotia Publications, New Delhi, 1984.
6. Forester, Tom ed.: The Information Technology Revolution, Oxford, Basil Blackwell, 1985.
7. Kimber, R.T.: Automation in Libraries, Oxford, New York, Pergamon Press, 1974.
8. Benfer, R.A., Brent, E.E., Furber, L.: Expert Systems, London, Sage Pub., 1991.
9. Date, C.J.: An Introduction to Database Systems, New Delhi, NarosaPub.House, 1985.

10. Desmarais, Norman: Multimedia on the PC, New York, McGraw Hill, 1994.
11. Shipley, Chris: How to connect, California, USA, Ziff-Davis Press, 1993.

ELECTIVES

Elective 1. MLISc – 305(a) Research Methodology

Course Objectives (COs):

- To understand about the concept of research and various types of research.
- To understand about the various research techniques and tools applicable to library and information science .
- To understand about the process and tools of data analysis and interpretation.

Course Outcomes (COs):

1. The student can understand the concept and meaning of research, need & purpose, types of research.
2. To study about the need & purpose of Research
3. They also understand the research design, hypothesis , research proposal.
4. The student can understand the research methods and case study methods, data collection techniques & tools.
5. The can also learn bout the Identification & formulation of Research problem & Hypothesis.
6. The student can understand about the case study methods.
7. The learner can gain the knowledge about the methods use in LIS Research.
8. The student also know the sampling techniques and methods, statistical packages.
9. The student shall also understand about the style manuals.
10. The student shall study about the LIS Research in India.

Course Content:

Unit1: The concept and meaning of Research-Need and Purpose Types of Research Fundamental and Applied - Interdisciplinary and Multi-disciplinary approach

Learning Outcomes: (LOs):

- To know about the meaning of Research & concept
- To study about the need & purpose of Research
- To understand about the types of research.

Course Content:

Unit 2: Research Design-Conceptualization – Aims - and Objectives Identification and Formulation of the Problem, Hypothesis- Types; Research Proposal (Ex. from LIS research)

Learning Outcomes: (LOs):

- The student shall understand about the Aims - and Objectives of research design
- He / She can learn about the research design , hypothesis , research proposal.
- The students can also learn about the Identification & formulation of Research problem & Hypothesis

Course Content:

Unit 3: Research Methods — Scientific, Historical, Descriptive, Survey and Case Study Methods Experimental Method and Delphi Method Data Collections Techniques and Tools (Application in LIS Research), measuring and scaling techniques.

Learning Outcomes: (LOs):

- The student can learn about the Research Methods.
- The student shall understand about data collection techniques & tools .
- The student can understand about the case study methods

Course Content:

Unit 4: Sampling Technique and Methods - (Use in LIS Research) Data Analysis and Interpretation - Measures of Central Tendency, Mean, Mode, Median Measures of Dispersion, Variance and Co-variance Standard Deviation, Chi-square Test Graphical Presentation of Data-Methods , ANOVA, Correlation Analysis.

Learning Outcomes: (LOs):

- The learner can gain the knowledge about the sampling techniques
- The learner can gain the knowledge about the methods use in LIS Research.
- The student can understand about the statistics

Course Content:

Unit 5: Statistical Packages- Introduction to SPSS – general features; Report Writing, Style Manuals, and LIS Research in India –Ethics in Research in Publication

Learning Outcomes: (LOs):

1. The students can understand the Statistical Packages & report writing.
2. The student shall also understand about the style manuals
3. The student shall study about the LIS Research in India

Suggested Text books:

1. M.B. Line: Library Surveys, 2nd Ed., London, Clive Bingley, 1982
2. Charles H. Busha and Stephen P. Harter: Research Methods in Librarianship: Techniques and interpretations, New York, Academic Press, 1980.
3. I.S. Simpson: Basic Statistics for librarians, 2nd ed., London, Clive Bingley, 1983
4. I.K. Ravichandra Rao: Quantitative Methods for Library and information Science, New Delhi, Wiley Eastern, 1983

5. C.R. Kothari: Research Methodology: Methods and techniques, New Delhi, Wiley Eastern, 1985.

Additional Readings:

6. Lancaster, F.W.: The Measurement & evaluation of Library services, Arlington, Information Resource Press, 1977

7. Krishan Kumar: Research Methods in LIS, New Delhi, Har-Anand, 1992

8. Busha, Charles H. & Houter, S.P: Research Methods in Librarianship, New York, Academic Press, 1980

9. Young, Pauline N.: Scientific social service & Research, 4 ed., New Delhi, Prentice-Hall of India, 1968

10. Bajpai, S.R.: Methods of social survey & Research, Kanpur, Kitabgarh, 1978.

Elective 2. Paper 305(b): Information Literacy

Course Objectives:

1. To introduce to the students the concept of information literacy and its importance in contemporary knowledge society.
2. To make the student familiar with the various models of information literacy and their application.
3. To create knowledge on I.L standards and guidelines, forums and online resources.

Course Outcomes:

1. It will create over view among the students about the Information Literacy Programmes (ILP) and its importance.

2. It will give distinguishing knowledge between User Orientation Programmes and ILP.
3. The student can understand the importance of IL and its impact on education.
4. This course will taught about the different types of IL Programmes and its effect on learning.
5. It will give scope to the students to know about the different models of IL with examples.
6. Students will learn about the importance of different Institutional Techniques and Methods.
7. One can understand the need for ILP and its Standards and Guidelines to create awareness among the students.
8. It will give comprehensive knowledge on National Forums on IL, ILP Online Resources and PRIMO.
9. This course will give fundamental knowledge on how to implement and plan the IL programmes particularly on online sources.
10. It will create knowledge among the students, how to evaluate the information literacy programmes.

Course content:

Unit1: Information literacy – Meaning, definition, and Importance Information Literacy and User Orientation programmes Information literacy in Knowlege society and Information literacy and lifelong learning

Learning Outcomes:

- It will give complete knowledge on meaning definition objectives and importance of IL programs in the library.
- The students will distinguish among user orientation program and IL programs.
- This course will give trained the students about the computer skills for the present, future and past as lifelong learning.

Unit 2: Information literacy – Effect on education Information literacy programmes – In schools and higher education institutions including distance education.

Learning Outcomes:

- This course will trained the students, how this IL programs influence the education and development.
- It will give knowledge among the students how to introduce ILP in schools and in higher education.
- It creates awareness among the students, how to implement and plan the ILP in distance education.

Unit 3: Information literacy models – Features and examples Instructional techniques and Methods ILP and technology.

Learning outcomes:

- This ILP course will give wide knowledge different models of ILP
- It also create good understanding about the ILP instructional technologies and methods.
- This course will create knowledge, how to solve the computer technology barriers among the students.

Unit 4: Information literacy standards and guidelines – ACRL, ALA, IFLA, National Forum on Information Literacy, USA ILP – Online resources – Example

PRIMO (Peer Reviewed Instructional Materials Online database) of ALA – Purpose and scope.

Learning outcomes:

- This course creates study knowledge on ILP standards and guidelines i.e, ACRL, ALA, IFLA, NFIL, USA.
- The students can also digest that the IL program resources can also available through online viz. PRIMO of ALA.
- The ILP standards and guidelines will help the professionals how to introduce the IL programs in the Libraries.

Unit 5: Information literacy programmes – Planning and implementation – Issues involved Collaboration with Academics, Administration and Public Information literacy curriculum – Components Assessment evaluation of information literacy programmes.

- It gives knowledge on how to implement the IL programs in the library activities.
- It gives awareness to collaborate with Academic, Administrative and publishes to introduce the ILP in the curriculum.
- This course will give the knowledge on study, the assessment and evaluation on ILP.

Books for study and reference:

1. A.L.A. Final Report of the A.L.A. Presidential Committee on information Literacy. Chicago, A.L.A., 1989
2. Blanchett, Helen. A guide to teach Information Literacy. London, Facet, 2010
3. Corrall, Sheila. Information literacy through inquiry. London, Facet, 2010
4. Devine, Jane. Going Beyond Google: The invisible web in learning and teaching. London, Facet, 2009
5. Godwin, Peter and Parker, Jo. Eds. Information literacy meets Library 2.0. London, Facet, 2008
6. Martin, Allan and Rader, Hannelore. Information and IT Literacy: Enabling learning in the 21st century. London, Facet, 2003
7. Information Age. V 3 (3) July 2009
8. Proceedings of the *National Seminar on Information Literacy for Higher Education*, January 29-30, 2007. Organized by Dept. of Library and information Science, University of Madras

FOUNDATION COURSE (CBCS)

MLISc -306 Skill Development (CBCS)

SECOND YEAR – FOURTH SEMESTER
CORE PAPERS

MLISc - 401 Advanced Library Classifications (Theory and Practice)

Course Objectives (COs):

1. To make the students aware with the latest developments and trends in the field of advanced library classification.

2. To train the students in the practical application of Universal Decimal Classification

Course Outcomes (COs):

1. The importance of CRG which covers Trends in Classification Research.
2. Role of FID, IFLA and UNESCO
3. Universal Decimal Classification (IME, 1993)-Structure- Common and Special Auxiliaries, Filing order, Citation order.
4. The importance of Indexing Languages-Nature and Purpose.
5. Evaluation of indexing languages.
6. Automated Classification. Classification Practice According to UDC-IME-English, 2nd ed, 1993 and its use patterns
7. Classification of Simple Subjects-and
8. How to use the Time and Area, common auxiliaries.
9. The implications of Classification of Compound and
10. How to classify complex Subjects- Using common and special auxiliaries.

Course Content:

Unit-1: Trends in Classification Research-Role and Contribution of CRG, FID, IFLA, UNESCO. Universal Decimal Classification (IME, 1993)-Structure- Common and Special Auxiliaries, Filing order, Citation order.

Learning Outcomes: **(LOs)**

- The importance of CRG which covers Trends in Classification Research-Role-FID, IFLA, UNESCO
- Universal Decimal Classification (IME, 1993)-Structure- Common and Special Auxiliaries, Filing order, Citation order.

Course Content:

Unit-2: Indexing Languages-Nature and Purpose. Evaluation of indexing languages. Vocabulary Control-Design of Thesaurus Automated Classification. Classification Practice: (According to UDC-IME-English, 2nd ed, 1993)

Learning Outcomes: **(LOs)**

- The importance of Indexing Languages-Nature and Purpose. Evaluation of indexing languages.
- Automated Classification. Classification Practice According to UDC-IME-English, 2nd ed, 1993 and its use patterns

Course Content:

Unit-3: Classification of Simple Subjects-and use of Time and Area, common auxiliaries.

Learning Outcomes: (LOs)

- Classification of Simple Subjects and
- How to use the Time and Area, common auxiliaries.

Course Content:

Unit-4: Classification of Compound Subjects-and use of more than one Common Auxiliary

Learning Outcomes: **(LOs)**

- Classification of Compound Subjects-and
- How to use more than one Common auxiliary

Course Content:

Unit-5: Classification of Compound and Complex Subjects- Using common and special Auxiliaries**.**

Learning Outcomes: **(LOs)**

- The implications of Classification of Compound and
- How to classify complex Subjects- Using common and special auxiliaries.

Suggested Text books:

1. Fosket, A.C. Subject approach to Information. 5th Rev. Ed. London, Bingley,
2. Lancaster, F.W. Indexing and Abstracting in Theory and Practice. 2nd Ed. London, Lib. Assoc., 1998
3. Satyanarayana, V.V.V. Universal Decimal Classification: A Practical Primer. New Delhi, EssEss Pub, 1998

Additional Readings

4. UDC Consortium. Universal Decimal Classification, International MEDIUM Edition, 1993.

5. Raju, A.A.N. Universal Decimal Classification IME 1993: Theory and practice (A self instructional manual). Delhi, EssEss Publications, 2007
6. Soma Raju, P. Universal Decimal Classification IME 1993. Visakhapatnam, Author, 1997.

MLISc - 402 Advanced Library Cataloguing (Theory and Practice)

Course Objectives (COs):

1. To acquaint the students with recent developments in computerized bibliographic records and communication formats
2. To introduce the students about the techniques of automated indexing.

3. To train the students in the cataloguing of non-book materials and complex serial publications according to AACR-2, 1988 revised edition

Course Outcomes (COs):

1. The students will understand the need and importance of basic principles of Subject Indexing in organizing the knowledge, and
2. The Pre-and Post Coordinating Indexing Systems and need for automated indexing systems.
3. One can understand the Bibliographic Record formats International Standards, viz. ISBD, MARC, - and the latest changes in cataloguing viz. Resource Description and Access (RDA)
4. Access (RDA), Functional Requirements of Bibliographic Records (FRBR), CCF.
5. Students will learn how to apply the ISBD(CF), and ISBD(CM) - Computer Files and Cartographic Materials etc and
6. How to catalogue the other NBMs and Microforms
7. It will teach how to Catalogue the Complex Periodicals, viz. Closed Entry and Open Entry, with Contineous & Continued, And
8. The Cataloguing of Motion Pictures and Audio-Video Recordings, Graphic Materials etc.
9. It will gives the knowledge about: how to organize and manage the Complex Periodicals, under Split, Merger and Absorption etc.
10. The Change of Periodicals, change of Editors, its Open and Closed Entries

Course content:

Unit 1: Cataloguing Theory Subject Indexing-Principles-Indexing Systems-Pre and Post Co-ordinate PRECIS-POPSI -Chain indexing Automated Index Generation and Search -Key word Indexing Evaluation-Precision and Recall

Learning Outcomes: (LOs):

- The students will understand the need and importance of basic principles of Subject Indexing in organizing the knowledge, and
- And also learn the basis of Pre-and Post Coordinate Indexing Systems and
- It also creates knowledge on the functioning of and need for automated indexing systems particularly in the special libraries.

Course content:

Unit 2: Bibliographies Formats –ISBD; MARC, Resource Description and Access RDA).FRBR Communication & Exchange Formats- CCF; ISO2709 - OPACs; Meta Data Practice: Cataloguing of Non-Book and other Special Materials according to AACR 2 (1988)

Learning Outcomes: (LOs):

- One can understand the Bibliographic Record formats International Standards, viz. ISBD,
- And the relationship between ISBD and MARC, - and the latest changes in cataloguing viz. Resource Description and Access (RDA)
- Access (RDA), Functional Requirements of Bibliographic Records (FRBR), CCF.

Course Content:

Unit 3: Cataloguing of Cartographic Materials, Manuscripts Sound Recordings

Learning Outcomes: (LOs):

- The Students will learn about the ISBD, and its importance in cataloguing of Non-Book Materials, and
- It gives knowledge on how to apply the ISBD(CF), Computer Files and ISBD(CM) - and Cartographic Materials etc and
- How to catalogue structure is completely different in the case of Manuscripts.

Course Content:

Unit 4: Cataloguing of Motion Pictures, Video recordings,Graphic Materials, Microforms, Computer Files.

Learning Outcomes: (LOs):

- It will teach how to Catalogue the Motion Pictures, and how identify the Primary and Secondary Responsibilities,
- And in Cataloguing, Audio-Video Recordings, One can use the general principles for identification of Primary Responsibility,
- Regarding the Graphic Materials, the basic principles under AACR-2 Code Rules will applicable for Authorishp.

Course Content:

Unit 5: Cataloguing of Complex Periodicals- Changed Titles and Sponsorship, Merged and Split Titles, Continued Titles, Parts and Supplements

Learning Outcomes: (LOs):

- It will teach how to Catalogue the Complex Periodicals, viz. Closed Entry and Open Entry, with Continuous & Continued, And
- In the advances of Serials Cataloguing, the variations between rendering of SPLIT, ABSORPTION & AMALGAMATION.
- The changed titles of periodicals will be identified under the entries "Continued" and "Continuous", the separate - Second Main Entry.

Suggested Text books:

1.Hunter, Eric J. and Bakewell, K.G.G.: Cataloguing, 3rd ed., London, Clive Bingley, 1991.

2.Hunter, Eric J.: Computerized Cataloguing, London, Clive Bingley, 1985.

3.Haglar, Ronald: The bibliographic record and information technology, American Library Association, 1982.

Additional Readings:

4.UNIMARC: Universal MARC Format, 2nd ed. Rev. London, IFLA International Office for UBC, 1980.

5. Foskett, A.C.: The subject approach to information, 4th ed., London, Bingley, 1982.

6.Armstrong, C.J. and Keen, E.M.: Manual for teaching NEPHIS and KWAC Aberystwyth

College of Librarianship, Wales, 1981.
7.Chan, Leismai: Cataloguing and classification: An introduction, New Delhi, McGraw Hill, 1985.
8.Honkev, P.: Indexing Theory, Indexing Methods and Search Devices, 1964.
9.Simmon Peter and Hopkinson, A. ed.: CCF, Common Communication Format, GIP & UNISIST, Paris, UNESCO, 1984.
10.Seal, Alan, Ed.: Introducing the on-line catalogue: Papers based on Seminar held in 1983, Bath University Library Centre for Cataloguing Research, 1984.
11.Reference Manual for machine-readable bibliographic descriptions edited and compiled by H.Derick andA. Hopkinson for the Unisist International Centre for Bibliographic Descriptions (UNIBID), Paris, UNESCO, 1981.
12. Internet, Sheila, S. and Smiraglia: Policy and Practice in bibliographic control of non-book media, Chicago, ALA, 1987, p.197.
13. Rajan, T.N., ed.: Indexing Systems: Concepts, Models andTechniques, Calcutta, IASLIC, C1981.
14. Vickery, B.C.: Technique of Information Retrieval, London, Butterworths, 1976.
15. Metcalf, J.: Information indexing and subject cataloguing, Alphabetical, classified, coordinate, mechanical, NJ, Scare Crow, 1957.
16.Library of Congress: LC List of Subject Headings (Latest ed.), Washington, LC, DC.
17.Herner, J.: Special cataloguing with reference to Music, Films etc., London, Clive Bingley, 1963.
18. Kumar,P.S.G and M. Riaz: Cataloguing Theory and Practice, New Delhi, S. Chand, 1999.
!9. Prasher,R.G: Index and Indexing Systems, New Delhi, Medallion, 1990.
20.Oliver, Chris .Introducing RDA: A Guide to the Basics.Chicago,ALA, 2010.pp128

MLISc - 403 Industrial Information Systems

Course Objectives (COs):

1. To introduce the student to the special nature of different managerial perspectives of special libraries

2. To make the student understand workflow in different sections in automated and networked environment
3. To abreast them with the technology based services and practices for specialized users

Course Outcomes (COs):

1. The student can understand the national science, and industrial policy.
2. To study about the role of information in industrial development.
3. They also identify the industrial users and their information requirements.
4. The student can learn types of industrial information services and their importance.
5. The can also learn bout national and international information systems.
6. The student can understand industrial information systems and their networks.
7. He /She can gain the knowledge about the intellectual property issues.
8. The student also knows patent information sources.
9. The student shall also understand about the Role of national and international information agencies
10. The student shall study about the Informatics India Ltd., UNDP, FAO, ICD, OECD, ASTINFO. Etc.

Course Content:

Unit 1: National Science, Technology and Industrial Policy with special reference to India; Role of Information in Industrial Development.

Learning Outcomes: (LOs)

- The students can learn industrial policies and
- Special reference to India and
- Role of information in industrial development.

Course Content:

Unit 2: Nature and Need of Industrial Users; Information Needs of industry, types of information services for industry.

Learning Outcomes: (LOs)

- The student can learn about the industrial information sources
- Information need for industry.
- Identify industrial information services.

Course Content:

Unit3: Global and National Industrial Information systems; Role of UNIDO, National Level organizations.

Learning Outcomes: (LOs)

- The learner can gain the knowledge about levels of industrial organizations
- Role of United Nations Industrial Development Organizations.

- And also learn national level organizations.

Course Content:

Unit4: Industrial Information Systems and Networks- Intellectual Property issues; Patens as a source of Industrial Information; Information systems for patents.

Learning Outcomes: (LOs)

- The students can understand the industrial information systems and networks
- Patent sources of industrial information.
- Information systems for patents.

Course Content:

Unit 5: Role of National &International Agencies –CIST, NISSAT, Informatics India Ltd., UNDP, FAO,ICD, OECD, ASTINFO.

Learning Outcomes: (LOs)

- The students can learn about the role of national and international Agencies.
- United Nations Development Programmers.
- Food and Agriculture rogations and their information activities.

Suggested Text Books:

1. Burkett, jack. Industrial and Related Library and Information Services in the United Kingdom London : the Library Association., 1972
2. Campbell, DJ.Survey of Information /Library Units in Industrial and commerical ortnaizations, London : the Library Association,1960
3. Kruxas, Anthony t Business and Industrial Libraries in the United States: 1820-1940, Newyork: Speical Libs. ASS,1965
4. Sasikala, C. Industrial Library System, Relianmce Publishing House, New Delhi,1994
5. Naryana G.J. Library and Information Mangement, Prentice-Hall of India, New Delhi,1991
6. Eugene B. Jackson and Ruth L. Jackson, Industrial Information Systems, Dowden, Hutchison and Ross,Inc Stroundsburg Pennsulvania,1978.
7. Seetharama, S.Gudilines for planning of Libraries and Information Centres IASLIC, Calcutta, 1990
8. UNESCO Hand book for Information System and Services, Pauline Atherton School of Information Studies Syracuse University (United States of America)
9. Foskett, DJ Information Services in Libraries Aksahdeep Publishing House, New Delhi,1992

Additional Readings:

10. Geoffrey Darnton and Sergio Giacloetto. Information in The Enterprise, Prentice Hall of India New Delhi,1992
11. Muhammand Riza. Advance Indexing and Abstracting practices , Aatlantic Publishers and distributers, NewDelhi,1989
12. Ghosh,G.B. and Banerjee, B.N. Tends of Information Services in India the workd press private Ltd . Calcutta,1974

MLISc-404 Dissertation and Viva-Voce (70+30)

M.L .I.Sc. (Master of Library and Information Science) students shall have to choose a topic for project / dissertation in the beginning of the 4th Semester under the guidance of a teacher. They have to submit the Dissertation on the selected topic.

MLISc-405 Internship
Course Objectives (COs):

At the end of the course, the students will be able to:

- realize the importance of libraries, archives, and museums in disseminating information to the citizens of the country;
- develop confidence through practical knowledge gained from the libraries; and
- work in a library or information centre independently based on the knowledge acquired through the library internship

The students need to undergo an Internship for one month in any reputed libraries, archives, and museums during summer vacation that falls between second and third semesters. The students can select any institution of their choice in the country and report to the Internship Coordinator/HOD for getting formal approval from the institution concerned. The students are expected to strictly adhere to the following Internship Guidelines:

1 The internship is an assessable component for 3 credits by the Trainer and the Internship Coordinator (HOD).

2 You are expected to be sincere and obedient in your work during your internship following the instructions of the Trainer (The Librarian) at your Library.

3 You need to keenly observe every activity performed in the library and correlate with your theoretical knowledge gained.

4 Availing any leave during the period of internship is not allowed. Failing which, you will have to repeat next time in order to complete the course successfully.

5 A detailed report has to be submitted to the Internship Coordinator (HOD) based on your experience and knowledge gained through internship after successful completion of your internship. In addition, you need to give a presentation based on your Internship report for assessment.

6 To maintain a work diary during internship period is a must. Every student should maintain work diary for the activities performed by you on day-to-day basis in the following manner. This would enable you to prepare your internship report conveniently.

Date	**Time Slot**	**Trainer's Name and Section**	**Activities Performed**	**Signature of the Librarian**
06-07-2019	10 a.m. – 11 a.m. 11 a.m. – 12 p.m. 12 p.m. – 1 p.m. 2 p.m. – 3 p.m.	Dr Sanjeev/ Acquisition Section	➢ Compilation of users' request ➢ Checking of Duplicates Preparation of final list of titles ➢ Checking of Invoices ➢ Accessioning books ➢ Book processing	

The work diary maintained for 30 days, as per the above instructions, has to be submitted to the Internship Coordinator along with the Internship Report.

ELECTIVES

Elective-1: MLISc-406(a) Marketing of Information Services and Products

Course Objectives (COs):

1. To understand about the concept of market and their application in LIS.
2. To understand about the marketing strategies and promotion design applicable for LIS products and services.
3. To understand about the information industry and its agencies.

Course Outcomes (COs):

1. The student can understand the concept, definition of marketing, value, benefit, transaction, production.
5. The student should know the economics of information.
6. They also understand the marketing strategies.
7. The student can understand the market segmentation, consumer behavior.
8. Promotion Strategies & Dissemination and Delivery Systems
9. He / She can learn about the Marketing Audit Measurement and Forecasting
10. He /she shall gain the knowledge about consumer Targeting-Methods
11. The student also know the marketing mix , product life cycle, pricing discussions .
12. He /she shall gain the knowledge about consumer Targeting-Methods
13. The student can also understand information industry components like INFORMATICS, NISCAIR, DAILOG, and BLAISE.

Course Content:

Unit 1: The Marketing Concept - Definition – Relevance and Application in the Information Field Economics of Information costs, value, benefit, transaction, Production.-e-Marketing.

Learning Outcomes: (LOs):

- To know about the marketing concept, definition and its application in LIS.
- The student should know the economics of information.
- To know about the costs, value, benefit, transaction, Production.

Course Content:

Unit 2: Planning and Design of Marketing Strategy - Types, Stages - Marketing Audit Measurement and Forecasting - Applying Marketing Strategies in Libraries and IC's.

Learning Outcomes: (LOs):

- He / She can learn about the planning & designing of marketing strategies in LIS.
- He / She can learn about the Marketing Audit Measurement and Forecasting
- The student can also learn about the Applying Marketing Strategies to Libraries and IC's.

Course Content:

Unit 3: Marketing Research-Objectives and Strategies Marketing Segmentation and Targeting-Methods- Consumer /User Behavioral Analysis - Models Application to Library and IC Users

Learning Outcomes: (LOs):

- The student can learn about the marketing segmentation.
- He /she shall gain the knowledge about consumer Targeting-Methods.
- The student can learn about the consumer behavior analysis.

Course Content:

Unit 4: Marketing Mix-New Product Development and Designing Products; Product Life Cycle Pricing Decisions; Promotion Strategies Dissemination and Delivery Systems Product Development and Dissemination in L & IC's

Learning Outcomes: (LOs):

- The learner can gain the knowledge about the Marketing Mix
- The learner can gain the knowledge about the Product Life Cycle , Pricing

Decisions .

- Promotion Strategies & Dissemination and Delivery Systems

Course Content:

Unit 5: The Information Industry - Components Information and Information Product Marketing and Trends - Role of social Media in Marketing of Information-specific strategies.

Learning Outcomes: (LOs):

- The students can understand about the information industry components.
- The students can understand about the Information and Information Product Marketing.
- The students can learn Marketing- Agencies and Services Role of social Media

Suggested Text books:

1. 1.Kotler, Philip: Marketing for Non-profit organizations, Prentice Hall, Calcutta, 1988.
2. 2.De Saez, E.E.: Marketing concepts for libraries and information centres, LA, London, 1993.
3. 3.Blaise, Cronin, Ed.: Marketing of library and information services, Aslib, London, 1992.
4. 4.Jain, Abhinandan et.al., Ed.: Marketing of library and information services, IIM, Ahmadabad, 1995.
5. 5.Seetharama, S.: Libraries and Information Centres as profit-making institutions, Ess and Ess Publisher, New Delhi, 1998.
6. 6.Kapoor, S.K., Ed.: Marketing of library and information services in India: XIIIth IASLIC
7. All India Conference held at Calcutta in 1988, IASLIC, Calcutta, 1988.
8. 7.Bryson, Jo: Effective library and information Centre management, Jaico Publishing, Bombay, 1996.
9. 8.Chopra, H.S., Ed.: Information marketing.
10. 9.Massey, M.E.: "Market analysis and audience research for libraries", Library Trends, 24(3), January,
11. Pickup, J.A.: "What business are we really in", Aslib Proceedings, 39(10), October 1987.
12. Smith, R.: "Marketing the library", Aslib Proceedings, 39(9), September 1987. Woods, B.:

Additional Readings:

1. Evaluation of marketing information: some current practices and trends, Aslib proceedings, 44(10), October 1992
2. 12.Bellardo, Trudi & Waldhart, Thomas, J.: "Marketing products and services in academic libraries, Libri, 27(3), September 1977.
3. 13.Berry, John: "The Maerketisation of Libraries", Library Journal, 106(1), Jan. 1981.
4. Brindley, Lynne J.: "Information service and information product pricing", Aslib Proceedings, 45(11/12), Nov/Dec. 1993.

5. 14.Carroll, Daniel: Library Marketing: Old and new truths, Wilson Library Bulletin, 57, 1982.
6. 15.Casper, Cheryl A.: Pricing policy for library services, JASIS, 30(5), May 1979.
7. 16.Christou, C.: "Marketing the information centre: a blueprint for action", Wilson Library Bulletin, 62(8), August 1988.
8. 17.Condous, C.: "Non-profit marketing – library's future", Aslib Proceedings, 35(10), Oct.,1983.
9. 18.Cronin, Blaise: "New technology and marketing – the challenge for libraries", Aslib proceedings, 34(9), Sept., 1982.
10. 19.Dragon, Andrea, C.: "Marketing the library", Wilson Library Bulletin, 53, 1978.
11. 20. Edinger, Joyce A.: "Marketing library services: strategies for survival", College and Research Libraries, 41(4), April, 1980.
12. 21Gorchels, Linda, M.: "Trends in Marketing services", Library Trends, 43(3), Winter, 1995.
13. 22.Hannabuss, S.: "Measuring the value and marketing the service: an approach to library
14. benefit", Aslib Proceedings, 35(10), Oct., 1983.
15. 23.Haravu, L.J.: "Marketing of library and information services", IASLIC Bulletin, 3(4), Dec.1988.
16. 24.Jackson, A.R. Haygarth: "Publicity or selling the Information Services", Aslib Proceedings, 25(10), Oct., 1973.
17. 25.Kuehl, P.G.: "Marketing perspectives of ERIC-like information system", JASIS, 23(8), 1972.
18. 26. Rowlands, G.: "Towards an information market model", Aslib Proceedings, 40(1), Jan.1988.

Elective-2: MLISc-407(b) Informetrics

Course Objectives (COs):

At the end of the course, the student will be able to:

- be familiar with the concept of bibliometrics, informetrics, scientometrics, webometrics and altmetrics
- get acquainted with the concept of citation analysis, different forms of citation, impact factor etc.
- apply qualitative as well as quantitative techniques in library and information science.

Course Outcomes (COs):

1. This course creates knowledge about the concepts of informetrics, and Historical overview among the students.
2. It gives distinguishing thought among the students, what is Librametrics, Bibliometrics, Scientometrics, Webometrics and Altmetrics.
3. Stude4nts can understand how to apply the Classical Bibliometric Laws for quantative analysis.
4. It gives knowledge about the quantatification techniques, in measuring the Bibliometrics in varied international formats.
5. This course will creates awareness among the students about the growth of literature and its obsolescence measuring techniques.
6. It provides knowledge about the various growth models literature and how to trace the obsolescence of literature.
7. This course creates awareness among the students, about the 'Citation Analysis', including Bibliographic Coupling etc.
8. This course gives knowledge among the students about the formulas for measuring citations: Impact Factor, Scopus, Google Scholar and Web of Knowledge.
9. The students can understand what is mapping of science, and how to identify the ranking of journal, author, and Citations.
10. This course also presents wonderful knowledge about the Mapping Indicators and Data Analysis Tools among the students.

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Course Content:

Unit -1: Introduction: Concept, definition, need and historical overview and application of Informetrics, Librametrics, Bibliometrics, Scientometrics, Webometrics and Altmetrics

Learning Outcomes (LOs):

1. This course creates knowledge about the concepts of informetrics, and Historical overview among the students.
2. It gives distinguishing thought among the students, what is Librametrics, Bibliometrics, Scientometrics, Webometrics and Altmetrics.
3. This course will give good understanding about the historical developments of Informetrics, Webometrics and Altmetrics.

Course Content:

Unit 2: Classical Bibliometric Laws: Zipfs Law, Lotka's Law and Bradford's Law – Application of bibliometric laws.

Learning Outcomes (LOs):

- Stude4nts can understand, how to apply the Classical Bibliometric Laws for Quantities analysis.
- It gives knowledge about the quantatification techniques, in measuring the Bibliometrics in varied international formats.
- One can understand the importance of Classical Bibliometric Laws and its Applications in Bibliometric Counting..

Course Content:

Unit 3: Growth and Obsolescence of Literature: Various growth models

Learning Outcomes (LOs):

- This course will creates awareness among the students about the growth of literature and its obsolescence measuring techniques.
- It provides knowledge about the various growth models literature and how to trace the obsolescence of literature.
- The students can understand how to assess growth of literature and the importance of measuring techniques.

Unit 4 Citation Analysis: Definition, Citation indexing, including bibliographic coupling and co-citation analysis. Formulas for measuring Citations: H-index, Impact Factor, Immediacy index. Citation Indexing Databases and Services: Scopus, Google Scholar, web of Knowledge, others

Learning Outcomes (LOs):

- This course creates awareness among the students, about the 'Citation Analysis', including Bibliographic Coupling etc.
- This course gives knowledge among the students about the formulas for measuring citations: Impact Factor, Scopus, Google Scholar and Web of Knowledge.
- It fives knowledge among the students about; what is Citation Analysis, Impact Factor, and Scopus etc.

Course Content:

Unit 5: Mapping of Science: Journal – Journal, Authors, Citation – Mapping Indicators – Mapping & Data Analysis Tools – VOS Viewer, Pajek, Bibexcel, Histcite, etc.

Learning Outcomes (LOs):

- The students can understand what is mapping of science, and how to identify the ranking of journal, author, and Citations.
- This course also presents wonderful knowledge about the Mapping Indicators and Data Analysis Tools among the students.
- The students can learn the Science Mapping Techniques, and how to calculate the ranking journals and author etc.

Suggested Text books:

1. Bookstein. A. – Bibliometric Distribution Library Quarterly 46[4], 1934. P 416-232. Brookes, B.C. Derivation & Application of the Brad ford Zipf's Distribution Journal of Doc. 24[4], 1968,P247-69.
3. Lancaster, F.W. Measurement of Evaluation of Library Services, 79.Information Resource Press, Washington.
4. Price, Derek De solla. General Theory of Bibliometric & other Cumulative Advantage process. J. of American Society for Inf.Sci.27[2], 1976, P292-307.

5. Jena, Kamal Lochan.(2012).Modern Approach to Bibliometric Studies. New Delhi: SSDN Publishers,

Additional Readings:

1. Pritchard, Allan. Statistical Bibliography or Bibliometrics. Journal of Doc. 25[4].1969 p-348-9
2. Ranganathan, S.R. Bibliography & its scope – DRTC Annual Seminar, 7,1969, Paper D.A.
3. Ravichandra Rao, I.K. Entropy of probability Distribution of Transactions/Uses: A measure of Concentration of transaction use over Documents. Lib.Sci. with a slat to Doc, 1979 paper 6.
4. Tague. J.M. : Success – Breeds – Success phenomenon & Bibliometric process. J. of American Society for Inf. Sci.32[4], 1981, P.280.6

5. Ravichandra Rao, I.K: Bibliometric Models - An Entropy Approach & their application/ IASLIC Special Publication No.25, Bangalore, 1995. p 1-7
6. Frost, C.O.: Use of citations in Literary Research – a preliminary classification of citation function. Lib. Quarterly, 44, 1979, P399-414.
7 Heinzkill, J.R.: Characteristics of References in selected scholarly English Literary Journals. Lib Quarterly. 50, 1980, P352-365.
8. Cline, G.S.: A Bibliometric study of two selected Journals in Lib Sci. 1940-74. Dissertation abstracts Institutions. 39A, 1970, 4380
9. Heine, M.A. Indium of Literature Dispersion Based on Qualitative attributes. Jl of ocumentation, 34,1978, P175-88.

FOUNDATION COURSE (CBCS)

MLISc-407: Skill Development

Common Syllabus