

# **GURU KASHI UNIVERSITY**



## **Master of Library and Information Science**

**Appendix-I**

**Session: 2026-27**

**Faculty of Sciences, Humanities & Languages**

**Graduate Attributes of the Programme: -**

| Type of learning outcomes                                                               | The Learning Outcomes Descriptors                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Graduates should be able to demonstrate the acquisition of:</b>                      |                                                                                                                                                                                                                                                                                                          |
| Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning | This program focuses on understanding the lifecycle and value of information for societal development.                                                                                                                                                                                                   |
|                                                                                         | It equips students with skills for information management, the ability to assess user needs in various contexts.                                                                                                                                                                                         |
|                                                                                         | The capacity to provide digital literacy and information services, and the competence to contribute to the knowledge economy in diverse cultural settings, both locally and globally.                                                                                                                    |
|                                                                                         |                                                                                                                                                                                                                                                                                                          |
| Generic learning outcomes                                                               | Effectively manage information resources, analyze user needs, design and implement user-centered library services                                                                                                                                                                                        |
|                                                                                         | Critically evaluate information, utilize digital technologies for information access, and advocate for library services within diverse communities; encompassing skills in information organization, classification systems, research methodologies, information ethics, and user engagement strategies. |
|                                                                                         |                                                                                                                                                                                                                                                                                                          |
|                                                                                         |                                                                                                                                                                                                                                                                                                          |

**Programme learning outcomes:** A Postgraduate Certificate is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5:

| Element of the Descriptor                                       | Programme learning outcomes relating to Undergraduate Certificate                                                                                                                                   |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The graduates should be able to demonstrate the acquisition of: |                                                                                                                                                                                                     |
| Knowledge and understanding                                     | Demonstrate the fundamental and advanced knowledge of the subject and understanding of recent developments and issues, including methods and technique. related to Library and information Science. |
|                                                                 | Understanding of organizing, retrieving, and managing information resources.                                                                                                                        |
|                                                                 | Proficiency in using digital tools and emerging technologies in library services.                                                                                                                   |
|                                                                 | Knowledge of research methods and techniques to support information discovery and access.                                                                                                           |
| General, technical and professional skills required to          | Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the field of library and Information Science.                    |

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| perform and accomplish tasks                                                                           | Demonstrate the learning of advanced cognitive technical/professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks in different domains of Library and information Science.                                                                                                                        |
|                                                                                                        | Effectively communicate the attained skills of Library and Information Science in well-structured and productive manner to the society at large.                                                                                                                                                                                                                                                  |
| Application of knowledge and skills                                                                    | Apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Library and Information Science or otherwise.                         |
| Generic learning outcomes                                                                              | Development of transferable skills such as critical thinking, effective communication, and problem-solving that are applicable across various disciplines and professional settings.                                                                                                                                                                                                              |
| Constitutional, humanistic, ethical, and moral values                                                  | Know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/professional with ingrained values in expanding knowledge for the society, and to avoid dishonest practices like making up, changing, or misrepresenting data, or copying someone else's work.                                                                                    |
| Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset | <p>Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.</p> <p>To exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires strategic approaches.</p> |
| Credit requirements                                                                                    | The 1-year/2-semester Master's programme builds on a 1-year/2-semester bachelor's degree of Library and Information Science (BLIS) and requires a total of a minimum of 46 credits from the first and second Semester of the programme, with a minimum of 24 credits in the first Semester and minimum of 22 credits in the second Semester of the programme at level 6.5                         |
| Entry requirements                                                                                     | A 1-year Bachelors of Library and Information Science degree for the 1-year/2-semester Master's degree programme (Library and Information Science)                                                                                                                                                                                                                                                |

**Program Structure**

| SEMESTER: 1 <sup>st</sup>             |                                                                    |                              |    |   |   |         |      |      |             |
|---------------------------------------|--------------------------------------------------------------------|------------------------------|----|---|---|---------|------|------|-------------|
| Course Code                           | Course Title                                                       | Type of Courses              | L  | T | P | Credits | Int. | Ext. | Total Marks |
| MLS1400                               | Information Storage and Retrieval                                  | Core Course                  | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS1401                               | Research Methods and Statistical Techniques                        | Core Course                  | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS1402                               | Advance Information and Communication Technology (Theory)          | Core Course                  | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS1403                               | Knowledge Organisation Universal Decimal Classification (Practice) | Practicum Course-1           | 2  | 0 | 0 | 2       | 30   | 70   | 100         |
| MLS1404                               | Knowledge Organisation: Cataloguing: Non-Book Material (Practice)  | Practicum Course-1           | 2  | 0 | 0 | 2       | 30   | 70   | 100         |
| IKS0016                               | Indian Knowledge System                                            | Indian Knowledge System(IKS) | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| Elective-I (Any one of the following) |                                                                    |                              |    |   |   |         |      |      |             |
| MLS1405                               | Academic Library System                                            | Discipline Elective          | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS1406                               | Special Library System                                             |                              |    |   |   |         |      |      |             |
| Total                                 |                                                                    |                              | 24 | 0 | 0 | 24      | 210  | 490  | 700         |

| SEMESTER: 2 <sup>nd</sup>              |                                                             |                                               |    |   |   |         |      |      |             |
|----------------------------------------|-------------------------------------------------------------|-----------------------------------------------|----|---|---|---------|------|------|-------------|
| Course Code                            | Course Title                                                | Type of Courses                               | L  | T | P | Credits | Int. | Ext. | Total Marks |
| MLS2450                                | Information Analysis, Consolidation & Repackaging           | Core Course                                   | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS2451                                | Information and Literature Survey in Social Sciences        | Core Course                                   | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS2452                                | Information Use and User Studies                            | Core Course                                   | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS2453                                | Advance Information and Communication Technology (Practice) | Practicum Course-II                           | 0  | 0 | 8 | 4       | 30   | 70   | 100         |
| MLS2454                                | Media and Information Literacy                              | Employability & Entrepreneurship Skill Course | 2  | 0 | 0 | 2       | 30   | 70   | 100         |
| Elective-II (Any one of the following) |                                                             |                                               |    |   |   |         |      |      |             |
| MLS2455                                | Engineering and Technology Information                      | Discipline Elective                           | 4  | 0 | 0 | 4       | 30   | 70   | 100         |
| MLS2456                                | Health Information Systems and Services                     |                                               |    |   |   |         |      |      |             |
| Total                                  |                                                             |                                               | 18 | 0 | 8 | 22      | 180  | 420  | 600         |

**Semester: I**

|                                                        |          |          |          |           |
|--------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Information Storage and Retrieval</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS1400</b>                            | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Understand and assess the techniques for evaluating information retrieval systems.
2. Analyze the types of indexing systems and their techniques.
3. Critically examine the usefulness of vocabulary control in information retrieval.
4. Evaluate the various search strategies used for retrieving information Abstracts and Abstracting.

**Course Content****UNIT-I Information Retrieval Systems****15 Hours**

Information Retrieval Systems: Purpose, functions, components and Types; Information Retrieval System: Concept, definition, types, characteristics, components of ISRS. Information Retrieval Models. Library information retrieval systems; Evaluation of an Information Retrieval System;

**UNIT-II Indexing Systems and Techniques****16 Hours**

Indexing: Concept, theory and methods; Types of indexing Systems - Pre-coordinate and Post- Coordinate (keyword indexing (KWIC), POPSI, PRECIS, Chain Indexing, Citation Indexing and Automatic Indexing).; Indexing Languages: Types and characteristics.

**UNIT-III Vocabulary Control****17 Hours**

Vocabulary Control: Need, Purpose, Functions, types and characteristics.; Vocabulary Control Tools; Subject Headings: Library of Congress Subject Headings, Sears List of Subject Headings and Medical Subject Headings, Thesaurus; Features, Structure and Construction, ERIC, UNESCO Thesaurus. Taxonomies.

**UNIT-IV Abstracts and Abstracting****12 Hours**

Abstracts and Abstracting: Types, qualities and uses of abstracts;  
 Art of abstracting, automatic abstracting; Psychological abstract;  
 Chemical abstract

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

**Suggested Readings:**

- *Bates, M.J. (2012). Understanding information retrieval systems: management, types and Standards. Boca Raton, FL: CRC press.*
- *Kowalski, G.J. & May bury, M.T. (2002). Information Storage and Retrieval System: theory and implementation. (2nd ed.). New York: Kluwer.*
- *Cleveland, D. & Cleveland, A. (2013) Introduction to indexing and Abstracting. (4th ed.).Englewood: Libraries Unlimited.*
- *Aitchison, J., Gilchrist, A. & Bawden, D. (2005). Thesaurus construction and use: apractical manual. (4th ed.). London: Taylor and Francis.*
- *Fransson, J. (2009). Efficient Information searching on the web: a handbook in the art of searching for information. Sweden: Fransson*
- *Manning, C. D., Raghavan, P., & Schütze, H. (2008). Evaluation in information retrieval. Introduction to information retrieval, 151-175.*
- *Bajpai, S.K. (1999). Modern information retrieval. New Delhi : EssEss Pub.*
- *Chowdhary, C.G. (1996). Text retrieval systems in information management. New Delhi: New Age International Pub.*
- *Ellis, David. (1996). Progress and problems in information retrieval. London : LA.*

|                                                                  |          |          |          |           |
|------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Research Methods and Statistical Techniques</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS1401</b>                                      | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

Explore various research methods and their application to Library and Information Science.

Compare the various methods of data collection.

Study Computerized Data Analysis and Use of Software.

Organize and conduct research in a more appropriate manner by dealing with documentation of sources according to APA style of writing which enable them to write are search report.

### **Course Content**

#### **UNIT-I Concept of Research 15 Hours**

Research: Definition, meaning and objectives; Types of Research Basic & Applied Research; An Introduction.; Reliability and validity; Identification and formulation of research problem. Literature review; Research questions.

#### **UNIT-II Research Methods, Techniques and Tools 16 Hours**

Research Methods; Research Design: An Introduction. Data collection tools: Questionnaire, Interview, Observation and Delphi.; Sampling techniques: Probability and non-probability; Plagiarism Tools & Policies: Plagiarism Concept, Prevention, Role of Libraries; Shodh Sindhu

#### **UNIT-III Data Analysis and Use of Software 15 Hours**

Statistical Techniques: Measures of central tendency- Mean, Median, Mode; Measures of Dispersion, Mean deviation, Standard deviation. Computerized data analysis: Description, analysis and interpretation. Use of SPSS (Software package for social sciences).

#### **UNIT-IV Research Reporting and Metrics. 14 Hours**

Research Report: Structure, style, contents and guidelines. Reference Styles: APA.; Bibliometric: Concept, definition and laws.; Science to metrics, Info metrics and Web metrics: Concept, definition and their relationship. Altmetrics.

**Transaction Mode:** Lecture, PPT, Collective thinking, problem solving, discussion & demonstration.

**Suggested Readings:**

- Bryman, A. (2012). *Social research methods. (4th ed.)*. Oxford: Oxford University Press.
- Henn, M., Weinstein, M. & Foard, N. (2009). *A critical Introduction to Social Research*. London: Sage.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques. (2nd ed.)*. New Delhi: New Age International.
- Pickard, A.J. (2013). *Research Methods in Information. (2nd ed.)*. London: Facet.
- Punch, K. F. (2014). *Introduction to Social Research: Quantitative and qualitative Approach. (3rd ed.)*. London: Sage.
- Kumar, R. (2011). *Research Methodology: A step-by-step for beginners. (3rd ed.)*. London: Sage.
- Sehgal R.L. (1998). *Statistical methods for Libraries*. New Delhi: Ess Ess Pub.
- Sinha, S.C. & Dhiman, A.K. (2002). *Research Methodology. (Vol.2)*. New Delhi: Ess Es s. Pub.
- Wildemuth, B. M. (2009). *Applications of Social Research to questions in information and libraries Science*. Westport: Libraries Unlimited.
- Kumar, K. (1992). *Research methods in library and information science*. New Delhi: Har- Anand Pub.
- Powel, R. & Conn away, L. S. (2004). *Basic Research Methods for Librarians*. Westport: Libraries Unlimited.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mix Methods Approaches. (4th ed.)*. London: Sage.
- Patton, Michael Quinn (2015) *Qualitative Research and Evaluation Methods (4th ed.)* New York: Sage Publication, Inc.
- Oseke, R. Donileen. (2013). *Methodological Thinking: Basic Principles of Social Research Design*. New Delhi: Sage Publication.

|                                                                                |          |          |          |           |
|--------------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Advance Information and Communication Technology (Theory)</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS1402</b>                                                    | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Acquaint with the students with basic concepts of computers and other Information Technologies.
2. Provide skills in using computers Software Programming Language technologies.
3. Enable students to have an appreciation of the significance of IT managing information and Data Processing.
4. Generate awareness about internet communication and purpose of data security.

### **Course Content**

#### **UNIT-I Computer Architecture and Technology 14 Hours**

Introduction to information technology. Computers-benefits and application. Computer architecture: Components, CPU, input and output devices Internal and External Storage Devices.

#### **UNIT-II Software& Programming Language 15 Hours**

Software: Types of software. Programming Language, Utilities; Word Processors, Spread Sheets, Database Management Systems, MySQL, Flow charting

#### **UNIT-III Data Processing 16 Hours**

Electronic media: electronic publishing; Data representation and processes: Calculation, logical operations, sorting, merging, storing, searching and retrieving.

#### **UNIT-IV Societal Impacts of Information Technology 15 Hours**

Privacy, security and integrity of information; Computer security, cyber security and cybercrimes; Firewall, proxy server, and cryptographic techniques; The Information Technology Act, 2000: Artificial intelligence & its Usage in Libraries.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

**Suggested Readings:**

- *Rowley, Jennifer (1998) Information Systems, Ed.2, London, Clive Bingley.*
- *Hunter & Shelly (1992) Computers and Common sense, New Delhi, Prentice-Hall.*
- *Sunders, R. (1989) Computers Today Ed. 2 John Wiley.*
- *Kashyap, M.M.(1993). Database Systems, New Delhi, Vikas.*
- *Basandra, S.K.: Computers today, New Delhi, Golgotia, 1998*
- *Brown (1983) Challenges of Information technology 1983.*
- *Satyanarayana, R. (1996) Information Technology and its facets. Delhi, Manak*
- *Hennig, N. (2017). Keeping up with emerging technologies: Best practices for information professionals. Santa Barbara, C Libraries Unlimited*

| <b>Course Title: Knowledge Organisation<br/>Universal Decimal Classification (Practice)</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|---------------------------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Code: MLS1403</b>                                                                 | <b>2</b> | <b>0</b> | <b>0</b> | <b>2</b>  |

**Total Hours 30**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

Recognize techniques of classifying titles of Documents according to the UDC.

Compare the scheme of knowledge classification.

Explain the process related to construct classification number and will be capable of applying the classification rules.

Advance level practical knowledge of library classification using the Universal Decimal Classification (UDC) scheme by classifying complex and simple titles respectively.

#### Course Content

#### **UNIT- I Classification of documents according to UDC 8 Hours**

Classify and construct the class numbers of documents representing simple Subject

#### **UNIT- II Classification of documents according to UDC 9 Hours**

Classify and construct the class numbers of documents representing complex Subject

#### **UNIT-III Classification of documents according to UDC 7 Hours**

Classify and construct the class numbers of documents representing compound subject.

#### **UNIT- IV Classification of documents according to UDC 6 Hours**

Synthesize class numbers by using different Auxiliary Tables and 'Add to Instructions' of UDC scheme

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

#### **Suggested Readings:**

- *Fosket, A. C. (1973). Universal Decimal Classification. Clive Bingley, London.*
- *. McIlwaine, I. C. (2007). The Universal Decimal Classification: A guide to its use.*
- *UDC Consortium, The Hague, Netherlands.*
- *Universal decimal classification. (Latest Edition). British Standards Institution, London*
- *British Standards Institution. & International Federation for Documentation. (1961).*
- *Universal Decimal Classification: Abridged English edition (3rd rev. ed.). London: BSI*

<https://egyankosh.ac.in/bitstream/123456789/33086/1/Unit-12.pdf>

| <b>Course Title: Knowledge Organisation Cataloguing Non Book Material (Practice)</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
|--------------------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Code: MLS1404</b>                                                          | <b>2</b> | <b>0</b> | <b>0</b> | <b>2</b>  |

**Total Hours:30**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Involve in cataloguing of uniform titles and serial publications Analyses
2. Compare the cataloguing rules of different types of Cartographic Materials documents
3. Acquainted with the process of Library Non-Print Material Cataloguing, Motion Pictures Video Recording and Sound Recording
4. Apply different ways of cataloguing library Electronic Resources materials.

### **Course Content**

#### **UNIT-I cataloguing of**

**7 Hours**

Uniform Titles, Serial Publications: Complexities Cartographic Materials-Map, Atlas, Globe

#### **UNIT- II Cataloguing of**

**8 Hours**

Motion Pictures/Video Recording, Sound Recording

#### **UNIT- III cataloguing of**

**7 Hours**

Electronic Resources: Data and Program, Computer Files

#### **UNIT -IV Cataloguing of**

**8 Hours**

Micro Form-Microfilm, Microfiches, Micro card

**Transaction Mode:** Lecture, PPT, Collective thinking, problem solving, discussion & demonstration.

#### **Suggested Readings:**

- Chan, L. M. (2007). *Cataloging and classification: An introduction (3rd ed.)*. New York: Scarecrow Press.
- Gorman, M., & Winkler, P. W. (Eds.). (1988). *Anglo-American cataloguing rules (2nd ed.)*. Ottawa: Canadian Library Association.
- Ranganathan, S. R. (1938). *Theory of library catalogue*. Madras Library Association, Madras.
- Ranganathan, S. R., & Neelameghan, A. (2006). *Classified catalogue*

*code: With additional rules for dictionary catalogue code. New Delhi: Ess Ess Pub.*

- *Ranganathan, S.R. (1990). Cataloguing practice (2nd ed.). Bangalore: Sarada*
- *Ranganathan Endowment for Library Science. Sears, M. E. (2018). Sears list of subject headings (22nd ed.). HW Wilson.*

|                                              |          |          |          |           |
|----------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Indian Knowledge System</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: IKS0016</b>                  | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60**

### **Course Objectives:**

This course focuses on introduction to science and technology of Indian Knowledge System and Indian perspective of modern scientific view.

### **Learning Outcome:**

1. It aimed to instill in students a sense of rootedness and pride in India, along with an appreciation for its rich, diverse, ancient, and modern culture, knowledge systems, and traditions.
2. This course helps students understand the rich scientific and technological heritage of the country.
3. This course emphasizes and promotes the Indian concept of multidisciplinary learning systems, integrating them with modern science.
4. The course will underscore the importance of intellectual property rights in safeguarding Indian knowledge.

### **Course Content**

#### **UNIT-I**

**14 Hours**

Ancient philosophy of Knowledge: Vedas, Vedangas, sutras – Gurukul parampara

#### **UNIT-II**

**16 Hours**

Astronomy in India: The Beginnings of Indian Astronomy - The Early Historical Period-The Siddhāntic Era - The Kerala School - Aryabhatta - Varahamihira- Bhaskara I – Brahamagupta- Bhaskara II – Brief notes on Astronomical instruments

#### **UNIT-III**

**16 Hours**

Chemistry in India: Early Chemical Techniques, Atomism in Vaiśeṣika - Rishi Kanad- Nagarjuna- Al-Bīrūnī, Vāgbhaṭa- Sushruta- Carak Metallurgy in India - Definition, Metallurgy in Harappan Civilization, Metallurgy of Gold- Copper- Zinc- Bronze - Iron and steel.

#### **UNIT-IV**

**14 Hours**

Developments in Mathematics: Number systems- Geometry- works of Pingala- Baudhayana- Jaina Mahavira-Sridharacharya – Madhava Siddhantas and Calender systems

**Transaction Mode**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

**Suggested Readings:**

- *A Concise History of Science in India – Bose, Sen & Subbarayappa- INSA Publications*
- *Encyclopedia of Classical Indian Sciences- Roddam Narasimha, Universities Press*
- *NCERT Modules of KPTI*

|                                              |          |          |          |           |
|----------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Academic Library System</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS1405</b>                  | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Acquaint with the present setup of Academic library system in India.
2. Familiarize with the process of planning of information products and services.
3. Aware CAS, SDI, Abstracting and Indexing Services Resource Sharing and Networking
4. the academic library services and user education, Analyze the financial and HRM of Academic Library.

### **Course Content**

#### **UNIT-I Academic Libraries and their Development 15 Hours**

Development of University and College libraries with special reference to India and its Role in open and distance education/learning.; Role of UGC in the development of college and university libraries in India; Study of the recommendations of various committees and commissions with regard to academic libraries in India.

#### **UNIT-II Collection Development and Management 16 Hours**

Collection Development and Management: Books and Periodicals; Non-Book Materials: Electronic-Resources and Databases. Library Building: Planning; Basic elements in the design Organizational Structure of Academic Library.

#### **UNIT-III Library Organization and Services 14 Hours**

Library Organization and Administration: Administrative organization of the library; Authority and its decentralization.; CAS, SDI, Abstracting and Indexing Services, Library Bulletin, Newspaper Clipping; Resource Sharing and Networking; Extension services: Need, purpose and application for Academic Library system.

#### **UNIT-IV Financial and Human Resource Management 15 Hours**

Financial Management: Sources of finance, different types of budgets, accounting and auditing, cost effectiveness and cost benefit analysis;. Human Resource Management: Staffing, job description and analysis, job training and Development, performance appraisal.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

**Suggested Readings:**

- *Arpita RC.(2013).Academic library management: universities, colleges and institutions. Jaipur: Vista Publishers.*
- *Bavakutty, M., Aziz, T. & Abdul, A. (2014). Redefining Academic Libraries in the Knowledge Society. India: EssEss Pub.*
- *Albitz, B., Avery, C., &Zabel, D. (2014). Rethinking collection development and management. Santa Barbara, California: Libraries Unlimited.*
- *Eden, B. E., Fagan, J. C. & Maryland, L. (2014). Leadership in academic libraries today: connecting the orytopractice.US: Rowman &Littlefield.*
- *Ryan, B. (2013). Optimizing academic library services in the digital milieu : digital devices and their emerging trends. Oxford: Chandos Pub.*
- *Nelson, B. E. (2014). The academic library administrator's field guide. Chicago: ALA Editions, anim print of the American Library Association.*
- *Tenopir, C. (2012). Academic libraries and research data services: current practices and plans for the Future: an ACRL white paper. Chicago: Association of College and Research Libraries.*
- *Sharma, D. (2013). Excellence in academic libraries: vision for future. New Delhi: L.G. Publishers Distributors.*
- *Garofalo, D.A.(2013).Building communities: social networking for academic libr aries.Oxford:Chandos Publishing.*
- *BAKER ,David, (1997) Resource management in academic libraries Library Associations, London.*

|                                             |          |          |          |           |
|---------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Special Library System</b> | <b>T</b> | <b>L</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS1406</b>                 | <b>0</b> | <b>4</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. present set up of Special library system in India and Provide various types of library services to special library users.
2. Acquire knowledge on concepts and functions of special libraries, Select, acquire, organize and manage special library system.
3. Discuss the role of Information Service and Library Building.
4. Understand the role of Resource Sharing and Marketing of Information in Research in development of special Libraries

### **Course Content**

#### **UNIT-I Special Libraries**

**14 Hours**

Special Libraries: Concept, role, characteristics, and functions.; Development of special libraries in India.; Role of Special Libraries in R and D in information society.; Library and Information Policy at National Level in India.

#### **UNIT-II Library Organization and Administration**

**16 Hours**

Library Organization and Administration: Administrative organization of the library; Authority and its Decentralization. Collection Development and Management: Government documents, maps, Manuscripts, newspaper clippings, serials, specifications (patents and Standards) Technical reports, theses.; Financial Management auditing: Sources of finance, budgeting techniques. ‘

#### **UNIT-III Information Service and Library Building**

**14 Hours**

Planning and Organization of Information Services: CAS, SDI, Indexing and abstracting, Newspaper clippings, Literature searching.; Extension service: Need, purpose and Application in Special Library system.; Library Building: Planning, basic elements in the design of Special library buildings; Furniture and Fittings.

#### **UNIT-IV Resource Sharing and Marketing of Information**

**16 Hours**

Resource Sharing and Networking: Need, prospects and problems. Change and quality management with special reference to library automation and networking; Human Resource Management: Staffing, job description and analysis, job training and

Development, performance appraisal. Financial Management: Sources of finance, different types of budgets, accounting and auditing, Cost effectiveness and cost benefit analysis.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

**Suggested Readings:**

- Liu, C., Peek, J., Jones, R., Buus, B., & Nye, A. (1994). *Managing Internet information services*. NY: O'Reilly.
- Radha krishna K.K.A. (1998). *Selective Dissemination of informationservices*. New Delhi: AnmolPub.
- Strauss, L.J. (1972). *Scientific and technical libraries: their organization and administration*. New York: Becker and Hayes.
- Gupta, D.K. (2006). *Marketing library and information services: International perspectives* (Vol. 159). Berlin: Walter de Gruyter.
- D'Andraia, F. (2013). *The academic library director: reflections on a position in transition*. London: Routledge.
- Munde, G. (2013). *Every day HR: a human resources handbook for academically library staff*. Chicago: Neal-Schuman.
- Robertson, G. (2019). *Disaster planning for special libraries*. Chandos
- *Creative planning of special library facilities*. (2020). S.l.: Routledge.
- In Yap, J. M., In Perez, M. J. V., In Ayson, M. C. I., & In Entico, G. J. E. (2016). *Special library administration, standardization, and technological integration*.
- Matarazzo, J. M., & Connolly, S. D. (2016). *Knowledge and special libraries*. London; New York: Routledge/Taylor & Francis Group.

## Semester-II

|                                                                            |          |          |          |           |
|----------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Information Analysis, Consolidation &amp; Repackaging</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2450</b>                                                | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Conceptualization of Information Analysis, Consolidation and Repackaging.
2. Evaluate the nature and types of Information products.
3. Analyse the process of content analysis and abstracting
4. Assess the significance of Marketing Information products.

### Course Content

#### **UNIT-I Information Analysis, Consolidation and Repackaging: 14 Hours**

Information Analysis, Consolidation and Repackaging: Concept, need and Process; Guiding Principles for arrangement and presentation of idea in a helpful Sequence; Information Consolidation Products: Concepts, types, design, development and methodology; Knowledge and skills required for information analysis and consolidation.

#### **UNIT-II Information Products: 16 Hours**

Information Products: Nature, concept, types, design and development.; Information Newsletters, Hand Books, House Bulletins, In-house Communication, Trade Bulletin, Product Bulletin, State-of-the-Art Report, Trend Report, Technical Digests.

#### **UNIT-III Content Analysis, Abstract and abstracting: 14 Hours**

Content Analysis: Concept types and processes. Abstract: Definition and types, Characteristics and Qualities of good abstracts; Abstracting: need, process. Computers and Abstracting. Abstracting organizations and Services

#### **UNIT-IV Planning, Management and Marketing of an Information Analysis & Consolidation 16 Hours**

Planning and Management of Information Analysis and Consolidation Units. Marketing of Information Concept, need and benefits of Information Marketing; Marketing of profit and non-profit organization; Trends in marketing of Information Services and

Information Marketing in India.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, scussion & demonstration.

### Suggested Readings

- Seetharama, S. (1997). *Information consolidation and repackaging*. New Delhi: EssEss.
- Cleveland, D., & Cleveland, A. (2013). *Introduction to indexing and abstracting (4th ed.)*. Englewood: Libraries Unlimited.
- Manning, C. D., Raghavan, P., & Schütze, H. (2008). *Introduction to information retrieval*. Cambridge: Cambridge University Press.
- Ali, P. M. (2014). *Information analysis, consolidation and repackaging*. *Journal of Knowledge & Communication Management*, 4(1), 98-100.
- Singh, S. (2014). *Information analysis, consolidation and repackaging*. New Delhi: Atlantic Publishers & Distributors Pvt Ltd.
- Cleveland, D., & Cleveland, A. (2013). *Introduction to indexing and abstracting (4th ed.)*. Englewood: Libraries Unlimited.
- Megan. (2015). *Digital content creation*. Rosen Young Adult.
- Gupta, B. M. (Ed.). (1988-2000). *Handbook of libraries, archives and information centres in India (Vols. 1–16)*. New Delhi: South Asia Books.
- Koltay, T. (2010). *Abstracts and abstracting: A genre and set of skills for the 21st century*. Oxford: Chandos.
- Saracev, T., & Wood, J. S. (1981). *Consolidation of information: A handbook of evaluation, restructuring and repackaging of scientific and technical information*. Paris: UNESCO.
- Seetharama, S. (1997). *Information consolidation and repackaging*. New Delhi: EssEss Publications.
- Bhattacharya, G., & Gopinath, M. A. (Eds.). (1981). *Information analysis and consolidation: Principles, procedures and products*. In DRTC Annual Seminar No. 18. Bangalore: DR

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|---------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Information and Literature Survey in Social Sciences</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2451</b>                                               | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Identify the distinguishing characteristics of Social science disciplines problems and research trends
2. Use, and critically evaluate social science literature Information sources
3. Understand the current theories, methods, issues, Databases & Networked in the social sciences
4. Which affect the Creation, dissemination, and uses of social science literature and Resources Survey of Research activities.

### **Course Content**

#### **UNIT-I Disciplines of Social Science**

**16 Hours**

Social Science disciplines: Scope of the major Courses: Economics, Political Science, Sociology, History, Brief Survey of the contributions made by prominent authors in these Fields. Social science disciplines: Developments, problems and research trends.

#### **UNIT-II Information sources**

**14 Hours**

Information sources: Role of primary, secondary and tertiary documents in the growth and development of Social Sciences.; Information sources: Evaluation of important secondary and tertiary sources of information in Social sciences including distributed and net-worked sources

#### **UNIT-III Databases & Networked**

**16 Hours**

Databases: Networked and distributed databases in Social Science.; Internet-based Resources and Services: A brief introduction in the context of Social Science.

#### **UNIT-IV Survey of Research activities**

**14 Hours**

Research activities: Brief survey of the activities of the research institutions and professional organizations in the growth and development of Social Science disciplines with particular reference to India, U.K. and U.S.A.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

**Suggested Readings:**

- *Agrawal, S.P. (1987). Social science information and documentation: search for relevance in India. New Delhi: Concept Pub.*
- *Agrawal, S.P. (1989). Development of library services in India: social science information. New Delhi: Concept.*
- *Binwal, J.C. (Ed.). (1990). Social science information: problems and prospects. New Delhi: Vikas Pub.*
- *Birdsall, W. F. (1994). Myth of electronic library: librarianship and social change in America. Westport: Greenwood.*
- *Research Centre on the Social Implications of Industrialization in Southern Asia (1956) Research information bulletin: social science projects in Southern Asia. Calcutta: Research Centre on the Social Implications of Industrialization in Southern Asia.*
- *British Library. (2006). Social science search: the complete research service. London: British Library.*
- *Tyagi, K.G. & Johry, N. (Eds.). (2001). Directory of social science libraries and information centres in India. New Delhi: NASSDOC*
- *Council of Australian University Librarians. (2001) Information Literacy Standards. Canberra, Council of Australian University Librarians.*
- *Presidential (1989) Committee on Information Literacy, American Library Association. Final Report. Chicago: American Library Association. <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>*
- *Society of College, National and University Libraries Sconul. (1999) Information skills in higher education: a Sconul Position Paper.. London, SCONUL. [http://www.sconul.ac.uk/activities/inf\\_lit/papers/Seven\\_pillars.html](http://www.sconul.ac.uk/activities/inf_lit/papers/Seven_pillars.html)*
- *Torras (Mc)And Saetre T P. (2009). Information Literacy Education. 2009. Oxford, Chandos Publishing.*
- *Cardiff University Library Services. (2016) Handbook for Information Literacy Teaching. <http://sites.cardiff.ac.uk/ilrb/handbook>*

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|-------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Information Use and User Studies</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2452</b>                           | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours:60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Acquaint students with the basic concepts of information and information Users.
2. Make students understand and appreciate the concept of Information Seeking Behavior of user groups.
3. Explain the need for careful and continuous study of and contact with the users.
4. Understand various methods and techniques of use studies and to understand what type of technique(s) are Useful and when and how it can be applied or Conducted.

### **Course Content**

#### **UNIT-I Data, Information and knowledge 16 Hours**

Data, Information and knowledge: Conceptual difference. Information: Definition, nature, use and value.; Information Users: Identification of Users, Concept of Need, Want, Demand & Requirement, Users Categories: Planners, Policy Makers, Managers, R&D Personnel, People at Grass Root

#### **UNIT-II Use of Information 14 Hours**

Use of Information: Use of Information in Management activities; Use of Information in Decision Making; Use of Information in Research and Development (R & D), Role of Information in Raising the Standards & Quality of Life.

#### **UNIT-III User Studies 13 Hours**

User Studies: Scope and Content of User Studies; Studies by Types of Libraries: Different User Groups, Different Disciplines, Critical Review of Some Large Scale User Studies; Methodology of User Studies: Qualitative & Quantitative Paradigm, Data Collection Methods.

#### **UNIT-IV User Education & User Satisfaction 16 Hours**

User Education: Concept, Need, Purpose, Methods and Evaluation. Information Seeking Behaviour of Different User Groups. Models of information-seeking behaviours; User Satisfaction: Measurement of User Satisfaction, Suggestion collection, Development of User service based on User Suggestion and Feedback

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, Discussion & demonstration.

**Suggested Readings:**

- *Sridhar, M. S. (2002) Library use and user research: with twenty case studies. New Delhi: Concept Pub. Co.*
- *Feather, John, and R. P. (2003) Sturges. International encyclopedia of information and library science. 2nd ed. London: Routledge.*
- *Kawatra, P.S.(1992) Library user studies: a manual for librarians and information scientists. Bombay India: Jaico Pub. House.*
- *Guha, B.(1978) Documentation and information: services, techniques and systems. Calcutta: World Prerr Private.*
- *Kumar, P. S. G(2004) Library and users: theory & practice; (paper VIII of UGC model curriculum). Delhi: B. R. Publ. Corp.*

**Additional Reading list will be provided by the concerned teacher**

**Web Sources:** [http://www.en.wikipedia/wiki/Information\\_literacy](http://www.en.wikipedia/wiki/Information_literacy)  
<http://www.infolit.org>  
<http://www.unesco.org/webworld/ramp/html/r8722e/r8722e0l.htm>  
<http://www.slideshare.net/BLAlib/user-education-what-is-it-and-why-is-it-important-1725827>  
<http://www.slideshare.net/Janecatalla/library-orientation-14381347>

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|----------------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Advance Information and Communication Technology (Practice)</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2453</b>                                                      | <b>0</b> | <b>0</b> | <b>8</b> | <b>4</b>  |

**Total Hours:60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Create database using WINISIS, and Alice for Windows
2. Familiarize with Library Software Package-Alice for Windows for in-house operations,
3. Using methods for D Space.
4. Understand the Advance feature of Library Software (KOHA)

### **Course Content**

1. Creation of database using WINISIS, and Alice for Windows.
2. Use of D Space, KOHA, (Advance feature of KOHA). E-granthalya, SOUL, Greenstone

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, discussion & demonstration.

### **Suggested Readings:**

- *Xavier, C. (2007) World Wide Web design with HTML. New Delhi: Tata Mc Graw Hill.*
- *Bradley, P. (2007). How to use web 2.0 in your library. London: Facet Publishing.*
- *Cox, C. N. (2006). Federated search: solution or setback for online Library Services. Philadelphia: The Haworth Press.*
- *Donnelly, V. (2000). Designing easy-to-use websites: a hands-on-approach to structuring successful websites. Boston: Addison-Wesley.*
- *Lowery, J. W. (2002). Dreamweaver MX bible. Indianapolis: Wiley Publishing,*
- *Lynch, P. J. & Horton, S. (2009). Web style guide: basic design principles for creating web sites (3rd ed.). London: Yale University Press.*
- *Niederst, Jennifer (2006). Learning Web Design: A Beginner's Guide to HTML, Graphics and Beyond (2nd ed.) Mansion Shroff Publishers and Distributors Pvt. Ltd*

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|-----------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Media and Information Literacy</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2454</b>                         | <b>2</b> | <b>0</b> | <b>0</b> | <b>2</b>  |

**Total Hours: 30**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Understand the concept of Information literacy, its importance for lifelong learning.
2. Recognize the different terms related to Models Information Literacy.
3. Examine the LIS Education
4. Collect the information of literacy programme in different types of Libraries.

### **Course Content**

#### **UNIT-I Information Literacy**

**8 Hours**

Information Literacy: Concept, Definition, Need, Characteristics. Significance of IL in information society; Types of Information Literacy –Technology Literacy, Media Literacy, Computer Literacy & Digital Literacy

#### **UNIT-II Models Information Literacy**

**7 Hours**

IL Models, Standards, and Framework & Guidelines of Information Literacy: SCONUL, ACRL, UNESCO, IFLA; Information Literacy: Initiatives and Forums in India.

#### **UNIT-III Information Literacy and LIS Education**

**8 Hours**

Information Literacy and LIS Education & its importance in lifelong learning

**UNIT-IV Role of libraries in Information Literacy 7 hours** Role of libraries in Information Literacy: School, College and University Libraries, Public Libraries, Special Libraries

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, Discussion & demonstration.

#### ***Suggested Readings***

- Andretta S. (2012) *Ways of experiencing information literacy: Making the case for a relational approach*. Oxford, Chandos.
- Godwin P. and Parker J. (2009) *Information literacy meets library*. Santa Barbara, Facet.
- Mackey TP and Jacobson TE. (2011) *Teaching information literacy on line*. London, Neal-Schuman.
- Association of College and Research Libraries (ACRL). (2000) *Information Literacy Competency Standards for Higher*

*Education.. Chicago, American Library Association.*  
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

- *Bawden David. (2001) Information and Digital Literacy: a review of concepts. Journal of Documentation 57, 2; 2001; 218-259.*
- *Bruce Christine (1997) The Seven Faces of Information Literacy. Adelaide, Auslib Press.*
- *Council of Australian University Librarians. (2001) Information Literacy Standards. Canberra, Council of Australian University Librarians.*
- *Presidential (1989) Committee on Information Literacy, American Library Association. Final Report. Chicago: American Library Association.*  
<http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>
- *Society of College, National and University Libraries Sconul. (1999) Information skills in higher education: a Sconul Position Paper. London, SCONUL.*  
[http://www.sconul.ac.uk/activities/inf\\_lit/papers/Seven\\_pillars.html](http://www.sconul.ac.uk/activities/inf_lit/papers/Seven_pillars.html)
- *Torras (Mc)And Seater T P. (2009). Information Literacy Education. 2009. Oxford, Chandos Publishing.*
- *Cardiff University Library Services. (2016) Handbook for Information Literacy Teaching.*  
<http://sites.cardiff.ac.uk/ilrb/handbook/>

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|----------------------------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Engineering and Technology Information Systems and Services</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2455</b>                                                      | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours: 60**

**Learning Outcomes:** After completion of this course, the learner will be able to:

1. Acquaint the students with the present setup of Engineering and Technological library system in India.
2. Acquainted with the process of planning of information products and services.
3. Develop skills for designing collection development policies in engineering libraries and to expose the students with the real working environment of library operations.
4. Acquaint the students with the academic library services and Resource Sharing and Networking; analyze the functions of libraries in academic institutions.

#### **UNIT-I Engineering and Technological Libraries and their Development 15 Hours**

Objectives and Functions; History and Development of Libraries with Special Reference to India; Role of Engineering and Technological Libraries

Role of Agencies in the Growth and Development of Engineering and Technological; Libraries in India

#### **UNIT-II Collection Development and Management 14 Hours**

Periodicals, Conference; Literature, Grey Literature, Patents, Standards, Specifications and Government Publications; on-Book Materials Electronic Resources and Online Databases

#### **UNIT-III Library Organization, Administration and Information Services**

**14 Hours**

Organizational Structure; Staff Manual, Library Surveys, Statistics and Standards, etc.; CAS, SDI, Abstracting and Indexing Services Library Bulletin, Newspaper Clipping Services Computerized Services; Resource Sharing and Networking: INDEST AICTE Consortium; Information Literacy Programmers

#### **UNIT-IV Financial and Human Resource Management 15 Hours**

Determination of Finance, Sources of Finance; Types of Budget Nature, Size, Selection, Recruitment, Qualification and Training; Responsibilities and Duties; Competency Development

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, Discussion & demonstration.

### ***Suggested Readings***

- *Bhatt, R. K. (1995). History and development of libraries in India. Mittal Publications.*
- *Johnson, Peggy.(2018) Fundamentals of collection development and management. American Library Association.*
- *Edwards, E. G. (2005). Developing Library & Information Centre Collections. Westport: Libraries Unlimited.*
- *Krishan, Kumar. (1997). Library organisation. New Delhi: South Asia Books .*
- *Gurdev, Singh. (2013).Information Sources, Services and Systems. Prentice Hall India Learning Private Limited.*
- *Association of College and Research Libraries (ACRL). (2018). Information Literacy.*
- *Roberts, Stephen. (2013). Financial and cost management for libraries and information services. Walter de Gruyter.*
- *Ian, B & Holden, Len. (1997). Human Resource Management: A contemporary perspectives. Financial Times/ Prentice Hall.*

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|--------------------------------------------------------------|----------|----------|----------|-----------|
| <b>Course Title: Health Information Systems and Services</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Cr</b> |
| <b>Course Code: MLS2456</b>                                  | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b>  |

**Total Hours 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Examine the information centers.; Information Services related to health sciences.
2. Ascertain the role of Health Science Information Sources.
3. Summarize the process for organizing business information for end user support.
4. Illustrate the functions of various health science information systems and network.

### **Course Content**

#### **UNIT- I Health Science Information**

**14 Hours**

Growth and development of Health Science.; Types of Health Science libraries/information centres.; Information Services: Current Awareness Service, SDI service, Indexing and abstracting service, Literature search.; Users of Health Science information.

#### **UNIT -II Health Science Information Sources**

**15 Hours**

Sources of Information: Documentary: Printed and non-print. (List to be provided by the concerned teacher).

#### **UNIT -III Health Science Information Institutions**

**13 Hours**

National Medical Library.; WHO. ICMR. Department of Biotechnology.; Council of Ayurveda and Siddha.; Council of Homeopathy.; National Institute of Health and Family Welfare.

#### **UNIT -IV Information Systems and Networks**

**14 Hours**

HELLIS, MEDLARS, BIOSIS. Trends in Health Science Information System. Application of Hypertext, Hypermedia, Multimedia. Expert System and Artificial Intelligence.

**Transaction Mode:** Lecture, PPT, Collective thinking, YouTube, problem solving, Discussion & demonstration.

### **Suggested Reading**

- *Balgrosky, Jean A. (2015). Essentials of health information systems and technology. Jones & Bartlett.*
- *Carmel, M. (Ed.). (1995): Health care librarianship and Information work. (22nd ed.). Library Assn Pub Limited.*
- *Gupta, S.P. (1993). Information technology and health science libraries. New Delhi: MLAI SP. Pub.*
- *Kushniruk, Andre W & Borycki Human, Elizabeth (2008). Human, Social, and organizational aspects of health information systems. Hershey*
- *Magnuson, J., Fu, Jr., P. C. (2014). Public health informatics and information systems. Springer.*
- *McGlynn, Elizabeth A ; Brook, Robert H & Kerr, Eve A .(1998).Health Information Systems : Design Issues and Analytic Applications.R and*
- *Michelsen, Kai.(2015).Promoting better integration of health information systems : bestpractices and challenges. WHO*
- *Rodrigues, Joel. (2010). Health information systems: concepts, methodologies, tools, and applications. Hershey*
- *Siuly, S., Lee., et.al (2018). Health information systems. Springer.*
- *Skurka, Margaret Flett. (2017). Health information management: principles and organization for health information services. Wiley.*