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

<table>
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<tr>
<th>Semester</th>
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<th>Title of the Course</th>
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</table>

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

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

L= Lecture,   T=Tutorial,   P=Practical
FIRST SEMESTER:
HARD CORE:
HC 1.1: FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE
(Hours of Teaching: L : T : P=3:1:0)
(Lectures=3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 hrs)

Objectives : 1. Introduce the basics of Library Information Science
2. To acquaint students with various Information Systems

Unit-1: Library as a Social Institution – Concept of library; Social and historical foundations of Library; Classification of libraries; functions and their distinguishing features; five Laws of Library Science and their implications; History of Library Movement; Growth and development of Libraries in India

Unit-2: Information and Society – Concept of information, Genesis, Characteristics and implications of Information to society; Role of library and Information Centers in formal and informal education; library legislation- Need and Purpose; Factors and Principles; KPL Act 1965; Copy Right Act 1857 and Its Amendments; Delivery of Books and Newspaper Act

Unit-3: Documentation Centers and Information systems: National documentation Centers- NISCAIR, DESIDOC, NASSDOC; International Information Systems- INIS, AGRIS, MEDLARS, ERIC and IFIS

Unit-4: Library and Information Profession: Librarianship as a Profession; Professional Ethics, Professional Associations and their role in the development of the profession; Study of Selected National and International Associations and Organizations – ILA, IASLIC, CILIP, ALA, IFLA, UNESCO and FID

Reference:
GirirajKumar. Library development in India. New Delhi, Vikas, 1986
Lancaster F W. Ethics and the Librarian. Urbana- Champaign, Illinois University, 1991

HC1.2: MANAGEMENT OF LIBRARY AND INFORMATION CENTERS
(Hours of Teaching: L:T:P=3:1:0)
   (Lectures=3 X 16 = 48 hrs)
   Tutorials =1 X 16 = 16 X 2 = 32 hrs)

Objective:
1. To make students understand Management concepts.
2. To train them in various library House keeping operations.
3. Use of Management Techniques to achieve the Organizational effectiveness and efficiency.

Unit-1: Management- Concept, Definition and Scope ; Schools of Thought, Styles and Approaches; Functions and Principles of Scientific Management; Planning Organization Structure

Unit-2: Library House Keeping Functions- Different sections and Their Functions; Collection Development and Management - policies and procedures; Acquisition – Books, Serials, Non-book materials; Technical Processing; Serials Management and Control; Maintenance; Evaluation and Weeding.


Unit-4: System Study- Analysis, Evaluation and design; Performance evaluation of Libraries/Information Centers and Services; Marketing of Information Products and services; Total Quality Management; Library Records and Reports; Library Statistics ,Library Standards

Reference
Branin, J J. Collection Management for the 1990s Chicago: ALA,1994


Jones N and Jordan P. staff Management in Library and Information Work. Grower:


McGraw-Hill, 1965

Metcalfe K D. Planning of academic and research Library Building. New York,


Ranganathan Endowment in Library Science, 1989

Rowley, Jennifer. Implementing TQM for Library Services: The issues. Aslib


Zero base Budgeting and Program Evaluation. 1979

HC 1.3: KNOWLEDGE ORGANISATION: LIBRARY CLASSIFICATION

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

(Lectures = 3 X 16 = 48 hrs)

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

Objectives:
1. To understand the theory of knowledge classification and library classification
2. To understand structure and features of formation of subjects.
3. To develop skills of subject analysis, representation and classification

Unit-1: Universe of Knowledge – Structure and attributes; Modes of Formation of Subjects; Different Types of subjects; Library classification – Basic Terminology and Historical Perspective, Need and Purpose of Library Classification


Unit-3: Postulational Approach to Library classification: Fundamental categories, Facet analysis and facet Sequence; Zone Analysis, Phase Analysis; Systems and Specials; Notation; Mnemonics; Phase Relation and common Isolates; Devices in Library Classification; Book Number and Collection Number
Unit-4: Schemes of Library classification: Introduction, Features and Application- DDC, UDC and CC; Design of Depth Schedules – Planning, Methodology, Structure and procedure; Trends in Classification Research

Reference:
Dewey, Melvil. Dewey Decimal Classification
Ranganathan S R. Depth Classification. New Delhi: ILA, 1953
Ranganathan S R. Prolegomena to Library Classification Ed3. (reprint). Bangalore;
Ranganathan S R. Colon Classification 6th Ed (Reprint). Bangalore; Ranganathan Endowment for Library Science, 1985
Ranganathan S R Descansive Account of the Colon Classification. Bombay: Asia, 1963
Rowley, J E. Organizing Knowledge: An Introduction to Information Retrieval Ashgate, 1992
Sarada Ranganathan Endowment in Library science, 1995
Surnhorne, Lambert M. Tennoe, Mariam T and Henssonow, Susan F. Library Classification, VDM Verlag, 2010, pp88

HC 1.4: KNOWKEDEGE ORGANISATION: LIBRARY CLASSIFICATION
(Hours of Teaching: L: T: P = 2:0:4)
(Practicals = 4 X 16 = 64 X 2 = 128hrs)

Classification of simple, compound and complex documents using Dewey Decimal Classification and Colon Classification (6th Ed.) Schemes
(Each student shall compulsorily maintain practical record and submit the same at the time of practical examination)
HC 1.5: FUNDAMENTALS OF COMPUTERS  
(Hours of Teaching: L: T: P = 2: 0: 2)  
(Lectures = 2 X 16 = 32 hrs)  
(Practicals = 2 X 16 = 32 X 2 =64 hrs)  

Objectives : 1 To introduce various components of a computers  
2 To acquaint students with selected software  

Unit-1: Computer: What and why; Parts of a computer; Classification and types of Computers; Limitations of Computers; Brief History and development of Computers including Generations of Computers,  


Unit-3: Study and Acquaintance with software Packages: MS Office – Word, Excel and PowerPoint  

Unit-4: Data Representation File organization – Concept, Types and their Advantages and disadvantages; Concept of Programming: algorithms, Flow-Charting; Acquaintance with basic Programming languages; Criteria for selection of Computers for Libraries  

Practicals:  
Acquaintance with computer and its Components Hands on experience and work assignments with MS-DOS; MS- WINDOWS, MS- OFFICE – Word Excel and power point.  

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

Reference:  
Cooper, M J. What Computers can do? London: Maseclaner. 1970  
SOFT CORE (ANY ONE)
SC1.1: PUBLIC LIBRARIES
( Hours of teaching : L:T:P = 3:1:0)
(Lectures = 3x16 = 48 hrs)
(Tutorials = 1x16 = 16x2 = 32 hrs)

Objectives:
1. To train the students in Collection Development and Management of Information resources in a Public Library
2. To impart skills required to manage Public Library

Unit -1: Public libraries: Meaning and definition, Aims and objectives, Functions, Characteristics and their role in literacy and continuing education; Brief History and Development of public libraries in India; public library legislation in India with special reference to KPLA.

Unit-2: Information resources development and management: steps in information resources development and management, selection and acquisition of different types of including non-book and electronic sources. Weeding. Preservation, storage and evaluation.

Unit:-3: Organization of information resources including non-book and electronic publications; planning and organization of information services to meet the differential requirement of different categories of users including disadvantaged. Extension and publicity activities and services.

Unit -4: Library and information personnel: nature, size, selection and recruitment, qualifications, duties and responsibilities, training and education, service conditions, motivation and control; financial resource mobilization and sources of finance, budgeting techniques, budgetary control; planning and designing of modern public library building; furniture and equipment; issues, problems and prospects of resource sharing and networking of public libraries.

References:
Augustine CA and devarajan G. public library system in India. Varanasi: IBC, ?
Draft library bill. Delhi: Delhi University, 1950
Guruswamy naidu, public library finances. Varanasi: IBC, ?
International federation of library associations and institutions. Public libraries,
Kaula PN National library of India: critical stude, Bombay: somya, 1970
Kesavan B.S national library of India. Calcutta: nationals library, 1961
Koontz, Christie and guubin , Barbara, IFLA public library service guidelines. 2nd Completely revised edition., walter de gruyter, 2010 pp, 149.
SC1.2: ACADEMIC LIBRARIES

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

(Lectures=3x16= 48 hrs)

(Tutorials = 1x16=16x2=32 hrs)

Objectives: 1. To train students in collection development and management of an academic library

2. To impart skills required to manage an academic libraries

Unit -1 : Academic libraries: meaning and definition, aims and objectives functions, characteristics and their role in an academic environment; brief history and development of academic libraries in India; role of UGC in growth and development of academic libraries in India.

Unit-2 : Information Resources Development and Management: Steps in information resources development and management, Selection and Acquisition of books, periodicals, technical reports, Patents, standard, learned society publications, government documents, non-book materials including electronic publications; weeding, Preservation, Storage and Evaluation.

Unit-3: Organization of Information Resources including non-book and electronic publications; Planning and organization of library and information services – Conventional, computer based including Internet Resources and Services

Unit-4: Library and Information Personnel: Nature, size, selection and recruitment, Qualification, Duties and Responsibilities, Service Conditions, Training and Education; Motivation and control; Financial resource mobilization and source of finance, budgeting techniques, Budgetary control; Space planning and furniture: Planning and designing of modern Academic Library building; Furniture and equipment; Issues, problems and prospectus of resource sharing and Networking of academic Libraries in India and the role of INFLIBNET.
Reference:
Biddle S F. Planning the University Library. Westport Greenwood press, 1992
Datta Narender. Academic Status for University and College Librarians in India. Delhi: IBB, 1986
Deshpande K S. University Library system in India. Varanasi: IBC, 1985
Mayer R M. Strategic management for academic libraries: A handbook. Greenwood 1993
Lyle G R. college College library publicity. New Delhi: Reliance, 1984
Ranganathan S R School and college Libraries. Madras: MLA, 1942
White Carl M. Survey of the Delhi University Library. Delhi: University of Delhi, 1965

SC 1.3: SPECIAL LIBRARIES
(Hours OF Teaching : L: T: P = 3:1:0)

(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 X 2 = 32 hrs)

Objectives: 1. To make students understand different types of special libraries and their characteristics
2. To train them in managing a special library

Unit-1: Special Libraries : Meaning and definition, Aims, Objectives and Functions, Types of Special Libraries; Characteristics and their role in R & D Environment, Industries and Decision Making; History and Development of Special Libraries in India

Unit-2: Information Resource Development and Management: Steps in Information Resources Development and Management, Selection and Acquisition of books, periodicals, technical reports, Patents, Standard, Learned society publications: weeding, Preservation, Storage and evaluation; organization of information resources including non- book and
electronic publications; Planning and organization of library and information services-
conventional, computer based including Internet resources and services

**Unit-3**: Library and Information Personnel: Nature, Size, selection and recruitment, Qualification, Duties and Responsibilities, Service Conditions, Training

**Unit-4**: Finance and Budgeting: Resource Mobilizations and source finance, budgeting techniques, budgetary control; space planning and furniture: Planning and designing of Modern special library building; Furniture and equipment; Issues, Problems and prospectus of resource sharing and Networking of special libraries in India;

**Reference:**
Ashworth W. Special Librarianship. London: clive- Bingley, 1985
Griffith J M and King D W. Special Libraries: Increasing the information edge.
Washington D C : SLA, 1993
Jones N and Jordon P. Staff Management in Library and Information work. Gower: Grafton Book 1982
Saha J. Special Libraries and Information Services in India and USA. New York: Scarecrow, 1969
SECOND SEMESTER:

HARD CORE:

HC 2.1 INFORMATION SCIENCE

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

(Lectures = 3 X 16= 48 hrs)

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

Objectives:
1. To make students understand Information cycle
2. To introduce various channels of communication of information and economics of information

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

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

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

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

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

Reference:
Flynn R R. An introduction to information Science, 1987
Hanson C W. Introduction to science information work. London: Aslib, 1973
Kochen M (Ed). Information for Action: From Knowledge to wisdom, 1975
HC 2.2 LIBRARY AUTOMATION

(Hours of Teaching: L: T: P = 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Practicals = 1 X 16 = 16 X 2 = 32 hrs)

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

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

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

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

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

MaGarry, K. Communication, Knowledge and the libraries. London: Clive- Bingley, 1975
Menon, M. Measuring the impact of information on Development. Ottawa:
International Development research center, 1993
Price, Dereck J de solla: little science, Big Science. New York: Columbia University, 1963
Wolpert S A and Wolpert J F. Economics of information 1986
PRACTICALS:
Hands on Experience and Acquaintance with different modules of any one of the following Library Software packages: SOUL, EasyLib, LIBSYS, Koha and NewGenLib.
(Each student shall compulsorily maintain practical record and submit the same at the time of practical examination)

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

HC 2.3: INFORMATION RETRIEVAL: LIBRARY CATALOGUING
(Hours of Teaching: L: T: P = 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 X 2 = 32 hrs)

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

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

Unit-2: History and Development of Library catalogue codes; Study of AACR-2 and CCC - Introduction,
Choice and rendering of Personal and Corporate Names; Conflict of Authorship; Complexities of Periodical and Publications; Cataloguing of Print and Non-Print Media including Electronic Publications

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

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

**Reference:**
Quinn, John Henry.Library Cataloguing,Reprint,Nabu 2010,PP266

**HC 2.4: INFORMATION RETRIEVAL: LIBRARY CATALOGUING**
(Hours of Teaching : L:T:P= 0:0:4)
(Practicals = 4 X 16 = 64 X 2 = 128 hrs)
Cataloguing of simple, Compound, Complex documents (Print, Non- print and Electronic Resources) According to AACR-2
( Each Student shall compulsorily maintain practical journal and submit the same at the time of practical examination)
SOFT CORE (Any One)
SC 2.1: INFORMATION LITERACY
(Hours of Teaching : L:T:P = 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 X 2 = 32 hrs)

Objectives:
1. To make students understand the importance of Information Literacy
2. To impart skills to conduct Information literacy training programmes.

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

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


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

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

**SC 2.2 INFORMATION USE STUDIES AND USER EDUCATION**
(Hours of Teaching: L: T: P = 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16=16 X 2 = 32 hrs)

**Objectives:**
1. To understand Information needs of users:
2. To train students in conducting User Studies and user Education

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

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

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

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

**Reference:**
Giriraj Kumar and KrishanKumar. Philosophy of User Education. 1983
Lubans J (Ed). Educating the Library User. 1978
Bangalore: Biblio Info Service, 1990

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

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

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

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

Unit-3: Reading and Writing Skills: What is Reading? Purpose of reading, Types of reading, Reading ways, Don’ts in reading. 4R Methods and SQ3R Method; Writing - Written Communication, Stages in Effective writing, Sentence Structure and length, Paragraph
structure And length, principles of paragraph, Characteristics of Good Writing and basic rules of writing.

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

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

THIRD SEMESTER:
HARD CORE:
HC 3.1 RESEARCH METHODS AND STATISTICAL TECHNIQUES
(Hours of Teaching: L:T:P = 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 x 2 = 32 hrs)
Objectives:
1. To provide an understanding of the nature of research and statistical methods applied in Library and Information Science.
2. To get familiar with design, interpret and present a research report.

Unit-1: Research: Meaning and Definition, Need and Purpose; Steps in Research as a process, Types of Research; Barriers to Research: Identification, selection and formulation of a research problem Hypothesis: Meaning and Definition, Types, Formulation and Testing of hypothesis; Research Design: Definition,Types and their Characteristics; preparation of a research proposal.

Unit-2: Research Methods and Techniques/Tools: Sciencetific Methods, Historical Method; Survey Method, Case Study Method, Experimentatl Method, Delphi Method, Content Analysis, Informetrics and Scientometrics: Questionnaire; Schedule; Interview; Observation; Scales and Checklist; Library Records and Reports.
Unit-3: Sampling Methods and Techniques: Concept of Study Population and Sampling, Need for Sampling, Types of sampling – Random and Non-random sampling techniques; Sample size, Bias and Error; Data Analysis and Interpretation of Data including Statistical Testing of Hypothesis

Unit-4: Research Reporting and Evaluation: Structure, Style and Contents; Guidelines for reporting; Style Manuals – Chicago, MLA,APA; Criteria for Evaluation of a research report; Problems and Prospectus of LIS Research in India, Trends in LIS Research, Ethical Issues in LIS Research.

Reference:
Krishnaswamy O R. Methodology for Research in Social Sciences. Delhi: Himalayan
Lancaster F W. If you want to evaluate Your Library. London: LA, 1993
McClure Charles r and Hernon Peter Eds. Library and Information Science Research: Perspectives and Strategies for Improvement. NJ, Ablex 1980

**HC 3.2 INFORMATION SOURCES**
(Hours of Teaching :L:T:P= 3:1:0)
(Lectures = 3 X 16 =48hrs)
(Tutorials = 1 X 16 = 16 X 2 =32 hrs)

Objectives:
1. To familiarize students with a broad range of Information resources.
2. To develop skills in handling Information resources.

Unit-1: Information Sources: Concept, Origin, Types, Characteristics and Importance of Primary, Secondary and Tertiary Information Sources.

Unit-2: Primary and Secondary Sources: Periodicals, Technical Reports, Conference Proceedings, Standards, Patents, Theses and Dissertations; Secondary Sources: Dictionaries, Encyclopedias,
Biographies, Geographical Sources – Gazetteers, Maps and Atlases, Bibliographies, Yearbooks, Almanacs, Manuals and Handbooks, Abstracting and Indexing Periodicals, Directories, Union Catalogue and Annual reviews.

Unit-3: Tertiary Sources and Non-Documentary Sources: Guides to Subject Literature, Bibliography Of bibliographies; Non-Documentary – Human and Institutional Sources of Information

Unit-4: Electronic Information Sources: Origin, Growth and Development Including Internet As a source of Information; Evaluation of Print, Non-Print, and Electronic Information Sources;

Reference:

HC 3.3 TECHNOLOGIES FOR INFORMATION MANAGEMENT
(Hours of Teaching: L:T: P=3:1:0)
(Lectures=3 X 16 = 48 hrs)
(Tutorials= 1 X 16 = 16 X 2 = 32hrs)

Objectives:
1. To provide introduction to the concepts and techniques of Computing and other Information Technology.
2. To develop basic Information Technology handling skills.

Unit-1: Micrographic Technology: Microforms – Micro card, Microfilm, Microfiche and their Readers and Printers; Multimedia Technology: Concept, Scope and Development, Multimedia PCs, Audio, Video, Image Representation and Manipulation; Hypertext and Hypermedia; Optical Meida: Origin, History and Development, Hardware and software requirements,
Unit-2: Database Design, Development and Management: Concept of database and DBMS; Types, Design, Structure, Organization and Development of Database; Data Security; Study of MS-Access and WINISIS: System Overview, System Installation, Database Construction, Techniques, Menus, Tools and Creation of database

Unit-3: CD-ROM Technology: Origin, History, Development and Impact, Retrieval Software; CD-ROM databases in Science and Technology, social Sciences, Humanities and other fields

Unit-4: Communication Technology: Fundamentals of Telecommunication Technology; Media, Mode and Components; Telefascimile, Teleconferencing; Information Technology: Conceptual and Theoretical Considerations, History and Development, Impact on Libraries and Information Services

Reference:
Benfod J. Welcome to CDROM. New York. MIS Press, 1993
Bowers D S. From data to database Ed.2. London: Chapman and Hall, 1993
Brown K R Challenge of Information Technology, 1983
UNESCO. Micro CDS/ISIS Ver 3.07 Paris, UNESCO, 1988
HC 3.4 TECHNOLOGIES FOR INFORMATION MANAGEMENT  
(Hours of Teaching: L: T: P= 0:0:4)  
(Practicals = 4 X 16 = 64 X 2 = 128 hrs)  
Hands on experience and work assignment in Design and Development of varieties of database Using MS-Access and WINSIS  
Hands on experience and work assignments in searching and using Selected CD-ROM database in Science and technology, Social Sciences, Humanities and other fields  
(Each Student shall compulsorily maintain Practical record and submit the same at the time of Practical examination)

SOFT CORE (ANY ONE)  
SC 3.1: INFORMETRICS, SCIENTOMETRICS AND WEBOMETRICS  
( Hours of Teaching: L:T:P = 3:1:0)  
(Lectures = 3 X 16 = 48 hrs)  
(Tutorials = 1 X 16 = 16 X 2 =32hrs)  
Objectives: 1. To acquaint students with various qualitative techniques.  
2. To study characteristics of literature.  
Unit-2: Describing Literature: Growth Models; Scattering and Seepage; Identification, Defining and describing of Subject Literature; Authorship and Collaboration: Concept of Solo and Collaborative Research – Identification, Measurement and quantification  
Unit-3: Citation Analysis: Concept, Reasons for Citations: Origin, History and Development of Citation Analysis; Normative Theory of Citing, Citation Behavior; Co-citation,
Bibliographical Coupling; Obsolescence: Concept, Synchronous v/s Dichronous Studies; Methodology for study of Obsolescence of literature

**Unit-4:** Cybermetrics (Webometrics): Quantitative Analysis of Scholarly Scientific Communications, hypertext links and Various phenomena on the Web

**Reference:**
Bradford S C. Documentation London: Crosby Lockwood, 1971

Communication London: Taylor Graham, 1984
Cronin B. The Citation Process: The Role and Significance of Citations in Scientific Egghe L. Introduction to Informetrics. Amsterdam: Elsevier, 1990
Leo Egghe, R. Rousseau. Introduction to Informetrics, Quantitative Methods in Library, Documentation and Information Science, Elsevier Science publishers, 1990, pp450

**SC3.2: NETWORKS, NETWORKING AND LIBRARY CONSORTIA**
(Hours of Teaching: L:T:P=3:1:0)
(Lectures = 3 X 16 =48hrs)
(Tutorials = 1 x 16=16 X 2 = 32hrs)

**Objectives:**
Student will understand
1. What a telecommunication network is?
2. About Switched Network
3. About different consortia

**Unit-1:** Networks: Concept, Definition, Need, Uses, Network Topologies, Types of Networks – LAN, WAN and MAN

**Unit-2:** Network Architecture: Comparison of Different Network Architectures; Network Protocols – TCP/IP, Net Bul, IPX; Network Protection and Security
Unit-3: Network Media and Hardware: UTP, Thick and Thin Ethernet, Optical Fiber, Wireless; Networks Interface Cards, Hubs/Switches; Communication Networks: NICNET, I-NET, BSNL, ERNET

Unit-4: Origin and History of Library Networks in India, INFLIBNET, CALIBNET and DELNET; Network based Services: Document Delivery service, on-line Service, and Teleconferencing etc.: Consortia- Concept, definition, Need, uses, and types of consortia; Criteria for selection of consortia; INDEST, CSIR e-journals consortia, UGC-Infonet, FORSA consortia, IIM’S consortium

Reference:

Open Elective:

OE 3.1: INFORMATION LITERACY:
ESSENTIAL SKILLS FOR THE INFORMATION AGE

Objectives: 1. To help students understand the structure of knowledge.
2. To impart skills in literature search

Unit-1: Information Literacy: Definition, Visual, Media, Computer, Network Literacies; Elements of Information Literacy, Evolution of the concept of Information Literacy, Nature and Scope, and the value of Information literacy.

Unit-2: Information: Data, Information and Knowledge – Definition, Importance and Characteristics of Valuable Information; Information Anxiety; Role of information in education, decision making, research and development and leisure and recreation; Recognition of information needs and formulation of questions.

Unit-3: Understanding the Structure of Subject Literature: Primary, secondary, Tertiary and Non-Documentary Sources including print, Non-print, Electronic and Web Resources with hands on experience and exposure.

Unit-4: Developing Search Strategies – Search process and Strategies: Accessing Sources of Information; Organization, Synthesis and Integration of new information into existing body

**Reference:**


**EDUCATION TOUR:**

**Objectives**
1. To expose the students to different types of Libraries and their functioning in digital environment.

There shall be education tour of one week after the Third Semester and before the commencement of Fourth Semester. Each Student shall compulsorily attend the tour, prepare and submit a detailed tour observation report.
FOURTH SEMESTER:
HARD CORE:
HC 4.1 DIGITAL LIBRARIES
(Hours of Teaching: L:T:P = 3:0:1)
(Lectures = 3 X 16 = 48 hrs)
(Practicals = 1 X 16 = 16 x 2 = 32 hrs)

Objectives:
1. To provide introduction and difference of Digital Library
2. Know how of hardware and software of Digital Library
3. Hands on practice of Green Stone and DSpace

Types and their features, Digital Libraries Initiatives in different Countries including India.

Unit-2: Digital Library Design – Models, Issues, and Standards, Hardware and Software
Requirements; Storage Media Formats; Input Devices – Scanners, Digital cameras; Conversion
Technologies and Process; Digitization : Issues related to Digitization project, process, Technical
Issues, File Formats, post processing, Access and Costs of Digitization;

Unit-3: Information Organization, Access User Interface and Retrieval: problems of information
Organization, Classification of digital information, Organization pattern in selected digital libraries,
Cataloguing and Metadata, Contents Marking and Manipulation; Information Seeking and User Interfaces, User Interfaces and Visualization, Information Access; Information retrieval models,
Vocabulary control, basic information search techniques, problems and prospectus.


PRACTICALS
Acquaintance and hands on experience in design and development of a digital library
Using any one of the digital library softwares viz. Green stone, DSpace. (Each Student shall compulsorily maintain practical record and submit the same at the time of practical examination)
Reference:
Andrews, Judith and Law, Derek G. Digital Libraries: Policy, Planning and Practice.
Christine I. Borgman from Gtenberg to the Global Information Infrastructure: Access
Chowdhury G G and Chowdhury Sudatta. Introduction to Digital Libraries, London,
Deegan Marilyn and Tanner Simon. Digital Futures: Strategies for the Information
Age. Chennai, Allied, 2002
Lesk M. Practical Digital Libraries: Books,Bytes, and Bucks, San Francisco: Morgan
Coffman, 1997
Lucas. Information Technology for Information Management, Tata McGraw-Hill
Education, 2001, pp719
Stern D. Digital Libraries: Philosophies, Technical design Consideration and
Sugimoto, Shigeo. Digital Libraries: achievements, challenges and opportunities: 9th
International Conference on Asian Digital Libraries, ICADL 2006, KYOTO, Japan,
pp 280.

HC 4.2 INFORMATION ANALYSIS, CONSOLIDATION, REPACKAGING AND
DISSEMINATION
(Hours of Teaching: L:T:P=3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 X 2 = 32hrs)

Objectives:
1. To understand the concept of Indexing.
2. Get acquainted with variety of information services

Unit-1: Concept of Information Analysis, Condensation, Consolidation, Compaction,
Repacking and Dissemination

Unit-2: Abstracts and Abstracting: Definition, Uses, Types and their Qualities, Guidelines
for Abstracting, Automatic Abstracting – Concept, Text Summation System, Automatic
Extraction – Concept selection, Abstractor’s workbench

Unit-3: Indexing: Concepts, Need and Purpose, Evolution of Indexing Systems; Pre-
Coordinate and
Post- Coordinate Indexing: Study and Acquaintance with Chain Indexing, PRECIS, SLIC
and Uniterm Indexing; Automatic Indexing Systems: KWIC and its Variations, Citation
Indexing, Relational: Indexing; Indexing Languages: Concept, Characteristics, Vocabulary Control, Classification Schemes, Subject Headings, Construction of Thesaurus

**Unit-4:** Content Analysis, Repacking, formatting and consolidation; Information Services and Products: concepts, Definition, Need and Trends; Planning; Organization and Evaluation of Alerting Services (CAS, SDI), Bibliographic, Reference, Referral, Document delivery services; Compilation and Production of Current Awareness Bulletins, In-house Abstracting Bulletins.

**Reference:**
- Cleveland D B and Cleveland A D, Introduction to Indexing and Abstracting, 1983
- Rowley J E. Abstracting and Indexing 1988
HC 4.3: TECHNICAL WRITING AND COMMUNICATION

(Hours of Teaching:L:T:P = 3:1:0)
(Lectures = 3 X 16=48hrs)
(Tutorials = 1 X 16 =16 X 2 = 32hrs)

Objectives:
1. To impart written communication skills
2. To build confidence relating to effective communication skills

Unit-1: Communication process: Overview, Purposes, Types, Characteristics, Functions, Target Groups and Their requirements, Information Searching and Gathering Skills: Language and Technical Skills: Styles, Semantics, Syntax, Diction Sentence Structure, Readability and aberrations

Unit-2: Technical Communication: Structure and Formal, Collection , Organization, and Presentation
Of data including footnotes for the preparation of journal Articles, Seminar/Conference Papers, Review Articles, Technical Reports. Popular Articles, Monographs, Dissertation/Theses

Unit-3: Manuscript Preparation and production: Manuscript Preparation, Editing and production For different types of Technical Communications including editorial tools such as Dictionaries, Style manual, Standards and Specifications: Software packages: use of pagemaker and MS – Office for the preparation, production and presentation of scientific and technical communication

Unit-4: Technical presentation: preparation and use of multimedia facilities for presentation;Criteria for evaluation of scientific and Technical Communication and Presentation; Trends in Technical Writing and Communication and their implications on LIS; Ethics in Technical Writing

Reference:
Dodds R M. Writing for technical and Business Writing 1969
Hays R. Principles of Technical Writing 1965
Hoover H. Essentials for the Technical Writer 1970
Houp K W and Pearsall T E. Reporting Technical Information, 1980
Jordan S Ed. Handbook of Technical Writing , 1971
Lee C P. Library Resources: How to Research and Write a Paper, 1971
Lester J D. Writing Research paper: A complete Guide, 1976
Pauley S E. Technical Writing Today, 1973
HC 4.4: INTERNET AND ELECTRONIC PUBLISHING

(Hours of Teaching: L:T:P= 3:1:0)
(Lectures = 3 X 16 = 48 hrs)
(Tutorials = 1 X 16 = 16 X 2 = 32hrs)

Objectives:
1. Students can understand history and basic concepts of Internet.
2. To introduce various applications of internet in LISc

Unit-1: Internet: Origin, History and Evolution; Internet Resources and Facilities: Locating and Evaluation of Resources on Net; Internet Tools: WWW, Usenet’s (newsgroups), Internet chat, BBS, Listserve; Exploring the web: Web Browsers – Netscape Navigator, Internet Explorer, Search Engines; Electronic Communication: TCP/IP, File Transfer, Remote Login, TELNET and E-mail; Data Mining and Data Warehousing; E- Commerce


Unit-3: Electronic Publishing: Origin, History and Development, and Trends: Mark Up Languages: Concept and Evolution of Authoring Tools; Page Description Format(PDF); Multimedia Content Creation: Data Compression Techniques: Multimedia Files and Formats – JPEJ, MPEG, GIF, TIEF

Unit-4: Design and Development of WEB Sites: Concept of Web page, Planning of Web pages and Web sites; Study of SGML, HTML, XML and UML; digital Signatures, Digital Certificates, Electronic Contracts, Cyber Laws: Information Technology Bill 1999 (Govt. of India) and Its Amendments

Reference:
Parekh, Harsha. Internet in the Scholarly Communication process. Mumbai,
HC 4.5: INTERNET AND ELECTRONIC PUBLISHING
(Hours of Teaching : L:T:P= 0:0:4)
(Practicals = 4 X 16 = 64 X 2 = 128 hrs)
Acquaintance and hands on experience in using Internet – Hardware, Software – Internet Explorer, Text Editors, and Add –on- Softwares and its Resources and Services Including JCCC @UGC Infonet and Emerald Resources (www.emeraldinsight.co).
Acquaintance and Hands on experience in using Search Engines- General Meta and Specialized Search Engines – Features, simple and Advance Search; Acquaintance and Hands on experience in Web Page Design and Development using HTML.
Acquaintance and Hands on experience in design and development of a website using Web Design Software: Dreamweaver.
(Each Student shall compulsorily maintain practical record and submit the same at the time of practical examination)

SOFTCORE (ANY ONE)
SC 4.1 : WEB 2.0
(Hours of Teaching: L:T:P=2:0:2)
(Lectures= 2 X 16 = 32 hrs)
(Practicals = 2 X 16 = 32 X 2 = 64 hrs)

Objectives:
1.To acquaint the students with web 2.0 concepts.
2.To impart the skills of web 2.0 applications.

Unit-1: Web 2.0 Overview: Definition, History, characteristics, Technologies, Concepts and Usage and its Evolution

Unit-2: web 2.0 applications: Blogs, Folksonomy, RSS feeds, Tagging, Photo sharing, Social Book Marking, and Social Networking.

Unit-3: Web 2.0 Applications: Podcasting, VODcast and Screen cast. WIKIS, Mashups, Real Time Communications.
**Unit-4:** Case Studies of Web 2.0 in Libraries; Web 2.0 Challenges for libraries. Web 2.0 Based Library Services.

**PRACTICALS:**
The Course of Unit 2-4 shall form the basis for conduct of Practical
(Each Student shall compulsorily maintain practical record and submit the same at the time of practical examination)

**Reference:**
Bounar, Jane Hosie and Wexer, Barbara M. Web 2.0: Making the web work for you course Technology, 2010, pp120.
Web 2.0 Fundamentals, Jones and Bartlett Learning?

**SC 4.2: PROJECT**
(Hours of Teaching: L:T:P = 0:0:4)
(Guidance = 4 X 16 = 64 X 2 = 128 hrs)

**Objectives:**
1. To impart the skills of conducting project and preparing project report.

Each Student shall Prepare a Project on an approved topic in the field of Library and Information Science under the guidance and supervision of a faculty member.

**INTERNERSHIP (ONE MONTH)**

**Objectives:**
1. To provide hands-on exposure to students of the functions of different sections of the Libraries.

There shall be an internship for a period of one month after the Completion of Fourth Semester.
Theory and practical examinations. Each student has to compulsorily undergo internship program in any one of the reputed libraries attached to institutions of higher learning, R & D Institutions, Industries, approved by the BOS in Library and Information Science for the Partial Fulfillment of MLISc degree. Each student shall submit the Internship completion certificate from the concerned institutions immediately after the completion of training.