ML-HP-2.5: LIBRARY CLASSIFICATION (0-1-3)

OBJECTIVES

1. To provide hands–on-experience to Classify different types of documents by applying standard classification schemes.

- Classification of simple, compound and complex documents using Dewey Decimal Classification (latest edition)

- Classification of simple, compound and complex documents using Universal Decimal Classification (latest edition)

Note: Each student shall compulsorily maintain practical record and submit the same at the time of practical examination

COURSE OUTCOMES

After completing this paper, the students will be able to:
1.Identify the Specific subject of the Document by analyzing the contents.
2.Devise all numbers of the documents by constructing class numbers and book numbers
3.Understand the logic of mapping of subjects.

SOFTCORE
Students have the option to choose any one of the following soft core courses namely:

ML-S-2.4: INFORMATION LITERACY (3-1-0)

OBJECTIVES

1. To learn the techniques of assessing user needs, and identifying information seeking
2. To identify the role of libraries in providing IL Programmes.
3. To understand the trends in information literacy.

Unit 1:
- Information Users and their information needs: Categories of information users: Academic community, Scientists and Technologists, R & D Personnel, Other Professionals, Planners, Policy makers, Ethnic groups etc;
- Information needs: definition and models;
- Information seeking behaviour: Models and procedures

Unit 2:

- User studies: Planning, and Organization in different environments; Methods, Techniques and strategies
- Use studies in different types of libraries: Different user groups and disciplines
- Quantitative and qualitative techniques, Information studies

Unit 3:

- Information Literacy: Meaning, Definition, Need, Evolution of the concept. Historical perspectives
- Types of Information Literacy: Technology literacy, media literacy, computer and digital literacy
- Levels of Information Literacy: Entry level, Mid level, High level, Advance level
- Partners of Information literacy; Lifelong learning and its components.

Unit 4:

- Models of Information literacy: SCONUL model and CAUL (Australian) model
- Guidelines and standards for Information literacy programs: ALA and ACRL
- Use of a-v aids, programmed instructions in specified disciplines, resource based instructions, etc
- Information Literacy missions, forums and task forces

Unit 5:

- IL Programmes: Information literacy programs
- Role of Libraries in Information literacy
- Information literacy instructions in different types of Library and Information centers
- Integration of information literacy in different levels of education

Unit 6:

- Current trends in Information literacy
- Study of Information literacy programs in the world
- Information Literacy Competencies; Challenges facing Information literacy.

Note: Course teacher may adopt participatory discussion / self study / desk work / seminar presentation by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case study, discussion sessions, etc., are part of tutorial.

COURSE OUTCOMES

1. The Student should be able to understand the basic theory and practice of research and be familiar with qualitative and quantitative methods.
2. Carry out a small research project under the guidance/supervision of a teacher.
3. Evaluate and use a wide range of research techniques and methods.
4. Analyse, present and interpret the qualitative and quantitative data.
5. Draw the appropriate findings and produce research report.

References:

Busha, C H. and Harter, S P (1980). Research methods in librarianship. New York: Academic

Fowler, F J Jr (1993). Survey research methods. New Delhi: Sage

Glazer, J D and Powell, R R (1992). Qualitative research in information management. Englewood: Libraries Unlimited

Goode, W J. and Hatt, P K (1981). Methods in social science research. Auckland: Mc Graw Hill

Kin, Robert K (1989). Case study research: Design and methods. New Delhi: Sage Publications

Kraft, D H and Royce, B R (1991). Operations research for libraries and Information Agencies. San Diego: Academic Press

Krishnaswamy, O R (1993). Methodology for research in social sciences. Delhi: Himalayan Publishing House

Lancaster, F W (1993). If you want to evaluate your library. London: LA

Line, M B (1967). Library surveys. London: Clive-Bingley

Savanur, S K (2008). Research methodology for information sciences. Pune: Universal Prakashan

Simpson, I S (1990). How to interpret statistical data. London: LA

ML-S-3.6: TECHNICAL WRITING (3-0-1)

OBJECTIVES
1. To understand and articulate the role and importance of technique writing.
2. To introduce the different types of technique writing.
3. To familiarise in the use of software tools and techniques.
4. To develop technical writing skills.

Unit 1:
- Technical writing: Definition, Overview, Purpose, Types, Characteristics, Functions
- Target groups and their requirements
- Planning, drafting editing, finishing and producing the document
- Use of editorial tools viz., Dictionaries, Style Manuals, Standards and specifications

References:

Anderson, Paul V and Brockamn, R John and Miller, Carolyn (ed) (1997). New essays in Technical and scientific communication: Research,
theory and Pracice. Farmingdale: NY, Baywood
Day, Robert A (1989). Writing scientific papers in English Ed 2. Philadelphia: ISI
Joshi, Yateendra (2003). Commnicating in style. New Delhi: TERI
Riodarn, Daniel G and Pauley, Steven E (2004). Technical report writing today. Ed 8. New Deli: Biztantra
Society for Technical Communication (1998). Code for communicators. Washington D C. STC
Staples, Catherine and Ornatowski, Cezar (Ed) (1997). Foundations for teaching technical Communications: Theory, Practice and Program
Design. Greenwitch, CT: Ablex Xerox Publishing standards (1988). A manual of style and design. New York: Xerox press

ML-S-3.6: INFORMETRICS AND SCIENTOMETRICS (3-0-1)

OBJECTIVES
1. To introduce the concept of Scientometrics and infomatics.
2. To understand the theories and laws of bibliometics.
3. To develop skills and technique in conducting bibliometric / Scientometric studies.
4. To get familiarized with treads in Scientometrics.

Unit 1:
- Informetrics: Origin, Meaning and Definition, Technologies, Evolution of Informetrics and Scientometrics
- Sources of informetrics data, Planning and carrying out a Informetrics study, Informetrics tools

Unit 2:
- Study of Bradford's law of scattering, Lotka law of Scientific productivity, Zip's law of word occurrences, Price's Square root law, 80/20 rule

Unit 3:
- Describing literature: Growth models, Scattering and Seepage, Identification, Defining and describing of subject literature
- Obsolescence: Concept, Synchronous vs Dichronous studies, Methodology for study of obsolescence of literature

Unit 4:
- Concept of authorship, Credits, Ethics and Problem of Authorship; Concept of solo and collaborative research – Identification, Measurement and quantification

COURSE OUT COMES

1. Should be able to understand technology and issues involved in using library automation software's.
2. To select appropriate library automation software and effectively use it.
3. To plan and design automated library system

ML-HP-3.5: RESEARCH METHODOLOGY (0-1-3)

OBJECTIVES
1. To develop skills in the use of statistical package. Hands on experience with excel and SPSS software with different types of statisrical tools and reporting writing

COURSE OUT COMES

1. Should be able to analyse the data using statistic package.

OPT: Open Elective
Students are required to study an Open Elective paper as prescribed by the University from time to time amongst the list of Open Electives

FOURTH SEMESTER

ML-H- 4.1: NETWORKS, NETWORKING, CONSORTIA AND INTERNET TECHNOLOGY (3-1-0)

OBJECTIVES
1. To familiarise with the standards connected with networking and consortia
2. To get acquainted with the functioning of library net work in India
3. To understand various aspects of Internet technology and Internet services.
4. To know cyber laws.
5. To develop skills in searching e-resources and services.

Unit 1:
- Networks: Concept, definition, need, uses
- Network topologies and types of networks – LAN, WAN and MAN
- Network architecture, Comparison of different network architectures
- Network protocols – TCP/IP, OSI, Net Bul, IPv4, IPv6, IPX; Network protection and security
- Network Media and Hardware: UTP, Thick and Thin ethernet, Optical fiber, Wireless; Networks Interface cards, Hubs/Switches

Unit 2:

Hyderabad: Book links,

Kaul, H K (1992). Library networks: An Indian experience. New Delhi: Virgo

Lancaster, F W (1990). Electronic publishing and their implications for libraries and beyond. London: Clive Bingley

Parekh, Harsha (1999). Internet in the scholarly communication process. Mumbai: Knowledge ware

Poulten, Allen and Others (1999. The library and Information professionals guide to the world wide web. London: LA

Tanenmbanum, Andrew S (1998). Computer networks. Ed 3. New Delhi: Prentice-Hall of India

UGC (India) (1989). INFLIBNET report. New Delhi: UGC

Zen, B P (1992). The art of the Internet: A beginner's guide. New Delhi: Prentice-Hall

ML-H-4.2: DIGITAL LIBRARIES (3-1-0)

OBJECTIVES:

1. To introduce the concept of digital libraries, and Digital resource management.
2. To introduce the concept of multimedia.
3. To develop knowledge and skills in web designing.
4. To develop capability in the designing digital library multimedia products.

Unit 1:

- Digital Libraries: Meaning and Definitions, Nature, Objectives, Characteristics, Digital library collections
- Architecture, Interoperability, Compatibility, Protocols, standards, Metadata, Searching and Harvesting, and User Interfaces, Usability and use studies, Cross language retrieval, semantic web, multi-lingual and multi scripts issues
- Digital library technology.

Unit 2:

- Digital Resource Management: Identification, DOI/Persistent URL, Accessing, Processing, Storage and retrieval/usage of digital resources
- Study of Greenstone, Dspace and E Prints: Objectives, Design, Platform, Features.

Unit 3:

- Multimedia: Meaning and Definition, Nature, Historical development, Branches of Multimedia
- Web designing, Animation; Formats: Visual-Image Formats, Audio-Image Formats, Internet-Related Formats
- Multimedia Authoring tools: Graphics and drawing packages, Image editing and animation software's; Digital representation and compression
- Designing a multimedia product for Web or Optical disk; Overview of multimedia software's: Ominipage, Flash, Photoshop, etc.

Scenarios. New York: Haworth

TERI. ICDL 2004 (2004) International conference on digital libraries: Conference papers. 2V. New Delhi: TERI

Xavier, C (2000). World Wide Web Design with HTML. New Delhi : TMH

ML-H-4.3 Personality Development & Communication Skills (2-0-0)

OBJECTIVES

1. To make the students aware of various aspects of personality development .
2. To inculcate communication skills, among them.
3. To develop leadership qualities, in them.
4. To able to analyse self.

Unit 1:

- Personality Development: Basics, Developing personality, factors influencing personality, Stages of Personality development
- Personality types – Four temperaments and personality. Personality traits
- Analyzing strengths and weaknesses.
- Emotional Intelligence and competence.
- Personality and career choice and personal growth

Unit 2:

- Communication skills and barriers to communication
- Reading skills,
- Listening skills,
- Speaking skills,
- Writing skills
- Notes making skills

Unit 3:

- Leadership: Basics, styles, group dynamics, team building, interpersonal relationships
- Stress management. Time management. Participatory management, conflict management, disaster management, crisis management, change management
- Building a positive social image, Projecting a professional image,

Unit 4

- Mapping employer's expectations, capabilities of job analysis and job description
- Preparation of Bio-data, Resume, Curriculum – vitae, Bio-profile
- SWOC analysis of self, Getting ready for interview and facing interview, group discussion

COURSE OUTCOMES

1.Understand the factors influencing personality.

1. Gain exposure to different kinds of libraries and their services.
2. Gain the practical knowledge of library housekeeping activities.
3. Understand the practical problems of library management.
4. Develop leadership qualities.

SOFTCORE
Students have the option to choose any one of the following soft core courses namely:

ML-S-4.5: Dissertation and Viva –voce (0.4.0)
ML-S-4.6: Compilation/Development of Information Product and viva-voce (0.4.0)
ML-S-4.7: Development of a KOS Tool and viva-voce (0.4.0)

OBJECTIVES

1.To prepare the budding LIS professionals to conduct research on a specific topic/to comple/ develop information product to design and develop a kastool.
2. To defend their work in viva. Voce.

ML- S- 4.4: Dissertation and Viva-voce (0-4-0)
- Each student has to work on a research topic under the supervision of a supervisor and submit the report in the form of a dissertation fifteen days before the start of the IV semester examination. Submission of plagiarism check report issued by the Librarian is mandatory.

ML-S-4.5: Compilation of Information Product (0-4-0)
- Each student has to compile or develop an information product under the supervision of a supervisor and submit the report fifteen days before the start of the start of the IV semester examination.

ML-S-4.5: Development of a KOS Tool (0-4-0)
- Each student has to compile any KOS tool on an approved topic like thesaurus, Ontologies, Taxonomies, Folksonomies, Clustering, Categories, etc based on the principles of KOS under the supervision of a supervisor and submit the report fifteen days before the start of the IV semester examination.

COURSE OUTCOMES

1. Subject the dissertation by conducting a research study or report of compiling an inf product/ Kos tool.
2. Face vive-voce confidently.

ML-HP-4.5 Digital Libraries (Practical) (0. 1. 3)

OBJECTIVES

1. To develop skills in working with different digital library collections.
2. To provide hands on experience with multi –media software.

- Working with Greenstone/DSpace/EPrints. Building digital collections; Creating Metadata. Searching, Indexing. Modifying user interface.

- Working with multi-media software's: Ominipage, Flash, Photoshop.

Note: Each student shall compulsorily maintain practical record and submit the same at the time of practical examination

COURSE OUTCOME

1. Able to work with DL Software's like Graeenstone /DSpace/Eprints
2. Able to use multi-media Software like Omnipage, Flash Photograph.

OPEN ELECTIVES TO BE OFFERED BY THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

THIRD SEMESTER:

ML-O-3.7: INFORMATION SOURCES (3-1-0)

OBJECTIVES

1. To create awareness among non library science students about information sources and their uses.

Unit 1:
- Information Sources: Meaning, Definition, Nature, Evolution, Characteristics, Functions
- Types of information sources and their Importance
- Criteria for evaluation of information sources

Unit 2:
- Primary sources (Print and Electronic): Periodicals, Technical reports, Patents, Standards and specifications, Theses and Dissertations, Conference and seminar proceedings, Trade literature

Unit 3:
- Secondary sources (Print and Electronic): Dictionaries, Encyclopedias, Yearbooks and Almanacs, Biographical sources, Geographical sources, Current sources, Statistical

London: Facet Rao, I.K.R (2001). Electronic Sources of Information, DRTC Annual Seminar

Sewa Singh (2001). Handbook of International sources on reference and information. New Delhi: Crest

Sharma,J.S and Grover, D.R (1998): Reference Service and Sources of Information, New Delhi: EssEss

Shores, Louis (1959). Basic reference sources. Chicago: ALA,

Subramanayam, K (2001). Scientific and Technical Information Resources, New Delhi: Anmol

Teague, S John (1985). Microforms, Video and Electronic media Librarianship, London, Butterwoths

Walford, A.J (1990): Guide to Reference Materials, London, Library Association, 3V.

www.libraryspot.com

www.refdesk.com

www.infolibrarian.com

FOURTH SEMESTER

ML-O- 4.7: KNOWLEDGE SOCIETY (3-1-0)

OBJECTIVE

1. To provide an overview of the characteristics of knowledge society.
2. To provide a brief overview of cyber laws.

Unit 1:
- Meaning, Definition, Pattern of Development of Knowledge
- The Design of Knowledge Society, Characteristics of Knowledge Society
- Impact of Scientific knowledge on social relation; Pattern of social stratification in a knowledge society

Unit 2:
- Dimensions and Components of Knowledge Society: Historical Dimensions; Economic Dimension; Political Dimension; Cultural dimensions
- Intellectual property Components: Societal Transformation & Wealth Generation

Unit 3:
- Impact of Knowledge Society: Social, Economic, Political, Legal, Cultural and Technological implications

KARNATAKA STATE AKKAMAHADEVI WOMEN'S UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

COMPONENTS OF VALUE ADDED CERTIFICATE/PROFIENCY COURSES TO BE OFFERED BY THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
(UNDER CBCS & CAGP SCHEME)

Sem ester	Paper No	Title of the paper	L	T	P
IV		Value added Certificate course L-VC-1 Knowledge Management and Content Management			
		A student pursuing her Post Graduate Studies in Library and Information Science who has registered for value added Certificate course on Knowledge Management and Content Management has to study this course in fourth semester for eight credits			
	L-VC-1.1	Knowledge Management	4	0	0
	L-VC-1.2	Content Management	2	0	2
IV		(Value added Proficiency Course L-VCP-2 Information Literacy) A student pursuing her Post Graduate Studies (not in Library and Information Science) who registers for value added Proficiency course on Information Literacy has to study this course in the fourth semester for eight credits			
	L-VCP-2.1	Libraries and users	3	1	0
	L-VCP-2.2	Information Literacy	3	1	0

VALUE ADDED CERTIFICATE COURSE ON L-VC-1: KNOWLEDGE MANAGEMENT AND CONTENT MANAGEMENT

OBJECTIVES

1. To provide the basic knowledge of knowledge management.
2. To prepare the professionals for knowledge management environment.

L-VC-1.1: Knowledge Management (4-0-0)

Unit 1:
- Concept, Definition and Purpose of KM; Need and Scope, Historical Development
- Role of KM, Impact on Society
- Knowledge Management Vs Document Management
- Knowledge Management Approaches: Mechanistic approach, cultural / behaviouristic approach, systematic approach

Unit 2:
- Study of CMS software packages and platforms - Joomla, Drupal, Wordpress and Moodle

Unit 3:
- Practical experience with Joomla and Drupal

Unit 4:
- Practical experience with Wordpress and Moodle

Note: Each student shall compulsorily maintain practical record and submit the same at the time of practical examination

References

Arthur, M.H. (2006). Expanding a digital content management system: for the growing digital media enterprise. Boston: Elsevier Focal Press.

Barrie, M. N. (2009). Joomla! 1.5: a user's guide: building a successful Joomla! Powered website. Upper Saddle River, NJ: Prentice Hall.

Bradford L. E. (2008). Content management systems in libraries: case studies. Lanham, Md. : Scarecrow Press.

Janet Majure (2010). Teach yourself visually WordPress. Indianapolis, IN : Wiley Pub., Inc.

Jason, C. (2005). Using Moodle : teaching with the popular open source course management system. Sebastopol, CA : O'Reilly Community Press.

Jason, C. &Helen F. (2008). Using Moodle. Sebastopol, CA: O'Reilly Community Press.

Jen K.P. & Sarah E. (2010). Joomla! Start to finish. Indianapolis, IN: Wiley Pub., Inc.

Jennifer Marriott, Elin Waring(2011). The official Joomla! Book. Upper Saddle River, NJ: Addison-Wesley.

Mauthe, A. & Thomas, P. (2004). Professional Content Management Systems: HandlingDigitalMedia Assets. John Wiley & Sons.

Ric S. & Brice D. (2011). Drupal 7 bible. Indianapolis, IN: Wiley.

Ron S. &Kenneth C. (2010). Using Joomla. Beijing; Cambridge [Mass.]: O'Reilly.

Tris H. (2011). Using WordPress. Indianapolis, Ind, : Que.

COURSE OUTCOMES

1. Understand the conceptualization of content.
2. Able to work on different CMS softwares.

VALUE ADDED PROFICIENCY COURSE ON L-VCP-2: INFORMATION LITERACY

L-VCP-2.1 Libraries and Users (3-1-0)

OBJECTIVES

1. To provide basic knowledge about libraries.
2. To get familiarized with library operations.
3. To provide the characteristics of users and their information needs.

Unit 1:

- Information Literacy: Definition, Need and Scope. History and evolution – Library/ Bibliographic instruction, library tour, initiation to freshman, library orientation and user education
- Selective study of Information Literacy missions, forums and task forces, National and International standards, guidelines and policies

Unit 2:

- IL Skills and competencies: B-6 skills with theoretical and practical orientation

Unit 3:

- Referencing: Internal and External Referencing; Footnotes, Endnotes, References, Preparation of bibliography; Style manuals

Note: Course teacher may adopt participatory discussion / self study / desk work / seminar presentation by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. Seminars, case study, discussion sessions, etc., are part of tutorial.

COURSE OUTCOME

1. Able to understand the characteristicsof information literacy.
2. Able to imbible the IL Skills.
3. Use style manuals effectively and provide reference scientifically.

References:

ACRL (2000). Information literacy competency standards for higher education: ACR: Chicago

American Library Association. Final Report of Presidential Committee on Information Literacy. www.ala.org/at/nill/litt1sthtml

Barker, K. and Londsale, R. Ed. (1994). Skills for life: the value and meaning of literacy. London: Taylor Graham.

Bawden, D. (2001). Information and digital literacies: a review of concepts. http://gti/edu.um.es.8080/gomez/hei/intranet/bawden/pdf.

Bruce C (1997), The seven facets of information literacy. Auslib press: Adelaide

Buschman J (1993). Critical approaches to information technology in librarianship: Foundation and applications London: Greenwood press

Chowdhury, G G and Chowdhury, Sudatta (2001). Information sources and searching on the world wide web. London: Facet

Eisenberg, Michael B., Lowe, Carrie, A. and Spitzer, Kathleen L. (2004). Information Literacy: Essential Skills for information age. London: Libraries unlimited.

Galhotra, Mohan Kumar (2008). Information technology in Library and information services, New Delhi: Ess Ess Publications

Garg, Suchi (2006). Information and Communication Technology. New Delhi: Alfa Publications