RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES, KARNATAKA
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Revised Ordinances and Curricula for Post Graduate Diploma in Health Science Librarianship

Section I

Introduction

1. INTRODUCTION

Libraries are universally recognized as important social institutions. No community is considered complete without libraries. Librarianship is a growing field which has attained the status of separate discipline in the universe of knowledge. Librarianship is a profession which provides a variety of employment opportunities in different types of libraries and information centers such as academic libraries, special libraries, public libraries, industrial libraries, research libraries, technical libraries and health science libraries.

Health science librarians play a vital role in making medical knowledge accessible to health professionals. The role of health science librarians need to be sharply enhanced, as today's rapidly changing health care environment increases the demand for more effective management of information in the form of patient education materials, clinical practice guidelines, decision support systems, computer based patient records and many such related practices.

2. AIMS

The Post Graduate Diploma in Health Science Librarianship is meant to impart high level skills and training necessary for those who man higher positions in health science libraries and information centers in the country. The purpose of the program is also to help those who are already employed in different types of health science libraries, in their professional development and betterment of employment.

3. OBJECTIVES AND SCOPE

Manpower studies conducted by various experts in the field of health science librarianship have revealed that there is a great need for highly trained manpower of managerial cadres to run the different health science libraries and information centers in the country. Presently, no Indian university is offering any specialized high level academic courses in health science librarianship. Therefore, the Rajiv Gandhi University of Health Sciences, Karnataka, has introduced a one-year Post Graduate Diploma in Health Science Librarianship in the year 2002 to meet the need and demand for the high quality manpower in health science libraries in Karnataka in particular, and India in general.

Presently there are about 650 health science institutions existing in the State of Karnataka alone, which needs manpower specialized in health science librarianship to manage the libraries effectively and efficiently on the modern lines of information storage, retrieval and dissemination systems.

Health Science Librarianship is multifaceted. Biomedical librarians will function over the next decade in ways shaped by a number of significant factors such as changing elements and structures of medical information and rapid introduction of new technologies and techniques for information handling.

The candidate at the end of the course shall be able to:

☞ Improve the health science library and information services with the help of improved knowledge and the state-of-the-art training

☞ Develop and upgrade professional skills among his staff

☞ Meet the information demands and requirements of the health science professionals in their education, research, or practice

☞ Develop healthy interpersonal relation with health science professionals

☞ Develop the latest and the most relevant information handling tools and techniques

☞ Improve following areas of study which are essential for effective and efficient work by health science library and information professionals.

- Domain specific knowledge
- Communication skills
- Leadership and Managerial skills
- Effective understanding of communication in health sciences
- E-learning
- Understanding of Users: methods
- Information search & retrieval
- Specialized information resources in health sciences

Section – II

Rules for the Post Graduate Diploma Course leading to "Post Graduate Diploma in Health Science Librarianship"

1. **Eligibility:** A Candidate who has passed Master's Degree examination in Library and Information Science (M.L.I.Sc.) of any Indian University established by law in India or any other post graduate degree course in library and information science recognized as equivalent for this purpose and who has scored not less than 55% of the maximum marks prescribed in the qualifying examination shall be eligible for admission to the Post Graduate Diploma in Health Science Librarianship.

   For SC/ST/Category-I candidates, the prescribed percentage of marks will be 50% of the maximum marks in the qualifying examination.

   Minimum marks in the qualifying examination does not apply for those who are Health Science Librarians having M.L.I.Sc. or its equivalent qualifications and a minimum of five years of working experience in a Health Science Library approved by MCI/DCI/PCI/CCH/CCISM, etc. are also eligible. Minimum marks in the qualifying examination does not apply to them.

2. **Duration:** The course of study including submission of dissertation on the research topic assigned, shall be of 12 months duration from the commencement of the academic term (September to August). The calendar of events for the respective academic years shall be determined and notified by the university separately.

3. **Admission:** The sanctioned intake for PGDHL course shall be **Ten** candidates as per the categories given below:

GM	04
SC/ST	02
OBC	02
Deputed candidates	02
Total	10

4. **Selection Procedure:** The selection of the eligible candidates shall be made in the order of merit in MLISc. or its equivalent degree, entrance test and interview. The entrance test shall consist of objective type questions for 50 marks and descriptive type of questions for 25 marks with 2 hours duration. The interview shall consist of 25 marks for assessing the communication skills and inclination in the subject.

   A selection committee consist of the following members shall be constituted:

Course Director, PGDHL, RGUHS	Chairman
Director Curriculum Development	Member
Subject Expert	Invitee
Lecturer/Asst. Librarian, PGDHL, RGUHS	Convener

5. Fee Structure and stipend for PGDHL Course

a. Free structure

Sl.No.	Description	Rs. Ps
01.	Registration Fee	2,000-00
02.	Admission Fee	250-00
03.	Tuition Fee	3,000-00
04.	Sports Fee	100-00
05.	Students Welfare Fund	50-00
06.	Library Fee	500-00
07.	Reading Room Fee	100-00

	Total Rs.	6,000-00

Examination Fee as applicable in other paramedical PG courses at RGUHS shall be followed.

b. Stipend

The monthly stipend of Rs.5000 per candidate is admissible including deputed candidates.

6. Course Curriculum: The curriculum of Post Graduate Diploma in Health Science Librarianship shall be of annual system extending for 12 months from the commencement of the academic term(September to August). There shall be an university examination at the end of the term and the candidate shall submit a guided project work before three months of the annual examination.

7. Teaching of Hours:

Total number of hours:	1728
Holidays etc.:	120 hrs
Visits and Tours:	126 hrs
Examination, tests etc.:	180 hrs
Remaining hrs. for study:	1300 hrs

Paper	Theory (hrs.)	Practicals (hrs.)	Project works (hrs)
I	90	70	
II	90	70	
III	90	70	500
IV	90	70	
V	90	70	

90 hours of work in an approved health science library

8. **Attendance:** Candidate who has put in a minimum of 80% of attendance in all the theory and practical assignments separately shall be permitted to appear for examination.

9. **Examination:** There shall be an examination at the end of one calendar year, which includes theory, practicals, evaluation of project work and viva-voce.

a) **Scheme of Examination:** There shall be a minimum of two internal assessments in each subject conducted at the end of first and the second term, both in theory and practicals. The marks for internal assessments shall be 20 for each of the theory papers and 20 for the practicals.

b) **University Examination:** There shall be two university examinations in a year. There shall be five theory papers and one practicals in final examination. Each paper would be of three hours duration carrying 100 marks. A candidate has to score a minimum 50% of maximum marks in each subject (theory and practicals) including internal assessment for passing the examination. Candidates who fail in one or more subjects may appear only in the failed subjects in the subsequent examinations.

c) **Distribution of Marks:** The marks for theory, practicals, project work and viva-voce shall be as under:

PAPERS	SUBJECTS	THEORY	INTERNAL ASSESMENT	TOTAL
I	**Health Sciences Environment and Information**	80	20	100
II	**Health Science Information and ICT**	80	20	100
III	**Health Information resources, systems and Services**	80	20	100
IV	**Digital Library; Design and development**	80	20	100
V	**Basic Statistics and Methods of Research**	80	20	100
VI	**Introduction to IT (Lab)** Practicals	**Practical** 80	20	100
VII	Project Work	75	---	75
VIII	Viva-Voce/ **Seminar**	---	---	25
	Total			700

d) **Panel of Examiners:** There shall be two examiners, one internal examiner who may be the concerned guide as far as possible and one external examiner who has a doctorate in library and information science with over 5 years of

teaching/practicing experience listed in the approved panel of examiners by the University.

e) **Minimum Marks for Passing Examination:** The minimum percentage of marks for passing shall be as under:

50% in aggregate i.e.	350/700
50% in theory papers i.e.	250/500
50% in practicals	100/200

(including viva-voce, seminar and project work)

f) **Class Declaration:** Class shall be declared on the basis of the aggregate marks scored as under, provided the candidate has passed the university examination in first attempt

A grade - 75% and above	Distinction
B grade - 60 to 74%	First Class
C grade – 50 to 59%	Pass
D grade – Less than 50%	Fail

Section – III

SYLLABUS

Theory

1. Health Sciences Environment and Information:

Objective: To make Health sciences librarians understand the contexts in which the need for health and related information emerges and the unique ways of perceiving and interpreting these environments.

- Changing information and health care environments
- Legal, ethical, economic, and legislative issues
- Health sciences professions: system, structure, terminology, education and training patterns, and associations and organizations
- The Health Information Users; SB: basic concepts; The Changing information environment
- Health Information User; Information needs of health practitioners, researchers, educators, students, and consumers
- Information seeking and transfer behaviour of user groups and individuals
- Assessment of information needs; Methodology, analysis, evaluation, and synthesis of information for meeting information needs
- User education/orientation
- Standards for Health Science Libraries
- Associations & Organizations in Health Science Information: MLA, MLAI, KMLA
- Major health programs and policies - WHO, ICMR, DGHS, etc

2. Health Science Information and ICT

- Impact of ICTs on Information and Health Science Communication
- E-Learning; Information Literacy, Technology for E-learning
- Software for e-learning
- Innovation through e-learning technologies
- Electronic Publishing: Impact and Implication
- Hypermedia and Multimedia
- By-Products of the convergence and confluence.

3. Health Information resources, systems and Services

- Information Resources in Health sciences; National health information infrastructure in India; NIC-MEDLARS centre, etc
- Global information systems in health sciences: MEDLARS, Information Activities of WHO, etc
- Health library networks, consortia
- Open access resources in health sciences; PLoS, PubMed, etc. The Indian scenario
- Management of Health / patient records

- Information search & retrieval in health sciences; Information services
- Health science information acquisition, analysis, consolidation, dissemination-products and services, Feedback
- Advance searching techniques

4. Digital Library; Design and development

- DL: Concept and definition
- Design and Building of DLs
- Technology for DLs: Open source software; DSpace, GSDL
- Metadata standards
- Lab. work in the use of DL S/w

5. Basic Statistics and Methods of Research

- Digital Objects
- Research, Research design, and Research methods
- Basic statistics
- Quantitative methods, Informetrics & Scientometrics
- Laboratory experience in the use of statistical package for data analysis (SPSS)
- Research Reporting and Technical Writing
- Internet an overview
- Search Engines
- Customization and End-user interface

Practical

1. Introduction to IT (Lab)

- Operating Systems
- General purpose S/w: Word processing, Spread sheet, presentation and DBMS
- Library / information – related software; WINISIS
- Information search and retrieval in health sciences: search formulation using Boolean operators, proximity operators and other search devices for IR in Online, CR-ROM databases
- HTML; basics of web page design, MS FrontPage

2. Guided Project: To be carried out under the supervision of a guide on an approved subject and a project report to be submitted

3. Seminar & Internship:

- Visits to health science institution libraries, Information centres and institutions
- 90 hours of work in an approved health science library
- Presentation of a seminar

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5. Electronic Library

6. Herald of Library Science

7. IASLIC Bulletin

8. Information Processing and Management

9. Information Retrieval and Library Automation

10. Information Society

11. Information Studies

12. Information Technology and Libraries

13. Inter Information Library Review

14. Inter Journal Digital Libraries

15. Journal Education for Library and Information Science

16. Library and Information Science Abstracts (CD ROM)

17. Library Hi – tech

18. Library Resources and Technical Services

19. Managing Information

20. On – Line and CD – ROM Review

21. PC World: Multimedia

22. SRELS Journal of Information Management

Section - IV

Teaching and Learning Activities

A candidate pursuing the course shall work in the institution as a full time student. Every student shall attend teaching and learning activities during the year as prescribed by the department and not absent himself/herself from work without valid reasons.

The various topics as mentioned in the syllabus for papers I-V, will be covered partly by " lecture methods"; about 50 – 60 hrs of lectures may be arranged for each papers. Further, for papers III & IV, in addition to the theory classes, about 10 practical sessions (of 3 hrs each) will be arranged.

For paper VI, students are expected to undergo at least 20 particles session of 3hrs each.

A list of teaching and learning activities designed to facilitate students acquire essential knowledge and skills is given below.

1. **Lectures:** Lectures are to be kept to a minimum. They may, however be employed for teaching certain topics. Lectures can be didactic.

   Didactic Lectures: Recommended for selected common topics. Few topics are suggested as examples:
   1) Use of library.
   2) Research Methods.
   3) Library Code of Conduct and Library Ethics.
   4) Communication Skills.
   5) Initial introductory lectures about the subject, etc.

   These topics may preferably be taken up in the first few weeks of the course.

2. **Journal Club:** Recommended to be held once a week. All the students are expected to attend and actively participate in the discussions and enter the relevant details in the log book. Further, every candidate must make a presentation from the allotted journal(s) of selected articles at least four times a year. The presentations would be evaluated using checklists and would carry weightage for internal assessment (*See* Checklist in Chapter IV). A time table with names of the students and the moderator shall be announced at the beginning of every year.

3. **Subject Seminar:** Recommended to be held once a week. All the students are expected to attend and actively participate in discussion and enter in the logbook relevant details. Further, every candidate must make presentation on selected topics at least four times a year. The presentations would be evaluated using checklists and would carry weight age for internal assessment. A timetable for the subject with names of the student and the moderator shall be scheduled at the beginning of every year.

4. **Student Symposium:** Recommended as an optional multi-disciplinary programme. The evaluation may be similar to that described for subject seminar.

5. Conferences: Attending conferences is optional. However, participation and presentation of scientific papers should be encouraged.

6. **Project Work:** Every candidate pursuing PGDHL course is required to carry out project work on a selected research topic under the guidance of a recognised postgraduate teacher or practitioner. The results of such a work shall be submitted in the form of a project report.

The project work is aimed to train a PGDHL student in research methods and techniques. It includes identification of a problem, formulation of a hypothesis, search and review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, comparison of results and drawing conclusions.

The project work should be written under the following headings and guidelines to be followed as per the template developed by RGUHS for full-text submission of guided project report:

1. Introduction
2. Objectives
3. Review of Literature
4. Methodology
5. Results
6. Discussion
7. Conclusion
8. Summary
9. Bibliography
10. Annexures

Four copies of project work thus prepared shall be submitted to the University along with a copy on a CD two months before final examination as notified by the University.

Section - V

Monitoring Learning Progress

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring is done by the staff of the department based on participation of students in various teaching/learning activities. It may be structured and assessment be done using checklists that assess various aspects. Model checklists are given in this section, which may be copied and used.

The learning process of the student to be assessed should include: (i) Personal attitudes, and (ii) Acquisition of knowledge.

i) Personal Attitudes.

The essential items are:

- Caring attitudes

- Initiative

- Organisational ability

- Potential to cope with stressful situations and to undertake responsibility

- Trustworthiness and reliability

- To understand and communicate intelligently with users and management

- To behave in a manner which establishes professional relationships with colleagues

- Ability to work in team

- A critical enquiring approach to the acquisition of knowledge

The methods used mainly consist of observation. It is appreciated that these items require a degree of subjective assessment by the guide, supervisors and peers.

ii) Acquisition of Knowledge

The methods used comprise of 'Log Book' which records participation in various teaching/learning activities by the students. The number of activities attended and the number in which presentations are made are to be recorded. The log book should periodically be validated by the supervisors. Some of the activities are listed. The list is not complete. Additional activities may be included, if desired.

Journal Review Meeting (Journal Club): The ability to do literature search, in depth study, to possess presentation skills, and the use of audio-visual aids are to be assessed. The assessment is made by faculty members and peers attending the meeting using a checklist (see Model Checklist – I).

Seminars/Symposia: The topics should be assigned to the student well in advance to facilitate an in depth study. The ability to do literature search, in depth study,

presentation skills and use of audio- visual aids are to be assessed using a checklist (see Model Checklist – II).

Work Diary/Log Book: Each student shall maintain a work diary and record his/her participation in the training programmes conducted by the department such as journal reviews, seminars, etc. Special mention may be made of the presentations by the candidate.

Records: Records, log books and marks obtained in tests will be maintained by the Head of the Department.

FORMAT OF MODEL CHECK LISTS

Check List -I. Model Check-List for Evaluation of Journal Review Presentations

Name of the Student:

Name of the Faculty/Observer: Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Avg. 1	Avg. 2	Good 3	Very Good 4
1.	Article chosen was					
2.	Extent of understanding of scope and objectives of the paper by the student					
3.	Whether cross references have been consulted					
4.	Whether other relevant publications consulted					
5.	Ability to respond to questions on the paper/ subject					
6.	Audio-Visual aids used					
7.	Ability to defend the paper					
8.	Clarity of presentation					
9.	Any other observation					
	Total Score					

Check List - II. Model Check-List for Evaluation of Seminar Presentations

Name of the Student:

Name of the Faculty/Observer: Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Whether other relevant publications consulted					
2.	Whether cross references have been consulted					
3.	Completeness of Preparation					
4.	Clarity of Presentation					
5.	Understanding of subject					
6.	Ability to answer questions					
7.	Time scheduling					
8.	Appropriate use of Audio-Visual aids					
9.	Overall Performance					
10.	Any other observation					
	Total Score					

Check List – III. Model Check List for Evaluation of Seminar Skills

Name of the Student:

Name of the Faculty/Observer: Date:

Sl. No.		Strong Point	Weak Point
1.	Communication of the purpose of the talk		
2.	Evokes audience interest in the subject		
3.	The introduction		
4.	The sequence of ideas		
5.	The use of practical examples and/or illustrations		
6.	Speaking style (enjoyable, monotonous, etc., specify)		
7.	Attempts audience participation		
8.	Summary of the main points at the end		
9.	Asks questions		
10.	Answers questions asked by the audience		
11.	Rapport of speaker with his audience		
12.	Effectiveness of the talk		
13.	Uses AV aids appropriately		

Check List – IV. Model Check List for Project Work

Name:

Faculty/Guide: Date:

Sl. No.	Points to be considered	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Interest shown in selecting a topic					
2.	Appropriate review of literature					
3.	Discussions with guide and other faculty					
4.	Quality of protocol					
5.	Preparation of proforma					

Checklist – V. Continuous Evaluation of Project Work Guide/Co-Guide

Name of the Student:

Name of the Faculty/Guide/Co-Guide: Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Periodic consultation with guide/co-guide					
2.	Regular collection of case material					
3.	Depth of analysis / discussion					
4.	Departmental presentation of findings					
5.	Quality of final output					
6.	Others					
	Total Score					

LOGBOOK

Table 1: Academic activities attended

Name: Admission
Year:

College:

Date	Type of Activity: Specify Seminar, Journal Club, Presentation, UG teaching etc.	Particulars

LOG BOOK
Table 2 : Academic Presentations made by the Student

Name: Admission Year:

College:

Date	Topic	Type of Presentation: Specify Seminar, Journal Club, Presentation, UG Teaching etc.

Overall Assessment Sheet

Academic Year:

Sl. No.		Name of Student and Mean Score									
		A	B	C	D	E	F	G	H	I	J
1											
2											
3											
4											
5											
Total Score											

Note: Use separate sheet for each year.

Section – VI

LIBRARY ETHICS

INTRODUCTION

Librarians have a special role to play in enhancing the intellectual acumen of the health science professionals. As such they need to make known to the health science professionals that they are guided by ethical principles in discharging their duties.

Ethical dilemmas occur when values are in conflict. The code of Ethics should state the values to which the health science librarians are committed and it should embody the responsibilities of the profession in this fast changing information environment.

The profession is committed to control the selection, organization, preservation and disseminates of information. It pledges towards the intellectual freedom and the freedom of access to information. The profession has a special obligation to ensure the flow of information and ideas to present and future generations.

The American Library Association has adopted Code of Ethics in 1995 which can be applied universally. The statements provide a frame work which can be altered to suit to particular situations.

CODE OF ETHICS: BROAD STATEMENTS

I.   We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II.   We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV.   We recognize and respect intellectual property rights.

V.   We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI.   We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Similarly, the Medical Library Association has set certain goals and principles for ethical conduct.

The health science librarian believes that knowledge is the sine qua non of informed decisions in health care, education, and research and the health sciences librarian services society, clients, and the institution, by working to ensure that informed citizens can be made.

COURSE CONTENTS

1. Introduction to ethics; Ethics in human life.

2. Library Ethics; Definitions; Goals and Principles.

3. Library Ethics in relation to Society, Clients, Institution, Profession and Self.

4. India's contribution to Library Ethics - Individuals; Associations.

5. IPR, Cyber Laws etc.

6. Preparation of a Code of Ethics to suit to the changing information scenario in the Indian context with special reference to Health Science Information System.

Dr.R.Rama Raj Urs
Chairman, Expert Committee
Course Director,
PGDHL Course, RGUHS