Masters of Library and Information Science (M.Lib.I.Sc.)
2-Year Integrated

(As per Choice Based Credit System w.e.f. the academic year 2016-17)

Program Specific Outcomes (PSOs)

At the end of the program, the student learns:

PSO1: The basics of library and information science in terms of theory and practice with all its latest trends at the time of their attending the course;
PSO2: Leant to achieve, manipulate and excel the situation of job seeking in future even if drastic change in the job market also;
PSO3: The variance and uniqueness in the course is so diversified that if situation prevails to seek a job in other fields i.e. book publishing market, archeology and museums also the students can get into that;
PSO4: The students are trained to handle all kinds of information environment both of traditional and modern information environment;
PSO5: Life-long learning**:** Values inculcated to learn and use those knowledge in their future lifelong environment also;
PSO6: Nation building: Over and above the students feel the values of nation building by their contribution.

Note 1: The entire course will be of four semesters. Each student should earn minimum 82 credits over the entire course as given below:

- Core course (C): minimum 54
- Discipline specific course (D): minimum 20
- Open elective course (O): minimum 6 credits by opting for one paper in Sem. II and another in Sem. III (3 credits each).
- Foundation course (F): minimum 2 credits by opting one paper in Sem II.

(Scheme of Examination)
Masters of Library and Information Science (M.Lib.I.Sc.)
2-Year Integrated

(As per Choice Based Credit System w.e.f. the academic year 2016-17)

(Semester I & II)

In Semester I, there will be 5 core papers (3 theory papers and 2 practical) and in Semester II there will be 3 core paper (2 theory papers and 1 practical) and 1 discipline specific paper. Each Student will opt for at least one foundation course (minimum 2 credits) in II Semester from the pool of foundation courses provided by the university. One open elective course (minimum 3 credits) in Semester II would be chosen by the student from the pool of papers provided by the university (excluding the open elective prepared by the same department). Discipline specific courses will be floated according to the administrative and academic convenience of the department.

Sem	Course Code	Title of Course	Course Type	L-T-P	Marks			Duration	Credits
					Internal Assessment	Exam. Marks	Total Marks		
I[st]	16LIS21C1	Foundations of Library and Information Science	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C2	Knowledge Organization: Classification Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C3	Knowledge Organization: Classification Practice	C	0-0-8	00	100	100	3 Hrs	4
	16LIS21C4	Information Communication Technologies (ICTs) Basics: Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C5	Information Communication Technologies (ICTs) Basics: Practice	C	0-0-8	00	100	100	3 Hrs	4
Credits		C=20					Total Credit: 20		
II[nd]	16LIS22C1	Knowledge Organization: Cataloguing Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS22C2	Knowledge Organization: Cataloguing Practice	C	0-0-8	00	100	100	3 Hrs	4
	16LIS22C3	Information Sources and Services	C	4-0-0	20	80	100	3 Hrs	4
	16LIS22C4	Management of Libraries and Information Centres	C	4-0-0	20	80	100	3 Hrs	4
	Choose any one from the following three papers								
	16LIS22DA1	Library Operations	D	3-1-0	20	80	100	3 Hrs	4
	16LIS22DA2	Book Publishing			20	80	100	3 Hrs	
	16LIS22DA3	Information Systems and Networks			20	80	100	3 Hrs	
Credits		C=16; D=4; O=3; F=2					Total Credit: 25		

Note:

i. All candidates who have passed the 1[st] and 2[nd] semester examination of M.Lib.I.Sc. (2-year Integrated) course shall be awarded Bachelor of Library and Information Science (B.Lib.I.Sc.) Degree. In case the candidate exits the course after 2[nd] Semester, he/she shall be eligible for admission to M.Lib.I.Sc. 3[rd] Semester under lateral entry scheme subject to availability of seats as per university rules.

ii. The practical examination will be conducted by external examiner and the question paper will be set by him/her in association with internal examiner.

(Semester III & IV)

In Semester 3, there will be 3 core papers (3 theory papers) and 3 discipline specific papers and in Semester IV there will be 3 core papers (2 theory papers and 1 practical) and 2 discipline specific papers. One open elective course (minimum 3 credits) in Semester III would be chosen by the student from the pool of papers provided by the university (excluding the open elective prepared by the same department). Discipline specific courses will be floated according to the administrative and academic convenience of the department.

Sem	Course Code	Title of Course	Course Type	L-T-P	Marks			Duration	Credits
					Internal Assessment	Exam. Marks	Total Marks		
III[rd]	17LIS23C1	Information Communication and Policies	C	4-0-0	20	80	100	3 Hrs	4
	17LIS23C2	Information Processing and Retrieval	C	4-0-0	20	80	100	3 Hrs	4
	17LIS23C3	Information Communication Technologies (ICTs) Advanced: Theory	C	4-0-0	20	80	100	3 Hrs	4
	Choose any one from the following three papers								
	17LIS23DA1	E-Resource Management	D	4-0-0	20	80	100	3 Hrs	4
	17LIS23DA2	Collection Development			20	80	100	3 Hrs	
	17LIS23DA3	Museology			20	80	100	3 Hrs	
	Choose any one from the following three papers								
	17LIS23DB1	Information Analysis, Consolidation and Repackaging	D	4-0-0	20	80	100	3 Hrs	4
	17LIS23DB2	Preservation and Conservation			20	80	100	3 Hrs	
	17LIS23DB3	Archive Management			20	80	100	3 Hrs	
	Choose any one from the following three papers								
	17LIS23DC1	Digital Library	D	3-1-0	20	80	100	3 Hrs	4
	17LIS23DC2	Web Designing			20	80	100	3 Hrs	
	17LIS23DC3	E-learning			20	80	100	3 Hrs	
Credits		C=12; D=12; O=3					Total Credit: 27		
IV[th]	17LIS24C1	Research Methods and Statistical Techniques	C	4-0-0	20	80	100	3 Hrs	4
	17LIS24C2	Information communication Technologies (ICTs) Advanced: Practice	C	0-0-8	00	100	100	3 Hrs	4
	17LIS24C3	Technical Writing and Communication Skills	C	3-1-0	20	80	100	3 Hrs	4
	Choose any one from the following three papers								
	17LIS24DA1	Academic Library System	D	4-0-0	20	80	100	3 Hrs	4
	17LIS24DA2	Public Library System			20	80	100	3 Hrs	
	17LIS24DA3	Special Library System			20	80	100	3 Hrs	
	Choose any one from the following three papers								
	17LIS24DB1	Information Literacy	D	4-0-0	20	80	100	3 Hrs	4
	17LIS24DB2	Scientometrics			20	80	100	3 Hrs	
	17LIS24DB3	Information Politics and Economy			20	80	100	3 Hrs	
Credits		C=12; D=8					Total Credit: 20		

Note: The practical examination will be conducted by external examiner and the question paper will be set by him/her in association with internal examiner

Total Overall Credit: 92 (C=60; D=24; O=6; F=2)
Minimum Required: 82 (C=54; D=20; O=6; F=2)

FIRST SEMESTER

16LIS21C1: Foundations of Library and Information Science

Course outcomes (COs)

At the end students will able to know:

- CO1: the foundational aspects of library and information science (LIS), in terms of history, significant developments, major themes, organizations and institutions;
- CO2: to examine major conceptual frameworks for LIS practice and theory, the user perspectives and the history of the modern libraries in India;
- CO3: knowledge about different types of libraries;
- CO4: awareness of different Indian library legislation acts; and
- CO5: to be familiar with the five laws of library science, profession and professional ethics.

Maximum marks: 80
Pass marks: 32
Time: 3hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: **Foundational Approach**

- Foundational approach: socio-cultural, intellectual and historical foundations of library as an institution.
- Types of libraries : characteristics, collections, services, staff, objectives, structure and functions
- Growth and development of libraries with special reference to India
- Library and information science education in India: as a discipline and subject, history, level- degree and institution, accreditation
- Role of library in formal and informal education

Unit-2: Laws of Library and Information Science

- Five laws of library science of S R Ranganathan
- Implications of five laws: general and digital environment

Unit-3: Library Legislation, Acts and Professional Issues

- Library legislation: need and essential features
- Library legislations in India: history, chronology and features
- Intellectual Property Rights (IPRs): The Indian Copyright Act, 1957- original writings and creativity, history and infringement
- Delivery of Books (Public Libraries) Act 1954
- Profession : attributes; librarianship as a profession, ethics

Unit-4: Professional Associations and Organizations

- Library associations: National and international associations, need and role in promotional activities

- National associations: Indian Library Association (ILA) & Indian Association of Special Libraries and Information Centres (IASLIC) - history, structure, membership, activities
- International associations: American Library Association (ALA); Chartered Institute of Library and Information Professionals *(*CILIP*)*; International Federation of Library Associations and Institutions (IFLA)- history, structure, membership, activities
- National level promoters: Raja Ram Mohan Roy Library Foundation, Kolkata (Role, objectives, types of grants)
- International level promoters: UNESCO – specialties, types of book promotion, International Book Day, International Book Fair

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Suggested Readings

Bawden, David & Robinson, Lyn (2012). *Introduction to information science.* London: Facet.

Crowley, Bill (Ed). (2012). *Defending professionalism: a resource for librarians, information specialists, knowledge managers, and archivists*. Santa Barbara: Libraries Unlimited.

Khanna, J. K. (1987). *Library and society*. Kurukshetra: Research Publications

Krishan Kumar. (1993). *Library organization*. New Delhi: Vikas.

Liu, Yan Quan & Cheng, Xiaoju (Eds.) (2008). *International and comparative studies in information and library science*: Lanham; Maryland: Scarecrow Press.

Ranganathan, S. R. (1969). *Five laws of library science*. 5th ed. Bangalore: Sarada Ranganathan Endowment for Library Science, 2006

Rubin, Richard E. (2010). *Foundations of library and information science*. 3rd ed. New York: Neal Schuman.

Green, Roger C., Grover, Robert J., Fowler, Susan J. (2013). *Introduction to library and information professions*. Santa Barbara: Libraries Unlimited.

Leckie, Gloria J., Given, Lisa M. & Buschman, John E. (Eds.). (2010). *Critical theory for library and information science: exploring the social from across the discipline*. Santa Barbara: Libraries Unlimited.

Venkatappaiah, Velage & Madhusudan, M. (2006). *Public library legislation in the new millennium: New model public library acts for the union, states and union territories*. Delhi: Bookwell.

16LIS21C2: Knowledge Organization: Classification Theory

Course outcomes (COs)

At the end students will able to know

- CO1: why and how to develop knowledge organization systems;
- CO2: the implications of knowledge organization systems and approaches;
- CO3: the theory and practices involved in library classification;
- CO4: the library classification schemes and the trends in classification; and
- CO5: how to prepare students for work in libraries, information centres and other organizations that organize large bodies of recorded information.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: Library Classification

- Library classification: definition, need and purpose
- Theories of classification: Static and dynamic
- Postulational approach: postulates, facet analysis, fundamental categories, phase analysis, principles of helpful sequence and facet sequence
- Notation and call number: number building process
- Devices in library classification

Unit-2: Universe of Knowledge and Subjects

- Universe of subjects: definitions and purpose
- Development of subjects: structure and attributes
- Modes of formation of subjects
- Mapping of subjects: Colon Classification (main classes); Dewey Decimal Classification (2^{nd} level classes)

Unit-3: Schemes of Classification

- Species of library classification : enumerative & faceted
- Classification schemes: design, methodology
- Standard schemes of classification and their features: CC, DDC, UDC

Unit-4: Recent Trends

- Recent trends in classification
- Thesaurus based: Thesaurofacet, classaurus
- Automatic classification, Classification in online systems, Web Dewey
- Role of major organizations: DRTC, CRG,OCLC
- Ontology-based classification

Suggested Readings

Broughton, Vanda (2015). *Essential classification* (2nd ed). London: Facet.

Chaudhary, G. G. & Chaudhary, Sudatta (2007). *Organizing information: From the shelf to the web*. London: Facet.

Dhyani, Pushpa. (2000). *Theory of library classification*. Delhi: Vishwa Prakashan.

Foskett, A. C. (1990). *Subject approach to information* (5th ed.). London: Clive Bingley.

Krishan Kumar. (2000). *Theory of classification* (4th rev ed.) New Delhi: Vikas Publications.

Ranganathan, S. R. (1967). *Prolegomena to library classification* (3rd ed.). Bangalore: Sarada Ranganathan Endowment for Library Science.

Stuart, David (2016). *Practical ontologies for information professionals*. London: Facet.

16LIS21C3: Knowledge Organization: Classification Practice

Course outcomes (COs)

At the end students will able to know

- CO1: principles of how-to-do methods on building up class numbers;
- CO2: knowledge of two classification schemes: Dewey Decimal Classification and Colon Classification;
- CO3: about the schedules, the rule books and also the number building process;
- CO4: to observe, correct, and to check the workouts of the students till arrive at the desired class number;

Maximum marks: 100
Pass marks: 40
Time: 3Hrs.

Note

The paper is divided into 2 parts. Each part carries 50 marks.

Part-I: Classification of documents by latest available edition of DDC

Note: There are fifteen titles. The candidates are required to classify any ten of them.

- Classification of documents representing simple, compound, complex subject and common isolates.

Part-II: Classification of Documents by Colon Classification (6th revised edition)

Note: There are fifteen titles. The candidates are required to classify any ten of them.

- Classification of documents representing simple, compound, complex subject and common isolates.

Suggested Readings

Dewey, Melvil & Julianne Beall. (1985). *DDC, Dewey Decimal Classification* (19th ed.). Albany, N.Y., U.S.A.: Forest.

Ranganathan, S. R. (1963). *Colon Classification* (6th ed.). Bangalore: Sarada Ranganathan Endowment for Library Science.

Ranganathan, S. R. (1990). *Descriptive account of the Colon Classification*. Bangalore: Sarada Ranganathan Endowment for Library Science.

Satija, M. P. (1995). *Manual for practical Colon Classification* (3rd rev ed.). New Delhi: Sterling.

Satija, M. P. (2007). *The theory and practice of the Dewey Decimal Classification system*. Oxford: Chandos Publishing.

16LIS21C4: Information and Communication Technologies (ICTs) Basics: Theory

Course outcomes (COs)

At the end students will able to know

- CO1: The basic knowledge about ICTs concepts in terms of hardware, software, and operating systems;
- CO2: the possibilities of ICTs in designing library services;
- CO3: the use of communication and networking technologies in developing library systems and services;
- CO4: the current trends in library networks operational in India.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Computer Hardware and Software

- Information Technology: definition, need, scope, objectives and components
- Computers and computing technology: historical development, generation, classification and components.
- Software: meaning, concept, types – system and application softwares
- Operating systems: Types – single and multi-user; basic features of MS-DOS, MS-Windows and LINUX

Unit 2: Computer Applications to Library and Information Services

- Role of computers in libraries
- Application of computers in library activities: general– MS Word, MS Excel, MS Power Point; professional – housekeeping
- Library automation: definition, need , purpose & objectives
- Library management software: features, modules, selection, recency
- Basic features of SOUL and Libsys

Unit 3:Communication Technologies and their Applications

- Telecommunications: need, purpose and objectives
- Modes – Simplex, half duplex, full duplex and; media – guided, unguided
- Communication tools and techniques: e-mail, teleconferencing/video conferencing, voice mail, social networking

Unit 4:Internet and Library Networks

- Network – concept, need and purpose, types – LAN, MAN, WAN, Topologies
- Library networks : need, purpose, objectives & resource sharing
- National library networks : DELNET, INFLIBNET, NKN
- Internet : concept, definition, origin, need, purpose & services
- Search Strategies – Boolean operator, Wild card, Truncation, etc.

Suggested Readings

Ackermann, Ernest. (1995). *Learning to use the internet: An introduction with examples and experiences.* New Delhi: BPB.

Bharihoke, Deepak. (2002). *Fundamentals of IT* (2nd ed). New Delhi: Excel Books.

Chowdhury, G. G. and Chowdhury, Sudatta. (2000). Searching *CD-ROM and Online Information Sources*. London: Library Association.

Chowdhury, G. G. and Chowdhury, Sudatta. (2007). *Organizing information: From the shelf to the Web*. London: Facet .

Cox, Joyce, Lambert, Joan and Frye, Curtis. (2010). *Microsoft Office Professional 2010 Step by Step*. USA: Microsoft Press.

Negus, Christopher. (2005). *Linux Bible*. New York: John Wiley.

Pandian, M. Paul and Jambhekar, Ashok (2001). *Internet for libraries and information centres*. New Delhi: Tat-McGraw–Hill.

Rajaraman. (2001). *Fundamentals of computers* (3rded). New Delhi: Prentice Hall of India.

Rowley, Jennifer. (1993). *Computers for Libraries*. (3rd ed). London: Library Association.

16LIS21C5: Information and Communication Technologies (ICTs) Basics: Practice

Course outcomes (COs)

At the end students will able to know

CO1: to explore the basic ICTs tools in a practical manner;
CO2: to learn the usages of system and application software;
CO3: to learn hands-on practice about library management software;
CO4: to acquaint the students in using effective Internet search by learning various search strategies.

Maximum marks: 100
Pass marks: 40
Time: 3Hrs

Note

The paper is divided into 4 units. The candidates are required to attempt 4 questions in all out of total 6 questions. All questions carry equal marks.

Unit 1: System Software: WINDOWS (latest) Operating System

- System software: different drives, directories
- Desktop, My Computer, Control Panel, Windows Explorer
- Accessories applets: Calculator and Paint.

Unit 2: Application Software: MS Word, MS PowerPoint, MS Excel (latest edition)

- MS Word: Standard toolbars, creating, editing and formatting a document, mail merge, printing.
- MS Power Point: Creation and presentation of slides, animation, formatting, slide Show, customizing.
- MS Excel: File creation, editing, inserting characters, formatting & basic formula

Unit 3: Library Management Software

- Basics of WINSIS/SOUL/LIBSYS
- Installation by the students
- Modules handling , inserting, and updating

Unit 4: Online and Offline Searching

- Offline search: files and folders
- Online search: Basic and advance
- E-mail: Opening a desired e-mail account, sending email, uploading & downloading, forwarding, storing with folder.

Suggested Readings

Amba, Sanjeevi & Raghavan, K. S. (1999). *CDS/ISIS: A primer*. New Delhi: Ess Ess.

Chowdhury, G. G. & Chowdhury, Sudatta (2007). *Organizing information: From the shelf to the Web*. London: Facet.

Chowdhury, G. G. & Chowdhury, Sudatta (2000). *Searching CD-ROM and online information sources*. London: Library Association.

Neelameghan, A. & Lalitha, S. K. (2001). *Tutor+: A learning and teaching package on hypertext link commands in WINISIS*. Bangalore: Sarada Ranganathan Endowment for Library Science.

Negus, Christopher (2005). *Linux Bible*. New York: John Wiley.

Simpson, Alan. (2004). *Windows XP Bible*. New York: John Wiley.

Walkenbach, John, et al. (2007). *Office 2007 Bible*. New York: John Wiley.

Winship, Ian and Mcnab, Alison. (2000). *Student's guide to the Internet*. London: Library Association.

UNESCO. (2004). *CDS/ISIS for Windows: Reference manual version 1.5*. Paris: UNESCO.

SECOND SEMESTER

16LIS22C1: Knowledge Organization: Cataloguing Theory

Course outcomes (COs)

At the end students will able to know

CO1: how to develop knowledge organization systems;
CO2: the implications of knowledge organization systems and approaches;
CO3: the principles and theories of library cataloguing;
CO4: the cataloguing rules of CCC and AACR;
CO5: to study the various standards available and used in cataloguing.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: Library Catalogue

- Catalogue: definition, need , purpose & objectives
- Types of library catalogue – alphabetical (author, name , title, subject) and classified
- Library Catalogue: physical forms: conventional and non-conventional including OPAC, Web-OPAC, history and development
- Commonness and differences among library catalogue, library records, bibliographies, checklist
- Cooperative cataloguing, centralized cataloguing, cataloguing-in-publication and prenatal cataloguing
- Union catalogue: concept, need, purpose

Unit-2: Entry Elements and Filing

- Entries: concept, types – main and added
- Data elements in different types of entries according to CCC and AACR-2
- Filing of entries: concept and need
- ALA filing rules

Unit-3: Subject Cataloguing

- Subject cataloguing: definition, need, purpose & principles
- Vocabulary control and controlled vocabularies
- List of subject headings: Sears List
- Chain procedure of S R Ranganathan

Unit-4: Cataloguing Standards and Current Trends

- Standardization, description and exchange of information: MARC-21, ISBD, ISO 2709, CCF, Z39.50
- Metadata: Concept, need , purpose and standards (Dublin Core)
- Recent trends: basic concept of FRBR, RDA

Suggested Readings

Bowman, J.H. (2002). *Essential cataloguing: The basics*. London: Facet.

Chambers, Sally (Ed.) (2013). *Catalogue 2.0: The future of library catalogue*. London: Facet.

Chaudhary, G. G. & Chaudhary, Sudatta (2007). *Organizing information: From the shelf to the web*. London: Facet .

Chaudhary, G. G. (1999) *Modern information retrieval theory*. London: Library Association.

Hunter, E. J. & Bakewell, K.G.B. (1989). *Advanced cataloguing*. London: Clive Bingley.

Maxwell, Robert L. (2014). *Maxwell's handbook for RDA: Explaining and illustrating RDA: resource description and access using MARC 21*. London: Facet.

Ranganathan, S. R. (1989). *Classified catalogue code with additional rules for dictionary catalogue code* (5th ed with amendments). Bangalore: Sarada Ranganathan Endowment for Library Science.

Richard, Gartner (2016). Metadata: knowledge from antiquity to the semantic web. London: Springer.

Zeng, Marcia & Qin, Jian (2016). *Metadata*. 2nd ed. London: Facet.

16LIS22C2: Knowledge Organization: Cataloguing Practice

Course outcomes (COs)

At the end students will able to know

CO1: to acquaint in cataloguing of documents according to AACR-2 and CCC-5th ed. ;
CO2: different rules of catalogue entries;
CO3: about rules of cataloguing of books and non-books materials;
CO4: to educate the learners about the rules for personal and corporate authors.

Maximum marks: 100
Pass marks: 40
Time: 3Hrs

Note
The paper is divided into 2 Parts. There will be 5 questions (titles) from each part. The candidates have to prepare total 5 entries selecting at least 2 entries from each part. All questions carry equal marks

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Part-I: Cataloguing of Documents by AACR-II R

- Documents having personal author, shared author (s), collaborator (s)- reviewer, editor, reviser, translator
- Edited works
- Documents published under pseudonyms
- Cataloguing of corporate authorship
- Multivolume documents with similar and separate title for each volume
- Serials/ periodicals publication: simple, changed ,merged and split title

(**Note:** Students will assign subject headings from the *Sear's List of Subject Headings* themselves and mention in the catalogue entry, the tool will be made available at the time examination)

Part-II: Cataloguing of Documents by Classified Catalogue Code (CCC 5th Ed.)

- Documents having personal author, shared author (s), collaborator (s)- reviewer, editor, reviser, translator
- Edited works
- Documents published under pseudonyms
- Cataloguing of corporate authorship
- Multivolume documents with similar and separate title for each volume
- Serials/ periodicals publication: simple, changed , merged and split title

(**Note:** Students will assign subject headings by S R Ranganathan's *chain procedure* method themselves and mention in the catalogue entry, the tool will be made available at the time examination)

Suggested Readings

Allen, C. G. (1999). *A manual of European languages for librarians* (2nd ed). London: Bowker-Saur.

ALA et al. (2006). *Anglo-American Cataloguing Rules: AACR* (2nd rev ed). London: Library Association.

Library of Congress. (2011). *Library of Congress Subject Headings* (33rd ed). Washington, D.C.: Library of Congress, Cataloging Distribution Service.

Fritz, Deborah A. (2007). *Cataloging with AACR2 & MARC21: For books, electronic resources, sound recordings, videorecordings, and serials*. 2nd ed., Chicago: American Library Association.

Fritz, Deborah A., & Fritz, Richard J. (2003). *MARC21 for everyone: A practical guide*. Chicago: American Library Association.

Olson, Nancy B., Bothmann, Robert L. & Schomberg, Jessica J. (2008). *Cataloging of audiovisual materials and other special materials: A manual based on AACR2 and MARC 21* (5th ed). Westport, Conn.: Libraries Unlimited.

Ranganathan, S. R. (1988). *Classified Catalogue Code (with additional Rules for Dictionary Catalogue Code*) (5th ed). Bangalore: SaradaRanganathan Endowment for Library Science.

Saye, Jerry D., & Vellucci, Sherry L. (1989). *Notes in the catalog record based on AACR2 and LC rule interpretations*. Chicago: American Library Association.

Sears, Minnie Earl & Lighthall, Lynne Isberg. (2010). *Sears List of Subject Headings* (20th ed.). New York: H.W. Wilson.

Tripathi, S. M. (1992). *Modern bibliographical control, bibliography and documentation.* Agra: Y.K.

16LIS22C3: Information Sources and Services

Course outcomes (COs)

At the end students will able to know:

- CO1: the basics of information sources and services and how to critically analyse and evaluate the information sources;
- CO2: requirements and step-by-step process for handling their information queries;
- CO3: the knowledge about various Internet resources in the areas of Science and Technology, Social Sciences and Humanities.
- CO4: the process of retrieving databases and on-line /web information resources in network environment.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Information Sources

- Information sources and types: documentary and non-documentary
- Print and Non-print information sources: Primary, secondary & tertiary
- Print and Non-print information sources: Nature, characteristics, utility and evaluation

Unit 2: Information Services

- Information Services: concept, definition, need and trends
- Information services: anticipatory and on-demand
- Types of information Services: Reference Service- long and short range, bibliographic, referral, document delivery, electronic document delivery, abstracting, indexing, translation, literature search, alerting services (CAS and SDI)

Unit 3: Information Users

- Types of users: age, profession and experience
- Information need and seeking behavior: concept, methods and models
- User education: concept, need , methods
- Information literacy: meaning , need and concept

Unit 4: Internet as a source of information

- Internet as a source of information
- Sources: Open and Subscribed
- Open access: virtual library, subject gateways, open courseware
- Subscribed: databases- bibliographic (Medline), citational (Web of Science, Scopus), and full-text (Science Direct, Emerald)

Suggested Readings

Foskett, D. J. (1967). *Information service in libraries*. 2nd ed. Connecticut: Archon Book Hamden.

Gates, Jean Key (1988). *Guide to the use of libraries and information sources*, 6th ed. New York:

McGraw-Hill.

Katz, William A. (2002). *Introduction to reference work: Basic information services*. *Introduction to reference work:* V1. 8thed. New York: McGraw-Hill, 2002.

Krishan Kumar. (2001). *Reference service*. 5th rev. ed. New Delhi: Vikas Publications.

Library Association. (1999). *Guidelines for reference and information service in public libraries*. London: Library Association.

Ranganathan, S. R. (1989). *Reference service* (2nd ed). Bangalore: Sarada Ranganthan Endowment for Library Science.

Usha Pawan and Gupta, Pawan Kumar. (1994). *Sandarbh Sewa: Saidhantik Avam Kriyatmak*. Jaipur: RBSA.

16LIS22C4: Management of Libraries and Information Centres

Course outcomes (COs)

At the end students will able to:

- CO1: describe the terminology of management with its related terminology as applied to libraries and information centres;
- CO2: orient the students with different schools of thought;
- CO3: identify the fundamental components of management, planning, organizing, staffing, directing and control;
- CO4: identify the main approaches to the study of the management of an organization;
- CO5: equip with the skills of managing resources, money, people and time, change and demonstrate management skill in libraries and information centers.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Notes

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: Management Basics

- Management: concept, definition, function and scope
- Principles of management
- Schools of thought: classical- scientific and process manage; neo-classical- human relation, behavioural; modern management era- empirical, social system, decision theory and contingency.
- Change Management : concept, problems of inducing change and techniques
- Tool and techniques: total quality management-definition, concepts and elements; project management- PERT, CPM

Unit-2: Man and Materials Management

- Human Resource (HR): Human Resource Management (HRM): Human Resource Development (HRD)
- Human Resource Planning (HRP): concept and components
- Jobs: Analysis, description and requirement
- Recruitment : advertisement, screening, selection-methods , induction, orientation, performance & evaluation
- Motivation: concept , theories- Maslow's and Hertzberg's
- Library committees: purpose and types
- Materials management: Library infrastructure, Library building-construction, provision, lighting floor management and future considerations

Unit-3: Library Financial Management

- Financial management: concept, scope and objectives
- Library budget and budgetary methods: line item or incremental budget, formula budget, control programme budget, performance budget, planning programming budgeting system (PPBS), zero- based budgeting (ZBB)
- Cost analysis: concept and methods-cost benefit, cost effectiveness
- Outsourcing: concept, definition, need and purpose

Unit-4: Library Collection and Service Management

- Functions: resources development section- selection principles, collection development & selection tools; policies - print and e-resources; processing; serial control & management; maintenance- conservation, preservation, stock verification & weeding; circulation- charging, discharging, reservation, renewal, overdue and fines; administrative- grant, funding, gift & audit
- Library services: nature, significance and characteristics, factors influencing the growth of services
- Library rules: membership, timing, circulation and user behaviour
- Reports: contents, style & annual reports
- Library statistics: records, data

Suggested Readings

Evans, G. Edward, Ward, Patricia Layzell, & Rugaas, Bendik (2000). *Management basics for information professionals.* New York, Neal-Schuman

Krishan Kumar. (2007). *Library management in electronic environment*. New Delhi: Har- Anand Publications.

Mittal, R. L. (2007). *Library administration: Theory and practice*. 5th ed. New Delhi: Ess Ess.

Panwar, B. S. & Vyas, S. D. (1986). *Library management.* Delhi: R. R. Publishing.

Ranganathan, S. R. (2006). *Library administration*. 2nd ed. New Delhi: Ess Ess.

Singh, M. (1983). *Library and information management: Theory and practice*. Delhi: IBT.

Singh, R. S. P. (1990). *Fundamentals of library administration and management*. Delhi: Prabhat Publications.

Stueart, R. D. & Moran, B. B. (2013). *Libraries and information center management.* 8th ed. London: Libraries Unlimited.

Bryson, J. (1998). Effective library and information centre management, Ashgate, London. pp 1-3.

16LIS22DA1: Library Operations

Course outcomes (COs)

At the end students will able to:

CO1: Understand various units and their functioning in the library system;
CO2: introduce standards, procedures, principles related to various functions of libraries;
CO3: explore the practical applications of library automation software and standards.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: Library operations basics

- Library operations: meaning & types – acquisition, technical processing, circulations, maintenance & serial control
- Acquisition: meaning types, functions – book selection, procurement, collection development, problems
- Automated acquisition system

Unit-2: Technical Processing and Maintenance

- Technical processing: need, role and procedure
- Dealing with books: accessioning, classification and cataloguing: manual and automated – subject description
- Labeling, shelving and display
- Maintenance: weeding and stock verification
- Conservation and preservation

Unit-3: Circulation

- Circulation: concept need and functions.
- Membership: new and old, updating, deletion
- Circulation system: charging and discharging systems, overdue & reservation
- Automated circulation system: OPAC & Web-OPAC- Features

Unit-4: Serial Control

- Serials: concept, types & importance
- Serial control: traditional and automated
- Periodical: selection and procurement- planning, ordering, problems and issues
- Vendor and price management

Suggested Readings

Bryson Jo. (1996). *Effective library and information management*. Bombay: Jaico.

Beardwell, Ian & Holden, Len (1996). *Human resource management: A contemporary perspectives*. London: Longman.

Chabhra, T N et. al. (2000). *Management and organisation*. New Delhi: Vikas.

Drucker Peter F. (2002). *Management challenges for the 21st century*. Oxford: Butterworth Heineman.

Evans, G. Edward & Layzell, Patricia. (2007). *Management basics for information professionals*, 2nd ed. London: Libraries Unlimited.

Johnson, Peggy. (2009). *Fundamentals of collection development and management*, 2nd ed. ALA

Smith, Judith Read, Mary Lea Ginn & Kallaus Norman, F. (2010). *Records management*. 7th ed. South-western, Division of Thomson Learning.

Stueart, Robert D & Moran ,Barbara B. (2007). *Library and information centre management*. 7th ed. London: Libraries Unlimited.

Bailey, Dorothy C. & Citron, Helen R. (1984). Automated serial control. *The Serials Librarian: From the Printed Page to the Digital Age* 8(3), pp. 43-53, DOI: 10.1300/J123v08n03_06

16LIS22DA2: Book Publishing

Course outcomes (COs)

At the end students will able to know:

CO1: overall knowledge about book publishing and to explore publishing as a business and art;
CO2: about acquisition and commissioning of manuscripts;
CO3: the process of book publishing and to contact with authors;
CO4: the skill of choosing a title, chapters and the publishers;
CO5: about book marketing.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Publishing Overview

- History of Publishing: international & Indian publishing scenario
- Various kinds of publishing
- Structure of a publishing house
- Openings in book publishing

Unit 2: Creating the Book

- Acquisition and evaluation
- Publisher's contract or memorandum of agreement
- Kinds of editors and kinds of editing, editor-author-publisher relationship
- House style and style manuals
- Acquisition and commissioning
- Evaluation and refereeing

Unit 3: Internal and External Design

- Front and back Matter
- Kinds of copy Editing
- Checklist of copy editing
- Proof reading and copy marking
- Cover design

Unit 4: **Production, Promotion, Marketing, Sales**

- Publisher's agreement
- Materials for mailing, book reviews
- Author's participation, miscellaneous strategies
- Trade fairs, mass distribution, book clubs and subscription books
- Distribution systems

Suggested Readings

Davies, Gill (2004). *Book commissioning and acquisition*. London: Routledge

Davies, Gill & Balkwill, Richard (2011). *The professionals guide to publishing*. New York: Kogan Page.

Baverstock, Alison (2008). *How to market books*. New York: Kogan Books.
Guthrie, Richard (2011). *Publishing: Principles and practice*. New Delhi: Sage.

16LIS22DA3: Information Systems and Networks

Course Outcomes (COs)

At the end students will able to know

- CO1: what are the components of information systems and networks,
- CO2: how information system helps in furthering both information need, facility and user satisfaction,
- CO3: how different information systems functioning in India,
- CO4: the aspects of Indian information systems through institutional set ups for science, social science and humanities information.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit I: Information Systems

- Information institutions: evolution, growth, function and types
- Information centres: types and their organization
- Information systems: definition, evolution, growth & functions
- Data centres: definition, evolution, growth, types & functions

Unit II: Information Systems in Sciences

- National Information System for Science and Technology (NISSAT)
- National Informatics Centre (NIC)
- Environmental Information System (ENVIS)
- National Institute of Science Communication and Information Resources (NISCAIR)
- International Nuclear Information System (INIS)
- International Information System on Agricultural Sciences and Technology (AGRIS)

Unit III: Information Systems in Social Sciences and Humanities

- Indian Council of Social Science Research (ICSSR)
- UGC-Inter University Centre for International Studies
- UGC-Inter University Centre for Humanities and Social Sciences (IUCHSS)
- Indira Gandhi National Centre for Arts (IGNCA)
- National Mission for Manuscripts (NMM)
- Indian Council for Cultural Relations (ICCR)
- National Archives of India (NAI)

Unit IV: Information Networks

- Network - Concept, Components, Topologies and Types: LAN, MAN, WAN, VPN
- Resource Sharing : Concept, Need, Purpose and Objectives
- Library Networks : Need, Purpose and Objectives
- National Library Networks : DELNET, INFLIBNET, NKN
- International Library Networks: OCLC, RLIN

(**Note**: Unit II and III will be taught in terms of their history, growth and development, functions, structure, objectives, fellowships and recent development)

Suggested Readings

Rajagopalan, T.S. & Rajan, T.N. (1986). Information institutions: Patterns of growth and development with a perspective of future. In Rajagopalan, T.S. (ed.) *Ranganathan's philosophy: Assessment, impact and relevance*. New Delhi: Vikas. pp. 64-75.

Agarwal, S. P. (1986). National Information Systems in social sciences: A study in perspectives. In: Gupta, B.M.(et al.) (eds.). *Handbook of libraries, archives and information centres in India*. pp. 179-95. New Delhi: Information Industry Publications. 3(1),.

Lahiri, Abhijit (1986). National Information System for Science and Technology. In. Gupta, B.M. (et al.) (eds). *Handbook of libraries, archives and information centres in India*. pp. 58-74. New Delhi: Information Industry Publications. 3, pp. 58-74.

Atherton, Pauline (1977). *Handbook for information systems and services*. Paris: UNESCO.

Kent, Allen (ed). (1980). *Encyclopaedia of library and information science*. London: Macmillian.

Khanna, J.K. (2000). *Documentation and information services, systems and techniques.* Agra: Y.K. Publishers.

Khanna, J.K. (1996). *Handbook of information systems and services*. New Delhi: Beacon Books.

Harries, Steve (1993). *Networking and telecommunications for information systems: An introduction to information networking*. London: Library Association Publishing.

Smith. John W.T. (1993), *Networking and the future of libraries*. Westport: Meckler.

P Balasubramanian (2012). *Library automation and networking*. Deep & Deep.

THIRD SEMESTER

17LIS23C1: Information, Communication and Policies

Course outcomes (COs)

At the end students will able to know:

CO1: about the information and r elated concept;

CO2: how freedom of information prevails in an advanced society to uphold a democracy;

CO3: about information science as a discipline;

CO4: about different acts, commissions and policies related to information activities in India.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1:Information and Communication

- Information : definition, characteristics, nature, type, value and use
- Conceptual difference between data, information and knowledge
- Communication of information
- Communication channels, models and barriers

Unit 2:Information Science and Information Society

- Information science: definition, scope and objectives
- Information science as a discipline and its relationship with other subjects
- Information society: definition, genesis, characteristics and implications
- Changing role of library and information centres in society
- Information industry: generators, providers and intermediaries
- Knowledge society: definition, genesis, characteristics & implications

Unit 3:Laws/Acts and Policies

- Freedom : Freedom of information- concept, censorship, cyber law, data security and fair use policies in relation to information, right to read and write: (un)banning books, *fatwa* on writers
- Acts: IPRs, Right to Information Act 2005, IT Act 2000
- Organization: WIPO
- Policies: International and National Programmes and Policies (NAPLIS)
- Commission: National Knowledge Commission (NKC)

Unit 4:Economics of Information and Its Management

- Information is power
- Information as an economic resource
- Information as a commodity
- Information economics
- Marketing of information product and services
- Information/knowledge management: concept and tools

Suggested Readings

Feather, John (2008). *The information society: A study of continuity and change*. 5th ed. London: Facet.

Martin, William J. (1988). *The information society*. London: Aslib.

Raja Rammohan Roy Library Foundation and Indian Library Association (1985). *Documents of national policy on library and information system.* Calcutta: The Foundation.

Ranganathan, S. R. (1966). Teaching library science. *Library Science with a Slant to Documentation* 3 pp. 293-388.

Rao, Madan Mohan (2003). *Leading with knowledge: Knowledge management practices in global infotech companies*. New Delhi: McGraw-Hill.

Sharma, Pandey S. K., ed. (2003). *Electronic information environment and library services*. New Delhi: Indian Library Association.

Vickery, Brian C. & Vickery, Alina (1987). *Information science in theory and practice*. London: Butterworths.

17LIS23C2: Information Processing and Retrieval

Course outcomes (COs)

At the end students will able to know:

CO1: the dimension of information documentation;
CO2: the organization of information;
CO3: the components of information storage and retrieval system;
CO4: the optimization factors for information systems; and
CO5: the current issues in information storage and retrieval.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note
The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Information Processing & Retrieval

- Information Processing: Meaning, concept, need and purpose
- Information Retrieval (IR): definitions, objectives, characteristics, components and functions.
- Indexing: meaning, need, purpose and historical development
- Types: pre-coordinate and post-coordinate indexing.
- Pre-coordinate indexing systems: brief outline of chain procedure, POPSI, PRECIS and keyword indexing; Post-coordinate indexing systems: Uniterm indexing.
- Citation indexing: meaning, importance, different citation indexes: Sheppard's Citations, SCI, SSCI; Auto indexing - techniques and methods.

Unit 2: Vocabulary Control and Controlled Vocabularies

- Vocabulary control: meaning and importance
- Controlled vocabularies: dictionary, subject heading lists, thesauri, thesaurofacet, classarus, indexing language
- Thesaurus construction techniques
- Case study – ERIC , INSPEC & Cranfield

Unit 3: IR models

- Concept of ranking
- Structural models
- Boolean model
- Probabilistic retrieval model
- Vector space model

Unit 4: Evaluation & Trends of IRS

- Evaluation criteria
- Design of evaluation programmes
- Steps of evaluation; evaluation experiments
- Trends in IRS: developments, searching and retrieval, full text retrieval, user interfaces, IR standards and protocols.

Suggested Readings

Atchison, J. & Alan G. A. (1072). *Thesaurus construction: a practical manual*. London: Aslib

Chowdhruy, G.G. (2003). *Introduction to modern information retrieval*. 2nd ed. London, Facet Publishing.

Ghosh, S.B. & Biswas, S.C. (1998). *Subject indexing systems: Concepts, methods and techniques*. Rev. ed. Calcutta: IASLIC.

Seetharama, S. (1997). *Information consolidation and repackaging*. New Delhi: ESS ESS.

Vickery, B.C. (1970). *Techniques of information retrieval*. London: Butterworths

17LIS23C3: Information and Communication Technologies (ICTs) Advanced: Theory

Course outcomes (COs)

At the end students will able to know:

- CO1: the understanding about implementation of library automation software and in achieving library security with the use of latest ICTs technique;
- CO2: the use of communication and networking technologies;
- CO3: the knowledge about database management, data ware housing, data mining and other artificial intelligence technologies.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1:Library Automation

- Planning, implementation and evaluation of library automation
- Automation of in-house operations: acquisition, cataloguing, circulation, serials control system, OPAC and its features, library management
- Library automation softwares: proprietary (LIBSYS), Free (WINISIS), Open source (KOHA)
- Library security technology: RFID, CCTV, biometrics

Unit 2: Database Management

- Database: concept, need and types
- DBMS: concept & features
- RDBMS: concept, definition, features and need
- Database design, development, evaluation, query language
- Database architecture and models

Unit 3:Data Communication Technology

- Data communication: concept, definition
- Internet connectivity: dialup, leased line, ISDN, wireless
- Protocols and standards: TCP/IP, FTP, HTTP, OSI
- Web servers and Internet security
- Use of social networking tools for library services: RSS, Podcasting, Blogs

Unit 4:Artificial Intelligence

- Artificial intelligence: concept, definition and features
- Expert systems: concept, definition and features

- Data warehousing
- Data mining

Suggested Readings

Ackermann, Ernest. (1995). *Learning to use the Internet: An introduction with examples and experiences.* New Delhi: BPB.

Chellis, James, Perkins, Charles & Strebe, Mathew (1997). *MCSE: Networking essential study guide*. New Delhi: BPB.

Chowdhury, G. G. & Chowdhury, Sudatta (2007). *Organizing information: From the shelf to the Web*. London: Facet.

Chowdhury, G. G. & Chowdhury, Sudatta. (2000) *Searching CD-ROM and online information sources*. London: Library Association.

Cooke, Alison. (2008). *A guide to finding quality information on the Internet: Selection and evaluation strategies*. 2nd ed. London: Facet.

Cooper, Michael D. (1996). *Design of library automation systems: File structures, data structures and tools*. New York: John Wiley.

Haravu, L. J. (2004). *Library automation design: Principles and practice*. New Delhi: Allied.

Falk, Bennett. (1995). *The Internet basic reference from A to Z*. Singapore: Tech. Pub.

Forouzan, Behrouz A, Coombs, Catherine & Fegan, Sophia Chung. (2000). *Data communication and networking* (2nd ed). New Delhi: Tata McGraw-Hill.

Kashyap, M. M. (1993). *Database system: Design and development*. New Delhi: Sterling.

Leon, Alexis & Leon, Mathews. (1993). *Fundamentals of IT*. Chennai: Leon TechWorld.

Panda, K. C. & Gautam, J. N. (1999). *Information technology on the cross road: From abacus to internet.* Agra: Y. K.

Pandian, M. Paul & Jambhekar, Ashok. (2001). *Internet for libraries and information centres*. New Delhi: Tata-McGraw Hill.

Patterson, Dan W. (2000). *Introduction to artificial intelligence and expert systems*. New Delhi: Prentice-Hall of India.

17LIS23DA1: E-Resource Management

Course outcomes (COs)

At the end the students will able to know:

CO1: the meaning, definition and types of electronic resources;
CO2: the electronic resources and their life cycles;
CO3: about collection development of e-resources;
CO4: the activities involved in developing collection and providing access to electronic resources.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1:Electronic Resources

- Electronic resources: concept, need, characteristics, benefits and drawbacks
- E-Resource life cycle
- Types of e-resources
- Electronic publishing

Unit 2:Collection Development

- Collection building process: formulating policy, budgeting, evaluation of e-resources, pricing, licensing, ordering and receiving
- Model licenses and guidelines
- Negotiation: concept and need
- Consortia: concept, need , purpose & limitations
- National consortia: Shodhsindhu

Unit 3:Access Management

- Access management of e-resources
- Authentication and Authorization
- Access channels
- Preventing misuse
- e-resource publicity
- Preservation of e-resources
- User training and awareness

Unit 4:Usage Statistics and ERMS

- Usage statistics of e-resources
- Standards and guidelines (COUNTER, SUSHI)
- ERMS: concept, need, features
- Salient features of some ERMS (ExLibris Verde)

Suggested Readings

Conger, Joan E. (2004). *Collaborative electronic resource management: From acquisitions to Assessment.* Westport: Libraries Unlimited.

Cole, Jim et. al. (2003). *E-serials Collection Management: Transition, Trends and Technicalities*. London: CRC Press.

Curtis, Donnelyn. (2005). *E-journals: How to do it Manual for Building, Managing and Supporting Electronic Journal Collection*. London: Facet Publishing.

Fecko, Mary Beth. (1997). *Electronic Resources: Access and Issues*. London: Bowker-Saur.

Hanson, Ardis & Levin, B. L. (2002). *Building a Virtual Library*. Hershey, P.A.: Information Science Publishing.

Jones, Wayne, ed. (2009). *E-Journal Access and Management*. New York: Routledge.

Katz, Linda S. (2003). *Collection Development Policies: New Dimension for Changing Collections*. London: Roultedge Kegan Paul.

Katz, Linda S. (2005). *Managing Digital Resources in Libraries*. London: Routledge Kegan Paul.

Kemp, Rebecca. (2008). *E-resource Evaluation and Usage Statistics: Selector's Choices*. Saarbrücken: VDM Verlag.

Lee, Stuart D. & Boyle, Frances. (2004). *Building an Electronic Resource Collection: A Practical Guide* (2nd ed). London: Facet Publishing.

Lee, Sul H. (2003). *Electronic Resources and Collection Development*. London: Routlege Kegan Paul.

Mitchell, Anne M & Surrat, Brain E. (2005). *Cataloguing and Organizing Digital Resources: A How to do it Manual for Librarians.* London: Facet Publishing.

Yu, Holly & Breivold, Scott. (2008). *Electronic Resource Management in Libraries: Research and Practice*. Information Science Reference.

17LIS23DA2: Collection Development

Course outcomes (COs)

At the end students will able to know:

CO1: the methods of materials acquisitions, covering various formats and library types;
CO2: bibliographic and evaluative support for collection development work;
CO3: the issues surrounding collection development, including budgeting, policies, user communities, and collection management;
CO4: the expectations for and of selectors in an ever-evolving profession;
CO5: the real-life situations to tackle those collections development situations in workplace.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Collection Development Principles

- Collection development: concept; goals and methods
- Principles of collection development by Ranganathan; Drury; Dewey;
- Library of Congress and American Library Association
- Collection development policies: concepts and types
- Planning for collection development : committees; staffing; budgeting;
- Implementation and evaluation

Unit 2: Selection Tools

- Selection tools : Types: bibliographies; publishers' catalogues and book reviews (with examples)
- Evaluation of selection tools
- Stock verification and rectification
- Preservation of collection : print and non-print; concepts; goals and methods

Unit 3: Developing Print Collection

- Newly start libraries: collection holding of other libraries
- Demanded books from the circulation data
- List recommended text in syllabi

Unit 4: Developing Collection of e-Resources

- Collection building process : formulating policy, budgeting, evaluation of e-resources, pricing, licensing, ordering and receiving
- Model licenses and guidelines
- Negotiation : concept and need
- Consortia : concept, need and purpose
- Collection building of e-resources through consortia
- National consortia in India: UGC-Infonet, INDEST

Suggested Readings

Alabaster, Carol. (2002). *Developing an outstanding core Collection: A guide for libraries*. Chicago: American Library Association

Bonk, W. J., & Magrill,R.M. (1979). *Building library collections* (5th ed.). Metuchen, NJ: The Scarecrow Press.

Cassell, M. K., & Greene, G.W. (1991). *Collection development in the small library: Small libraries Publications, no. 17*. Chicago: American Library Association.

Evans, G. E. (1995). *Developing library and information center collections,* (3rd ed.): Library Science Text Series. Englewood, CO: Libraries Unlimited.

Gabriel, M. R. (1995). *Collection Development and Collection Evaluation: A sourcebook.* Metuchen, NJ: The Scarecrow Press.

17LIS23DA3: Museology

Course outcomes (COs)

At the end students will able:

CO1: to know about objectives and functions of a museum ;
CO2: to identify the impact of museum and its artifacts;
CO3: to get awareness about the materials and its built-up ;
CO4: to identify museum materials;
CO5: to know museum communications.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit-1: The Museum: Critical Perspectives

- Museum: meaning, concept and definition
- Museum studies and related aspects
- Museum, society, culture and human civilization

Unit -2: Managing Museums

- Collections curatorship
- Conservation in practice: preventive conservation
- Collection and material development

Unit- 3: Collections Management and Care

- Issues in Conservation: Context of Conservation
- Issues in Conservation: Understanding Objects
- Oral History from Creation to Curation

Unit- 4: Museum Communications

- Antiquities and the law
- Cultural memory
- Exhibition project
- Heritage, globalization and development

Suggested Readings

Carbonell, B. (ed.) (2004). *Museum studies: An anthology of contexts*. Oxford: Blackwell.

Henning, M. (2006). *Museums, media and cultural theory*. Maidenhead: Open University Press.

Karp, I. et al (eds.) (2006). *Museum frictions: Public cultures/global transformations*. Durham, NC: Duke University Press.

Kreps, C.F. (2003). *Liberating culture: Cross-cultural perspectives on museums, curation and heritage preservation*. London: Routledge.

Macdonald, S. (ed.) (2006). *A companion to museum studies*. Oxford: Blackwell

17LIS23DB1: Information Analysis, Consolidation and Repackaging

Course outcomes (COs)

At the end students will able:

CO1: to have overall knowledge about usefulness of information;
CO2: to explore why information analysis is needed;
CO3: to examine and practice of information consolidation;
CO4: to know the need of repackaging.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Information Analysis, Consolidation and Repackaging

- Information analysis, consolidation and repackaging: concept, definitions, need, purpose and techniques
- Methodology for information analysis and consolidation: pre-requisites and steps
- Role of library and information professionals in information analysis, consolidation and repackaging process
- Trends in Information analysis, repackaging and consolidation including electronic content creation

Unit 2: Content Analysis and Abstracting

- Content analysis: concept, need, purpose and type – Quantitative and qualitative
- Content analysis: applications (Generation of Information Services and Products)
- Abstracting: types and guidelines for preparing abstracts
- Use of abstracts and abstracting in consolidation

Unit 3: Information Products

- Information products: concept, nature, types- newsletter, house journals, trade and Product-bulletin, technical digest, review, state-of-the-art-report, trend reports, etc.
- Evaluation of Information products: Criteria and steps
- Marketing of information products

Unit-4: Information Analysis and Consolidation Centres

- IAC centres: genesis, function and activities
- Information analysis and consolidation centres: NISCAIR, TERI
- Planning and management of information analysis and consolidation centres

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Suggested Readings

Seetharama, S. "Modes of Presentation of Information in Information Consolidation products." *Library Science with a Slant to Documentation*, V.22 (1985).

Saracevic, T. and Wood, J. S. *Consolidation of Information: A Handbook of Evaluation, Restructuring and Repackaging of Scientific and Technical Information*. Paris: Unesco, 1981.

Atherton, Pauline. *Handbook for Information Systems and Services*. Paris: Unesco, 1977.

Seetharama, S. *Information Consolidation and Repackaging*. New Delhi: EssEss Publications, 1997.

17LIS23DB2: Preservation and Conservation

Course outcomes (COs)

At the end students will able to:

- CO1: know the ways to examine the various components of a preservation program and will be able to differentiate between conservation and preservation of library materials;
- CO2: identify various factors of deterioration of library materials;
- CO3: design effective security and disaster planning program;
- CO4: assess strategies for devising a mission statement and developing a preservation policy;
- CO5: analyze the methods for selecting collections for preservation and assessing institution's preservation needs; and

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1 Introduction

- Introduction to concepts of archiving, preservation and conservation.
- Need and significance of
- Archiving, preservation and conservation of information resources.
- Evolution of writing materials: clay, papyrus, metallic plates, skin, parchment, vellum, palm leaves; history, nature, use as writing materials and their preservation. history of paper making, different types of paper and their nature.

Unit 2 Materials

- Different types of library materials, their preservation and maintenance: paper based materials
- Book and non Book materials, library binding, binding standards.
- Other materials: Magnetic plates, tapes & diskettes, microforms, optical media, magneto optical discs.

Unit 3 Hazards and Safeguard

- Hazards to library materials and their preservation: environmental hazards, biological hazards and human being as an enemy of library materials; disaster prevention and recovery.
- To study various national archival initiatives of different countries: NARA of US, Australian
- National initiatives, public archives of Canada

Unit 4 Digitization and record management

- Records management: concepts and issues involved
- Electronic resource management; code of Ethics for archivists.
- Digital preservation

Suggested Readings

Balloffet, N., Hille, J., & Reed, J. A. (2005). *Preservation and conservation for libraries and archives*. Chicago: American Library Association.

Henderson, K. L. (1983). *Conserving and preserving library materials*. Urbana-Champaign, Ill.: University of Illinois, Graduate School of Library and Information Science.

Johnson, P. (2009). *Fundamentals of collection development and management*, 2nd ed. Chicago: American Library Association.

17LIS23DB3: Archive Management

Course outcomes (COs)

At the end students will able:

CO1: to know about archive as an institution;
CO2: to identify the key objectives;
CO3: to get awareness conservation and preservation of materials;
CO4: to know and accesses and service policies;

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Archives management

- Principles and practices
- Arrangement, classification and description
- Access, reference and advocacy

Unit 2:Legal and ethical implications

- Legal rights; ethical considerations

Unit 3:Preservations and conservation

- Preservation issues
- Policies, strategies and standards
- Preservation activities
- Conservation issues
- Reformatting materials: digitization process and projects

Unit 4: Archive administration and services

- Policies for archive professionals
- Recruitment, education and promotion

Suggested Readings

Williams, Cariline (2006). *Managing archives and practice: Foundations, principles and practice*. Oxford: Chandos.

Mohit, Gupta (2008). *Archives and record management.* New Delhi: Global India Publications.

Miller, Laura (2010). *Archive: Principle and practice*. London: Facet.

Kennedy, J. & Schauder, G. (1998). *Records management: a guide for corporate record keeping*. Melbourne: Longman.

Penn, I., Pennix, G., and Caulson, J. (1994). *Records management handbook*. 2nd.ed. Hampshire: Gower.

Yeo, G. & Shepherd, E. (2003). *Managing records: a handbook of principles and practice*.London: Facet.

17LIS23DC1: Digital Library

Course outcomes (COs)

At the end students will be able:

- CO1: to provide basic concepts related to digital library system;
- CO2: to explore the applications of software and standards in developing digital library systems;
- CO3: to learn the use of content management system, web 2.0 and semantic web technologies in digital library systems;
- CO4: to provide hands on experience in creation of digital libraries;
- CO5: to know the concept of institutional repositories and their usages in library and institutional settings.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Digital Library

- Digital Library (DL): concept, definition, need, objectives and characteristics
- Evolution of digital libraries
- Digital library initiatives: national and international
- Design and development of digital library: planning, design, implementation, evaluation and management

Unit 2: Digitization

- Digitization: concept, need and methods
- Digitization file formats, tools and process
- Compression: types and methods

Unit 3: Digital Library Creation

- DL software: Greenstone Digital Library Software, Dspace
- DL hardware: input capture devices: scanners, digital cameras
- Digital preservation, conservation and archival management: problems and prospects

Unit 4: Institutional repository

- Institutional repository: concept, definition, need, objectives and characteristics
- Design and development of IR
- IR initiatives: national and international

(Note: Viva-voce for unit-3 shall be conducted with assessor comprising of at least two members other than the teacher concerned)

Suggested Readings

Amjad, Ali. (2004). *Reference service and the digital sources of information*. New Delhi: Ess Ess.

Bishop, A. P. et al. (eds.). (2005). *Digital library use: Social practice in design and evaluation*. Delhi: Ane Books.

Chowdhury, G. G. & Chowdhury, Sudatta. (2003). *Introduction to digital libraries*. London: Facet.

Deegan, Marilyn & Tanner, S. (2006). *Digital preservation*. London: Facet Publishing.

Jones, Richard et al. (2006). *The institutional repository*. Oxford: Chandos Publishing.

Judith, Andrews & Derek, Law. (2004). *Digital libraries*. Hants: Ashgate.

Krishan Gopal. (2005). *Intellectual freedom in digital libraries*. Delhi: Authors Press.

Lakshmi, Vijay & Jindal, S. C. (eds.). (2004). *Digital libraries*. Delhi: Isha Books.

Mitchell, Anne M. & Surratt, Brian E. (2005). *Cataloguing and organizing digital sources*. London: Facet.

Pandey, V. C. (2004). *Digital technologies and teaching strategies*. Delhi: Isha Books.

Rajagopalan, A. (2006). *Library of the digital age: Issues and challenges*. Delhi: SBS Publishers.

17LIS23DC2: Web Designing

Course outcomes (COs)

At the end students will able:

- CO1: to introduce the students with design, creation, and maintenance of web pages and websites;
- CO2: to learn critical evaluation of website quality and maintenance of quality web pages;
- CO3: to acquaint students with web design standards, their importance and how to manipulate images as per requirements.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

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Unit 1: Web Design Basics

- Introduction to the Internet
- World Wide Web : History, concept, need and definition
- Website: Concept, Need and Definition
- World Wide Web Standards
- Requirement Analysis

Unit 2: Web Design Principles

- Basic Principles involved in Developing a Web Site
- Planning Process
- Golden Rules of Web Designing
- Design Concept
- Designing Navigation Bar
- Page Design
- Home Page Layout

Unit 3: Introduction to Markup Languages & CSS

- HTML – Concept, Definition, Elements and Tags
- CSS – Concept & Styling
- Creating a Basic Web Page Using HTML

Unit 4: Creation of Website

- Introduction to Dreamweaver
- Creation of Website using Dreamweaver
- Publishing Websites

(Note: Internal assessment will be in practice form)

Suggested Readings

Cederholm, Dan. (2015). *CSS3 for web designers.* A Book Apart.

Clark, Joe. (2002). *Building accessible websites*. New Riders Publishing.

Coombs, Norman. (2010). *Making online teaching accessible*. Jossey-Bass.

Cunningham, Katie. (2012). *The accessibility handbook*. O'Reilly Media.

Duckett, Jon. (2005). *Accessible XHTML and CSS Web sites problem design solution.* Wrox.

Felke-Morris. (2013). *Basics of Web design: HTML5 & CSS3* (2nd ed). Addison-Wesley.

Horton, Sarah and Quesenbery, Whitney (2014). *Universal design for Web accessibility*. Rosenfeld Media.

Horton, Sarah and Quesenbery, Whitney. (2012). *A Web for everyone*. Rosenfeld Media.

Horton, Sarah. (2005). *Access by design: A guide to universal usability for web designers*. New Riders Publishing.

Hricko, Mary (Ed.) (2002). *Design and implementation of Web-enabled teaching tools*. Idea Group Publishing.

Kirkpatrick, Andrew et al. (2006). *Web accessibility: Web standards and regulatory compliance*. Friends of ED.

Meiert, Jens Oliver. (2015). *Little book of HTML/CSS coding guidelines*. O'Reilly.

17LIS23DC3: E-learning

Course outcomes (COs)

At the end students will able to know:

CO1: about the relevant, pedagogically sound educational materials and programs for the Internet using the latest developments in online educational theories and technology;

CO2: a variety of multimedia technology tools to develop engaging, effective eLearning;

CO3: the components of effective eLearning instructional design, development, implementation, and evaluation to creating projects and programs that meet the immediate classroom needs and goals;

CO4: measurement, and evaluating the effectiveness of eLearning training.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Introduction: New Learning Concepts

- E-leaning: meaning, definition and concept
- Learning with technology
- Six C's framework of e-learning
- Computer-mediated communication

Unit 2:Managing e-learning

- Changing learning ecology
- Role of students and instructor
- Computer-mediated communication

Unit 3:E-Learning Delivery, Assessment and Evaluation

- Defining and locating community
- Collaboration and community
- Creating, promoting e-learning community
- Managing social and technical mix in e-leaning

Unit 4: e-Inclusion and Exclusion

- Digital divide
- Digital spectrum
- Cross-cultural issues

Suggested Readings

Allen, Michael. (2003) *Michael Allen's guide to e-learning: Building interactive, fun, and effective learning programs for any company.* New Jersey: Wiley.

Arshavskiy, Marina (2013*). Instructional design for e-learning: Essential guide to creating successful e-learning courses*. London: Create Space.

Haythornthwaite, Caroline & Andrews, Richard (2011). *E-learning: Theory and practice*. London: Sage.

Khan, Badrul (2005). *Managing e-learning strategies: design, delivery and implementation and evaluation*. Pteoershey: Information Science Publishing.

FOURTH SEMESTER

17LIS24C1: Research Methods and Statistical Techniques

Course outcomes (COs)

At the end students will able to know:

CO1: the different methods and techniques of research;
CO2: the use of data collection tools, organization and representation of data;
CO3: different data analysis techniques;
CO4: about how to prepare research report.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1:Research Basics

- Research: definition, concept, objectives, types
- Scientific enquiry and scientific method: validity, reliability, objectivity and subjectivity
- Research problem: theoretical and applied; research problem identification.
- Literature search and review: purpose , objectives and style
- Research Proposal : how to write an effective research proposal
- Current trends in LIS research

Unit 2:Research Design

- Research design: concept, need and purpose
- Research approach: qualitative- narrative, phenomenology, ethnography, discourse; quantitative-experimental and non-experimental (survey, historical, descriptive)
- Identification and formulation of problem
- Research objectives, questions and hypotheses: meaning , concept types and narrating style

Unit 3:Research Tools and Techniques

- Data world: population and sample - concept, meaning and sampling techniques
- Data collection methods: questionnaire, schedule, interview, observation
- Library records and reports

Unit 4: Data Analysis, Interpretation & Reporting

- Data processing- analysis, interpretation, presentation: concept, need and purpose
- Descriptive statistics and inferential statistic
- Measures of central tendency: mean, median, mode
- Dispersion, correlations, linear Regression, standard deviation- non-parametric & parametric (chi-square test, t-test)
- SPSS and Web-based statistical analysis tools: basics

- Research report writing

Suggested Readings

Charles, Busha H. and Harter, Stephen P. (1980). *Research methods in librarianship: Techniques and interpretations*. USA: Academic Press.

Fowler, Floyd J. (2001). Survey research methods. 3rd ed. California: Sage.

John W. Creswell (2013). Research design: Qualitative, quantitative, and mixed methods approach. 4th ed . New Delhi: Sage.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. 2nd rev ed. New Delhi: New Age .

Krishan Kumar (1992). *Research methods in library and information Science.* New Delhi: Vikas.

Powell, Ronald R. & Connaway, Lynn Silipigni (2010). *Basic research methods for librarians*. 5th ed. New York: Libraries Unlimited.

Rao, I. K. Ravichandra (1983). *Quantitative methods in library and information science*. New Delhi: Wiley Eastern.

Young, P. V. (1982). Scientific social survey and research. New Delhi. Prentice Hall.

Menter, Ian et al (2011). A guide to practitioner research in education. Los Angeles: Sage.

17LIS24C2: Information and Communication Technologies (ICTs) Advanced: Practice

Course outcomes (COs)

At the end students will able:

CO1: to understand the practical aspects in designing and developing library database,
CO2: to develop library website and blog;
CO3: to have hand-on training on library automation software and data migration from one system to another system.

Maximum marks: 100
Pass marks: 40
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 4 questions in all out of total 6 questions. All questions carry equal marks.

Unit 1: Library Management Software

- Library management software- KOHA

Unit 2: Use of Internet

- Designing and developing library blog

Unit 3: Digital Library Practice

- Hands on practice of scanner, digital camera and OCR
- Hands on practice of DL creation using Greenstone

Unit 4: Website Designing and Navigational Tools

- Designing library websites (HTML/Dreamweaver, etc.)
- Image creation/editing using Paint/Photoshop/Office Picture Management Tools, etc.

Suggested Readings

Ackermann, Ernest. (1995). Learning to Use the Internet: An Introduction with Examples and Experiences. New Delhi: BPB.

Bradley, Phil. (2004). Advanced Internet Searcher's Handbook**.** Facet Publishing.

Chowdhury, G. G. and Chowdhury, Sudatta. (2000). Searching CD-ROM and Online Information Sources. London: Library Association.

Falk, Bennett. (1995). *The Internet Basic Reference from A to Z*. Singapore: Tech. Pub.

McCoy, John. (1996). *Mastering Web Design*. New Delhi: BPB.

Neelameghan, A. & Lalitha, S. K. (2001). *Tutor+: A Learning and Teaching Package on Hypertext Link Commands in WINISIS*. Bangalore: Sarada Ranganathan Endowment for Library Science.

Negus, Christopher. (2005). *Linux Bible*. New York: John Wiley.

Simpson, Alan. (2004). *Windows XP Bible*. New York: John Wiley, 2004.

Walkenbach, John, et al. (2007). *Office 2007 Bible*. New York: John Wiley.

Winship, Ian & Mcnab, Alison. (2000). *Student's Guide to the Internet*. London: Library Association.

17LIS24C3: Technical Writing and Communication Skills

Course outcomes (COs)

At the end students will able to know:

- CO1: about technical writing;
- CO2: the difference between general and technical writings;
- CO3: about writings with specific purpose;
- CO4: different forms of oral presentation;
- CO5: about the benefits and demerits of seminar, group discussion and other form of oral presentation.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Technical Writing

- Technical & non-technical writings: meaning , definition and difference
- Forms of technical writings: theses, technical papers, reviews, manuals
- Parts of theses: objectives & sequence
- Citation Style: objectives, style manuals
- APA documentation: note taking, listing sources: references and bibliography
- APA style (In-text: superscription and parenthetical)

Unit 2:Specific Documents

- Private and official correspondence: important characteristics
- Workplace letters: guidelines, parts, formats and design; audience and purpose; letter tone- polite, tactful, plain English and ethical consideration
- Resume, interview and resignation

Unit 3: Writing Process

- Writing process: objectives, purpose, context, language and tone
- Grammar and usage: parts of speech
- Mechanics of writing: abbreviation, hyphenation, capitalization, use of numbers, spelling & punctuations
- Editing and proof reading: basics of editing and proofreading marks

Unit 4: Oral Communication

- Oral communication: objectives, advantages , pitfalls and avoidance
- Considerations: languages , diction, sentence structure and thematic wind up
- Personal presentation: seminar, extempore; personal interview; story telling
- Group presentation: group discussion, brainstorming session

(Note: One of internal assessments shall be in the form of group discussion (GD) from unit-4 with assessor comprising of at least two members other than the teacher concern)

Suggested Readings

Chicago Manual of Styles. 16th ed. New Delhi: Prentice Hall of India, 2010.

Gilbadi, Joseph. *MLA handbook for writers of research papers*. 7th ed. New Delhi: Affiliated East- West Press, 2010.

Gordon, H. M. and Walter J. A. *Technical writing*. 5th ed. London: Holt, 1986.

Hornby, A. S. *Oxford Advanced Learners Dictionary of Current English*. 8th ed. New Delhi: Oxford University Press, 2009.

James, H. S. *Handbook of technical writing*. NTC Business Books, 2010.

Mohan, K. *Speaking english effectively.* New Delhi: Macmillan, 2005.

Richard, W. S. *Technical writing*. New York: Barnes and Noble, 2008.

Lannon, John M. (1997). *Technical writing.* 7th ed. New York: Longman.

Lannon, John M. & Gurak, Laura J. (2014). *Technical communication*. 3rd ed. Boston: Pearson.

Basu, B. N. (2007). *Technical writing*. New Delhi: Prentice Hall of India.

17LIS24DA1: Academic Library System

Course outcomes (COs)

At the end students will able to know:

CO1: the present set up of academic library system in India;
CO2: about growth and role of academic libraries;
CO3: the issues related with collection development;
CO4: the meaning, concept and technique of resource sharing.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Academic Libraries

- Academic libraries : meaning, definition, need and purpose
- Types and functions of academic libraries
- Growth and development of academic libraries
- Role of academic libraries in formal and informal system of education
- UGC and its role in the development of academic libraries

Unit 2:Organization and Management

- Library authority: concept and Role
- Staffing norms and patterns
- HRM in academic libraries
- Sources of finance, types of budget, methods of financial estimation
- Planning and design of academic library buildings
- Library equipments, furniture, lighting and fitting

Unit 3:Collection Development

- Collection development: concept, meaning, importance and problems
- Collection development policy: print and non-print
- Selection principles and tools
- Library committee and their role in collection development
- Weeding policy, stock verification

Unit 4:Resource Sharing and Information Services

- Resource sharing: concept, need and purpose
- Resource sharing networks in India
- Role of INFLIBNET in development of academic libraries
- Planning and development of information services

Suggested Readings

American Association of School Librarians. (1969). *Standards for school library programmes.* Chicago: ALA.

American Library Association. (1978). *Personnel organization and procedure: A manual suggested for use in*

college and university libraries. 2nd ed. Chicago: ALA.

Baker, David, ed. (2006). *Resource management in academic libraries*. London: Library Associations.

Brophy, Peter. (2008). *The academic library*. London: Library Association.

Chapman, Liz. (2001). *Managing acquisitions in library and information services.* London: Library Association.

Gelfand, M. A. (2001). *University libraries for developing countries*. Paris: UNESCO.

Jordan, Peter. (1998). *The academic library and its users.* London: Gower.

Line, Maurice B., ed. (1990). *Academic library management.* London: Library Association.

17LIS24DA2: Public Library System

Course Outcomes

At the end students will able:

CO1: to acquaint themselves with the present set up of public library system in India;
CO2: to better manage resources and services in public libraries;
CO3: to become aware about growth and role of public libraries;

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Growth and Role of Public Libraries

- Public Library: Nature , meaning and concept
- History and development: history and development of public libraries with special reference to India
- Type and functions of public libraries
- Role of public libraries in formal and informal education and society
- Public libraries and national development
- Agencies and their role in promotion and development of public libraries in India

Unit 2:Library Organization and Administration

- Library organization and administration
- Administrative organization of library, staff manual, library surveys, statistics, work measurement and standards
- Personnel management
- Sources of Finance; types of budget, methods of financial estimation, budget preparation
- Planning, basic elements in the design of public library buildings
- Furniture and library equipment
- Lighting and fittings

Unit 3:Collection Development

- Principles of collection development
- Selection principles, tools and problems of collection development
- Collection development of print material: books, periodicals, grey literature, patents, standards, government publications
- Electronic documents
- Weeding policy

Unit 4:Resource Sharing and Information Services

- Resource sharing: concept, need and purpose
- Resource sharing networks in India
- Planning and development of information services

Suggested Readings

Bhatt, R. K. (1995). *History and development of libraries in India*. New Delhi: Mittal Publications.

Ekbote, Gopala Rao. (1987). *Public libraries system*. Hyderabad: Ekbote Brothers.

Hage, Christine Lind. (2004). *The public library start-up guide.* Chicago: American Library Association.

Jain, M. K. (2000). *50 years of library and information services in India (1947-98)*. Delhi: Shipra.

Kalia, D. R. (1990) *Guidelines for public library services and systems*. Calcutta: Raja Rammohan Roy Library Foundation.

Liu, Lewis-Guodo, ed. (2001). *The role and impact of the Internet on library and information services*. Westport: Greenwood Press.

Rath, Pravakar. (1996). *Public library finance*. New Delhi: Ess Ess.

Thomas, V. K. (2005). *Public libraries in India: Development and finance.* New Delhi: Vikas.

Totterdell, Anne. (2005). *An Introduction to library and information work*. London: Facet.

17LIS24DA3: Special Library System

Course outcomes (COs)

At the end students will able:

CO1: to define the basic objectives of special libraries, their types and functions;
CO2: to understand the growth of special libraries in India;
CO3: to understand the fundamental of special library administration and management such as staffing, collection development, financial management and personnel management, etc.;
CO4: to understand the concept of resource sharing and its importance in special libraries;
CO5: to recognize new qualitative changes in library service due to introduction of ICT;

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Growth and Role of Special Libraries

- History and development of special libraries with special reference to India
- Type and functions of special libraries
- Role of special libraries

Unit 2:Library Organization, Administration and Management

- Library organization and administration
- Administrative organization of library, staff manual, library surveys, statistics, work measurement and standards
- Personnel management in special libraries
- Sources of finance, types of budget, methods of financial estimation, budget preparation
- Planning, basic elements in the design of special library buildings
- Furniture and library equipment
- Lighting and fittings

Unit 3:Collection Development

- Principles of collection development
- Selection principles, tools and problems of collection development
- Collection development of print material: books, periodicals, grey literature, patents, standards, govt. publications
- Electronic documents
- Weeding policy

Unit 4: Resource Sharing and Information Services

- Resource sharing: concept, need and purpose
- Resource sharing networks in India
- Resource sharing networks: RLIN, OCLC
- Planning and development of information services

Suggested Readings

Auger, C. P. (1998). *Information sources in grey literature*. 4th ed. London: Bowker.

Buckettt, J. and Morgan, T.S., ed. (1963). *Special materials in the libraries*. London: Aslib.

Chapman, Liz. (2001). *Managing acquisitions in library and information services*. London: Library Association.

Clapp, V. W. (2010). *Features of the research library.* Urbana: University of Illinois.

Grenfell, D. (1965). *Periodicals and serials: Their treatment in special libraries*. 2nd ed. London: Aslib.

Grogan, N. (1982). *Science and technology: An introduction to the literature*. 4th ed. London: Clive Bingley.

Hernon, Peter & Whitman, John R. (2001). *Delivering satisfaction and Service quality: A customer-based approach for libraries*. Chicago: American Library Association.

Raitt, David, ed. (1997). *Libraries for the new millennium*. London: Library Association.

Scammell, A.W., ed. (1997). *Handbook of special librarianship and information Work*. 7th ed. London: Aslib.

Singh S. P. (2005). *Special libraries in the electronic environment*. New Delhi: Bookwell.

Wilkie, Chris. (2009). *Managing film and video collections*. London: Aslib.

17LIS24DB1: Information Literacy

Course outcomes (COs)

At the end students will able:

CO1: to know about scope of Information Literacy;

CO2: to develop new skills for design of Information Literacy Programmes;

CO3: to creates and promote Information Literacy Programme.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit1: Information Literacy

- Information literacy: concept, definition, scope and importance
- Types of literacy
- Library 2.0 and information literacy
- Standards of information literacy
- Information literacy and lifelong learning

Unit2: Information Literacy Programmes

- Scope of information literacy programme
- National programmes in information literacy
- International programmes in information literacy

Unit3: Methodology of Information Literacy

- Information literacy products: library brochure, database brochure, web-based
- Designing of information literacy programme
- Implementation of information literacy programmes

Unit4: Application of Information Literacy in Library And Information Centres

- Information literacy for individuals
- Information literacy for professionals
- Information literacy for research and development
- Case studies of information literacy

Suggested Readings

Andretta, S. (2012). *Ways of experiencing information literacy: Making the case for a relational approach*. Oxford: Chandos.

Godwin, P & Parker, J. (2009). *Information literacy meets library 2.0*. Santa Barbara: Facet.

Mackey,T.P & Jacobson,T.E. (2011). Teaching information literacy online. London: Neal- Schuman.

17LIS24DB2: Scientometrics

Course outcomes (COs)

At the end students will able:

CO1: to understand the basics of bibliometrics and scientometrics;
CO2: to understand the bibliometrics laws;
CO3: to know the statistical techniques in mapping of literature;

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Foundation of Scientometric

- Scientometric: definition, scope and evolution
- Bibliometric, informatics and scientometric
- Sociology of science and scientometric
- Organization engaged in scientometrics and informatics studies

Unit 2: Elements and Applications

- Laws of scientific productivity
- Growth and obsolescence of literature
- Science indicators
- Mapping of science
-

Unit 3: Techniques and Modeling

- Elements of statistics
- Probability distributions and their application
- Regression analysis
- Cluster analysis and factor analysis
-

Unit 4: An emerging discipline

- A discipline with content
- As a research methods
- Use of scientometrics by library and other professionals
- Evidence of authorship, publication studies

(Note: for unit 4, examples from difference publications (five PhD theses on Scientometrics and five journal articles)

Suggested Readings

Anderes, A. (2009). *Measuring academic research: How to undertake a bibliometric study*. Oxford: Chandos.

Arkhipor, D. B. (1999). Scientometric analysis of nature, the journal. *Scientometric 46.* 1, pp. 51-72

Borgman, C.L. (1990). *Scholarly communication and bibliometrics*: Sage Publications.

De Bellis, N. (2009). *Bibliometrics and citation analysis: From the science citation index to cybermetrics*.

Lanham: Scarecrow Press

Devarajan, G. (1997). *Bibliometric studies*: Ess Ess Publications.

Swain, Nirmal Kumar (2009). The scientometric portrait of Professor M. P. Satija. In *Library & Information Science in Digital Age: Essays in Honour of Prof. M.P. Satija*. pp. 11-21. Jagtar Singh, I V Malhan and Trishanjit Kaur (Eds).New Delhi: Ess Ess.

Vinkler, P. (2010). The Evaluation of Research by Scientometric Indicators. Oxford: Chandos.

Whitley, R., & Gläser, J. (2007). The changing governance of the sciences: the advent of research evaluation systems: Springer.

17LIS24DB3: Information Politics and Economy

Course outcomes (COs)

At the end students will able:

CO1: to know about power of information;
CO2: to know how information access creates information poor and rich;
CO3: to get awareness about digital divide;
CO4: to identify different theories associated with power politics ;
CO5: to find information about as a power commodity.

Maximum marks: 80
Pass marks: 32
Time: 3Hrs.

Note

The paper is divided into 4 units. The candidates are required to attempt 5 questions in all, selecting 1 question from each unit, out of two internal choices. Question 1 is compulsory consisting of 8 short answer type questions, spread over the whole syllabus. All questions carry equal marks.

Unit 1: Information and Power

- Information : meaning , definition, scope
- Information access and infrastructure
- Information is power

Unit 2: Information and Politics

- Digital culture
- Digitally powerful countries: Europe and USA and African and Asian countries

Unit 3: Information Economy

- Information as a commodity
- Information , technical know-how and global power
- Better infrastructure, better products and better money and economy

Unit 4: Theories

- Digital divide
- Eurocentric and non-eurocentric
- Michel Foucault and Jürgen Habermas with their power politics theories

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Suggested Readings

Jordan, Tim. (2015). *Information politics: Liberation and exploitation in the digital society*. London: Pluto Press.

Rogers, Richard (2004). *Information politics on the Web*. Cambridge: MIT Press.

Dutton, William H., Peltu, Malcolm & Bruce, Margaret (1999). *Society of line: Information politics in the digital age.* Oxford: Oxford University Press.

Keen, Andrew (2009). Information politics: the defining issue of our age. *The Telegraph*, Sept 23, 2009, London http://www.telegraph.co.uk/technology/6222604/Information-politics-the-defining-issue-of-our-age.html