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

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

FIRST SEMESTER

20LIS21C1: 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.

Theory Marks: 80
Assignment:20
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

----

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.

20LIS21C2: 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.

   Theory Marks: 80
   Assignment:20
   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 (2nd 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.

20LIS21C3: 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.

20LIS21C4:   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.

Theory Marks: 80
Assignment:20
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.

20LIS21C5: 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

20LIS22C1: 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.

  Theory Marks: 80
  Assignment:20
  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.

20LIS22C2: 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

---

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.

20LIS22C3: 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.

Theory Marks: 80
Assignment:20
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. 8[th]ed. 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.

20LIS22C4:   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.

Theory Marks: 80
Assignment:20
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*. 5 th 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.

20LIS22DA1: 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.

Theory Marks: 80
Assignment:20
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

Second Semester
(Foundation Elective Paper)
MORAL EDUCATION
Paper Code: 20GENF1

Time: 02 Hours

Total Marks: 50
Theory Marks: 40
Assignment: 10

Instructions

There will be a total of five questions. Question No. 1 will be compulsory and shall contain eight to ten short answer type questions without any internal choice and it shall cover the entire syllabus. The remaining four questions will include two questions from each unit. The students will be required to attempt one question from each unit. The students will attempt three questions in all.

UNIT I
Guiding principles for life
Ethics
a. Guidelines set by society
b. Changes according time and place
Morals
c. Guidelines given by the conscience
d. Always constant

Ethics in the workplace
a. Respect for each other
b. Obedience to the organization
c. Dignity of labour
d. Excellence in action

UNIT II
Concept of Trusteeship
a. Everything belongs to society
b. Man is only a caretaker
c. Our responsibility to ensure welfare of all

Importance of service
a. Responsibility of an individual
b. Man is only a caretaker
c Our responsibility to ensure welfare of all

Master of Arts (Economics)
Second Semester
MEDIA AND SOCIETY
Paper Code 20JRM01

Time Allowed 3 hrs

Max. Marks 100
Theory Marks 80
Assignment 20

UNIT I

1. Media Definition

2. Relationship of Media in Society
3. Impact of Media on society – recent trends
4. Media and Social Development

UNIT II

1. Media Literacy
2. Impact of Media on children and youth
3. Media and gender issues
4. Media and Rural Society

UNIT III

1. Media and Violence
2. Media and Rising Crime
3. Media and Democracy

4. Media and development of Scientific temperament
5. Media and environmental issues

UNIT IV

1. Media Accountability.
2. Media and Economic development
3. Media and Nation Building
   Popular culture and media

THIRD SEMESTER

20LIS23C1: 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.

Theory Marks: 80
Assignment:20
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 Readingseather, 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.

Suggested Readingseather, John (2008). *The information society: A study of continuity and change*. 5ᵗʰ ed. London: Facet.Martin, William J. (1988). *The information society*. London: Aslib.

24

21LIS23C2: 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.

  Theory Marks: 80
  Assignment:20
  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 e d . 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

21LIS23C3: 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.

Theory Marks: 80
Assignment:20
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.

21LIS23DA1: 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.

Theory Marks: 80
Assignment:20
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.

21LIS23DB1: 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.

Theory Marks: 80
Assignment:20
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

----

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.

21LIS23DC1: 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.

Theory Marks: 80
Assignment:20
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.

Third Semester
Disaster Management
Paper Code 21ENVO2

Note:

1. Seven questions will be set in all.
2. Question No. 1 will be objective covering the entire syllabus & compulsory.

The remaining six questions will be set with two questions from each unit. The candidate will be required to attempt five in total, Question I and four by selecting at least one from each unit.

UNIT- I

Disaster- Causes and phases of disaster, Rapid onset and slow onset disasters. Nature and responses to geo-hazards, trends in climatology, meteorology and hydrology. Seismic activities. Changes in Coastal zone, coastal erosion, beach protection. Coastal erosion due to natural and manmade structures.

UNIT- II

Floods and Cyclones: causes of flooding, Hazards associated with flooding. Flood forecasting. Flood management, Integrated Flood Management and Information System
(IFMIS), Flood control. Water related hazards- Structure and nature of tropical cyclone, Tsunamis – causes and physical characteristics, mitigation of risks.

UNIT- III

Earthquakes: Causes and characteristics of ground-motion, earthquake scales, magnitude and intensity, earthquake hazards and risks, Volcanic land forms, eruptions, early warning from satellites, risk mitigation and training, Landslides.

Mitigation efforts: UN draft resolution on Strengthening of Coordination of Humanitarian Emergency Assistance, International Decade for Natural Disaster Reduction (IDNDR), Policy for disaster reduction, problems of financing and insurance.

Reference Books:
1. Bolt, B.A. Earthquakes , W. H. Freeman and Company, New York. 1988
2. Carter, N,W. Disaster Management: A Disaster Manager's Hand Book, Asian Development Bank, Manila. 1992

FOURTH SEMESTER

21LIS24C1: 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.

  Theory Marks: 80
  Assignment:20
  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.

21LIS24C2: 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.

21LIS24C3: 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.

Theory Marks: 80
Assignment:20
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.

21LIS24DA1: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.

Theory Marks: 80
Assignment:20
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.

21LIS24DB1: 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.

Theory Marks: 80
Assignment:20
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.