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)

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

- Hard core: minimum 54
- Soft core: minimum 20
- Open elective: minimum 6 credits by opting for one paper in Sem. II and another in Sem. III (3 credits each).
- Foundation elective: minimum 2 credits by opting one paper in Sem. I or II.

(Semester I & II)

In Semester I, there will be 5 Hard core papers (3 theory papers and 2 Practical) and in Semester II there will be 3 Hard core (2 theory papers and 1 Practical) and 1 Soft core paper. Each Student will opt for at least one foundation course (minimum 2 credits) in either Semester I or II from the pool of foundation elective 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). Soft core 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]	16LIS21HC1	Foundations of Library and Information Science	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS21HC2	Knowledge Organization: Classification Theory	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS21HC3	Knowledge Organization: Classification Practice	HC	0-0-8	00	100	100	3 Hrs	4
	16LIS21HC4	Information and Communication Technologies (ICTs) Basics: Theory	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS21HC5	Information and Communication Technologies (ICTs) Basics: Practice	HC	0-0-8	00	100	100	3 Hrs	4
Credits		**HC=20 ; FE=2**					**Total Credit: 20-22**		
II[nd]	16LIS22HC1	Knowledge Organization: Cataloguing Theory	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS22HC2	Knowledge Organization: Cataloguing Practice	HC	0-0-8	00	100	100	3 Hrs	4
	16LIS22HC3	Information Sources and Services	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS22HC4	Management of Library and Information Centres	HC	4-0-0	20	80	100	3 Hrs	4
	16LIS22SA1	Library Operations	SC	3-1-0	20	80	100	3 Hrs	4
	16LIS22SA2	Book Publishing		4-0-0	20	80	100	3 Hrs	
	16LIS22SA3	Information Systems and Networks		4-0-0	20	80	100	3 Hrs	
Credits		**HC=16; SC=04; OE=3; FE=2**					**Total Credit: 23-25**		

Note:

1. All candidates who have passed the 1st and 2nd 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 IInd Semester, he/she shall be eligible for admission to M.Lib.I.Sc. 3rd Semester under lateral entry scheme subject to availability of seats as per university rules.
2. 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 Hard core papers (3 theory papers) and 3 Soft core papers and in Semester IV there will be 3 Hard core (2 theory papers and 1 Practical) and 2 Soft core 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). Soft core will be floated according to the administrative and academic convenience of the department.

IIIrd	17LIS23HC1	Information, Communication and Policies	HC	4-0-0	20	80	100	3 Hrs	4
	17LIS23HC2	Information Processing and Retrieval	HC	4-0-0	20	80	100	3 Hrs	4
	17LIS23HC3	Information and Communication Technologies (ICTs) Advanced: Theory	HC	4-0-0	20	80	100	3 Hrs	4
	17LIS23SA1	E-Resource Management	SC	4-0-0	20	80	100	3 Hrs	4
	17LIS23SA2	Collection Development			20	80	100	3 Hrs	
	17LIS23SA3	Museology			20	80	100	3 Hrs	
	17LIS23SB1	Information Analysis, Consolidation and Repackaging	SC	4-0-0	20	80	100	3 Hrs	4
	17LIS23SB2	Preservation and Conservation			20	80	100	3 Hrs	
	17LIS23SB3	Archive Management			20	80	100	3 Hrs	
	17LIS23SC1	Digital Library	SC	3-1-0	20	80	100	3 Hrs	4
	17LIS23SC2	Web Designing			20	80	100	3 Hrs	
	17LIS23SC3	E-learning			20	80	100	3 Hrs	
Credits		**HC=12; SC=12; OE=3;**					**Total Credit: 27**		
IVth	17LIS24HC1	Research Methods and Statistical Techniques	HC	4-0-0	20	80	100	3 Hrs	4
	17LIS24HC2	Information and Communication Technologies (ICTs) Advanced: Practice	HC	0-0-8	00	100	100	3 Hrs	4
	17LIS24HC3	Technical Writing and Communication Skills	HC	3-1-0	20	80	100	3 Hrs	4
	17LIS24SA1	Academic Library System	SC	4-0-0	20	80	100	3 Hrs	4
	17LIS24SA2	Public Library System			20	80	100	3 Hrs	
	17LIS24SA3	Special Library System			20	80	100	3 Hrs	
	17LIS24SB1	Information Literacy	SC	4-0-0	20	80	100	3 Hrs	4
	17LIS24SB2	Scientometrics			20	80	100	3 Hrs	
	17LIS24SB3	Information Politics and			20	80	100	3 Hrs	

		Economy							
Credits		**HC=12; SC=08;**					**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.

Open Elective Offered by the Department

Sem	**Course Code**	**Title of Course**	**Course Type**	**L-T-P**	**Marks**			**Duration**	**Credits**
					Internal Assessment	Exam. Marks	Total Marks		
II[nd]	16LISOE1	Academic Integrity and Plagiarism	OE	3-0-0	20	80	100	3 Hrs	3
III[rd]	16LISOE2	Information Sources and Literacy	OE	3-0-0	20	80	100	3 Hrs	3

Total Overall Credit: 90 (HC=60; SC=24; OE=6)
Minimum Required: 82 (HC=54; SC=20; OE=6; FE=2-3)

FIRST SEMESTER

16LIS21HC1: Foundations of Library and Information Science

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.

Objectives

- to know the basics of library and information science (LIS), in terms of history, significant developments, major themes, organizations and institutions;
- to examine major conceptual frameworks for LIS practice and theory, the user perspectives and the history of the modern libraries in India;
- to know information about different types of libraries;
- to get awareness of different Indian library legislation acts;
- to be familiar with five laws of library science, profession and professional ethics;
- to check ideas about different accrediting bodies and the role played by international and national level library professional associations.

Outcomes

After completion of the course the students will learn about libraries with their types, what role those play at social, cultural and intellectual level in the society. The outcomes include the foundational principles which make the librarianship as an intellectual discipline including the profession and professional issues also. Further the course teaches about the role of library associations and organizations both at national and international level.

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: 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 and adoptions of five laws: general and digital environment
- Importance of five laws in higher education

Unit-3: Library Legislation, Acts and Professional Issues

- Library legislation: need and essential features
- Library legislations in India: history, chorology and features
- Intellectual Property Rights (IPRs): The Indian Copyright Act, 1957 : original writings and creativity, infringement, fair-use, exclusiveness for libraries
- The Information Technology Act, 2000
- Delivery of Books (Public Libraries) Act 1954
- Profession : attributes; librarianship as a profession

Unit-4: Professional Associations and Organization

- Library associations: National and international associations, need and role in promotional activities
- Indian Library Association (ILA): history, structure, membership, activities, national representation
- IASLIC: history, structure, activities, membership representing special libraries
- 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); University Grants Commission (grants to college and university libraries); National Book Trust: Delhi Book Fair, book fair at other states, promotion of regional language and translated books.
- 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.

16LIS21HC2: Knowledge Organization: Classification Theory

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.

Objectives

- to examine why and how to develop knowledge organization systems;
- to know implications of knowledge organization systems and approaches;
- to study theory and practices involved in library classification;
- to acquaint the students with library classification schemes and the new trends in classification;
- to prepare students for work in libraries, information centres and other organizations that organize large bodies of recorded information.

Outcomes

After completion of the course, the students will understand the importance of knowledge organization and the underlying principles in it, which further facilitates the library classification in libraries to classify large body of recorded knowledge e.g., books and other materials. Further the course teaches the types of classification schemes, their structure and functionality and also about how classification rules are undergoing changes in electronic environment, including the recent researches conducted on these classification principles.

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: General and Special Theory of Classification

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

Unit-4: Recent and Future Trend

- 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.

16LIS21HC3: Knowledge Organization: Classification Practice

Maximum marks: 80

Pass marks: 32

Time: 3Hrs.

Note

The paper is divided into 2 parts. Each part carries 40 marks.

Objectives

- to orient students with the principles of how-to-do methods on building up class numbers;
- to make the learners familiar with the two classification schemes: Dewey Decimal Classification and Colon Classification;
- to monitor and guide the students about the schedules, the rule books and also the number building process;
- to observe, correct, and to check the workouts of the students till arrive at the desired class number;

Outcomes

The students will be able to classify documents after being oriented with the classifications schemes, the rules of at different stages with the help of Colon Classification and Dewy Decimal Classification. The course teaches practically about the handling of both schemes, finding the desired numbers, rectification process and about overall knowledge on practical classification.

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 cubject 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.

16LIS21HC4: Information and Communication Technologies (ICTs) Basics: Theory

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.

Objectives

- to provide knowledge about basic ICT concepts in terms of hardware, software, operating systems;
- to explore the possibilities of ICT in designing library services;
- to know the use of communication and networking technologies in developing library systems and services;
- to take current stock of different library networks operational in India.

Outcomes

By reading this paper students will be able to know the different components of information and communication technologies (ICTs) and its usefulness in designing, developing and disseminating value-added library services and facilities. Further the course informs different communication technologies include the Internet and its working facilities, along with social networking phenomena. The course also updates with different library networks, with its history and functionality which are operational in India

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Unit 1: Computer Hardware and Software Concepts

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

Unit 2: Computer Applications to Library and Information Services

- Application of computers in library activities: general: MS Word, MS Excel, MS Power Point and professional: housekeeping, acquisition, management, budgeting, circulation

- Library automation: definition, need and purpose, stages
- Library management software: features, modules, selection, recency

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, Web portals, social networking: Facebook & Twitter.

Unit 4: Internet and Networking Basics

- Internet : concept, definition, origin, need and purpose, services, resource sharing
- Network and networking: concept, components, topologies and types: LAN, MAN,WAN, VPN
- Library networks : need, purpose and objectives
- National library networks : DELNET, INFLIBNET, NKN

Suggested Readings

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

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

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* (3rd ed). New Delhi: Prentice Hall of India.

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

16LIS21HC5: Information and Communication Technologies (ICTs) Basics: Practice

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.

Objectives

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

Outcomes

After reading this course students will be able to use various software and Internet effectively. Further they will be able to learn practically, the basic library functioning in automated environment. This course will develop over all awareness among the students to maintain computerized libraries with practical knowledge by the trainers. Through this course, the students will be able to know practical knowledge about software handling in terms of installation, updating, creation through extra features along with Internet knowledge by doing themselves.

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 PowerPoint: Creation and presentation slides, animation, formatting/ Adding graphics, slide Show, customizing.
- MS Excel: File creation, editing, inserting characters, formatting.

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

- Online search: Basic Internet searching, with different strategies of searching
- Advance Internet search with search techniques (Boolean)
- E-mail: Opening a desired e-mail account, creating, saving and sending, 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

16LIS22HC1: Knowledge Organization: Cataloguing Theory

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.

Objectives

- to examine why and how do we develop knowledge organization systems;
- to know implications of knowledge organization systems and approaches;
- to study the principles and theories of library cataloguing;
- to study the cataloguing rules of CCC and AACR;
- to study the various standards available and used in cataloguing.

Outcomes

The course makes the students understand the principle of knowledge organization, more specifically cataloguing principles as an element of knowledge organization. The course will teach the lessons on the need and importance of library catalogue, the different entry elements, and subject cataloguing principles. The students will also understand catalogue codes, standards and current trends in cataloguing.

Unit-1: Library Catalogue

- Catalogue: definition, need and purpose
- Library Catalogue: physical forms: conventional and non-conventional including OPAC, Web-OPAC, history and development
- Library catalogue, library records: bibliographies, checklist (commonness and differences)
- Cooperative cataloguing: centralized cataloguing : cataloguing-in-Publication, prenatal cataloguing

- Union catalogue: concept, need, purpose

Unit-2: Entry Elements and Filing

- Library catalogue : types: alphabetical (author, name , title, subject) and classified
- Entries: main and added entries: data elements in different types of entries according to CCC and AACR-2
- Filing of entries
- ALA filing Rules

Unit-3: Subject Cataloguing

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

Unit-4: Cataloguing Standards and Current Trends

- Trends in standardization, description and exchange of information: MARC-21, ISBD, ISO 2709, CCF, Z39.50
- Metadata: Concept, need , Dublin Core
- Recent trend: FRBR, RDA: basic concept

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.

Oliver, Chris (2010). *Introducing RDA: A guide to the basics*. 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.

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

16LIS22HC2: Knowledge Organization: Cataloguing Practice

Maximum marks: 80

Pass marks: 32

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

Objectives

- to acquaint the students in cataloguing of documents according to AACR-2 and CCC-5th ed. ;
- to make aware of students of different rules of entries;
- to bring the notice of the students about rules of cataloguing of books and non-books materials;
- to educate the learners about the rules for personal and corporate authors.

Outcomes

The students will understand the cataloguing rules and be able to prepare catalogue entries according to AACR 2 and CCC. The students will be allowed to do the cataloguing of documents themselves. The accuracy, error and correctness of entries will be checked by the tutor.

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

- Authorship: Documents having personal author, shared author (s), collaborator (s): reviewer, editor, reviser, translator
- Authored and edited works
- Documents published under pseudonyms
- Cataloguing of corporate authorship
- Multivolume documents with separate title for each volume
- Serials/ periodicals publication: simple, changed ,merged and split title
- Non-book material: Atlas, maps, globe

(**Note:** Students will assign at least 2 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.)

- Authorship: Documents having personal author, shared author (s), collaborator (s): reviewer, editor, reviser, translator
- Authored and edited works
- Documents published under pseudonyms
- Cataloguing of corporate authorship
- Multivolume documents with separate title for each volume
- Serials/ periodicals publication: simple, changed , merged and split title
- Non-book material: Atlas, maps, globe

(**Note:** Students will assign at least 2 subject headings by S R Ranganathan's *chain procedure* method themselves and mention in the catalogue entry)

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.

16LIS22HC3: Information Sources and Services

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.

Objectives

- to understand the basics of information sources and services;
- to learn how to critically analyse and evaluate the information sources;
- to know the users of library, their information requirement and step-by-step process for handling their information queries;
- to get knowledge about various Internet resources in the area of Science and Technology, Social Sciences and Humanities.
- to know the process of retrieving databases and on-line /web information resources in network environment.

Outcomes

Students will be skilled to know various types of users, their information queries and adequate print and electronic sources of information to satisfy their information requirements pin pointedly. The course teaches about the different information services includes document delivery, both manually and electronically. Also the course provides the knowledge of Internet as source of information, to learn.

Unit 1: Information Sources

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

Unit 2: Information Services

- Information Services : concept, definition, need and trends

- Information Services : Types : Reference Service / Long and short range (on the basis of time and content), bibliographic, referral
- Document delivery: electronic document delivery, abstracting and indexing, translation, literature search
- Current and selective information: Information alerting services; CAS;SDI

Unit 3: Information Users

- Types of users
- User's need/information seeking: concept, methods and behaviour
- User education: concept, need, strategy
- Information literacy: meaning , need and concept

Unit 4: Internet as a source of information

- Internet as a source of information
- Open access information resources: virtual library, subject gateways, e-journals
- Subscribed information resources: bibliographic: Medline; Citational: Web of Science, Scopus; Full-Text: Science Direct, Emerald

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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.

16LIS22HC4: Management of Libraries and Information Centres

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.

Objectives

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

Outcomes

The course provides comprehensive definitions of management as applied to any information centres along with an overview of management schools of thought. It discusses the primary goal in management which is concerned with the human and material resources, activities and task of libraries and information centre an organization, and also the overall objectives of library and information centres management.

Unit-1: Management Basics

- Management: concept, definition and 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.
- Management of change: concept, problems of inducing change and techniques
- Total Quality Management: definition, concept, elements

Unit-2: Man and Materials Management

- Human Resource (HR): Human Resource Development (HRD): concept and components; Human Resource Management (HRM): concept and components; Human Resource Planning (HRP): concept and components
- Library committees: types, need and function
- Recruitment : advertisement, screening, selection: methods , induction and orientation, performance & systems theory
- Motivation: concept and theories; Maslow's and Hertzberg's theory of motivation
- Materials management: library infrastructure; Library building: construction, provision, lighting and floor management, extension

Unit-3: Library Finance

- Financial management: concept, scope and objectives
- Library budget and budgetary methods: line item or incremental budget, formula budget, programme 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, in context with library staff

Unit-4: Library Sources and Service Management

- Library services: nature, significance and characteristics of services, Factors influencing the growth of services
- Functions : resources development section: collection development policies of print and e-resources, processing section, periodicals section, maintenance section including conservation and preservation, circulation section
- Library rules: general : timing, public behaviour; circulation: circulation rules, overdue, requisition; stock verification; weeding out policies and procedures
- Reports: contents and style; annual reports
- Library statistics: records, data
- Project management: PERT/CPM

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.

16LIS22SA1: Library Operations

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.

Objectives

- to provide basic understanding to the students about various units and their functioning in the library system;
- to introduce standards, procedures, principles related to various functions of libraries;
- to explore the practical applications of library automation software and standards.

Outcomes

The course teaches about the various operational principles of a library in terms of its types, activities. Students will be skilled to function with ease in new library set up as they will be introduced with basic operations of libraries in real environment settings.

Unit-1: Library operations basics

- Library operations basics: meaning, types and functions ; mechanism and components;
- Housekeeping: meaning, types, functions
- Acquisition: meaning types, functions
- Collection development: purpose, policy and procedure
- Book selection: principles ; tools: print and non-print materials
- Acquisition: mechanism of procurement, functions and problems
- Automated acquisition systems

Unit-2: Technical Processing and Maintenance

- Technical processing: need, role and procedure
- Dealing with books: accessioning, classification and cataloguing: manual and aut-cataloguing
- Labeling, shelving and display
- Maintenance: weeding and stock verification
- Conservation and preservation
- OPAC and its features

Unit-3: Circulation

- Circulation: concept need and functions.
- Circulation system: charging and discharging systems, overdue, requisition
- Membership: new and old, updating, deletion
- Features of automated circulation: software, human intervention, data management

Unit-4: Serial Control

- Serials: concept and types importance
- Serials: selection and procurement: planning, selection, ordering, problems and issues
- Serial control : traditional and automated serial management systems
- Vendor and pricing 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

Kotler, Philip (2003). *Marketing management*. 11th ed. New Delhi: Pearson.

Narayana, G J. (1991). *Library and information management*. New Delhi: Prentice Hall of India.

Paton, Robert A. (2000). *Change management*. New York: Response Books.

Rowley, Jennifer (2001). *Information marketing*. Aldershot: Ashgate Publishing.

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.

Stoner, James A F (et.al). (1996). *Management: Global perspectives*. 10th ed. New York: MC Graw Hill Inc.

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

16LIS22SA2: Book Publishing

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.

Objectives

- to have overall knowledge about book publishing;
- to explore publishing as a business and art;
- to know acquisition and commissioning of manuscripts;
- to know the process of book publishing;
- to know how to contact with authors;
- to know the skill of choosing a title, chapters and the publishers;
- to find information about book marketing.

Outcomes

After completion of the course the learners will be able to know the basics of book publishing. The process begins from ideas till it gets the shape of a book. The course will also teach about the author commissioning, agreement, the content creation. Further the course will able to tell the students about the selling, marketing, promotion of the books.

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.

16LIS22SA3: Information Systems and Networks

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.

Objective

- to know what are the components of information systems and networks,
- to examine how information system helps in furthering both information need, facility and user satisfaction,
- to know how different information systems with variety of objectives function in India,
- to look into the aspects of Indian information system through institutional set ups for science, social science and humanities information.

Outcomes

After studying the course the students will come to know about the role of information systems for fostering of information flow in different discipline. The course will also teach about the different system works for science, social science, and humanities.

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

17LIS23HC1: Information, Communication and 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.

Objectives

- to know about the information and r elated concept;
- to know how freedom of information prevails in an advanced society to uphold a democracy;
- to know about information science as discipline;
- to make aware about different acts, commissions and policies related to information is available in India

Outcomes

The course empowers the learners in great many ways, especially in terms of knowing different concept of information, its flow and barriers. The course further tells us how freedom of information sustains in a democratic society. Further the learners come to know through this paper that different policies, acts and commissions are set up to up hold the free flow of information for India citizen and to justify India a true democracy.

Unit 1: Information and Communication

- Information : definition, characteristics, nature, type, value and use of information
- 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

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: Intellectual Property (IR) Act, Right to Information Act
- 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.

17LIS23HC2: Information Processing 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.

Objectives

- to understand the dimension of information documentation;
- to understand the organization of information;
- to understand the components of information storage and retrieval system;
- to explore optimization factors for information systems; and
- to evaluate current issues in information storage and retrieval.

Outcomes

After learning the course, the students will be able to know the basic principles and practices of information

documentation, organization, storage, retrieval and dissemination. Further the course will help the learners to know, the structure of document surrogates, indexing languages, Controlled vocabularies, thesauri, natural language systems, catalogues and files, information storage media, retrieval systems, evaluations with precision and recall theory.

Unit 1: Information Retrieval Systems

- Basic concepts: definitions, objectives, characteristics, components and functions.
- Indexing Systems: indexing: meaning, purpose and need; an overview of historical development in indexing; Types: pre-coordinate indexing 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 and 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 and free text indexing
- Controlled vocabulary: dictionary, subject heading lists, thesauri, thesaurofacet, classarus, indexing language
- Thesaurus construction techniques
- Controlled vocabularies: case study, ontologies such, ERIC, , INSPEC

Unit 3: IR models

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

Unit 4: Evaluation of IRS

- Evaluation criteria
- Design of evaluation programmes
- Steps of evaluation; evaluation experiments
- Overview of the Cranfield test, MEDLARS, the SMART Retrieval Experiment.
- 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

17LIS23HC3: Information and Communication Technologies (ICTs) Advanced: Theory

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.

Objectives

- to develop an advance understanding about implementation of library automation software and in achieving library security with the use of latest ICTs technique;
- to acquaint the students in the use of communication and networking technologies;
- to provide them knowledge about database management, data ware housing, data mining and other artificial intelligence technologies.

Outcome

Students will be acquainted with the latest tools and technologies available for maintaining library databases, communication flow within library, data warehousing, data mining and for ensuring library security so that they can implement all such tools in future libraries.

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

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

- Database architecture and models

Unit 3: Data Communication and Internet Technology

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

Unit 4: Artificial Intelligence

- Data warehousing
- Data mining
- Artificial intelligence: concept, definition and features
- Expert systems: concept, definition and features

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.

17LIS23SA1: E-Resource Management

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.

Objectives

- to know the meaning, definition and types of electronic resources;
- to study electronic resources and their life cycles;
- to get awareness about collection development of e-resources;
- to study the activities involved in developing collection and providing access to electronic resources.

Outcomes

Through the knowledge acquired in this course, the students will be able to have better knowledge to manage electronic resources in libraries. Further the course empowers the students about the collection development of e-resources, developing through different channels, and also to learn usage statistics.

Unit 1: Electronic Resources

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

Unit 2: 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

Unit 3: Developing e-Resource Access Channels

- Access management and authentication of e-resources
- Access channels for e-resources
- 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)
- Processing, analysis and presentation of data
- ERMS: concept, need, features
- Salient features of some ERMS (ExLibris, Verde and ERM Essential)

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.

17LIS23SA2: Collection Development

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.

Objectives

- to examine the methods of materials acquisitions, covering various formats and library types;
- to become familiar with the varied selection resources that provide bibliographic and evaluative support for collection development work;
- to learn about issues surrounding collection development, including budgeting, policies, user communities, and collection management;
- to discuss expectations for and of selectors in an ever-evolving profession;
- most importantly, to provide you with real-life situations you will encounter and skills you will need to tackle those collections (and other) situations in your professional life.

Outcomes

This course will cover methods of developing and managing library collections in academic, public, and school libraries. Discussions will include acquisition methods, budgeting, collection development policies, selection criteria, selector responsibilities, collection evaluation, and challenges to materials. These components of collection development and management will be discussed in the context of the ongoing changes in the world of publishing and accessing information

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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.

17LIS23SA3: Museology

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.

Objectives

- to know about objectives and functions of a museum ;
- to identify the impact of museum and its artifacts;
- to get awareness about the materials and its built-up ;
- to identify museum materials;
- to know museum communications.

Outcomes

This course provides a broad introduction to the museum world. In the course we focus on what a museum is, and examines the various types of museum: art, history, natural history, science. Further the course investigates the various jobs and responsibilities that people have within museums as they work on exhibitions, education, research, collection management, and conservation.

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

17LIS23SB1: Information Analysis, Consolidation and 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.

Objectives

- to have overall knowledge about usefulness of information;
- to explore why information analysis is needed;
- to know and practice of information consolidation;
- to know the need of repackaging.

Outcomes

The course makes the learners aware about the information and its abundance and also problem of searching the right information. The can help the students learn the process of information analysis and it can be broken into fragments for better utilization. Overall skill learning of information consolidation and repackaging is prime outcomes.

Unit 1: Information Consolidation

- Information consolidation: meaning, definition and concept and justification
- Methodology for information consolidation :pre-requisites and Steps
- Use of abstracts and abstracting in consolidation
- Role of library and information professionals in information consolidation process

Unit 1: Information Analysis and Repackaging

- Information Analysis and Repackaging: definitions, concept, process and techniques
- Electronic content creation : meaning, need, objectives and techniques
- Content analysis: definitions, history, approaches, uses; types: conceptual and relational

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 report

- Objectives, nature, characteristics, functions, design and development
- Marketing: concept, objectives and principles
- Marketing of information products

Unit-4: Information Analysis and Consolidation Centres

- Information analysis and consolidation
- Centres: genesis, types, function and activities
- Planning and management of information analysis and consolidation
- Centres: policy formulation, management and resource needed

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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.

17LIS23SB2: Preservation and Conservation

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.

Objectives

- examine the various components of a preservation program;
- differentiate between conservation and preservation of library materials;
- identify various factors of deterioration of library materials;
- design effective security and disaster planning program;
- assess strategies for devising a mission statement and developing a
- preservation policy;
- analyze the methods for selecting collections for preservation and assessing institution's preservation needs; and
- Identify resources that will increase your knowledge of preservation

Outcomes

This course will introduce the students to everyday care of library materials, storage and handling of library materials, collection management, principles for preservation and conservation of library materials, factors of deterioration (environmental, biological, chemical, mechanical or human and disasters factors), preservative and conservative measures (books, archival materials, paper and digital preservation), preservation policy, reformatting, library binding, in-house repair, security and disaster planning, common preservation problems and solutions. It will also give students the tools to build an effective preservation program in any library.

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.

17LIS23SB3: Archive Management

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.

Objectives

- to know about archive as an institution;
- to identify the key objectives;
- to get awareness conservation and preservation of materials;
- to know and accesses and service policies;

Outcomes

The archive management aims to follow the process of technological evolution in the area, and to offer high quality education in organization and management of archive information in any media. The planning, implementation and operation of intermediate and permanent files, scanning techniques, electronic document management, technological application for the preservation and conservation such as microfilming and scanning in hybrid systems, and media and multimedia convergence shall be addressed.

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.

17LIS23SC1: Digital Library

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.

Objectives

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

Outcomes

Students will be acquainted with the latest tools and technologies available for maintaining digital library, so that they can implement all such tools in future libraries.

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: Digital Library Creation

- Digitization file formats, tools and process
- 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 3: Digital Library Practice

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

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.

17LIS23SC2: Web Designing

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.

Objectives

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

Outcome

Students will be acquainted with the latest tools and technologies and standards available for creating websites. After successful completion of this course they will be skilled to critically evaluate website quality and will learn how to create and maintain quality web pages based on design standards and will learn to create and manipulate images.

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 (Practice)

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

(Note: Viva-voce for unit-4 shall be conducted with assessor comprising of at least two members other than the teacher concerned)

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.

17LIS23SC3: E-learning

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.

Objectives

- to build relevant, pedagogically sound educational materials and programs for the Internet using the latest developments in online educational theories and technology;
- to integrate a variety of multimedia technology tools to develop engaging, effective eLearning;
- to apply the components of effective eLearning instructional design, development, implementation, and evaluation to creating projects and programs that meet the immediate classroom needs and goals;
- to track, measure, and evaluate the effectiveness of eLearning training .

Outcomes

After getting oriented with the course, the students will come to know the meaning, definition and the concept of e-learning and the use of technology. Various stages of getting ready with instruction will come to know especially different formats of technology. Also the course is benefitted in using modern social networking for mass reading programme.

Unit 1: Learning with Technology

- E-leaning : meaning, definition and concept
- E-learning: theory and practice
- Knowledge construction with interaction
- 2.0 technology

Unit 2: Changing Context

- Changing learning ecology
- e-leaning, e-assessment and e-portfolio

Unit 3: E-Learning Delivery

- Online presence

Unit 4: Assessment and Evaluation

- Evaluation with objective

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 elearning courses*. London: Create Space.

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

Khan, Badrul (202005). *Managing e-learning strategies: design, delivery and implementation and evaluation*. Pteoershey: Information Science Publishing.

FOURTH SEMESTER

17LIS24HC1: Research Methods and Statistical Techniques

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.

Objectives

- to introduce the different methods and techniques of research;
- to familiarize in the use of data collection tools, organization and representation of data;
- to introduce different data analysis techniques;
- to guide in preparing research report.

Outcomes

The course will enable the students to learn the basics of research and research methodology in terms of types, forms and formulation research questions including objectives, hypotheses. Further the students will also be benefited through the data collection methods and analyzing through different statistical techniques.

Unit 1: Research Basics

- Research: definition, concept, objectives, types
- Scientific enquiry and scientific method: validity, reliability, objectivity and subjectivity
- Research problem: theoretical and applied; methods of 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 design, approach : qualitative & quantitative; qualitative: narrative, phenomenology, ethnography, discourse; quantitative: experimental and non-experimental: survey, historical, descriptive
- Identification and formulation of problem
- Research objectives, questions and hypotheses; research objectives: meaning , concept and narrating style ; research questions: meaning , concept and narrating style; hypothesis : concept , types and narrating style

Unit 3: Research Techniques, Tools and Data Universe

- Data world: population: concept and meaning; sample: 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; chi-square test, t-test
- SPSS and Web-based statistical Analysis tools
- 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.

17LIS24HC2:Information and Communication Technologies (ICTs)Advanced: Practice

Maximum marks: 80
Pass marks: 32
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.

Objectives

- to train the students practically in designing and developing library database, library website and blog;
- to provide hand-on training on library automation software and data migration from one system to another system.

Outcome

Students will be practically acquainted with the latest tools and technologies available for maintaining library databases, library automation software (Koha), communication flow within and outside the library, design and development of library website and blog. They will be skilled in practical implementation of ICT in libraries.

Unit 1: Database Design and Development

- MS ACCESS: databases, tables, queries, forms and reports

Unit 2: Website Designing and Navigational Tools

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

Unit 3: Use of Internet for better Library Services /Library Management Software (Advanced)

- Library management software: KOHA
- Designing and developing library: blogs

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.

17LIS24HC3: Technical Writing and Communication Skills

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.

Objectives

- to know about technical writing;
- to identify difference between general and technical writings;
- to get awareness about writings with specific purpose;
- to identify different forms of oral presentation;
- to find information about the benefits and demerits of seminar, group discussion and other form of oral presentation.

Outcomes

After learning the course students will identify the different forms of private and official letters and their purpose also. The students will also be benefitted from the course in terms of specific documents with purpose, oral presentations with its different forms and its suitability in different contexts.

Unit 1: Technical Writing

- Technical writings: meaning , definition and difference than general writings
- Various forms of technical writings: theses, technical papers, reviews, manuals
- Parts of theses and technical communications: different parts and their objectives with sequence ; tables, graphs and illustrations and their sequence
- Citation Style: objectives, style manual, APA style (In-text: superscription and parenthetical)
- APA documentation: making of notes, listing sources : references and bibliography

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 and other job related letters : parts, templates, organization; application letters; interview and follow up letters

- Proposals : types , guidelines; elements of persuasive proposal ; research proposal, grant proposal

Unit 3: Writing Process

- Objectives, purpose, context, language and tone
- Grammar and usage: sentence fragments, punctuation
- Mechanics of writing : abbreviation, hyphenation, capitalization, use of numbers and spelling
- Editing and proof reading: basics of editing and key consideration; proofreading marks : important twenty

Unit 4: Oral Communication

- Oral communication: objectives, advantages , pitfalls and avoidance
- Considerations: languages , diction, sentence structure and thematic wind up
- Personal presentation: seminar : with technology assistance; PPT; extempore; personal interview; story telling
- Group presentation : group discussion, brainstorming session
- Webinars: considerations, social media, YouTube and Facebook

(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.

17LIS24SA1: Academic Library System

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.

Objectives

- to acquaint the students with the present set up of academic library system in India;
- to make aware the students about growth and role of academic libraries;
- to examine the issues related with collection development;
- to look into the meaning, concept and technique of resource sharing

Outcomes

The students will be able to understand better manage resources and services in academic libraries in terms of growth, role of academic libraries. The course will teach us about the library organization, collection development issues and also lessons about resource sharing.

Unit 1: Growth and Role of Academic Libraries

- Academic libraries : history , landmarks in education since 19th century in India
- Academic libraries : types and functions
- Academic Library : role in formal and informal system of education
- UGC and its role in the development of academic libraries

Unit 2: Library Organization, Administration and Management

- Library authority: concept and Role
- Staffing norms and patterns
- Personnel management
- Sources of finance, types of budget, methods of financial estimation, budget
- Planning: basic elements in the design of academic library buildings
- Furniture and library equipment
- Lighting and fittings

Unit 3: Collection Development

- Collection development policy of print and non-print material
- Selection principles, tools and problems of collection development

- Library committee and their role in collection development
- Weeding policy

Unit 4: Resource Sharing and Information Services

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

17LIS24SA2: Public Library System

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.

Objectives

- To acquaint the students with the present set up of public library system in India

Outcomes

The students will be able to better manage resources and services in public libraries.

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.

17LIS24SA3: Special Library System

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.

Objectives

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

Outcomes

This course will enable the students to get awareness about the nature and practice of special libraries and their working patterns along with its growth history. Further this will guide the students in constitution of a library governing body, staffing norms, development good collection, building and furniture, consortia purchase and resource sharing, etc.

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.

17LIS24SB1: Information Literacy

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.

Objectives

- to know about scope of Information Literacy.
- to develop new skills for design of Information Literacy Programmes
- to creates and promote Information Literacy Programme

Outcomes

Interdisciplinary nature of this course, students grappled not only Information literacy benefits but also recognize gaps inherent in knowledge acquisition and gives snapshot of multidisciplinary subject.

Unit1: Information Literacy

- Concept, definition and scope
- Types of literacy
- Library2.0 and information literacy
- Benefits of information Literacy
- Standards in information literacy

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
- Web based information literacy system
- Designing of information literacy programme
- Implementation of information literacy programmes

Unit4: Application Of Information Literacy In Library And Information Centres

- Information literacy for users
- Information literacy for professionals
- Information literacy for research and development

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.

17LIS24SB2**:** **Scientometrics**

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.

Objectives

- to know about academic integrity;
- to identify instances and types of plagiarism;
- to get awareness about plagiarism;
- to identify "fair use" applications to the use of someone else's materials;
- to find information about the correct way to cite a reference;
- to begin to develop your personal philosophy on academic integrity;
- to be cautious enough to have deterrence strategies of plagiarism.

Outcomes

The course enables the students to get awareness about the nature and practice of academic integrity and its advantages. Further the completion of the course will guide the students and others to have deterrence policies and strategies to get away from plagiarism activities. After completion of the course, the learners will come to know, how citations are made properly. Over all awareness will be developed to maintain academic honesty with practical examples by the trainers.

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
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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.

17LIS24SB3: **Information Politics and Economy**

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.

Objectives

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

Outcomes
The course enables the students a new way of thinking about the social and economic implications of the revolution in information and communication technologies (ICTs). Further it enables the learners to know, how access to information makes people empowered and creates information haves and have-nots, information rich and poor and digital divide.

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

16LISOE: Academic Integrity and Plagiarism

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.

Objectives

- to know about academic integrity;
- to identify instances and types of plagiarism;
- to get awareness about plagiarism;
- to identify "fair use" applications to the use of someone else's materials;
- to find information about the correct way to cite a reference;
- to begin to develop your personal philosophy on academic integrity;
- to be cautious enough to have deterrence strategies of plagiarism.

Outcomes

The course enables the students to get awareness about the nature and practice of academic integrity and its advantages. Further the completion of the course will guide the students and others to have deterrence policies and strategies to get away from plagiarism activities. After completion of the course, the learners will come to

know, how citations are made properly. Over all awareness will be developed to maintain academic honesty with practical examples by the trainers.

Unit 1: Academic Integrity

- Academic Integrity: meaning, definition and concept
- Reasons: Individual reputation, personal integrity, professional competence, status or standing of the institution
- Original writings and contribution to society
- Writings and Impact: good and original writings bring credibility; good impact factors; writings meant for the readers and society

Unit 2: Plagiarism

- Plagiarism basics: meaning, definition and concept
- Plagiarism: concept, need and importance, definitions; types
- Copyright and fair use
- Hoes does it occur: intentional and unintentional; innocence vs. deception

Unit 3: Plagiarism Deterrence

- Deterrence: avoidance, awareness
- Guidelines: summarizing, paraphrasing, direct quotations, language and vocabulary
- Citations: citation basics; citation styles: parenthetical and superscription
- Style manuals : Chicago, APA, MLA, Harvard

Unit 4: Measures, initiative and university agencies

- Research and Citation policies: formulation of research polices
- Regular trainings & awareness; role of librarians; handling online resources
- Anti-plagiarized software; Turnitin; I-authenticate; usefulness and limitations

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Suggested Readings

Cvetkovic, Vibiana Bowman & Anderson, Katie Elson (Eds.) (2010). *Stop plagiarism: a guide to understanding and prevention*. New York: Neel-Schuman.

Lampert, Lynn D. (2008). *Combating student plagiarism: an academic librarian's guide*. Oxford: Chandos.

Posner, Richard (2007). *The little book of plagiarism*. New York: Pantheon Books.

Roth, Lorie (1999). Educating the cut-paste generation. *Library Journal, 124*(18), pp.42-44.

Scalon, Patrick (2003). Student online plagiarism: how do we respond? College Teaching*, 51*(4): pp. 161-65.

Swain, N.K. Publish or perish: What the Indian policy makers think about it? *University News*, 52.15 (April 14-20, 2014): pp. 23-28.

16LISOE: Information Sources and Literacy

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.

Objectives

- to provide knowledge regarding information sources;
- to impart practical knowledge to the students about the evaluation of reference and information sources; and
- to make students aware about information literacy and search strategies

Outcomes

Through this course the students will come to know about the various types of information sources in print and electronic form. The students will have knowledge of various types of databases and how to evaluate them. After completion of the course, the students will know the importance of information literacy and various search strategies.

Unit 1: Information Sources

- Information sources and types : documentary and non-documentary
- Print information sources: primary, secondary, tertiary
- Electronic information sources: primary, secondary, tertiary
- Books: concept, parts: front matter, body, back matter; types
- Journals: concept, types, impact factor, h-index
- Theses: concept, parts

Unit 2: Databases

- Full text databases: Science Direct, Emerald
- Abstracting and indexing databases: Medline
- Citational databases: Scopus, Web of Science
- Theses databases: NDLTD, Shodhganga
- Open access resources: DOAJ, DOAB

Unit 3: Evaluation of Information Sources

- Evaluation criteria
- Evaluation of following information sources (print and electronic): dictionary: Oxford groups; encyclopedia: International Encyclopedia of Social Science, McGraw Hill Encyclopedia of

Science & Technology ; biographical sources: International Who's Who; yearbook: World of Learning ;statistical sources: Census of India

- Evaluation of internet resources

Unit 4: Information Literacy

- Information literacy: meaning, definition
- Information literacy and lifelong learning
- Nature of information requirement
- Literature search
- Search strategies and techniques

Suggested Readings

Eisenberg, Michael. *Information literacy: Essential skills for the information age*. 2nd ed. Westport Publ.: Libraries Unlimited, 2005.

Gates, Jean Key. (1988). *Guide to the use of Libraries and Information Sources* (6thed). 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.

Katz, William A. (2002). *Introduction to Reference Work: Reference Services and Reference Processes.* V2. 8thed. New York: McGraw-Hill.