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:

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

(Semester I & II)

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

Sem	Course Code	Title of Course	Course Type	L-T-P (HOURS)	Marks			Duration	Credits
					Internal Assessme	Exam. Marks	Total Marks		
I[st]	16LIS21C1	Foundations of Library and Information Science	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C2	Knowledge Organization: Classification Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C3	Knowledge Organization: Classification Practice	C	0-0-8	00	100	100	3 Hrs	4
	16LIS21C4	Information Communication Technologies (ICTs) Basics: Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS21C5	Information Communication Technologies (ICTs) Basics: Practice	C	0-0-8	00	100	100	3 Hrs	4
Credits		**C=20**					**Total Credit: 20**		
II[nd]	16LIS22C1	Knowledge Organization: Cataloguing Theory	C	4-0-0	20	80	100	3 Hrs	4
	16LIS22C2	Knowledge Organization: Cataloguing Practice	C	0-0-8	00	100	100	3 Hrs	4
	16LIS22C3	Information Sources and Services	C	4-0-0	20	80	100	3 Hrs	4
	16LIS22C4	Management of Libraries and Information Centres	C	4-0-0	20	80	100	3 Hrs	4
	Choose any one from the following three papers								
	16LIS22D1	Library Operations	D	3-1-0	20	80	100	3 Hrs	4
	16LIS22D2	Book Publishing			20	80	100	3 Hrs	
	16LIS22D3	Information Systems and Networks			20	80	100	3 Hrs	
Credits		**C=16; D=4; O=3; F=2**					**Total Credit: 25**		

Note:

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

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

(Semester III & IV)

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

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

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

Total Overall Credit: 92 (C=60; D=24; O=6; F=2)

Minimum Required: 82 (C=54; D=20; O=6; F=2)

FIRST SEMESTER

16LIS21C1: Foundations of Library and Information Science

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: as a discipline and subject, history, level- degree and institution, accreditation

Role of library in formal and informal education

Unit-2: Laws of Library and Information Science

Five laws of library science of S R Ranganathan

Implications of five laws: general and digital environment

Unit-3: Library Legislation, Acts and Professional Issues

Library legislation: need and essential features

Library legislations in India: history, chronology and features

Intellectual Property Rights (IPRs): The Indian Copyright Act, 1957- original writings and creativity, history and infringement

Delivery of Books (Public Libraries) Act 1954

Profession : attributes; librarianship as a profession, ethics

Unit-4: Professional Associations and Organizations

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

National associations: Indian Library Association (ILA) & Indian Association of Special Libraries and Information Centres (IASLIC) - history, structure, membership, activities

International associations: American Library Association (ALA); Chartered Institute of Library and Information Professionals *(*CILIP*)*; International Federation of Library Associations and Institutions (IFLA)- history, structure, membership, activities

National level promoters: Raja Ram Mohan Roy Library Foundation, Kolkata (Role, objectives, types of grants)

International level promoters: UNESCO – specialties, types of book promotion, International Book Day, International Book Fair

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Suggested Readings

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

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

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

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

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

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

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

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

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

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

16LIS21C2: Knowledge Organization: Classification Theory

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: Schemes of Classification

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

Unit-4: Recent Trends

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

Suggested Readings

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

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

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

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

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

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

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

16LIS21C3: Knowledge Organization: Classification Practice

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

Note
The paper is divided into 2 parts. Each part carries 50 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 subject and common isolates.

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

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

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

Suggested Readings

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

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

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

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

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

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

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

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

Unit 2: Computer Applications to Library and Information Services

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

Unit 3:Communication Technologies and their Applications

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

Unit 4:Internet and Library Networks

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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 Power Point: Creation and presentation of slides, animation, formatting, slide Show, customizing.
MS Excel: File creation, editing, inserting characters, formatting & basic formula

Unit 3: Library Management Software

Basics of WINSIS/SOUL/LIBSYS

Installation by the students

Modules handling , inserting, and updating

Unit 4: Online and Offline Searching

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

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

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

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

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

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

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

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

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

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

SECOND SEMESTER

16LIS22C1: Knowledge Organization: Cataloguing Theory

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

Unit-2: Entry Elements and Filing

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

Unit-3: Subject Cataloguing

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

Unit-4: Cataloguing Standards and Current Trends

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

Suggested Readings

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

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

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

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

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

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

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

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

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

16LIS22C2: Knowledge Organization: Cataloguing Practice

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

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

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

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

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

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

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

16LIS22C3: Information Sources and Services

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

Unit 2:Information Services

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

Unit 3:Information Users

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

Unit 4: Internet as a source of information

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

Suggested Readings

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

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

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

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

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

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

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

16LIS22C4: Management of Libraries and Information Centres

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

Unit-2: Man and Materials Management

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

Unit-3: Library Financial Management

Financial management: concept, scope and objectives
Library budget and budgetary methods: line item or incremental budget, formula budget, control programme budget, performance budget, planning programming budgeting system (PPBS), zero- based budgeting (ZBB)

Cost analysis: concept and methods-cost benefit, cost effectiveness

Outsourcing: concept, definition, need and purpose

Unit-4: Library Collection and Service Management

Functions: resources development section- selection principles, collection development & selection tools; policies - print and e-resources; processing; serial control & management; maintenance- conservation, preservation, stock verification & weeding; circulation- charging, discharging, reservation, renewal, overdue and fines; administrative- grant, funding, gift & audit

Library services: nature, significance and characteristics, factors influencing the growth of services

Library rules: membership, timing, circulation and user behaviour

Reports: contents, style & annual reports

Library statistics: records, data

Suggested Readings

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

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

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

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

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

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

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

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

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

16LIS22DA1: Library Operations

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

Unit-2: Technical Processing and Maintenance

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

Unit-3: Circulation

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

Unit-4: Serial Control

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

Suggested Readings

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

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

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

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

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

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

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

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

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

16LIS22DA2: Book Publishing

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.

16LIS22DA3: 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

17LIS23C1: 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
Conceptual difference between data, information and knowledge
Communication of information
Communication channels, models and barriers

Unit 2: Information Science and Information Society

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

Unit 3: Laws/Acts and Policies

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

Unit 4: Economics of Information and Its Management

Information is power
Information as an economic resource
Information as a commodity

Information economics
Marketing of information product and services
Information/knowledge management: concept and tools

Suggested Readings

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

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

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

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

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

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

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

17LIS23C2: Information Processing and Retrieval

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 Processing & Retrieval

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

Unit 2: Vocabulary Control and Controlled Vocabularies

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

Unit 3: IR models

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

Unit 4: Evaluation & Trends of IRS

Evaluation criteria
Design of evaluation programmes

Steps of evaluation; evaluation experiments

Trends in IRS: developments, searching and retrieval, full text retrieval, user interfaces, IR standards and protocols.

Suggested Readings

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

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

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

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

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

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

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

Database: concept, need and types

DBMS: concept & features

RDBMS: concept, definition, features and need

Database design, development, evaluation, query language

Database architecture and models

Unit 3: Data Communication Technology

Data communication: concept, definition

Internet connectivity: dialup, leased line, ISDN, wireless

Protocols and standards: TCP/IP, FTP, HTTP, OSI

Web servers and Internet security

Use of social networking tools for library services: RSS, Podcasting, Blogs

Unit 4: Artificial Intelligence

Artificial intelligence: concept, definition and features

Expert systems: concept, definition and features

Data warehousing
Data mining

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17LIS23DA1: E-Resource Management

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

Unit 2: Collection Development

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

Unit 3: Access Management

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

Unit 4: Usage Statistics and ERMS

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

17LIS23DA2: Collection Development

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

Suggested Readings

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

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

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

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

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

17LIS23DA3: Museology

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

17LIS23DB1: 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 Analysis, Consolidation and Repackaging

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

Unit 2: Content Analysis and Abstracting

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

Unit 3: Information Products

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

Unit-4: Information Analysis and Consolidation Centres

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

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Suggested Readings

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

Saracevic, T. and Wood, J. S. *Consolidation of Information: A Handbook of Evaluation, Restructuring and*

Repackaging of Scientific and Technical Information. Paris: Unesco, 1981.

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

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

17LIS23DB2: Preservation and Conservation

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.

17LIS23DB3: 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.

17LIS23DC1: 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: Digitization

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

Unit 3: Digital Library Creation

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

Unit 4: Institutional repository

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

17LIS23DC2: Web Designing

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

Introduction to Dreamweaver
Creation of Website using Dreamweaver
Publishing Websites

(Note: Internal assessment will be in practice form)

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

17LIS23DC3: E-learning

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: Introduction: New Learning Concepts

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

Unit 2:Managing e-learning

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

Unit 3:E-Learning Delivery, Assessment and Evaluation

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

Unit 4: e-Inclusion and Exclusion

Digital divide
Digital spectrum
Cross-cultural issues

Suggested Readings

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

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

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

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

FOURTH SEMESTER

17LIS24C1: Research Methods and Statistical Techniques

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; research problem identification.
Literature search and review: purpose , objectives and style
Research Proposal : how to write an effective research proposal
Current trends in LIS research

Unit 2:Research Design

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

Unit 3:Research Tools and Techniques

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

Unit 4: Data Analysis, Interpretation & Reporting

Data processing- analysis, interpretation, presentation: concept, need and purpose
Descriptive statistics and inferential statistic
Measures of central tendency: mean, median, mode

Dispersion, correlations, linear Regression, standard deviation- non-parametric & parametric (chi-square test, t-test)

SPSS and Web-based statistical analysis tools: basics

Research report writing

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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: Library Management Software

Library management software- KOHA

Unit 2: Use of Internet

Designing and developing library blog

Unit 3: Digital Library Practice

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

Unit 4: Website Designing and Navigational Tools

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

17LIS24C3: Technical Writing and Communication Skills

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

Unit 2:Specific Documents

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

Unit 3: Writing Process

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

Unit 4: Oral Communication

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

17LIS24DA1: Academic Library System

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: Academic Libraries

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

Unit 2:Organization and Management

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

Unit 3:Collection Development

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

Unit 4:Resource Sharing and Information Services

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

Suggested Readings

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

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

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

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

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

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

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

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

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

17LIS24DA2: Public Library System

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.

17LIS24DA3: 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.

17LIS24DB1: 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

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

Unit2: Information Literacy Programmes

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

Unit3: Methodology of Information Literacy

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

Unit4: Application of Information Literacy in Library And Information Centres

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

Suggested Readings

Andretta, S. (2012). *Ways of experiencing information literacy: Making the case for a relational approach*. Oxford: Chandos.
Godwin, P & Parker, J. (2009). *Information literacy meets library 2.0*. Santa Barbara: Facet.
Mackey,T.P & Jacobson,T.E. (2011). Teaching information literacy online. London: Neal- Schuman.

17LIS24DB2: **Scientometrics**

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

Unit 4: An emerging discipline

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

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

Suggested Readings

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

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

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

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

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

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

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

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

17LIS24DB3: **Information Politics and Economy**

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