



**Master of Library & Information Science
Syllabus
(As Per NEP 2020)**

**Syllabus Based on NEP2020 will be implemented with effect from the academic year
2023-2024 onwards**

Savitribai Phule Pune University

Revised Syllabus
For
Master of Library and information Science
(Choice Based Credit System based on Semester Pattern for Two Years Integrated Course)

1. PROGRAMME TITLE: Master of Library and Information Science

Under the Faculty of **Interdisciplinary Studies**

2. YEAR OF IMPLEMENTATION:-

Revised Syllabus will be implemented from July 2023 i.e. Academic Year 2023-24 onwards.

3. GENERAL INFORMATION

The Department of Library and Information Science started the Bachelors Degree in 1965 and Master of Library and Information Science course in 1978 where as the Two years integrated Masters in Library & Information Science was introduced in the year 2002. The programme leading to the degree of Master of Library and Information Science is primarily intended to develop the professional abilities of students in Academic, Public, Special libraries and similar Library and Information Centres.

4. PROGRAMME OBJECTIVES:

- A. To provide an understanding of the vital and pervasive role of information as an essential resource in all developmental activities.
- B. To acquaint the students with the application of modern management techniques and ideas essential for Library and Information Science.
- C. To provide a thorough insight in to all techniques of information handling with special emphasis on the application of information technology.
- D. To train the students to develop their insight and skills in recent trends in collection, organization and transfer of information by using emerging technologies.
- E. To provide necessary skills and ICT background for designing, implementing, operating and managing Libraries and Information Centres.

5. PROGRAMME OUTCOMES:

LIS Students:

- A. Will be trained in Technological knowledge and professional skills.
- B. Will be able to effectively administer and manage Libraries and Information Centers.
- C. Will learn the skills of organizing information and recorded knowledge.
- D. Will become competent for job opportunities in LIS and related field.

6. PROGRAMME SPECIFIC OUTCOMES:

LIS Students:

- A. Can manage information resources and the information life-cycle through the processes of collection development, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs.

B. Can design and implement policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information.

C. Can perform and access research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.

7. NUMBER OF ADMISSIONS (Intake Capacity): Thirty (30)

8. DURATION

- The programme shall be a full time regular programme
- The duration of programme shall be of Two Years Comprising of four Semesters.

9. PATTERN:-

Pattern of Examination will be Semester with 50+50= 100 Marks (50 Internal Assessment + 50 External Assessment= 100 marks) with Choice Based Credit System

10. ATTENDANCE:

Minimum attendance for each semester is 75% of the total number of Theory, Tutorial, Practical, Seminar, and Group Discussion periods.

11. FEE STRUCTURE:

Fees will be applicable as per University Rules/Norms.

12. ELIGIBILITY FOR THE PROGRAMME:

Candidates seeking admission to the M. Lib. and I. Sc. First year Programme must hold any Bachelor's Degree of this University or equivalent thereto of any other University.

Second Year: Candidate should hold Honors/PG Diploma in Library & information Science of this University or equivalent thereto of any other University.

13. ADMISSION PROCESS:

- The admissions will on the basis of merit of entrance examination and reservation policy of the Govt. of Maharashtra
- An application in the prescribed form along with necessary testimonials for admission to the M. Lib. and I. Sc. programme must be accompanied with prescribed fees.
- The last date of application for the admission for M. Lib. and I. Sc. programme shall be notified by the University in the newspapers and on the university Website.

14. Lateral Exit:

If a student wish to take exit from the course, he can do so after successful completion of First two semesters of the course. Here he will be awarded PG. Diploma in Library & Information Science.

15. REFUND OF MONEY:

- i. Library Deposit shall be refunded only at the end of the programme after making such deductions for loss of books etc. as may be required. A student shall withdraw his/her amount of deposit within six months after the declaration of results. If not withdrawn within the prescribed time, it may be forfeited.
- ii. No other fees are refundable.

16. MEDIUM OF INSTRUCTION:

Medium of Instruction and Examination shall be in English.

17. HOSTEL:

There are men and women Hostels on the University premises and as per the rules in this behalf, the students will be accommodated in these hostels. Students desirous of taking admission to the University Hostels are requested to fill in the hostel admission form and complete the necessary formalities along with form of admission to the programme. Mess is compulsory for Hostellers. Students are required to observe rules and regulations of hostel accommodation.

Last date of application for admission: In the month of May/ June every year

18. GENERAL:

- i. Students of this University must submit their Transference Certificate (from the
- ii. College/University last attended) before 14th August without fail.
- iii. No student will be allowed to appear for a Post-graduate Examination unless he/she has taken his/her Bachelor's Degree Certificate.
- iv. Students from other Universities should apply for Eligibility Certificate on or before 31st August after their admission to this University.
- v. Seats are reserved for students belonging to Scheduled Castes, Scheduled Tribes etc. as per the Resolutions passed by the State Government from time-to-time.
- vi. No application form for admission to an examination will be accepted unless all dues are cleared by the student.

A candidate shall be admitted to the examination for M. Lib.and I. Sc. programme if :

- He/ She has kept semesters for the M. Lib.and I. Sc. Programme satisfactorily and necessary attendance as per rules
- He/ She has satisfactorily completed the prescribed programme of practical work, Seminars, Tutorials and assignments.

19. SEMINAR, PROJECT REPORT and PRACTICALS:

The candidates shall be allowed to appear for the final examination provided they fulfill the following conditions:

- a) He/she has kept two semesters satisfactorily and necessary attendance as per the rules.

- b) The Project report shall be on an approved topic pertaining to Library and Information Science. Each student shall work under the supervision and guidance of a teacher for his/her Project report.
- c) The Project report (4 copies) duly approved by the Guide must be submitted through the Head of the Department One week before the commencement of the final practical Examination, failing which the candidates will not be allowed to appear for the examination. In addition the student will have to submit a soft copy of the Project report in PDF.
- d) A certificate stating that the Project report is the outcome of students own work of research during the academic year shall be submitted with the Project report.
- e) The Project report shall be examined by one external examiner duly appointed as per rules of the University.
- f) The Viva-Voce based on Project report shall be conducted by the External Examiner and Internal examiner.
- g) The student has to prepare a synopsis on chosen topic and present before the departmental committee. Two presentations on Project report is compulsory i. e. One for Synopsis and One after the completion of Work but before final printing.
- h) The Department through the Head of the Department shall send necessary details of internal work of the students to the Examination section.
- i) The details of practical work of students dully certified by the teachers will be submitted to the Head of the Department at the end of each semester

20. Mechanism of Credit Systems:

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

21. Standard for passing the examination:

- 1) In order to pass in a theory paper, a candidate shall have to secure 40% marks in each theory paper and in order to pass in each head other than theory papers; the candidate has to obtain 40% marks in each head of passing.
- 2) A Candidate can claim exemption for each theory or practical paper, if he/she secures 40% marks in theory or practical paper.
- 3) The Candidate shall be declared to have passed in the examination in Pass Class, if he/she passes the examination with minimum 40% aggregate marks.
- 4) In order to secure a Second Class, a candidate shall have to secure at least 50% aggregate marks or more marks.
- 5) In order to secure a First Class, a candidate shall have to secure at least 60% aggregate marks or more marks.
- 6) In order to secure a First Class with distinction a candidate shall have to secure at least 70% aggregate or more marks.
- 7) The class will be awarded on the aggregate total marks of semester I, II, III and semester IV.

If a candidate fails in the final result he/she will be held over to the consecutive examinations thereafter.

Conversion of Marks into grades: The marks obtained by a candidate in each paper or practical/ CIE (Out of 100 or any fraction like **50 +50** shall be converted into grades on the basis of the following table:

Marks Obtained	Grade	Description	Grade Point
100-80	O	Outstanding	10
79-70	A+	Excellent	9
69-60	A	Very Good	8
59-55	B+	Good	7
54-50	B	Above Average	6
49-45	C	Average	5
44-40	P	Pass	4
39-0	F	Fail	0
0-0	AB	Absent	0

Final Grade for Award of Final Degree:

Symbol	Final Grade
9.00-10.00	O
8.50-8.99	A+
7.50-8.49	A
6.50-7.49	B
5.50-6.49	B+
4.25-5.49	C
4.00-4.24	P
0.00-3.99	F

22. Scheme for B Plus/ Improvement of Class-Revised Rules

Persons who hold a pass or Second Class at the M. Lib. and I. Sc. and who wish to improve their class to secure B + Class, shall be allowed to do so as per the provisions of the following rules:

1. The concession to re-appear will be available only to : a] The holders of the Master's degree of this university.
2. Persons holding, M. Lib. and I. Sc. degree of this University in the Pass Class or Second Class and desirous of re-appearing for the same examination for improvement of class shall be given three chances to do so within a period of three years from his/her first passing the said examination in the Pass Class or Second Class.
3. A candidate intending to re-appear at the M. Lib. and I. Sc. Examination under these rules shall be allowed to do so without keeping fresh terms.
4. A Candidate intending to re-appear for M. Lib. and I. Sc. examination of this university under these rules shall be governed by the rules and regulations relating to the courses and syllabi which may be prescribed by the university authorities. It is entirely the responsibility of the candidate to ascertain that the papers he/she chooses are a part of a syllabus in force and are actually taught for the said examination.

5. A candidate is required to get his/ her name registered as an external student by submitting the prescribed registration form along with the necessary Certificates and fees within the prescribed dates under this scheme.
6. The result of the candidate appearing for M. Lib. and I. Sc. Examination under than the class he/she possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request and on the payment of prescribed fees. So also, the statement of marks for his/her examination will be issued on payment of prescribed fees.
7. The answer-books of the candidate appearing for this scheme can be verified and re-valued, as per University rules.
8. A candidate re-appearing for the M. Lib. and I. Sc. examination under these rules, and obtaining B+ Class shall not be eligible to appear again for the same examination in the same subjects or subject for securing a class higher than the B+.
9. A candidate passing any of the postgraduate examinations mentioned above under these rules shall not be eligible to receive any prizes, scholarships etc. instituted by the University and he shall also not be entitled to a merit certificate from the University
10. If a candidate is unable to get a higher class under this scheme, his/ her previous performance in the corresponding examination shall hold good.
11. A Candidate who improves his/ her class under this scheme shall have to surrender his / her 'Pass Class Degree Certificate' to the Savitribai Phule Pune University. In the absence of this the Degree under the "Improvement of Class Scheme" will not be conferred on him/ her.

Note:

- 1) The Examination Reforms regarding matters pertaining to Examinations of the University shall be made applicable as per the policy of the University. Information regarding the same shall be notified as and when Examination Reforms are made effective.
- 2) The pattern of question papers will be as per the rules and regulations of the University. The following shall be the papers prescribed for the Examination

Workload:

Note: Each theory course requires 60 hours for teaching. Teacher should engaged one (01) Lecture every week for each course for conducting tests, assignments, seminars/presentations, discussion/round table, tutorial, brainstorming session, case studies, and any other activities to be conducted for continuous evaluation and internal examination. The Actual lecture to be held for each course would be five per week (Four Hours direct teaching and one hour for internal assessment= total Five lectures per week)

There shall be a batches for practical courses. Each batch will comprise of Maximum 15 Students

Optional/Electives will be distributed to the students at 3rd and 4th Semester. Intake for Each Optional/elective will be minimum 5 students and maximum 10 students. The Optional/Elective papers will be opened if there is demand/choice from atleast 5 students from that semester or from other subjects.

Each faculty will Guide maximum four Students for Dissertation/Projects given at the fourth Semester.

Course Structure
The Entire Course is of 88 Credits

First Semester

Course Code	Title of the Course	Teaching Hours/Week			Marks (Total 100)			Credits
		T	P	IA	Internal	External		
					T/P	T	P	
Mandatory Courses								
LIB501MJ	Foundation of Library & Information Science	04	--	01	50	50	--	4
LIB502MJ	Knowledge Organization: Cataloguing Theory	04	--	01	50	50	--	4
LIB503MJ	Knowledge Organization: Classification Theory	04	--	01	50	50	--	4
LIB504MJ	Information Technology Basics: Theory	02	--	01	25	25	--	2
Research Method								
LIB505MJ	Research Method	04	--	01	50	50	--	4
Elective Courses (Any One)								
LIB511MJP	School Librarianship	--	04	01	50	50	--	4
LIB512MJP	Public Librarianship	--	04	01	50	50	--	
								22

Second Semester

Course Code	Title of the Course	Teaching Hours/Week			Marks (Total 100)		Credits
		T	P	IA	Internal	External	

					T/P	T	P	
Mandatory Courses								
LIB551MJ	Management of Libraries	04	--	01	50	50	--	4
LIB552MJP	Knowledge Organization: Cataloguing Practice	--	04	01	50	--	50	4
LIB553MJP	Knowledge Organization: Classification Practice	--	04	01	50	--	50	4
LIB554MJP	Information Technology: Basic Practice	--	02	--	25	--	25	2
Internship								
LIB581OJT	Internship	--	04	01	50	--	50	4
Elective Courses (Any One)								
LIB591MJ	Information Literacy	04	--	01	50	50	--	4
LIB592MJ	Bibliometrics	04	--	01	50	50	---	
								22

Third Semester

Course Code	Title of the Course	Teaching Hours/Week			Marks (Total 100)		Credits
		T	P	IA	Internal	External	

					T/P	T	P	
Mandatory Courses								
LIB601MJ	Advances in Information Technology	04	--	01	50	50	--	4
LIB602MJ	Electronic Information Sources	04	--	01	50	50	--	4
LIB603MJ	Reference & Information Services	02	02	01	50	25	25	4
LIB604MJ	Library Management Techniques	02	--	01	25	25	--	2
Research Project								
LIB605RP	Dissertation: Part I	--	04	01	50	50	--	4
Elective Courses (Any One)								
LIB611MJP	Law Librarianship	--	04	01	50	50	--	4
LIB612MJP	Science & Technology Librarianship	--	04	01	50	50	--	
								22

Forth Semester

Course Code	Title of the Courses	Teaching Hours/Week			Marks (Total 100)			Credits
		T	P	IA	Internal		External	
					T/P	T		

Mandatory Papers								
LIB651MJP	Advances in Information Technology: Practice	--	04	01	50	--	50	4
LIB652MJ	Reader's Advisory Service	04	--	01	50	50	--	4
LIB653MJ	Information Retrieval	04	--	01	50	50	--	4
Research Project								
LIB654RP	Dissertation: Part2	--	06	--				6
Elective Courses (Any One)								
LIB661MJP	Commerce & Management Librarianship	--	04	01	50	50	--	4
LIB662MJP	Medical Librarianship	--	04	01	50	50	--	
								22

Abbreviations Used: T= Theory, P = Practical, IA= Internal Assessment

Course-wise syllabus

First Semester:

Course Code	Title of the Courses	Credits
LIB501MJ	Foundations of Library and Information Science	04

	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the history of libraries and types of libraries 2. To familiarize students with the library legislation 3. To educate students about the profession of librarianship <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the development of libraries 2. Classify libraries on the basis of their purpose and functions 3. Know the role of libraries in the development of various aspects of society 4. Understand laws related to libraries and information 5. Understand librarianship as a profession 6. Assess the role of national and international library associations and organizations <p>Unit 1 Foundations of Libraries</p> <ul style="list-style-type: none"> - History of libraries: origin & development with special reference to India (Mesopotamian civilization, Nalanda, Taxila, Mughal empire, clay tablets, papyrus rolls, charmpatra, manuscripts). - Library as a Social Institution: Society, Social origin of library, its organization as a social institution, role of libraries in society - Culture & Libraries: interrelation of books, libraries and culture, cultural programming in public libraries - Education & Libraries: Education & its types, role of libraries in education, education of various category of users <p>Unit-2: Laws and Acts</p> <ul style="list-style-type: none"> - Normative Principles of Library Science- Five Laws of Library Science by S.R. Ranganathan & their implications in modern era - Library movement with special Reference to India: History, Pre-independence period, Post-independence period, Public Library Movement, Academic library movement, Special library movement, Recommendations of committees, Development of Libraries under Five-Year Plans - Library Legislation: Role of Public library in society, Need, Components, Principles and Account of Library Legislation 	
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	<p>in India, Maharashtra Public Libraries Act, 1967</p> <ul style="list-style-type: none"> - Delivery of books' and newspapers' (public libraries) act, Copyright act, Right to Information act, Intellectual Property Right <p>Unit-3: LIS as a Profession</p> <ul style="list-style-type: none"> - Professionalism: definition, elements, characteristics, librarianship as a profession - Library Associations in general - Library Associations: (ALA, CILIP, SLA, IFLA, ILA, IATLIS, IASLIC, RRRLF) their history, objectives, organization/constitution, membership, activities, publications, Professional Issues, international presence - Library & Information Science Education: History, LIS education in India, Levels of Courses, Curriculum, Distance & continuing education, Role of Professional Bodies <p>Unit-4: Library Types & Services</p> <ul style="list-style-type: none"> - Types of Libraries: their objectives, users, collections, Characteristics, Sections, Physical facilities, Services & functions : Academic (School, College & University), Public, Special and National Libraries of India, US & UK - Public Relations: definition, objectives, Importance, PR on international, national & university level, programmes or media used for PR - Extension Services - Reading Habits: Definition of Reading, importance, types, Role of libraries in promoting & inculcating reading habits, examples <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bawden, D., & Robinson, L. (2013). <i>Introduction to information science</i>. Chicago: Neal Schuman. 2. Davies, D. L. (2013). <i>Library and information science</i>. New Delhi: Random Exports. 	
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	<ol style="list-style-type: none"> 3. Hill, M. W. (1998). <i>The impact of information on society</i>. London: Bowker-Saur. 4. Isaac, K. A. (2004). <i>Library legislation in India: A critical and comparative study of state library Acts</i>. New Delhi: EssEss Publications. 5. Kumar, P. S. G. (1998). <i>Fundamentals of information science</i>. New Delhi: S. Chand & Co.(is it required) 6. Leckie, G. J., Given, L. M., & Buschman, J. (2010). <i>Critical theory for library and information science: Exploring the social from across the disciplines</i>. Santa Barbara, Calif: Libraries Unlimited. 7. Mangla, P.B. (1981) (Ed). <i>Library and information science education in India</i>. New Delhi: Macmillan. 8. McIntosh, J. (2011). <i>Library and information science: Parameters and perspectives</i>. Oakville, Ont: Apple Academic Press. 9. Prajapati, B. G. (2013). <i>Library and information science</i>. New Delhi: Discovery Publishing House. 10. Prajapati, R. S. (2013). <i>Foundations of library and information science</i>. New Delhi: Discovery Publishing House.(I don't know about these two books, if it is good then keep it.) 11. Ranganathan, S. R. (1957). <i>The five laws of library science</i>. Bombay: Asia Publishing House. 12. Rout, R. K. (1986). <i>Library legislation in India: Problems and prospects</i>. New Delhi: Reliance Publishing House. 13. Rubin, Richard E. (2013). <i>Foundations of library and information science</i>. 3rd ed. New Delhi: DBS Imprints. 14. Smith, M. M.(1999). <i>Information ethics</i>. London: Bowker-Saur. 15. Stock, W. G., Stock, M., & Becker, P. (2013). <i>Handbook of information science</i>. Berlin; Boston: De Gruyter Saur. 16. Venkatappayya, V. & Madhusudhan, M. (2006). <i>Public library legislation in the new millennium: New model public library Acts for the Union, States, and Union Territories</i>. New Delhi: Bookwell. 	
LIB502MJ	<p>Knowledge Organisation: Cataloguing Theory</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To educate students about the major concepts involved in organizing information 2. To explain the conceptual structure of the bibliographic universe 3. To inform the existing standards necessary for creating bibliographic records <p>Learning Outcomes:</p>	04

	<p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of library catalogue 2. Comprehend various forms of library catalogue 3. Understand the main and added entries of library catalogue 4. Understand various approaches of deriving subject headings 5. Know about the normative principles of cataloguing 6. Understand the concept of co-operative and centralized cataloguing 7. Explain the current trends in library cataloguing 8. Know the standards for bibliographic interchange and communication <p>Unit-1: Basics of cataloguing</p> <ul style="list-style-type: none"> - Library Catalogue: Definition, Objectives, Purpose & Functions, Difference between Library Catalogue and Bibliography. - Cataloguing of print material: technical reading of a book, descriptive cataloguing - Role of a cataloguer. - Physical forms of Library Catalogue and Entries & their functions. - Normative Principles and canons of cataloguing <p>Unit-2: History and various catalogue codes</p> <ul style="list-style-type: none"> - History of catalogue codes and rules - Standardization of Bibliographic Description ISBD(M), ISBD(S), ISBD(NBM) - AACR II rules for print material - Machine Readable Cataloguing MARC21 tags for books and journals - Metadata meaning, examples - Dublin Core Metadata Standard: 15 core DC elements set with examples <p>Unit 3: Cataloguing of non-book/print materials</p> <ul style="list-style-type: none"> - Introduction and types of non-book/print material - Cataloguing of Non-Book Materials using AACR-2 of the following <ol style="list-style-type: none"> a. Cartographic materials, b. Microforms, Sound Recordings, c. Motion Pictures & Video Recordings, d. Electronic Resources - Machine Readable Cataloguing MARC21 tags for non-book/print material - Subject Headings: Chain Procedure, Sears List of Subject Headings, Library of Congress 	
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Unit 4: Current trends in cataloguing

- Centralized and Cooperative Cataloguing
- FRBR Concept and examples
- Resource Description and Access (RDA) Concept and cataloguing a book using RDA instructions, ISBD, BibFrame
- Metadata ; Meaning, Purpose, Types and Uses
 - o MARC 21, Dublin CORE, TEI, METS, EAD, VRA Core, MODES
 - Standards for Bibliographic Interchange and Communication ISO 2709, Z39.50 and Z39.71

Suggested Pedagogy:

Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations.

Suggested Assessments:

Written examinations, seminar presentations, assignments, tutorials.

Recommended Books:

1. Bowman, J. H. (2003). *Essential cataloguing*. London: Facet Publishing.
2. Brenndorfer, Thomas (2016). *RDA Essentials*. Chicago, American Library Association.
3. Bristow, Barbara A. (2018). *Sears List of subject headings*. 22nd ed. New York: Grey House Publishing.
4. Chan, L. M., & Hodges, T. (2007). *Cataloging and classification: An introduction*. 3rd ed. Lanham, Md: Scarecrow Press.
5. Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing information: From the shelf to the Web*. London: Facet Publishing.
6. Girja Kumar & Krishan Kumar (2011). *Theory of cataloguing*. 5th ed. Delhi: Vikas Publishing House.
7. Gorman, M., & Winkler, P. (2005). *Anglo-American Cataloguing Rules -2R*. Chicago: American Library Association.
8. Krishan, G. (2000). *Library online cataloguing in digital way*. Delhi: Authors press.
9. Lazarinis, Fotis (2014). *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 Standards*. London: Chandos Publishing.
10. Mitchell, A. M., & Surratt, B. E. (2005). *Cataloging and organizing digital resources: A how to-do-it manual for librarians*. London: Facet Publication.
11. Ranganathan, S. R. (1964). *Classified catalogue code: With additional rules for dictionary catalogue*. 5th

	<p>(Reprint) ed. New Delhi: EssEss Publications.</p> <p>12. Taylor, A. G. & Miller, D. P (2007). <i>Introduction to cataloging and classification</i>. 10th ed. Westport, Conn: Libraries Unlimited.</p> <p>13. Welsh, A., & Batley, S. (2012). <i>Practical cataloguing: AACR, RDA and MARC 21</i>. London: Facet Publishing.</p>	
LIB503MJ	<p>Knowledge Organisation: Classification Theory</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To provide knowledge about the various concepts in library classification 2. To introduce the various classification schemes along with their features <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning, need and types of classification 2. Elaborate meaning and types of subjects and modes of subject formation 3. Illustrate knowledge as mapped in different classification schemes 4. Express the meaning and purpose of canons of library classification 5. Elucidate various facets of notation and call number 6. Discuss the characteristics, merits and demerits of different species of library classification schemes 7. Highlight salient features of major classification schemes 8. Review current trends in library classification <p>Unit-1:</p> <ul style="list-style-type: none"> - Classification: <ul style="list-style-type: none"> o definition, need, purpose, types & its use & importance in daily life - Library classification: <ul style="list-style-type: none"> o definition, need, purpose, types and functions - Special features of book classification schemes: examples from DDC, CC & UDC <ul style="list-style-type: none"> o Generalia Class, o Form Class, o Form Division, o Notation, o Index <p>Unit-2:</p> <ul style="list-style-type: none"> - Notation: meaning, need, types, qualities 	04

	<ul style="list-style-type: none"> - Call number: structure & functions <ul style="list-style-type: none"> o Class Number, o Book Number and o Collection Number - Brief introduction to major book classification schemes & : their history, notation, main tables, auxiliaries, merits & demerits, examples <ul style="list-style-type: none"> o LCC o CC o UDC - Brief Biography of S. R. Ranganathan & Melvil Dewey <p>Unit-3:</p> <ul style="list-style-type: none"> - Subjects and disciplines: concept, meaning & types, <ul style="list-style-type: none"> o Subjects: Basic Subjects, Compound subjects, Complex subjects, Isolates and auxiliaries - Modes of formation of Subject <ul style="list-style-type: none"> o Loose Assemblage, <p>Lamination,</p> <ul style="list-style-type: none"> o Fission, o Fusion, o Distillation, o Agglomeration and o Cluster <ul style="list-style-type: none"> - Canons of Characteristics and notation - Species of classification schemes: Enumerative, Almost-Enumerative, Almost-Faceted, Fully Faceted, Rigidly-Faceted, Freely Faceted and Analytico-Synthetic classification <p>Unit-4:</p> <ul style="list-style-type: none"> - DDC: History and its various editions - DDC: general outline, notation, main class order, Tables in DDC, hierarchical structure, relative location, synthetic devices, phoenix Schedules; maintenance and revision. - Taxonomies & ontologies - Use of electronic systems for classification like Web Dewey, Classify, automatic classification, etc. <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations.</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials.</p> <p>Recommended Books:</p>	
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	<ol style="list-style-type: none"> 1. Chan, L. M. and Salaba, Athena (2015). <i>Cataloguing and classification: an introduction</i>. 4th ed. Lanham, MD: Rowman & Littlefield Publishers 2. Dhyani, Pushpa (2000). <i>Theory of library classification</i>. Delhi: Vishwa Prakashan. 3. Jennifer, E. R. (1987). <i>Organizing knowledge: an introduction to information retrieval</i>. Aldershot: Gower. 4. Joudrey, Daniel N. & Taylor, Arlene G. (2015). <i>Introduction to cataloguing and classification</i>, 11th ed. Santa Barbara: Libraries Unlimited. 5. Krishan Kumar (1993). <i>Theory of classification</i>. New Delhi: Vikas Publishing House. 6. Kumbhar, Rajendra (2011). <i>Library classification trends in 21st century</i>. Oxford: Chandos Publishing. 7. Lazarinis, Fotis (2014). <i>Cataloguing and classification: an introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 standards</i>. Oxford: Chandos Publishing. 8. Mann, Margaret (1943). <i>Introduction to cataloguing and the classification of books</i>. 2nd ed. Chicago: American Library Association. 9. Ranganathan, S. R. (2006). <i>Prolegomena to library classification</i>. 3rd ed. New Delhi: EssEss Publications. 10. Rowley, Jennifer & Hartley, Richard (2008). <i>Organizing knowledge: an introduction to managing access to information</i>. 4th ed. London: Routledge. 	
LIB504MJ	<p>Information Technology Basics: Theory</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce the various components of information technology 2. To introduce with various types of media and transmission channels <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the structure of computer and functions of its various units 2. Identify and state the features of telecommunication channels, modes, media, modulation, standards and protocols 3. Understand the features of internet 4. Explain various search strategies 5. Understand the various telecommunication technologies 6. Use Windows Operating system, MS Word, MS Power Point and MS Excel <p>Unit-1:</p> <p>- Information Technology: Definition, need, scope,</p>	02

	<p>components & applications in libraries</p> <ul style="list-style-type: none"> - Computers: Evolution & generations, Architecture, characteristics, Input & Output devices - Algorithms (acquisition & circulation system) - Flowchart (acquisition & circulation system) <p>Unit-2</p> <ul style="list-style-type: none"> - Operating systems : Single user operating system; multiple user operating systems - Internet – History, Features & Security etc. - Search engines <ul style="list-style-type: none"> o Concept & working of Search engines o Types (Simple, Meta & custom Search engines, Subject gateways) with examples - Search Strategies: definition, steps, types, Boolean operators, advance searching, examples - Telecommunication Technologies <ul style="list-style-type: none"> o Transmission channels, Mode and Media; ISDN PSDN o Modulation, Frequency, Bandwidth and Multiplexing o Standards and Protocols o Wireless Communication – Media, Wi Fi, Li Fi , Satellite Communication <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies,</p> <p>Suggested Assessments Written examinations, seminar presentations, assignments, tutorials, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bharihoke, Deepak (2012). <i>Fundamentals of Information Technology</i>. 4th ed. New Delhi: Excel Books. 2. Borgman, Christine L. (2017). <i>Big data, little data, no data: Scholarship in the networked world</i>. Cambridge: The MIT Press. 3. Haravu, L. J. (2014). <i>Library automation: Design, principles and practice</i>. Allied Publishers, New Delhi. 4. Hennig, Nicole. (2017). <i>Keeping up with emerging technologies: Best practices for information professionals</i>. Santa Barbara: Libraries Unlimited. 5. Joiner, Ida. (2017). <i>Emerging library technologies: It's not just for geeks</i>. Oxford: Chandos Publishing. 6. Leon-Garcia, Alberto & Widjaja, Indra (2006). <i>Communication networks: Fundamental concepts and key architectures</i>. 2nd ed. New Delhi: McGraw-Hill. 7. Phadke, D. N. (2017). <i>Library information technology</i>. Pune: Universal Publications. 	
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	<p>8. Rajaraman, V. & Adabala, Neeharika (2014). <i>Fundamentals of computers</i>. 6th ed. New Delhi: Prentice-Hall of India.</p> <p>9. Tanenbaum, Andrew S. & Wetherall, David J. (2013). <i>Computer networks</i>. 5th ed. New Delhi: Prentice Hall.</p>	
LIB505MJ	<p>Research Methodology</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with the various concepts of research 2. To educate students about the various methods and techniques of research 3. To impart the value of research in librarianship <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Discuss the concept of research 2. Highlight importance of research in librarianship 3. Describe features of different research methods 4. Identify and formulate research problem, design research proposal, write literature review, collect, analyze and interpret data 5. Select suitable sampling technique and use statistical techniques 6. Write research report <p>Unit 1: Concept of research</p> <ul style="list-style-type: none"> - Meaning - Scientific method- meaning, characteristics - Types of research - Importance of research in librarianship <p>Unit 2: Steps in research</p> <ul style="list-style-type: none"> - Identification for research problem, meaning and sources - Formulation of research problem (objectives, scope, method, hypothesis) - Literature review- sources for research, searching, types of reviews - Analysis and interpretation - Report writing <p>Unit 3: Research methods and techniques</p> <ul style="list-style-type: none"> - Descriptive (survey, case study), Historical, - Experimental, Content analysis, Delphi - Sampling-meaning, types, tools and techniques for 	04

	<p>computing samples</p> <ul style="list-style-type: none"> - Questionnaire, interviews, observation <p>Unit 4: Statistical techniques and report writing</p> <ul style="list-style-type: none"> - Descriptive & inferential statistics - Frequency distribution, measure of central tendency, measure of variability, correlation, regression, chi-square test, Statistical packages - Research report: Meaning, need, types, structure, Contents - Citing documents and preparing reference entries - Style manuals: APA, Chicago, MLA and others <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations.</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Ahuja, Ram (2001). <i>Research methods</i>. Jaipur, Rawat Publications. 2. American Psychological Association (2009). <i>Publication Manual of the American Psychological Association</i>, (6th ed.). Washington, DC, American Psychological Association. 3. Bryman, A. (2008). <i>Social research methods</i> (3rd ed.). Oxford, OUP pp. 88. 4. Fink, A. (2003). <i>How to ask survey questions?</i> Thousand Oaks, London, Sage. 5. Gibaldi, Joseph (2003). <i>MLA handbook for writers of research papers</i> (6th ed.). New York, Modern Language Association of America. 6. Krippendorff, K. (2004). <i>Content analysis: an introduction to its methods</i>. Thousand Oaks, Sage. 7. Kumar, R. (2005). <i>Research methodology: a step by step guide for beginners</i>. Noida, Pearson. 8. Kumbhar, R. (2014). <i>Library and Information Science Research: methods and techniques</i>. Pune, Universal Publications. 9. Rahim, Abdul (2009). <i>Thesis writing: a manual for researchers</i>. New Delhi, New Age International Publishers. 10. University of Chicago (2010). <i>The Chicago Manual of Style</i> (16th ed.). Chicago, University of Chicago Press. 11. Vaughan, Liwen (2009). <i>Statistical methods for</i> 	
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	<p><i>information professionals: a practical, painless approach to understanding, using and interpreting statistics</i>. New Delhi, Ess Ess Publications.</p> <p>12. Waughan, S., Schumm, J. S. and Sinagub, T (1996). <i>Focus group interviews in education and psychology</i>. Thousand Oak, Sage.</p> <p>13. Yin, R. K. (2009). <i>Case study research: design and methods</i> (4th ed). Thousand Oak, Sage.</p>	
Electives Courses		
LIB511MJP	<p>School Librarianship</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To educate students about nature of school library 2. To familiarize students with the various types of children’s literature along with their characteristics 3. To impart skills in managing school library 4. To train students in providing various types of services to children <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand children’s reading needs 2. Provide services and conducts activities to inculcate reading habits in children 3. Perform housekeeping activities effectively <p>Unit 1: Basics of School Librarianship</p> <ul style="list-style-type: none"> - Types of children and their needs: Preschoolers, Elementary school children, Teenagers, and Teenagers/Young Adults - Importance of reading in children’s life - Importance of inculcating reading habits among children and ways and means for the same - Meaning of Children Library, Functions, Types of children libraries: School libraries and children sections in public libraries <p>Unit 2: Collections in School Libraries</p> <ul style="list-style-type: none"> - Wordless books (picture books) - Story books and their types - Graphical novels (comics) - Magazines for children - Audio and Video Collection - Internet-based sources - Digital libraries for children 	04

Unit 3: Services of School Libraries

- Read aloud
- Reference service
- Book and Library Literacy
- Reader's advisory service
- Story hours
- Book discussion groups
- Booktalking
- Summer reading programs
- Family programs and family literacy

Unit 4: Management of School Libraries

- Collection development - Selection, acquisition, weeding
- Processing- Classification, Cataloguing
- Collection management-shelving, Display
- Budget, finance

Suggested Pedagogy:

Lectures, discussions, debates, brainstorming sessions, case studies.

Suggested Assessments:

Written examinations, seminar presentations, assignments, tutorials, open-book tests.

Recommended Books:

1. Barr, Catherine & Gillespie, John T. (2009). *Best Books for High School Readers: Grades 9–12*, 2nd Edition. Wstport, Libraries Unlimited.
2. Craver, Kathleen W. (2002). *Creating Cyber Libraries: An Instructional Guide for School Library Media Specialists*. Santa Barbara, Libraries Unlimited.
3. Dickinson, Gail K. & Repman, Judi (2015). *School Library Management*, 7th Edition. Columbus, Linworth Publishing, Incorporated.
4. Harper, Meghan (2018). *Reference Sources and Services for Youth*. Chicago, ALA.
5. Martin, Barbara Stein & Zannier Marco (2009). *Fundamentals of School Library Media Management: A How-To-Do-It Manual*. New York, Neal-Schuman Publishers, Inc.
6. Messner, Patricia A. & Brenda S. Copeland (2011). *School Library Management: Just the Basics*. Wstport, Libraries Unlimited.
7. Mohanraj, V. M. (2011). *School Library: An Educational Tool*. Ess Ess Publications.
8. Preddy, Leslie B. (2007). *SSR with Intervention: A School Library Action Research Project*. Santa

	<p>Barbara, Libraries Unlimited.</p> <p>9. Ranganathan, S R., (2006). <i>New education and school library</i>, New Delhi, ESS ESS.</p> <p>10. Repman, Judi & Dickinson, Gail K. (2007). <i>School Library Management</i>, 6th Edition. Columbus, Linworth Publishing.</p> <p>11. Thelen, Laurie (2003). <i>Essentials of Elementary School Library Management</i>. Columbus, Linworth Publishing, Incorporated (1 January 2003)</p> <p>12. United States Office of Education (2018). <i>Public, Society, and School Libraries</i> (Classic Reprint) London, Forgotten Books.</p> <p>13. Vardell Sylvia M. (2014). <i>Children's Literature in Action: A Librarian's Guide</i>, 2nd Edition. Santa Barbara, Libraries Unlimited</p> <p>14. Wilson, Martha (2013). <i>School Library Management</i>. Charleston, Nabu Press.</p> <p>15. Woolls, Blanche & Loertscher, David V. (2013). <i>The Whole School Library Handbook 2</i>. Chicago, ALA</p> <p>16. Woolls, Blanche & Coatney, Sharon (2017). <i>The School Library Media Manager. Surviving and Thriving</i>, 6th ed. Santa Barbara, Libraries Unlimited.</p>	
LIB512MJP	<p>Public Librarianship</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with the public library system 2. To impart skills in managing public libraries and their services <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand public library system and its users 2. Develop collection suitable to the users of public library 3. Manages finances for public library 4. Understand the recommendations of the various associations, organizations for public libraries and implements them <p>Unit 1: Introduction to the public library system</p> <ul style="list-style-type: none"> - Meaning - Objectives and functions - Role in formal and informal mass education. - Users (Features of all types of users) and their needs <p>Unit 2: Collection Development and Processing of books</p> <ul style="list-style-type: none"> - Features collections 	04

	<ul style="list-style-type: none"> - Selection and acquisition o Classification (local requirements and how they can be fulfilled) o Requirements of keywords for fiction and non-fiction collection and its fulfilment <p>Unit 3: Financial management and services</p> <ul style="list-style-type: none"> - Sources of public library finance (State government, RRRLF, other) - Routine services, Services to the specific types of users (children, senior citizens, etc.) - Readers' Advisory service - Extension and publicity (exhibition, book talks, book clubs, authors talk, etc.), Outreach activities- Mobile and branch library services <p>Unit 4: Associations and their roles in the development of public libraries</p> <ul style="list-style-type: none"> - Unesco Manifesto - IFLA's role - RRRLF - NKC <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, internship.</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials, project reports, viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Goulding, Anne (2017). <i>Public Libraries in the 21st Century: Defining Services and Debating the Future</i>. London, Routledge. 2. Koontz, Christie & Gubbin, Barbara. (2010). <i>IFLA Public Library Service Guidelines</i>. 2nd Revised edition. Berlin, Walter de Gruyter & Co. 3. Kumar P.S.G. (2007). <i>Library Movement and Libraries Development in Maharashtra and Goa</i>. New Delhi, B.R. Publishing Corporation. 4. Mahajan S G (1984). <i>History of the public library movements in Maharashtra</i>, Pune, Shubhada Sarwaswat. 5. Matthews, Joseph R. (2005). <i>Measuring for results: the dimensions of public library effectiveness</i>. London, Libraries Unlimited, 6. Mcmenemy, David (2009). <i>Public library</i>. London, Facet publishing. 7. Nicholson, Kirstie (2017). <i>Innovation in public</i> 	
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	<p><i>libraries: learning from international library practice</i>. London, Chandos publishing.</p> <p>8. Pateman, John & Willimen, Ken (2017). <i>Developing Community-Led Public Libraries: Evidence from the UK and Canada</i>. London, Routledge.</p> <p>9. Shaffer, Gary L. (2018). <i>Creating the Sustainable Public Library: The Triple Bottom Line Approach</i>. London, Libraries Unlimited.</p> <p>10. Venkatappaiah Velega. (2007) <i>Public Library Legislation in the New Millennium</i>. New Delhi, Bookwell Publications.</p> <p>11. Verma, Sahib Singh, (2004). <i>Public Libraries and Literacy Movement in India</i>. New Delhi, Gyan Publishing House.</p> <p>12. Wallace, Karen L. (2002). <i>Responsive public library: how to develop and market a winning Publication, Distribution, etc</i>. Englewood, Libraries Unlimited.</p>	

Second Semester:

Course Code	Title of the Courses	Credits
LIB551MJ	<p>Management of Libraries.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with the basic concepts and techniques of management 2. To educate students in management of house-keeping operations 3. To training them in applying the management techniques in managing libraries <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of management 2. Elaborate principles and functions of management 3. Carry out various operations of Library and Information Centres 4. Manage, preserve and provide access to information sources 5. Comprehend the concept of financial management 6. Maintain the library statistics and prepare annual report <p>Unit 1: Management –basic concepts</p> <ul style="list-style-type: none"> - Management -Meaning - Functions of Management and their application in libraries - Principles of Management (Fayol and their application in 	04

	<p>libraries)</p> <ul style="list-style-type: none"> - Organizational structure of libraries <p>Unit 2: Collection Development and Processing and circulation (of books and journals, print and electronic)</p> <ul style="list-style-type: none"> - Book selection-meaning, need, principles - Acquisition of books (ordering, receiving, accessioning, etc.) - Technical processing of books (cataloguing, classification, physical preparation) - Circulation –meaning and methods - Maintenance of the stock and Stock verification - Acquisition and processing of journals - Collection development policy- meaning, need, contents <p>Unit 3: Financial management of libraries</p> <ul style="list-style-type: none"> - Sources of finance - Methods of estimating libraries financial needs - Library budget (meaning, techniques) - Budgetary control: cost effectiveness and cost benefit analysis <p>Unit 4: Committee, Rules, Reports, Library Building</p> <ul style="list-style-type: none"> - Library committee (meaning, need, structure) - Library statistics (meaning, use) - Library annual report (meaning, need) - Library rules and regulations - Library building and space management <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, practicals, internship.</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Dugan, Robert E. & Herson, Peter (2017). <i>Financial Management in Academic Libraries: Data-Driven Planning and Budgeting</i>. Chicago, American Library Association. 2. Evans, Edward; Weihs, Jean and Intner, Sheila S. (2002). <i>Introduction to Technical Services</i>. Wstport, Libraries Unlimited. 3. Gregory, Vicki L. (2011). <i>Collection Development and Management for 21st Century Library Collections: An Introduction</i>. New York, Neal-Schuman Publishers, Inc. 4. Koontz, Harold & Weihrich, Heinz (2015). <i>Essentials of Management: An International, Innovation, And Leadership Perspective</i>. 10th Edition. New Delhi, Mc Graw Hill. 	
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	<p>5. Mittal, R. L. (2007). <i>Library Administration: Theory and Practice</i>, New Delhi, Ess Ess</p> <p>6. Moran, Barbara B. & Morner, Claudia J. (2017). <i>Library and Information Center Management</i>, 9th Edition. Wstport, Libraries Unlimited.</p> <p>7. Stueart, Robert D. & Morner, Claudia J. (2012). <i>Library and Information Center Management</i>, 8th Edition. Wstport, Libraries Unlimited.</p> <p>8. Weber, M. B. (2015). <i>Rethinking Library Technical Services: Redefining Our Profession for the Future</i>. Lanham, MD, Rowman & Littlefield</p>	
LIB552MJP	<p>Knowledge Organization: Cataloguing Practice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To impart skills in cataloguing documents using AACRII cataloguing rules and MARC 21 tags 2. To introduce FRBR, RDA and Dublin Core metadata standards for print and non-book/print material <p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Use the catalogue codes and standards 2. Prepare catalogue entries for various types of information sources 3. Derive subject headings using various methods and tools <p>Unit 1 Document Description according to AACRII (Latest Edition)</p> <ul style="list-style-type: none"> - AACRII rules for <ul style="list-style-type: none"> o Single author book o Two and multiple author book o Corporate author o Journal entry o Non book/print material: Cartographic materials, Microforms, Sound Recordings, Motion Pictures & Video Recordings, Electronic Resources <p>Unit 2 Document Description using MARC21, RDA coding and Dublin Core</p> <ul style="list-style-type: none"> - MARC 21 tags for Print material and Non book/print material - Dublin core for print and Non book/print material - RDA coding for print and Non book/print material <p>Suggested Pedagogy: Demonstrations, discussions, debates, brainstorming sessions, case studies, practicals, project-based teaching, internship.</p> <p>Suggested Assessments:</p>	04

	Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.	
LIB553MJP	<p>Knowledge Organization: Classification Practice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To provide practice in the efficient use of DDC 2. To provide practice in the efficient use of UDC <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Construct class numbers for documents with simple, compound and complex subjects 2. Synthesize class numbers by using the standard subdivisions / auxiliary tables 3. Compile book numbers and be able to use index of the classification scheme <p>Unit 1: Classification of Documents using Dewey Decimal Classification (Latest edition)</p> <ul style="list-style-type: none"> - Main Class, three summaries - Synthesis in the Schedules - Use of 7 tables - Multiple Syntheses <p>Unit 2: Classification of Documents using UDC</p> <p>Suggested Pedagogy:</p> <p>Demonstrations, discussions, debates, brainstorming sessions, case studies, practicals, project-based teaching, internship.</p> <p>Suggested Assessments:</p> <p>Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.</p>	04
LIB54MJP	<p>Information Technology Basic: Practice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To provide practice in the software such as MS-Word, Power Point and MS-Excel <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the features of internet 2. Explain various search strategies 3. Understand the various telecommunication technologies 4. Use Windows Operating system, MS Word, MS Power Point and MS Excel 	02

	<p>Unit-1: Practice</p> <ul style="list-style-type: none"> - Use of Operating System (MS-DOS commands, work with basics of MS-WINDOWS, Keyboard shortcuts for operating PC) - MS-Word <ul style="list-style-type: none"> o Drafting and formatting letters o Prepare library brochures (two or three fold) o Prepare library notices o Generating Table of contents, index, citations & bibliography o Mail-merge - MS-PowerPoint: creating effective presentation - MS-Excel: creating tables, pivot tables & graphs/charts, filter, formulas for sum, average, percentage <p>Unit-2: Practice</p> <ul style="list-style-type: none"> - MS-Access: Database Creation of books, journals and non-book materials, create relationships, find records with simple & duplicates query - Scanning content page of ten journals - Internet Searching: use of search operators - Use of RSS, Online Discussion groups <p>Suggested Pedagogy: Demonstrations, practical's.</p> <p>Suggested Assessments Written and practical examinations, tests, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports, viva-voce, quiz, tests.</p>	
LIB581OJT	<p>Internship</p> <ol style="list-style-type: none"> 1. Working in a library minimum 30 days : 40 marks 2. Field work (visiting minimum 10 libraries): 20 marks 3. Writing report of the work and visits : 20 marks 4. Presentation of the work experience : 20 marks 	04
Electives Courses		
LIB591MJ	<p>Information Literacy</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To create awareness and provide knowledge of information 	04

	<p>literacy.</p> <p>2. To develop information literacy skills</p> <p>Learning outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept, need, objectives and types of information literacy 2. Understand information literacy standards and models 3. Develop innovative information literacy models 4. Impart information literacy skills and competencies <p>UNIT – I : Information Literacy:</p> <ul style="list-style-type: none"> - Historical Evolution of the concept - Need and Objectives and types. - Information Literacy Skills and Competencies - Information Literacy and Life long learning - Information literacy and Bridging the digital divide <p>UNIT - II : Information Literacy Standards and Models:</p> <ul style="list-style-type: none"> - Standards & Models: ACRL, IFLA, Big 6, SCOUNL etc. - Information Literacy Best Practices. - Information Literacy Programme: National and International Scenario <p>UNIT – III : Information Literacy and Libraries</p> <ul style="list-style-type: none"> - Information Literacy at School, Public and Academic Libraries - Information Literacy Products: Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin. <p>UNIT- IV : Designing and Development of IL Module:</p> <ul style="list-style-type: none"> - Designing and testing of Information Literacy module <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies.</p> <p>Suggested Assessments: Written examinations, seminar presentations, assignments, tutorials, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bandy, S. J. (2005). Teaching and testing information literacy skills. Linworth. 2. Breivik, P. S.& Gee, E. G. (1989). Information Literacy: Revolution in the Library. Detroit-Michigan: American 	
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	<p>Council on Education.</p> <ol style="list-style-type: none"> 3. Bruce, C. (1997). The seven faces of information literacy. Adelaide: Auslib Press 4. Bruce, C. (2003). Seven faces of information literacy: Towards inviting students into new experiences. QUT, Retrieved from http://kennison.name/files/zopestore/uploads/libraries/bruce-7-faces.pdf 5. Cordell, R.M.(2013). Library Reference Services and Information Literacy: Models for Academic Institutions. Information Science Reference. 6. Cox, C. N. (2008). Information literacy instruction handbook, Chicago: Association of College and Research Libraries 7. Eisenberg, Michael B; Lowe, Carrie A & Spitzer Kathleen L (2004): Information Literacy: essential Skills for the Information age, 2nd ed., Libraries Unlimited, London 8. Godwin, P. & Parker, Jo. (2008). Information Literacy meets Library 2.0, London: Facet publishing. 9. Grassin, E.S. & Kaplowitz, J.R. (2001). Information Literacy Instruction: Theory and Practice, New York, Neal Schuman. 10. Satyanarayana, N. R. (1988). User Education in Academic Libraries. New Delhi: ESS ESS Publications 11. Secker, J., & others (2007). The Information Literacy Cookbook: Ingredients, recipes and tips for success, Great Britain: Chandos Publishing (Oxford) Limited 	
LIB592MJ	<p>Bibliometrics</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To understand and interpret a wide range of publication- and citation-based statistics; 2. To use various software tools to learn to develop professional bibliometric visualizations; and reflect critically on proper and improper use of bibliometric and scientometric information in the evaluation of scientific research. 3. To measure the research output of individual scientists, departments and institutions as well. 4. To measure the research contributions in the specific area of research by individual country. <p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand various metrics, bibliometric laws and formulae 2. Carry out citation analysis 	04

3. Use various software meant for bibliometric analysis
4. Find scientometric data from citation databases

Unit 1

- Concept and Definition and historical development of of Bibliometrics,
- Scientometrics, Informetrics and Webometrics.
- Pioneers in Bibliometrics, Scientometrics, Informetrics and Webometrics
- Limitations of Study and application of Classical Bibliometric Laws –
- Lotka's law of scientific
- Productivity, Bradford's law of scatter, and Zipf's law of word occurrence.

Unit 2

- Citations: concept, meaning, definitions
- Citation databases (Web of Science, Scopus, and Google Scholar)
- Citation analysis, citation network, citation matrix, bibliographic coupling,
- co-citation analysis
- Journal Citation Reports, Productivity measurement techniques, Impact factor, H-Index, Eigenfactor, CiteScore, SNIP, etc.

Unit 3

- Software tools for bibliometric analysis: HistCite, Bibexcel, etc.
- Software tools for bibliometric information visualization: Use of VOSviewers,
- Pajek, Citespace, CitNetExplorer etc. for creating co-authorship maps and
- citation-based maps
- Applied citation analysis for research evaluation including a case study on the use of citation analysis for measuring the research of specific institution

Unit 4 Practice sessions:

- Searching citation databases: Web of Science, Scopus, and Google Scholar, Journal Citation Report
- Use of software tools viz. VOSviewer, Bibexcel, Citespace, HistCite,
- Pajek
- Altmertics – Plum and other software tools
- Term paper: Research contributions by individual researchers, department, institutions, country based on WoS / Scopus database

	<p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, practicals, internship.</p> <p>Suggested Assessments: Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Egghe, L. and Rousseau, R.(2001). Elementary statistics for effective Library and Information services management. London: Aslib 2. Garfield, E. (1979). Citation Indexing: Its theory and applications in Science, technology & humanities. New York: John Wiley. 3. Meadows, A.J.(1974). Communication in Science. London: Butterworths. 4. Neuendorf, K. (2002). The content analysis guidebook. London: Sage. 5. Nicholas D. and Ritchi, M. (1979). Literature & bibliometrics. London: Clive Bingley. 6. Ravichandra Rao, I.K. (1985). Quantitative methods for Library and Information Science. New Delhi: Wiley Eastern, 1985. 7. Thelwall, M. (2009). Introduction to webometrics: Quantitative web research for the social Sciences. Morgan and Claypool Publishers. 	
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Semester Third:

Course Code	Title of the Course	Credits
LIB601MJ	<p>Advances in Information Technology: Theory</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce concepts such of networks, their types and uses in libraries, digital library 2. To familiarize students with library softwares and their evaluation 3. To develop skills to plan and implement library automation <p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature of library automation 	04

	<p>2. Understand the technologies such as barcode, RFID, QR Code, etc.</p> <p>3. Explain features of various library software</p> <p>4. Evaluate library software</p> <p>5. Express the nature of computer networks and library networks</p> <p>6. Describe nature and functions of digital library</p> <p>7. Explain current trends in information technology</p> <p>Unit-I: Library Automation:</p> <ul style="list-style-type: none"> - Library Automation: - Historical overview of Library Automation - Library Automation: Concept, Need, - Planning and Implementation: H/W & S/W, Planning for automation in various sections i.e. Housekeeping operation (Acquisition, Technical Processing, Circulation, Periodical, Maintenance etc.) Services (Information Search & Retrieval, Reference, CAS, SDI etc.) - Retrospective Conversion: Methods with its advantages and disadvantages - Barcode: Concept, Advantages & Disadvantages - RFID: Concept, Components, Need, Standards, Advantages & Disadvantages - QR Code - Library Automation Software: - Types of Software: Proprietary, Open Source software, Freely available software - Features of SOUL, LIBSYS, SLIM, KOHA, New Genlib, CDS/ISIS etc. - Library Software evaluation: - Criteria for evaluation of Software (Proprietary, Open Source software) given by Bowden and others <p>Unit-II: Computer Network & Library Network</p> <ul style="list-style-type: none"> - Network: Concept, Need, Advantages and Disadvantages - Network Components - Types of Network: LAN , MAN & WAN with its features - Network Protocols - Network Security - Library Network: - Concept, Historical Evolution, Indian Scenario - Types of Network (Regional, National and International) - Objectives and Activities of INFLIBNET, DELNET, OCLC etc. - Website Design: Readymade tools, HTML, CSS <p>Unit-III : Digital Library</p> <ul style="list-style-type: none"> - Digital Library: <ul style="list-style-type: none"> o Genesis, definition, objectives & scope o Ways of creating digital library 	
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	<ul style="list-style-type: none"> ○ Requirement for creating Digital Library (H/W & S/W) ○ Digitization: Steps in Digitization (Pre-digitization, Digitization, Post Digitization) ○ Metadata: Concepts, various metadata standard ○ Preservation of digitized/digital material and Data Security, e-preservation depot. ○ IPR ○ Digital Libraries: Indian and World Scenario <ul style="list-style-type: none"> - File Formats: General File formats, Image file formats, audio file formats, video file format. - Artificial Intelligence: Concept, Natural Language Processing (NLP), Expert Systems (ES), Decision Support System, Pattern Recognition, use in library & Information centres - OAI: Concept & Initiative <p>Unit-IV New Trends in IT</p> <ul style="list-style-type: none"> - Web 2.0: - Difference between Web 1.0 & Web 2.0 - Web 2.0: Features and functions - Components of Web 2.0 (Weblogs, RSS feeds, Instant Messaging, Wikis, Social Networking etc.) and their applications in Libraries and Information Centres - Web 3.0 : Features and functions - Cloud Computing: - Concept, types of cloud computing, Deployment models, Characteristics, Cloud initiatives (Amazon, Microsoft, Google, Rackspace etc.) advantages and disadvantages - Cloud initiatives by Libraries around the world, Areas for cloud computing in libraries - MOOC: Concept, Key players of MooC, Mool in library & Information Science. <p>Suggested Pedagogy Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, internship.</p> <p>Suggested Assessments Written examinations, seminar presentations, assignments, tutorials, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Balasubramanian, P. (2012). Web technologies in Library & Information Science. New Delhi: Regal publications. 2. Chowdhury, G.G. & Chowdhury, S. (2003). Introduction to digital libraries. London: Facet. 3. Hahn, Harley (2002). The Internet Complete Reference, 2nd Ed. New Delhi: Tata McGraw Hill 4. Haravu, L.J. (2004). Library Automation: Design, Principles and practice. New Delhi: Allied Publishers. 	
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	<ol style="list-style-type: none"> 5. Kumar, P.S.G. (2004). Information technology: Applications (Theory and Practice). Delhi: B.R Publishing. 6. Lancaster, F.W. (1990): Electronic Publishing and their implications for libraries and beyond, London, Clive bingley. 7. Malwad, N.M et.al (1996). Digital Libraries. Dynamics store house of digitized information, New Delhi, New age International. 8. Prabha, Neelam (2004). Automation in Academic Libraries. Agra: Y.K. Publishers. 9. Rao, Ravichandra (1996). Library Automation, New Delhi, New age International. 10. Shubham, B.A.(2001). Issues for Libraries and information science in the internet age.Englewood: Libraries Unlimited Inc. 11. Westman, S.R. (2009). Creating data based-backed library and web pages using open source tools.Chicago: American Library Association. 	
LIB602MJ	<p>Electronic Information Sources</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To impart knowledge about electronic information sources including e-journals, bibliographic databases, e-books, online teaching videos, etc. 2. To familiarize the students with the acquisition and management of electronic information resources <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature and features of electronic information sources 2. Evaluate electronic information resources 3. Explain the process of preservation of electronic information sources 4. Describe various consortia and institutional repositories 5. Design services based on electronic resources <p>Unit 1: Electronic resources and types</p> <ul style="list-style-type: none"> - Meaning, Definition and characteristics of electronic databases, types, characteristics etc. - Growth and development and types of EIRs. (e-journals, databases, books, lectures etc.) - Electronic databases and resources in various subject areas - Medical - Pure sciences - Engineering and Technology - Social sciences 	04

	<ul style="list-style-type: none"> - Law and management - Corporate and Industries <p>Unit 2: Life cycle of ERs and ERMs</p> <ul style="list-style-type: none"> - Management of Electronic Information Sources and Life cycle of ERs - <i>(Note: point under each step are listed for our information. Final will have just bold points.)</i> - Investigating new content for purchase or addition - Know what you want to achieve - Write your specification document - Get the right team - Desk top review of market/literature and trial set up - Talk to suppliers/vendors - Making your choice - Acquiring new content - Does a purchase order need to be submitted in order to obtain an invoice? - Do you need to sign any time type of contract that outlines the purchasing terms? - Request a license for review - Will there be any type of annual renewal process and if so, what will it be? - Are there discounts for multi-year deals, if so, what is suitable, 3 or 5 years and can this be paid up front? - Is there a library administration portal? - Implementation - Testing - Marketing - Training and documentation - Launch - Feedback - Ongoing evaluation and access - COUNTER based statistics - Eigen factor score (citation based) - Journal Usage Factor - Checking the implementation (OPAC, etc.) - Ask your users (LIBQUAL, etc.) - Track downtime/availability - Communication with vendor - Annual Review <ul style="list-style-type: none"> o Renewal date o Usage o Access queries o License changes o Pricing model - Cancellation and replacement review <ul style="list-style-type: none"> o Cancellation and Replacement Review Timeframes 	
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	<ul style="list-style-type: none"> ○ Consultation with Stakeholders - Notify vendor and users - Preservation - Policies - CLOCKS / LOCKS programmes - - Electronic Resources Management tools (open source and proprietary) <p>Unit 3: IRs and consortia</p> <ul style="list-style-type: none"> - Institutional Repositories: Concept, Nature and Need - Institutional Repositories in India - Subject gateways and digital libraries, - Library Consortia: Concept, need, advantages etc. - UGC-Infonet, INDEST, FORSA, HELINET, CSIR, IIM etc <p>Unit 4: Practice Sessions</p> <ul style="list-style-type: none"> - Demo of ERMS – open source (CORAL, etc.) - DOI, Open URL - Study of Databases from various subject areas in details - Search strategies for databases - Design reference services based on ERs. - Working for specific users and to create email alerts - Use of query based RSS feeds <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, project-based teaching, internship.</p> <p>Suggested Assessments: Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Chowdhury, G.G. and Chowdhury, Sudatta (2000). Searching CD-ROM and online Information sources. London: Library Association. 2. Cooper, M. D. (1996). Design of Library automation systems: File structures, data structures and tools. New York: John Wiley. 3. Dickson, G.W. and Desanctis, G. Information technology and the future enterprise: New models for managers. New Jersey: Prentice Hall. 4. Ferris, Jeffrey A. (2000). Windows 2000: Development and desktop management. Indiana: New Riders. 5. Gallimore, A. (1997). Developing an IT strategy for your Library. London: Library Association. 6. Sharma, Jitendra Kumar (2003). Print Media and 	
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	Electronic Media: Implications for the future. Delhi, Authorspress.	
LIB603MJ	<p>Reference and Information Services</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To provide information about the various reference and information services 2. To familiarize students with the different types of reference and information sources <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand, identify and explore the different types of information and reference sources 2. Evaluate various types of reference sources 3. Explain the features of various types of information and reference services 4. Provide various types of information and reference services <p>Unit 1: Information Sources</p> <ul style="list-style-type: none"> - Types of information sources: Documentary & non-documentary - Primary, Secondary and Tertiary Sources of Information: meaning, characteristics, uses <p>Unit 2. Information Services</p> <ul style="list-style-type: none"> - Current Awareness Service (CAS) - Selective Dissemination of Information (SDI) - Indexing and Abstracting Services, Bibliographical Services, Document Delivery Service etc. - Translation Services <p>Unit 3: Reference Sources</p> <ul style="list-style-type: none"> - Reference Sources- Meaning, characteristics - Types, Uses - Evaluation of Reference Sources - Practice of reference sources <p>Unit 4: Reference Service</p> <ul style="list-style-type: none"> - Reference Service: Meaning and purpose - Types: Ready and Long Range Reference Service; Digital reference service, Referral Service etc. - Reference interview; qualities of reference librarians - Theories of reference service <p>Suggested Pedagogy:</p> <p>Demonstrations, discussions, debates, brainstorming sessions,</p>	04

	<p>case studies, practicals, project-based teaching, internship.</p> <p>Suggested Assessments: Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bopp, R. E. & Smith, L. C. (Eds.). (2011). <i>Reference and information services: An introduction</i>. Santa Barbara: ABC-CLIO Publishing. 2. Cassell, K. A. & Hiremath, U. (2013). <i>Reference and information services: An introduction</i>. Chicago: American Library Association. 3. Chowdhury, G. & Chowdhury, S. (2001). <i>Information sources and searching on the World Wide Web</i>. London: Facet Publishing. 4. Cheney, F N. & Williams, W. J. (2000). <i>Fundamentals of reference sources</i>. Chicago: American Library Association. 5. Grogan, Dennis (1982). <i>Science and technology: An introduction to literature</i>. London: Clive Bingley. 6. Guha, B. (1999). <i>Documentation and Information Services (2nd Ed.)</i>. Kolkata: World Press. 7. Higgens, C. (Ed.). (1980). <i>Printed reference materials</i>. London: Library Association. 8. Katz, W. A. (2000). <i>Introduction to Reference work</i>. London, Butterworths. 9. Krishan Kumar (1984). <i>Reference Service</i>. New Delhi, Vikas Publishing House. 10. Ranganathan, S. R. (1991). <i>Reference Service</i>. Bangalore: Sarada Ranganathan Endowment for Library Science. 11. Rowley, J. E. (1996). <i>The basics of information systems</i>. London: Facet Publishing. 12. Shuman, Bruce A. (2004). <i>Issues for libraries and information science in the internet age</i>. London: Libraries Unlimited Inc. 	
LIB604MJ	<p>Library Management Techniques</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with HRM and techniques of management 2. To training them in applying the techniques in managing libraries <p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of human resource management in 	02

	<p>libraries</p> <p>2. Understand various management techniques and apply them in practicing librarianship</p> <p>Unit 1 Human Resource Management</p> <ul style="list-style-type: none"> - Job analysis Job description, job evaluation - Internal personal relations - Library staff recruitment procedure - Training and development (continuing education) - Performance appraisal of the library staff - Leadership (meaning, styles and application in librarianship) <p>Unit 2: Techniques of library management</p> <ul style="list-style-type: none"> - MBO - Library evaluation (evaluation of whole library, collection and services) - SWOT analysis - PERT/CPM - System analysis and design - Disaster management - TQM - Marketing of library services <p>Unit 4: Current Trends in Library Management</p> <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, internship.</p> <p>Suggested Assessments: Written examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports, viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Brophy, P. and Courling, M. (1997). <i>Quality management for information and library managers</i>. Mumbai, Jaico. 2. Gupta, Dinesh, K. et al. Eds. (2006). <i>Marketing Library and Information Services: International Perspectives</i>. Berlin, De Gruyter. 3. Koontz, Harold & Wehrich, Heinz (2015). <i>Essentials of Management: An International, Innovation, And Leadership Perspective</i>. 10th Edition. New Delhi, Mc Graw Hill. 4. Moran, Barbara B. & Morner, Claudia J. (2017). <i>Library and Information Center Management</i>, 9th Edition. Wstport, Libraries Unlimited. 5. Munde, Gail (2013). <i>Everyday HR: A Human Resources</i> 	
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	<p><i>Handbook for Academic Library Staff</i>. New York, Neal-Schuman Publishers, Inc.</p> <p>6. Satarkar, S.P. (2000). <i>Personnel Management in College Libraries</i>. New Delhi, Rawat Publications.</p> <p>7. Stueart, Robert D. & Morner, Claudia J. (2012). <i>Library and Information Center Management</i>, 8th Edition. Wstport, Libraries Unlimited.</p>	
Research Project		
LIB605RP	<p>Dissertation: Part1</p> <ol style="list-style-type: none"> 1. Identification of research problem & finalizing dissertation title 2. Preparing research proposal 3. Literature review 4. Finalizing Research Tool 	04
Elective Courses (Any One)		
LIB611MJP	<p>Law Librarianship</p> <p>Faculty Teaching the course will design the course content in tune with the current development in the subject and will distribute the students well in advance</p>	04
LIB612MJP	<p>Science & Technology Librarianship</p> <p>Faculty Teaching the course will design the course content in tune with the current development in the subject and will distribute the students well in advance</p>	04

Forth Semester:

Course Code	Title of the Course	Credits
LIB651NJP	<p>Advances in Information Technology: Practice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To provide hands on practice in the use of library management software 2. To train students in internet search 3. To impart skills to develop library website 	04

	<p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Use various library software packages and content management software 2. Search information efficiently from internet and databases 3. Digitize documents 4. Use Web 2.0 tools to provide various library services to users 5. Create library website <p>Unit 1: - Creation & Maintenance of database by using library software package.</p> <p>Unit 2: - Internet Searching - Digitization of documents (scanning, OCR etc.)</p> <p>Unit 3: - Use of Web 2.0 tools in Libraries and Information Centre - Content management software</p> <p>Unit 4: - Designing Library Website</p> <p>Suggested Pedagogy: Demonstrations, discussions, debates, brainstorming sessions, case studies, practicals, project-based teaching, internship.</p> <p>Suggested Assessments: Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.</p>	
LIB652MJ	<p>Reader's Advisory Service</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To educate students about historical background of RAS 2. To highlight the value of leisure reading 3. To familiarize students with the various types of leisure reading materials and their characteristics 4. To impart skills in conducting RA interviews 5. To educate students about the tools useful for RAS 6. To train students in writing effective annotations of leisure reading material 7. To provide training for conducting booktalks <p>Learning Outcomes: After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Explain the value of reading 	04

2. Understand features of various types of reading material
3. Compile tools for readers' advisory service
4. Provide readers' advisory service

Unit 1: Reading

- Reading – meaning, process, advantages
- Read-aloud- meaning, process, advantages, types of reading material to be read-Aloud ; Sustained silent reading- meaning, process, advantages
- Different types of users and role of leisure reading in their life

Unit 2 Readers advisory service: meaning, need, history

- Readers advisory service and reference service
- Readers advisory service in different types of libraries (public, school, college, university)
- Tools for reader's advisory service: Print sources:
- Bibliographies, reading lists, annotated lists of books,
- books about books; Technology based tools (websites e.g. Goodreads; database e.g. Novelist)
- Bibliotherapy: meaning, history, process, advantages

Unit 3: Readers' Advisory Service Interview and annotation writing:

- Meaning, need, procedure
- Writing Annotations: Need, method/procedure

Unit 3: Types of reading resources (genres) and their features

- Fiction (genre literature- definition, types: mystery, science fiction, romance, western and more), nonfiction (self-help, biography and history, etc.),)
- Non-fiction for leisure reading
- Appeal Factors

Suggested Pedagogy:

Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, practicals, internship.

Suggested Assessments:

Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports based viva-voce, quiz, open-book tests.

Recommended Books:

1. Burgin, Robert, editor. *Nonfiction Readers' Advisory*. Westport, CT: Libraries Unlimited, 2004. (Background,

	<p>practice, issues).</p> <ol style="list-style-type: none"> 2. Herald, Diana Tixier. Edited by Wayne A. Wiegand. <i>Genreflecting: A Guide to Popular Reading Interests</i>. Westport, CT: Libraries Unlimited, 2006. (genre fiction). 3. Jessica E. Moyer and KaiteMediatore Stover, (eds.) <i>The Readers' Advisory Handbook</i>, Chicago: ALA, 2010 4. Kenneth D. Shearer, and Robert Burgin (eds). <i>The Readers' Advisor's Companion</i>, Englewood, Colo: Libraries Unlimited, 2001. 5. Maatta, Stephanie L. <i>A Few Good Books: Using Contemporary Readers' Advisory Strategies to Connect Readers with Books</i>. New York: Neal-Schuman, 2010. 6. Moyer, Jessica E. and KaiteMediatore Stover, editors. <i>The Readers' Advisory Handbook</i>. Chicago: ALA, 2010. 7. Moyer, Jessica E. <i>Research-based Readers' Advisory</i>. Chicago: ALA, 2008. (For research, literature reviews) 8. Ross, Catherine Sheldrick, Lynne McKechnie, and Paulette Rathbauer. <i>Reading Matters: What the Research Reveals About Reading, Libraries, and Community</i>. Westport, CT: Libraries Unlimited, 2005. (For research, literature reviews) 9. Saricks, Joyce G. <i>Readers' Advisory Service in the Public Library</i>. 3rd Chicago: American Library Association, 2005. 10. Saricks, Joyce G. <i>The Readers' Advisory Guide to Genre Fiction</i>. 2nd Chicago: American 11. Shearer, Kenneth D. and Robert Burgin, editors. <i>The Readers' Advisor's Companion</i>. Englewood, CO: Libraries Unlimited, 2001. 	
ML653MJ	<p>Information Retrieval</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce the concept of ISR including indexing languages, vocabulary control, search strategies etc. 2. To familiarize students with Information retrieval models and develop skills in designing thesaurus 3. To introduced the current trends in IR <p>Learning Outcomes:</p> <p>After studying this paper, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept, characteristics, components and functions of ISRS 2. Know the features of various indexing systems 3. Explain the nature of indexing language 4. Evaluate information retrieval systems and models 5. Retrieve information from information retrieval 	04

	<p style="text-align: center;">systems</p> <p>Unit-1: IR and indexing</p> <ul style="list-style-type: none"> - Introduction to Information Retrieval - Information Storage and Retrieval (ISAR) System: Concept, Definition, characteristics, Components & Functions - Indexing: Concepts & Methods- Pre & post coordinate indexing systems - Citation indexing - Indexing and Abstracting: Concept & Types. <p>Unit-2: Indexing languages and IR techniques</p> <ul style="list-style-type: none"> - Problems in information retrieval - Indexing Languages - Introduction to Controlled Vocabulary (Thesauri, subject heading, classification schemes, etc) natural language - Natural Language indexing and Natural language processing (NLP) - IR techniques for the web, including crawling, link-based algorithms, and metadata usage - IR Thesaurus: structure and design and its construction <p>Unit-3: IR models</p> <ul style="list-style-type: none"> - Information Retrieval models: Boolean and vector-space retrieval models - Evaluation of IR systems - Text mining and text mining tools <p>Unit-4: Current trends in IR</p> <ul style="list-style-type: none"> - User interface studies - Usability techniques - Introduction to Big Data and Search Techniques - Different techniques for query representation (online library catalog vs. Google): how search engine works and indexing of information in web environment <p>Suggested Pedagogy: Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, internship.</p> <p>Suggested Assessments: Written examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project based viva-voce, quiz, open-book tests.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Alberico, Ralph and Micco Mary (1990). Expert 	
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	<p>Systems for Reference and Information Retrieval, Westport, Meckler</p> <ol style="list-style-type: none"> 2. Austin, D (1984). <i>Precis: A Manual of Concept of Analysis and Subject Indexing</i>, 2nd ed., London, Council of the British National Bibliography. 3. Vickery, B.C. (1970). <i>Techniques of Information retrieval</i>, London, Butterworths. 4. Barbara, Allan (2002). <i>Techniques of teaching in Library and Information services</i>, London, Facet Publishing. 5. Rijsbergen, C.J. Varr (1970). <i>Information retrieval</i>, 2nd ed. London Butterworths. 6. Cawkell A.E. (1987). <i>Evolution of an information society</i>, London, ASLIB 7. Cleaveland, D.B & Cleaveland, A.D. (2013). <i>Introduction to indexing and Abstracting</i>, 4th ed., California, Libraries Unlimited. 8. Crawford, Marshall Jean (1988). <i>Information broking: a new Career in information Work</i>, London, LA 9. Ford Nogel (1991). <i>Expert Systems and Artificial Intelligence: An Information manager’s guide</i>. London LA 10. Chowdhary, G.G. (2003). <i>Introduction to modern Information retrieval</i>, 2nd ed., London, Facet Publishing. 11. James, Dearnley and John Feather (2001) <i>The Wired World: An Introduction to the Theory and Practice of the Information Society</i>, London, Facet Publishing. 12. Jean Atchison and Alan Gilchrist (1972). <i>Thesaurus Construction: a practical manual</i>, London ASLIB 13. Lancaster, F.W. (2003). <i>Indexing and Abstracting in Theory and Practice</i>, London, Facet Publishing. 14. Lancaster, F.W. (1979) <i>Information Retrieval Systems, Characteristics, Testing and evaluation</i>, 2nd ed. , New York, Wiley. 15. Malwad N. M. et al (1996). <i>Digital Libraries: Dynamic Storehouse of digitized information</i> , New Delhi, New Age International 	
	Research Project	
LIB654RP	<p>Dissertation: Part2</p> <ol style="list-style-type: none"> 1. Data Collection 2. Data analysis & interpretation 3. Writing of dissertation 	06
	Elective Courses (Any One)	

LIB661MJP	Commerce & Management Librarianship Faculty Teaching the course will design the course content in tune with the current development in the subject and will distribute the students well in advance	04
LIB662MJP	Medical Librarianship Faculty Teaching the course will design the course content in tune with the current development in the subject and will distribute the students well in advance	04