



**DPG DEGREE COLLEGE**

**(Affiliated to MDU Rohtak)**

**Sector-34, Near Marble Market, Gurugram 122001**

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

**Program Specific Outcomes (PSOs)**

At the end of the program, the student learns:

**PSO1:** The basics of library and information science in terms of theory and practice with all its latest trends at the time of their attending the course;

**PSO2:** Leant to achieve, manipulate and excel the situation of job seeking in future even if drastic change in the job market also;

**PSO3:** The variance and uniqueness in the course is so diversified that if situation prevails to seek a job in other fields i.e. book publishing market, archeology and museums also the students can get into that;

**PSO4:** The students are trained to handle all kinds of information environment both of traditional and modern information environment;

**PSO5:** Life-long learning: Values inculcated to learn and use those knowledge in their future lifelong environment also;

**PSO6:** Nation building: Over and above the students feel the values of nation building by their contribution.

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

- 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.

## **FIRST SEMESTER**

### **20LIS21C1: Foundations of Library and Information Science**

#### **Course outcomes (COs)**

At the end students will able to know:

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

Theory Marks: 80

Assignment:20

Time: 3hrs.

#### **Note**

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

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#### **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, Xiaojun (Eds.) (2008). *International and comparative studies in information and library science*: Lanham; Maryland: Scarecrow Press.
- Ranganathan, S. R. (1969). *Five laws of library science*. 5<sup>th</sup> ed. Bangalore: Sarada Ranganathan Endowment for Library Science, 2006
- Rubin, Richard E. (2010). *Foundations of library and information science*. 3<sup>rd</sup> ed. New York: Neal Schuman.
- Green, Roger C., Grover, Robert J., Fowler, Susan J. (2013). *Introduction to library and information professions*. Santa Barbara: Libraries Unlimited.
- Leckie, Gloria J., Given, Lisa M. & Buschman, John E. (Eds.). (2010). *Critical theory for library and information science: exploring the social from across the discipline*. Santa Barbara: Libraries Unlimited.
- Venkatappaiah, Velage & Madhusudan, M. (2006). *Public library legislation in the new millennium: New model public library acts for the union, states and union territories*. Delhi: Bookwell.

## **20LIS21C2: Knowledge Organization: Classification Theory**

### **Course outcomes (COs)**

At the end students will be able to know

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### **Note**

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

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### **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<sup>nd</sup> 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
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### **Suggested Readings**

Broughton, Vanda (2015). *Essential classification* (2<sup>nd</sup> 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* (5<sup>th</sup> ed.). London: Clive Bingley.

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

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

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



## 20LIS21C3: Knowledge Organization: Classification Practice

### Course outcomes (COs)

At the end students will be able to know

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

Maximum marks: 100

Pass marks: 40

Time: 3Hrs.

### Note

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

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### 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 (6<sup>th</sup> 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.
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### Suggested Readings

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

Ranganathan, S. R. (1963). *Colon Classification* (6<sup>th</sup> 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* (3<sup>rd</sup> rev ed.). New Delhi: Sterling.

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



## **20LIS21C4: Information and Communication Technologies (ICTs) Basics: Theory**

### **Course outcomes (COs)**

At the end students will be able to know

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### **Note**

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

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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.
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### 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* (2<sup>nd</sup> 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* (3<sup>rd</sup>ed). New Delhi: Prentice Hall of India.
- Rowley, Jennifer. (1993). *Computers for Libraries*. (3<sup>rd</sup> ed). London: Library Association.





## **20LIS21C5: Information and Communication Technologies (ICTs) Basics: Practice**

### **Course outcomes (COs)**

At the end students will be able to know

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

Maximum marks: 100

Pass marks: 40

Time: 3Hrs

### **Note**

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

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

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

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

- MS Word: Standard toolbars, creating, editing and formatting a document, mail merge, printing.
- MS PowerPoint: Creation and presentation 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.

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### **Suggested Readings**

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

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

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

- Neelameghan, A. & Lalitha, S. K. (2001). *Tutor+: A learning and teaching package on hypertext link commands in WINISIS*. Bangalore: Sarada Ranganathan Endowment for Library Science.
- Negus, Christopher (2005). *Linux Bible*. New York: John Wiley.
- Simpson, Alan. (2004). *Windows XP Bible*. New York: John Wiley.
- Walkenbach, John, et al. (2007). *Office 2007 Bible*. New York: John Wiley.
- Winship, Ian and McNab, Alison. (2000). *Student's guide to the Internet*. London: Library Association.
- UNESCO. (2004). *CDS/ISIS for Windows: Reference manual version 1.5*. Paris: UNESCO.



## SECOND SEMESTER

### 20LIS22C1: Knowledge Organization: Cataloguing Theory

#### Course outcomes (COs)

At the end students will able to know

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

Theory Marks: 80

Assignment:20

Time: 3hrs

#### Note

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

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#### 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

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#### 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* (5<sup>th</sup> 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*. 2<sup>nd</sup> ed. London: Facet.



## 20LIS22C2: Knowledge Organization: Cataloguing Practice

### Course outcomes (COs)

At the end students will be able to know

CO1: to acquaint in cataloguing of documents according to AACR-2 and CCC-5<sup>th</sup> ed. ;

CO2: different rules of catalogue entries;

CO3: about rules of cataloguing of books and non-books materials;

CO4: to educate the learners about the rules for personal and corporate authors.

Maximum marks: 100

Pass marks: 40

Time: 3Hrs

### Note

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

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

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

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

### Part-II: Cataloguing of Documents by Classified Catalogue Code (CCC 5<sup>th</sup> 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)

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### 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* (2<sup>nd</sup> rev ed). London: Library Association.

Library of Congress. (2011). *Library of Congress Subject Headings* (33<sup>rd</sup> 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)* (5<sup>th</sup> 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* (20<sup>th</sup> ed.). New York: H.W. Wilson.

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





## 20LIS22C3: Information Sources and Services

### Course outcomes (COs)

At the end students will be able to know:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### Note

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

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### 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)

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### Suggested Readings

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

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

McGraw-Hill.

Katz, William A. (2002). *Introduction to reference work: Basic information services. Introduction to reference work: V1*. 8<sup>th</sup>ed. New York: McGraw-Hill, 2002.

Krishan Kumar. (2001). *Reference service*. 5<sup>th</sup> 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* (2<sup>nd</sup> ed). Bangalore: Sarada Ranganthan Endowment for Library Science.

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



## **20LIS22C4: Management of Libraries and Information Centres**

### **Course outcomes (COs)**

At the end students will be able to:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### **Notes**

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

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### **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

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#### Suggested Readings

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

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

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

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

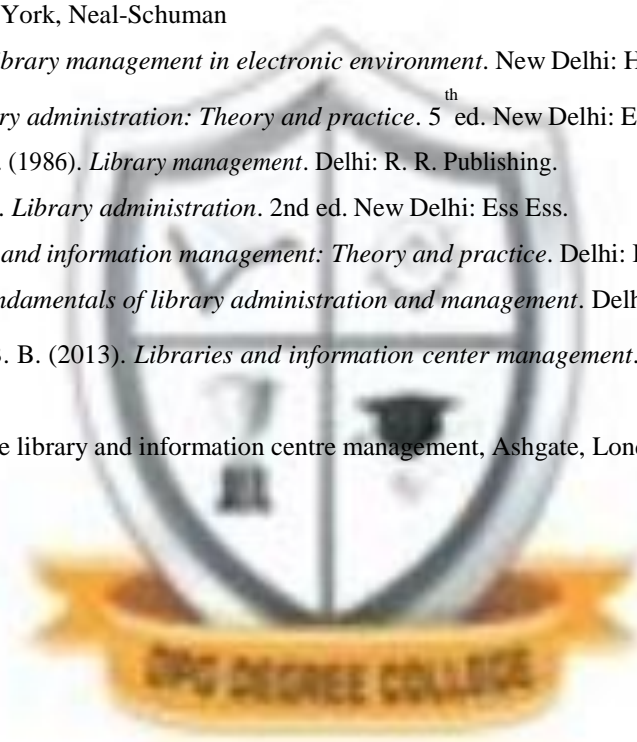
Ranganathan, S. R. (2006). *Library administration*. 2nd ed. New Delhi: Ess Ess.

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*. 8<sup>th</sup> ed. London: Libraries Unlimited.

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



## 20LIS22DA1: Library Operations

### Course outcomes (COs)

At the end students will able to:

CO1: Understand various units and their functioning in the library system;

CO2: introduce standards, procedures, principles related to various functions of libraries;

CO3: explore the practical applications of library automation software and standards.

Theory Marks: 80

Assignment:20

Time: 3hrs

### Note

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

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### 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

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### 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*, 2<sup>nd</sup> ed. London: Libraries Unlimited.
- Johnson, Peggy. (2009). *Fundamentals of collection development and management*, 2nd ed. ALA
- Smith, Judith Read, Mary Lea Ginn & Kallaus Norman, F. (2010). *Records management*. 7th ed. South-western, Division of Thomson Learning.
- Stueart, Robert D & Moran ,Barbara B. (2007). *Library and information centre management*. 7th ed. London: Libraries Unlimited.
- Bailey, Dorothy C. & Citron, Helen R. (1984). Automated serial control. *The Serials Librarian: From the Printed Page to the Digital Age* 8(3), pp. 43-53, DOI: 10.1300/J123v08n03\_06





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

**Time: 02 Hours**

**Total Marks: 50**  
**Theory Marks: 40**  
**Assignment: 10**

**Instructions**

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

**UNIT I**

**Guiding principles for life**

**Ethics**

- a. Guidelines set by society
- b. Changes according time and place

**Morals**

- c. Guidelines given by the conscience
- d. Always constant

**Ethics in the workplace**

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

**UNIT II**

**Concept of Trusteeship**

- a. Everything belongs to society
- b. Man is only a caretaker
- c. Our responsibility to ensure welfare of all

**Importance of service**

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



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

Time Allowed 3 hrs

Max. Marks 100  
Theory Marks 80  
Assignment 20

**UNIT I**

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

**UNIT II**

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

**UNIT III**

1. Media and Violence
2. Media and Rising Crime
3. Media and Democracy
4. Media and development of Scientific temperament
5. Media and environmental issues

**UNIT IV**

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



## THIRD SEMESTER

### 20LIS23C1: Information, Communication and Policies

#### Course outcomes (COs)

At the end students will be able to know:

- CO1: about the information and related concept;
- CO2: how freedom of information prevails in an advanced society to uphold a democracy;
- CO3: about information science as a discipline;
- CO4: about different acts, commissions and policies related to information activities in India.

Theory Marks: 80

Assignment: 20

Time: 3hrs

#### Note

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

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#### 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

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**Suggested Readings**seather, John (2008). *The information society: A study of continuity and change*. 5<sup>th</sup> 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.



## **21LIS23C2: Information Processing and Retrieval**

### **Course outcomes (COs)**

At the end students will be able to know:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### **Note**

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

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### **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. (1972). *Thesaurus construction: a practical manual*. London: Aslib

Chowdhury, G.G. (2003). *Introduction to modern information retrieval*. 2<sup>nd</sup> 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





## **21LIS23C3: Information and Communication Technologies (ICTs) Advanced: Theory**

### **Course outcomes (COs)**

At the end students will be able to know:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### **Note**

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

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### **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*. 2<sup>nd</sup> 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* (2<sup>nd</sup> ed). New Delhi: Tata McGraw-Hill.
- Kashyap, M. M. (1993). *Database system: Design and development*. New Delhi: Sterling.
- Leon, Alexis & Leon, Mathews. (1993). *Fundamentals of IT*. Chennai: Leon TechWorld.
- Panda, K. C. & Gautam, J. N. (1999). *Information technology on the cross road: From abacus to internet*. Agra: Y. K.
- Pandian, M. Paul & Jambhekar, Ashok. (2001). *Internet for libraries and information centres*. New Delhi: Tata-McGraw Hill.
- Patterson, Dan W. (2000). *Introduction to artificial intelligence and expert systems*. New Delhi: Prentice-Hall of India.

## 21LIS23DA1: E-Resource Management

### Course outcomes (COs)

At the end the students will able to know:

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

Theory Marks: 80

Assignment:20

Time: 3hrs

### Note

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

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### 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: Routledge 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* (2<sup>nd</sup> ed). London: Facet Publishing.
- Lee, Sul H. (2003). *Electronic Resources and Collection Development*. London: Routledge Kegan Paul.
- Mitchell, Anne M & Surrat, Brain E. (2005). *Cataloguing and Organizing Digital Resources: A How to do it Manual for Librarians*. London: Facet Publishing.
- Yu, Holly & Breivold, Scott. (2008). *Electronic Resource Management in Libraries: Research and Practice*. Information Science Reference.



## 21LIS23DB1: Information Analysis, Consolidation and Repackaging

### Course outcomes (COs)

At the end students will able:

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

Theory Marks: 80

Assignment:20

Time: 3hrs

### Note

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

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### Unit 1: Information Analysis, Consolidation and Repackaging

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

### Unit 2: Content Analysis and Abstracting

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

### Unit 3: Information Products

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

### Unit-4: Information Analysis and Consolidation Centres

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

### Suggested Readings

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

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

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

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



## 21LIS23DC1: Digital Library

### Course outcomes (COs)

At the end students will be able:

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

Theory Marks: 80

Assignment:20

Time: 3hrs

### Note

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

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### 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)

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### Suggested Readings

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

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



- Chowdhury, G. G. & Chowdhury, Sudatta. (2003). *Introduction to digital libraries*. London: Facet.
- Deegan, Marilyn & Tanner, S. (2006). *Digital preservation*. London: Facet Publishing.
- Jones, Richard et al. (2006). *The institutional repository*. Oxford: Chandos Publishing.
- Judith, Andrews & Derek, Law. (2004). *Digital libraries*. Hants: Ashgate.
- Krishan Gopal. (2005). *Intellectual freedom in digital libraries*. Delhi: Authors Press.
- Lakshmi, Vijay & Jindal, S. C. (eds.). (2004). *Digital libraries*. Delhi: Isha Books.
- Mitchell, Anne M. & Surratt, Brian E. (2005). *Cataloguing and organizing digital sources*. London: Facet.
- Pandey, V. C. (2004). *Digital technologies and teaching strategies*. Delhi: Isha Books.
- Rajagopalan, A. (2006). *Library of the digital age: Issues and challenges*. Delhi: SBS Publishers.



**Third Semester  
Disaster Management  
Paper Code 21ENVO2**

M. Marks = 100  
Theory Marks = 80  
Assignment = 20  
Time = 3 hrs

**Note:**

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

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

**UNIT- I**

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

**UNIT- II**

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

**UNIT- III**

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

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

**Reference Books:**

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

## **FOURTH SEMESTER**

### **21LIS24C1: Research Methods and Statistical Techniques**

#### **Course outcomes (COs)**

At the end students will able to know:

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

Theory Marks: 80

Assignment:20

Time: 3hrs

#### **Note**

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

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#### **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

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### 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*. 3<sup>rd</sup> ed. California: Sage.

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

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. 2<sup>nd</sup> 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*. 5<sup>th</sup> ed. New York: Libraries Unlimited.

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

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

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



## 21LIS24C2: Information and Communication Technologies (ICTs) Advanced: Practice

### Course outcomes (COs)

At the end students will able:

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

Maximum marks: 100

Pass marks: 40

Time: 3Hrs.

### Note

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

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### 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.

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### Suggested Readings

- Ackermann, Ernest. (1995). *Learning to Use the Internet: An Introduction with Examples and Experiences*. New Delhi: BPB.
- Bradley, Phil. (2004). *Advanced Internet Searcher's Handbook*. Facet Publishing.
- Chowdhury, G. G. and Chowdhury, Sudatta. (2000). *Searching CD-ROM and Online Information Sources*. London: Library Association.
- Falk, Bennett. (1995). *The Internet Basic Reference from A to Z*. Singapore: Tech. Pub.
- McCoy, John. (1996). *Mastering Web Design*. New Delhi: BPB.
- Neelameghan, A. & Lalitha, S. K. (2001). *Tutor+: A Learning and Teaching Package on Hypertext Link Commands in WINISIS*. Bangalore: Sarada Ranganathan Endowment for Library Science.
- Negus, Christopher. (2005). *Linux Bible*. New York: John Wiley.
- Simpson, Alan. (2004). *Windows XP Bible*. New York: John Wiley, 2004.
- Walkenbach, John, et al. (2007). *Office 2007 Bible*. New York: John Wiley.
- Winship, Ian & McNab, Alison. (2000). *Student's Guide to the Internet*. London: Library Association.

## 21LIS24C3: Technical Writing and Communication Skills

### Course outcomes (COs)

At the end students will be able to know:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### Note

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

---

### Unit 1: Technical Writing

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

### Unit 2: Specific Documents

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

### Unit 3: Writing Process

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

### Unit 4: Oral Communication

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

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

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### **Suggested Readings**

*Chicago Manual of Styles*. 16<sup>th</sup> ed. New Delhi: Prentice Hall of India, 2010.

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

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

Hornby, A. S. *Oxford Advanced Learners Dictionary of Current English*. 8<sup>th</sup> 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*. 7<sup>th</sup> ed. New York: Longman.

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

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



## 21LIS24DA1: Academic Library System

### Course outcomes (COs)

At the end students will be able to know:

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

Theory Marks: 80

Assignment: 20

Time: 3hrs

### Note

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

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### 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

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### 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*. 2<sup>nd</sup> ed. Chicago: ALA.

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

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

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

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

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

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



## **21LIS24DB1: Information Literacy**

### **Course outcomes (COs)**

At the end students will able:

- CO1: to know about scope of Information Literacy;
- CO2: to develop new skills for design of Information Literacy Programmes;
- CO3: to creates and promote Information Literacy Programme.

Theory Marks: 80

Assignment:20

Time: 3hrs

### **Note**

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

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### **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

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### **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.