LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

FOR

MASTER OF LIBRARY AND INFORMATION SCIENCE (MLIS)

TWO YEARS INTEGRATED PROGRAMME
UNDER CBCS SEMESTER SYSTEM

Revised Syllabus as per LOCF- 2019-20

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF SOCIAL SCIENCES
MANIPUR UNIVERSITY, CANCHIPUR, IMPHAL - 795003

REVISION HISTORY

Sl. No	Version	Date	Description
1	1.0	27 May 2019	Approved by the "Curriculum Revision and Development Committee" in its meeting held on Monday 27 May 2019 to introduce as new curriculum under Choice Based Credit System (CBCS) semester system in the two years integrated course of MLIS which was approved by the Academic Council 14 Meeting held on 03-08-2019 Resolution No 5(b) under CBCS.
2	2.0	22 May 2020	Further minor revision made which was approved by the Board of Study of the Department in its meeting held on 22 May 2020 vide resolution No. 1 as per new guidelines of UGC by specifying credit and teaching hours for different units of the four semesters course.
3	2.1	21 August 2020	Modified as per Learning Outcome Based Curriculum Framework (LOCF) and approved by the Board of Study of the Department in its meeting held on 21st August 2020 vide Resolution No 1 and 2

PREAMBLE

The Department of Library and Information Science, Manipur University, Canchipur, Imphal was started 34 years ago under the able leadership of Prof. M.R. Kumbhar on the 2nd April, 1986. The Department started with Bachelors Degree in Library and Information Science (BLIS) since 1986 which continued till 2003. One Year Course in Masters Degree in Library and Information Science (MLIS) was formally introduced in 2003 and continued up to 2004.The Two Year Integrated Course leading to Masters Degree in Library and Information Science was started in the year 2005 under Semester System. Since the introduction of the new programme, the Course syllabus has been revised regularly and now with the marked advances in the discipline, the time is quite appropriate for its revision which has come incidentally with the adoption of Choice Based Credit System. The new syllabus has been revised and designed taking into account the developments observed in the last more than ten years and the same may hold better for the next 2-3 years. This newly revised Syllabus is definitely going to be a landmark event and both faculty and students would really be highly benefited by the revised content and approach. This revised syllabus has been formulated a per Learning Outcome –Based Curriculum Framework (LOCF) as Quality Mandate of the UGC that has given thrust on curriculum reform on learning outcome-based approach with an aim to equip the students with knowledge, skill, values and attitude.

ORDINANCE

The ordinance shall be called ordinance for the Master of Library and Information Science Programme.
- ❖ The Degree offered by the Manipur University of successful completion of the Course shall be known as "Master of Library and Information Science" and in short "MLIS".
- ❖ The Programme shall be of FOUR SEMESTERS duration.
- ❖ The Programme shall be in CBCS mode.
- ❖ The Programme consists of 20 papers of total 2000 Marks (80 credits) distributing in Four Semesters. Also, there will be two open electives of 100 marks (4 credit) each.
- ❖ The medium of instruction and evaluation of the course shall be in English. The University shall prescribe the Tuition Fees and other fees for the Programme as per the rules applicable from time to time.

ADMISSION

- ❖ Annual intake of the Programme shall be thirty (30). Reservation of seats shall be as per the Rules of the University framed from time to time.
- ❖ Students seeking admission to the Programme should be graduate (10+2+3 with 50% marks in aggregate in the three year degree course examination of the Manipur University or any other University/Institution recognised as equivalent by the Manipur University.

- Students seeking admission shall apply for admission in the form prescribed for the same by the University.
- Candidates seeking admission to the course shall be required to appear for entrance test conducted by the University, the selection of students shall be made strictly on the basis of the merit in each category of reservation.

NOMENCLATURE

The Programme shall comprise of **FOUR SEMESTERS** having 5 papers each of 500 marks i.e., 20 credits and the successful completion of all the four semesters will lead to qualify for Master of Library and Information Science (MLIS). The whole Programme shall comprise of 20 papers of 2000 marks i.e., 80 credits. There shall be two papers of Open Elective (generic course) in addition to the above courses in the third and fourth semesters.

ATTENDANCE

It is mandatory on the part of the semester students to maintain 75% minimum attendance to be eligible for appearing semester end examination.

EXAMINATION

- The duration of the Course shall be of Two Academic Years.
- Students undergoing the Course shall fulfil 75% attendance in each paper to qualify themselves for appearing at the examination.
- An examination for the Degree of Master of Library and Information Science (Integrated Course – Semester System) shall be held at the end of each Semester at such time as may be fixed by the University. The examination shall be in four parts: I-Semester, II-Semester, III-Semester, and IV-Semester.
- Each theory paper will have 100 Marks, out of which 25 marks is allocated for Internal Assessment and for written papers 75 marks for a three hours examination. The pass marks for theory paper shall be 30 out of 75 marks and pass marks for the Internal Assessment/Project/Practice shall be 10 out of 25 marks.
- MLIS Paper 103: Knowledge Organisation-I; MLIS Paper 104: Knowledge Organisation-II; MLIS Paper 203: Knowledge Organisation-III; and Paper 204: Knowledge Organisation-IV have maximum marks 100 comprising of two parts each: a) Classification Theory and b) Classification Practice and a) Cataloguing Theory and b) Cataloguing Practice .The Classification Theory and Cataloguing Theory comprising of 50 marks shall have 15 and 35 marks for Internal Assessment and Written Examination respectively. The pass marks for Internal Assessment and Written Examination shall be of 5 out of 15 and 15 marks out of 35 marks. The Classification Practice and Cataloguing Practice having 50 marks shall have 10 and 40 marks for Internal Assessment and Written Examination respectively. The pass marks for Internal Assessment and Written Examination shall be of 5 out of 10 and 15 marks out of 40 marks. If a candidate is failed in any part (a or b) of the said papers, he or she has to reappear the whole papers again in order to pass for the papers.
- The MLIS Paper 205: Field Work and Practical Librarianship has three parts: (A) Evaluation of Information and Knowledge Resources of 25 Marks ; B) ICT Fundamentals in LIS (Practice) of 50 marks having two sub parts : B1.Case Study of Library Operation with 15 marks and B2.Laboratory Practice with 35 marks and C) Report on Library Field Work having 25 marks. The minimum pass marks for these parts shall be 8 for A, 25 for B (5 for B1+19 for B2), 8 for C.
- For A, B1 and C the students are required to prepare and submit a report based on their project, case study and survey work and the concerned teachers shall examine the reports and conduct viva voce on the day of the examination. For B2 practical examination shall be conducted in IT lab of the Department.
- MLIS 305: ICT Application in LIS (Practice) shall have 100 marks comprising of 20 marks for Viva-Voce and 80 marks for practical. The pass marks for Viva-Voce and Practical Examination shall be 10 and 30 marks respectively.
- MLIS 306: Technical Writing and MLIS 406: Community Information Service shall be the Open Elective (Generic Courses) under the CBCS comprising of 100 marks each. These theory papers meant for students of University Departments other than this Department shall have 25 marks for Internal Assessment and 75 marks for written papers for a Three hours examination. The pass marks for theory paper shall be 30 out of 75 marks and for the Internal Assessment it shall be 10 out of 25 marks.

- ❖ MLIS Paper 401: Library Systems Study shall have two parts. Part A: Theory shall have 15 and 35 marks for Internal Assessment and Written Examination respectively. The pass marks for Internal Assessment and Written Examination shall be of 5 out of 15 and 15 marks out of 35 marks. Part B: Library Internship shall have two sub parts: B1. Report of 30 marks and B2. Viva-Voce of 20 marks. The pass marks for B1 and B2 shall be 10and 10 respectively. MLIS Paper 404 of Fourth Semester is Elective specialized course having 6 different papers, out of which the students have to opt one paper of their choice. Each elective paper shall have 100 marks comprising of 25 marks and 75 marks as Internal Assessment and Written Examination Marks. The pass marks for Internal Assessment and Written Examination shall be 10 and 30 marks respectively.
- ❖ MLIS Paper 405 of Fourth Semester – Dissertation and Viva Voce shall have 80 marks for Dissertation and pass marks for this shall be 30 and for Viva Voce shall be 20 and for which the pass marks shall be 10 marks.
- ❖ The Dissertation should be submitted before the commencement of the Fourth Semester Theory Examination.
- ❖ The Marks awarded for the Internal Assessment shall be submitted to the Controller of Examinations through the Head of the Department before the commencement of examination.
- ❖ The Results of the successful candidates for the 1st/2nd /3rd Semester Examinations shall be announced only in a Pass Class without any Class or Distinction. The classification of the Candidates shall be done at the end of the Fourth Semester Examination and the Results of the candidates shall be declared on the combined assessment of all the Semester Examinations
- ❖ In order to pass MLIS Examination under the Semester System, a candidate must pass the 1st/2nd /3rd /4th Semester Examinations and he/she must have obtained at least 45% marks in the aggregate and at least 40% marks in each paper of the Semester Examination with at least 50% marks of the combined aggregate in the subjects for MLIS 1st/2nd /3rd /4th Semester examinations.
- ❖ Minimum marks to secure a place in the First Class will be 60% and in the Second Division 50% above and below 60% marks.
- ❖ Below 50% of the total marks (1st /2nd /3rd /4th Semesters) is to be treated as fail.
- ❖ A candidate passing the examination by claiming exemptions shall not be eligible for prize.
- ❖ Marks Secured by the unsuccessful candidates for internal assessment of the paper shall be carried forward to subsequent appearance.
- ❖ Rules for admission to unsuccessful and Absentee Candidates;
  - ➢ A candidate who fails to present himself/herself for the MLIS Semester examination shall neither be entitled to a refund of the examination fee nor be carried over for fee nor be carried over for subsequent examination;
  - ➢ A candidate for the MLIS Semester Examination must pass the 4th Semester Examination within a period of Two years from the date of passing the 1st Semester examination:
  - ➢ Notwithstanding anything contained above, a candidate for MLIS degree must pass the 4th Semester examination within a period of FOUR consecutive years from the date of admission to the MLIS 1st Semester.
- ❖ The University shall decide the Rules and Regulations for improvement and basic paper from time to time.

Guidelines for the Award of Internal Assessment marks:
- ❖ For Each paper, there are 25 marks allocated for Internal Assessment and 75 marks for the Annual Examination. Out of 25 marks allocated for Internal Assessment for each paper:
  - • 15 marks are to be assigned for Class Test b) 5 marks to be assigned for assignment, and c) 5 marks to be assigned for attendance.
  - • Out of 15 marks allocated for Internal Assessment in case of papers 103A, 104A, 203A, 204A and 401A, 10 marks are to be assigned for Class Test and 5 marks for attendance and there shall be no assignment.
- ❖ A class test of 15/10 marks in each paper will be conducted by the concerned teachers of the paper for which the date and time of the class test will be notified to the students by the respective teachers. Five marks are to be awarded for submission of written assignment. Assignment/activities for each paper will be decided by the concerned teacher.

Five marks are to be awarded for attendance as follows:
- ➢ 75% but less than 80% - 1 mark
- ➢ 80 % but less than 85% - 2 marks
- ➢ 85% but less than 90% - 3 marks
- ➢ 90% but less than 95% - 4 marks

Letter Grades and Grade Points

1. Two methods -relative grading or absolute grading have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

2. The UGC recommends a 10-point grading system with the following letter grades as given below:

Letter Grade	Grade Point	Letter Grade	Grade Point
O (Outstanding)	10	C (Average)	5
A+(Excellent)	9	P (Pass)	4
A (Very Good)	8	F(Fail)	0
B+(Good)	7	Ab (Absent)	0
B (Above Average)	6		

3. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
4. For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
5. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
6. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly, cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

❖ The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e **SGPA** (S_i) $= \sum(C_i \times G_i) / \sum C_i$ where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

❖ The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. **CGPA $= \sum(C_i \times S_i) / \sum C_i$** where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

❖ The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

Computation of SGPA and CGPA
Illustration for **SGPA**

Course	Credit	Grade Letter	Grade Point	Credit Point Credit*Grade
Course 1	3	A	8	3*8=24
Course 2	4	B+	7	4*7=28
Course 3	3	B	6	3*6=18
Course 4	3	O	10	3*10=30

Course 5	3	C	5	3*5=15
Course 6	4	B	6	4*6=24
	20			**139**

Thus, **SGPA** =139/20 =**6.95**

Illustration for **CGPA**

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA:6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA: 8.0

$$\text{Thus, } \textbf{CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = \textbf{6.73}$$

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Credits

❖ Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credit will be assigned on the basis of the number of lectures/tutorial laboratory work and other forms of learning required to complete the course contents in a 15-20 week schedule:

- 1 credit =1 hour of lecture per week (1 Credit course =15 hours of lectures per semester)
- 3 credits =3 hour of instruction per week (3 Credit courses =45 hours of lectures per semester)

❖ Credit will be assigned on the basis of the lectures (L)/ tutorial (T)/ Clinical Training (CR)/ Laboratory work (P)/ Research Project (RP) and other forms of learning in a 15-20 week schedule.

- **L**: One credit for one hour lecture per week (1 credit course =15 hours)
- **P/T**: One credit for every two hours of laboratory or practical (1 credit course =30 hours)
- **CR**: One credit for every three hours of Clinical training / Clinical rotation/ posting (1 credit course =45 hours)
- **RP**: One credit for every two hours of Research Project per week. Max credit 20-25 (1 credit course =30 hours)

INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE

The discipline "Library and Information Science" originally developed as "Library Science" in 1887 at the Columbia University, USA is a subject of many subjects. It is concerned with the body of knowledge which deals with the origin, processing, storage, retrieval, transmission and usage of information. The father of Library and Information Science in India, Prof. S.R. Ranganathan used the term "Library Science" in India in his famous work "The Five Laws of Library Science" in 1931. Again in 1933 Lee Pierce Buther of University of Chicago also used the word in his book "An Introduction to Library Science". The term "Information Science" began to be used in USA as a general brand for documentation. The first use of the term "Library and Information Science" was in the School of Library Science at the University of Pittsburgh, which added Information Science to its name in 1964. Since recent years, the trend is to term the Subject as "Library and Information Science" by merging both the concepts, the phenomenon being global. The subject basically deals with all as pur of information and knowledge resources concerning their acquisition, classification, cataloguing, searching tools, retrieval, preservation, conservation of all sorts. It is closely related with most all the other subjects also. Various courses are available in the discipline from certificate programme to D. Lit. In majority of the Indian Universities, PG Programme of two years in the subject is zoffered.

LEARNING OUTCOME BASED APPROACH TO CURRICULUM PLANNING

The basic learning outcome based approach to curriculum planning in Master Degree Programme

In Library and Information Science is associated with the award of the degree on the basis of the achievements made by the learners in terms of knowledge, understanding, skills, attitudes and value systems as well as the expected academic standard of the MLIS. The learning outcomes specify what PG students in the subject after completion of the programme are expected to acquaint with and be able to participate affectively in the expansion of knowledge, improve national competitiveness in the globalised world and developing competency of the young professinoals with standard professional skills and technical knowledge appropriate for global and national employment markets.

Nature and Extent of the MLIS Programme

Introducing the subject this curriculum framework provides the nature and extent of the MLIS programme concerning with admission criteria, course structure, attendance, examination, letter grades and grade points, credits, PG attributes in Library and Information Science programme learning outcomes, course level objectives and learning outcomes for each and every papers/course of four semesters of the two years.

Aims of MLIS Programme

The overall aims of the LOCF for MLIS are to:
- ❖ To give the students an understanding on the basic principles of fundamental laws of Library and Information Science and to enable them to understand and appreciate in this fast-changing world denoted often as "Knowledge Society".
- ❖ To train the students on the techniques and tools, methods and modes of information management and to equip them with the latest developments in Information and Communication Technology and its applications in library and information activities.
- ❖ To acquaint the student with the organization, storage and consolidation of information.
- ❖ To make the learners fully aware of various knowledge and information resources including electronic resources and sharing of information among diverse user groups.
- ❖ To familiarize the students with basic research tools, techniques and methods in theory and practice.
- ❖ To prepare the students to handle the emerging and advanced ICT tools including INTERNET to manage and serve the information for development.

POST GRADUATE ATTRIBUTES IN LIBRARY & INFORMATION SCIENCE

Some of the relevant and desirable post graduate attributes in Library and Information Science are given below:
- ❖ **Disciplinary Knowledge:** Comprehensive knowledge and understanding of different subject areas particularly engagement with philosophy, sociology, economics, management, information and communication technology, mathematics and statistics and professional skills into practice in various multidisciplinary fields and service sectors.
- ❖ **Communication Skills:** Quality of interaction through writing, speaking and communication with others through appropriate use of media. The effectiveness in presentation of complex information in a more concise way for the different level of target audiences.
- ❖ **Critical and Reflective Thinking:** Ability to analyse and evaluate evidence, assumptions, and critical evaluation applying analytic thoughts. Sensibility to lived experiences with self awareness and reflexivity.
- ❖ **Research-Related Skills:** Capability to recognize cause and affect relationships, define problems, formulate and test hypotheses, analyse, interpret and draw conclusions from analysed data to contribute in the growth of knowledge system.

- ❖ **Scientific Reasoning using Quantitative/Qualitative Data:** Ability to understand cause and effect relationship, define problems, apply Scientific Principles, design methodology, evaluate critically, analyse, interpret and draw conclusions from quantitative/ qualitative data

- ❖ **Information/Digital Literacy:** Skills and capability to handle and use ICT tools including software in different learning environment and ability to access, evaluate and use of varied information resources including web-based resources.

- ❖ **Self Directed and Lifelong Learning:** Ability to work independently, identity appropriate resources required for a project and its management, search appropriate and relevant resources self and live long learning perspectives by acquiring knowledge and skills for the same particularly in digital world.

- ❖ **Moral and Ethical Awareness/Reasoning:** Nurturing to inculcate the habit of making a refined citizen of high moral and ethical values. Ability to identity ethical issues related to one's work, ovoid unethical use of others intellectual property and commitment to plagiarism with honesty and sincerity.
- ❖ **Community Engagement:** Ability to engage in the intellectual life cycle of the educational institutions and participate and involve in outreaching and community programme and other affairs.
- ❖ **Collaboration /Cooperation /Team Work:** Ability to work in team with the collaborated institutions developed with cooperation in connection with the field and survey work.

PROGRAMME LEARNING OUTCOME FOR MLIS

An MLIS student after formal completion of the programme is expected to be able to:
- ❖ Manage a library or information centre of any academic and institution independently in a professional manner.
- ❖ Perform all required operations of a library or information centre.
- ❖ Verse with ICT equipments required for smooth functioning of library system.
- ❖ Demonstrate fundamental and coherent understanding of the academic fields of Library and Information Science, its branches and application as well as linkages with different fields of study, being a subject of subjects.
- ❖ Instill the knowledge that creates different professional skills related to the disciplinary area of the subject
- ❖ Understand the case and elective courses including both generic and specialized areas having wide range of application for the cause of professional development.
- ❖ Use the knowledge and skill of the subject in formulating and tackling problems in the field and identifying and applying suitable principles, tools, techniques and methodologies to solve the same.
- ❖ Recognize various information and knowledge resources in various media for right levels of users' community to serve and fulfill their complex needs.
- ❖ Engage in acquiring analytical and critical thinking skills in conducting research independently.
- ❖ Develop capacity and global competencies to make competent enough to be suitable in employment market.
- ❖ Deal with qualitative and qualitative data for analysis and interpretation of results with professional test.
- ❖ Develop professional behavior such as sincerity and honesty in delivering service with high degree of professionalism, identify potential ethical issue, commit to plagiarism in research activities, etc.

STRUCTURE AND CREDIT DISTRIBUTION

Sl.No	Title of the Papers	No. of Papers	Credits	Total Credit
01	Core Course	19	4	76
02	Elective Course (Specialization) one to be opted out of 6 Papers	01	4	04
03	Optional course (Generic Open Elective Course)	02	4	08
04	MOOCs	00	0	00
	Total	**22**		**88**

COURSE OUTLINE

First Semester

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits /TH[1]
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	

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[1] Teaching Hours

MLIS 101	Foundation of Librarianship and Information Studies	10	25	30	75	3 Hrs	40	100	4/60
MLIS 102	Information and Knowledge Resources	10	25	30	75	3 Hrs	40	100	4/60
MLIS 103	Knowledge Organisation-I A. Classification Theory	5	15	15	35	3 Hrs	40	100	2/30
	B. Classification Practice	5	10	15	40				2/60
MLIS 104	Knowledge Organisation -II A. Cataloguing Theory	5	15	15	35	3 Hrs	40	100	2/30
	B. Cataloguing Practice	5	10	15	40				2/60
MLIS 105	ICT Fundamentals in LIS	10	25	30	75	3 Hrs	40	100	4/60

Total marks for First Semester 500 (20 Credits)

Second Semester

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits /TH
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	
MLIS 201	Information Systems & Services	10	25	30	75	3 Hrs	40	100	4/60
MLIS 202	Management of Library & Information System	10	25	30	75	3 Hrs	40	100	4/60
MLIS 203	Knowledge Organization-III A. Classification Theory	5	15	15	35	3 Hrs	40	100	2/30
	B. Classification Practice	5	10	15	40				2/60
MLIS 204	Knowledge Organization-IV A. Classification Theory	5	15	15	35	3 Hrs	40	100	2/30
	B. Cataloguing Practice	5	10	15	40				2/60
MLIS 205	Field Work and Practical Librarianship	**Pass Marks**		**Full Marks**					
	A. Evaluation of Information and Knowledge Resources	8		25		3 Hrs	40	100	A=1/15
	B. ICT Fundamentals in LIS (Practice)	**Pass Marks**		**Full Marks**					
	BI. Case Study of Library Operation	5		15					B1+B2 =2/60

	B2. Laboratory Practice	19	35					
	(C) Report on Library Field Work	8	25					C=1/15

Third Semester

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits/ TH
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	
MLIS 301	Information Consolidation, Repackaging & Retrieval	10	25	30	75	3 Hrs	40	100	4/60
MLIS 302	Research Methodology in LIS	10	25	30	75	3 Hrs	40	100	4/60
MLIS 303	Information Communication in Knowledge Society	10	25	30	75	3 Hrs	40	100	4/60
MLIS 304	ICT Applications in LIS (Theory)	10	25	30	75	3 Hrs	40	100	4/60
MLIS 305	ICT Applications in LIS (Practice)	Practical		30	80		40	100	4/120
		Viva Voce		10	20				

Generic Open Elective Course (GEC) offered by the Department

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits/ TH
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	
MLIS 306	Technical Writing (Open Elective)	10	25	30	75	3 Hrs	40	100	4/60

Fourth Semester

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits/ TH
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	
MLIS 401	Library Systems Study A. Theory	5	15	15	35	3 Hrs	40	100	2/30
	B. Library Internship	**Pass Marks**		**Full Marks**					
	B1. Report	10		30					2/60
	B.2.Viva-Voce	10		20					

MLIS 402	Web Technology	10	25	30	75	3 Hrs	40	100	4/60
MLIS 403	Users and Users Study	10	25	30	75	3 Hrs	40	100	4/60
MLIS 404	Electives A) Preservation and Conservation of Information Resources B) Metric Studies in LIS C) Marketing of Information Products & Services D) Collection Development E) Knowledge Management F) Information Literacy	10	25	30	75	3 Hrs	40	100	4/60

MLIS 405		Pass Marks		Full Marks		3 Hrs	40	100	4/60
	Dissertation	30	80						
	Viva Voce	10	20						

Total marks for Fourth Semester 500(20 Credits)

Generic Open Elective Course (GEC) offered by the Department

Paper Code	Title	Internal Assessment/ Practice		Examination Marks		Duration of Exam	Total Marks		Credits/ TH
		Pass Marks	Full Marks	Pass Marks	Full Marks		Pass Marks	Full Marks	
MLIS 406	Community Information Services (Open elective)	10	25	30	75	3 Hrs	40	100	4/60

DETAILED SYLLABUS

Semester – I

MLIS 101: Foundation of Librarianship and Information Studies   100 Marks (4 Credits)

Course Objectives: To acquaint the students with the basic concept and philosophy of librarianship, fundamentals of information studies principles, laws, legislations and associations of library professionals.

Course learning Outcomes: After completion of the course, students will be able to develop their interest in the library and information science, understand the basic concept and philosophies of the subject and identify the professional associations and their roles for the professional growth and development of the field.

    Unit I: Fundamentals of Librarianship (1 Credit/ 15 Teaching Hours)
- Library- Genesis, History, Functions, Objectives and Movement
- Modern Concept of Library
- Roles of Library in Contemporary Society
- Types of Library- Public, Academic Special and National

    Unit II: Principles, Laws and Legislations (1 Credit/ 15 Teaching Hours)
- Normative Principles and Laws of Library Science
- Legal Deposit, Delivery of Book Acts, Copy Right Act
- Model Library Act
- Library Legislations in India with reference to North East India and Manipur

    Unit III: Associations and Institutions (1 Credit/ 15 Teaching Hours)
- International- IFLA, UNESCO, READ Global, Bill and Melinda Gates Foundation, etc.
- National- ILA, IASLIC, SLA, ALA, CILIP, RRRLF, IPLM, etc.
- Regional- North Eastern States
- Study of Library Associations and Institutions in Manipur

    Unit IV: Professionalism (1 Credit/ 15 Teaching Hours)
- Basics of professionalism- Meaning, Concept, Scope
- Library and Information Science Profession
- Professional Ethics- Concept, Definition, and Characteristics, Standards
- Professional Skills and Capacity Building

Recommended and Suggested Reading List

1. Ibohal Singh, Ch. (2010). *Manipur Public Libraries Act: Rules and Amendments*. Manipur Library Association, Imphal.
2. Rubin, Richard. (2010). *Foundations of Library and Information Science*. New York: Neal-Schuman Publishers.
3. Venkatappaiah, Velaga & Madhusudhan, M. (2006). *Public Library Legislation in the New Millennium*: New Model Public Library Acts for the Union. Bookwell.
4. Isaac, K.A. (2004). *Library Legislation in India: A Critical and Comparative Study of State Library Acts Book Description*. New Delhi: Ess Publication.
5. Rudinow, J. & Graybosch, A. (2002). *Ethics & Values in the Information Age*. NY.
6. Richard E.R. (2000). *Foundations of Library and Information Science.* New York: Neal-Schuman.
7. Khanna, J.K. (1989). *Library and Society*. New Delhi: Ess Ess publications.
8. Rout, R.K. (1999). Ed. *Library Legislation in India*. New Delhi: Reliance.
9. Sadhu, S.N. and Saraf, B.N. (1967) *Library Legislation in India*. Delhi: Sagar.
10. Ranganathan, S.R. (1957) *Five Laws of Library Science*. 2nd Edition. New Delhi: Ess Ess Publications for SRELS, 2006 Reprint Edition.

MLIS 102: Information and Knowledge Resources   100 Marks (4 Credits)

Course Objectives: To make aware the students with the basic concept of different types of information and knowledge resources and how to deal with them.

Course Learning Outcomes: After completion of the course, students will be able to understand the concept of information and knowledge resources, philosophies of the information and the different models and their application in information science.

UNIT 1: Basics of Information and knowledge resources (1 Credit/ 15 Teaching Hours)
- Meaning, Concept, Need and Scope
- Origin, Growth and Development
- Types, Characteristics, Utilization and Limitations.
- Evaluation and Guidelines for Evaluation.

UNIT 2: Documentary Resources (1 Credit/ 15 Teaching Hours)
- Meaning, Scope, Types and Characteristics
- Primary Information Resources
- Secondary Information Resources
- Tertiary Information Resources

UNIT 3: Non-Documentary Resources (1 Credit/ 15 Teaching Hours)
- Meaning, Scope, Types and Characteristics
- Human Resources
- Organisational/ Institutional Resources
- E-Resources- Computerized databases, Multimedia, Web based.

UNIT 4: Information Resources by subjects (1 Credit/ 15 Teaching Hours)
- Information Resources in Science and Technology
- Information Resources in Social Sciences
- Information Resources in Humanities
- Multidisciplinary Information Resources

Recommended and Suggested Reading List

1. Neelameghan, A. & Prasad, K.N. (2005). Eds. *Information Systems and Services in India*. Bangalore: SRELS publications.
2. Ali, A. (2004). *Reference Services and the Digital sources of information*.
3. Choudhury, C.G. (2001). *Information Sources and Searching on the World Wide Web*. London: Facet Publishing.
4. Choudhury, C.G. (2001). *Searching CD-ROM and Online Information Sources*. London: Facet Publishing.
5. Asija, S. (1998). *Documentation Services in India: A review of some selected Documentation Centres*. New Delhi: Academic Publications.
6. Mohapatra, M. et al. (1997). *Access to Electronic Information*. Bhubaneshwar: SIS Chapter.
7. Kumar, Krishan. (1992). *Reference Services,* Ed.3. New Delhi: Vikas Publications.
8. Kumar, K. (1990). *Reference Service*. New Delhi: Vikas Publications.
9. Guha, B. (1983). *Documentation and Information: Services, Techniques and Systems*. Calcutta: World Press.
10. Ghenney, F. N. (1980). *Fundamentals of Reference Sources*. New York: McGraw Hill.

MLIS 103: Knowledge Organization-I   100 Marks (4 Credits)

Course Objectives: To apprise the students with the organization of knowledge with different basic concepts and philosophies concerning formation of subjects, their structure and development and of library classification and their scheme for practical perspectives.

Course Learning Outcomes: After completion of the course, students will understand the basic concept and philosophies of library classification, functions and structure of different classification schemes available; recent trends and developments in the subject and use of the CC and DDC schemes in classifying information resources of different subjects.

A: Classification Theory

Unit I: Fundamentals of Knowledge Organisation (1 Credit/ 15 Teaching Hours)
- Knowledge Organisation-Concepts, Tools and Methods
- Universe of Knowledge -Structure and Development, Modes of Subject Formation
- Normative principles and Five Fundamental categories
- Concepts of call number: Class Number, Book Number and Collection Number

Unit 2: Library Classification (1 Credit/ 15 Teaching Hours)
- Concepts, Meaning, Need, Purpose, Functions and General Theory
- Library Classification: Base for Knowledge Organisation
- Growth and Development of Classification Schemes
- Study of Colon Classification (CC) and Dewey Decimal Classification (DDC)

B: Classification Practice

Unit 3: Classification Using CC-6 (1 Credit/ 30 Teaching Hours)
- Simple and Compound Subjects

Unit 4: Classification Using DDC-23 (1 Credit/ 30 Teaching Hours)
- Simple and Compound Subjects

Recommended and Suggested Reading List

1. *Dewey Decimal Classification*. (2011). 23rd edition. Ohio: OCLC.
2. Jennex, Murray E. (2008). *Knowledge Management: Concepts, Methodologies, Tools and Applications*. New York: Information Science Reference.
3. Taylor, A.G. (2007). *Introduction to Cataloguing and Classification (10th ed.)*. New Delhi: Atlantic Publications.
4. Ranganathan, S. R. (2006). *Philosophy of Library Classification*. Bangalore: Ess Ess Publications.
5. Kumar, P.S.G. (2003). *Knowledge Organisation, Information Processing and Retrieval Theory.* Delhi: B.R. Publishing.
6. Kumar, Krishan. (1998). *Theory of Classification*. 4th Rev. ed. Delhi: Vikas Publications.
7. Ranganathan, S.R. (1989). *Prolegomena to Library Classification*. 3rd Ed. Assisted by M.A. Gopinath, Bangalore: SRELS.
8. Maxwell, Robert and Maxwell, Margaret F. (1997). *Maxwell's handbook of AACR2R: Explaining and illustrating the Anglo-American Cataloguing Rules and the 1993 amendments*. Chicago: ACA.
9. Parkhi, R.S. (1977) *Library classification: Evolution of a dynamic theory*. Bombay: Asia Publishing.
10. Ramalingam, MS. (2000) *Library Cataloguing & Classification Systems*. Delhi: Kalpaz.
11. Fritz, D. A. (1998) *Cataloguing with AACR2 and US-MARC Records*. Chicago: ALA.
12. Srivastava, A. P. (1993). *Theory of Knowledge Classification in Libraries*. New Delhi: Sage Publications.

MLIS 104: Knowledge Organization-II   100 Marks (4 Credits)
A: Cataloguing Theory
Course Objectives: To accustom the students with the organization of knowledge with different basic concepts and philosophies of library cataloguing and its different codes and how it can map different subjects.

Course Learning Outcomes: After completion of the course, students will understand the basic concept and philosophies of library cataloguing, rules of filing entries and subject headings in cataloguing and different bibliographic standards and able to catalogue different subject titles

Unit 1: Fundamentals of Library Cataloguing (1 Credit/ 15 Teaching Hours)
- Library Catalogue: Definition, Objectives, Needs and Functions
- Cataloguing as Base for Knowledge Organisation and Retrieval
- Library Catalogue Codes: History, Growth, Development and Trends
- Physical Forms and Types of Catalogues, Types of Catalogues, Kinds of Entries

Unit 2: Entries, Filing and Subject Cataloguing (1 Credit/ 15 Teaching Hours)
- Data Elements and Types of Entries
- Subject cataloguing-Concept, Meaning, Purpose, Approaches and Trends
- Chain Indexing and Sears List Subject Headings
- Salient Features of CCC-5 and AACR-2R

B: Cataloguing Practice
Unit 3: Cataloguing using Classified Catalogue Code, 5th edition (1 Credit/ 30 Teaching Hours)
- Resources having Single Authorship
- Resources having Shared Responsibilities
- Resources with Editorial Directions and Corporate Authorship
- Derivation of Subject Index through Chain Procedure

Unit 4: Cataloguing Using AACR – 2R (1 Credit/ 30 Teaching Hours)
- Resources having Single Authorship and Shared Responsibilities
- Resources with Editorial Directions
- Corporate Authorship
- Assignment of Subject Heading as per Sear List of Subject Headings

Recommended and Suggested Reading List
1. Seras, M.E. (2010). *Sears List of Subject Headings.* 20th Ed. New York: H.W. Wilson.
2. Viswanathan, C.G. (2008). *Cataloguing Theory and Practice*. New Delhi: Ess Ess Publications.
3. Taylor, A.G. (2007). *Introduction to Cataloguing and Classification (10th ed.)*. New Delhi: Atlantic Press Publications.
4. Khan, M.T.M. (2005). *Anglo-American Cataloguing Rules*. New Delhi: Shree Publishers.
5. Leigh, Gernert. (2003). *A Text Book of cataloguing*. New Delhi: Dominant Publishers.
6. Sharma, Pandey. S.K. (2001). *Library Cataloguing Theory*. New Delhi: Sahitya Prakashan.
7. Fritz, D. A. (1998). *Cataloguing with AACR2 and US-MARC Records*. Chicago: ALA Publications.
8. Maxwell, Robert. & Maxwell, Margaret. F. (1997) *Maxwell's handbook of AACR2R: Explaining and illustrating the Anglo-American Cataloguing Rules and the 1993 amendments.* Chicago: ACA Publications.
9. Kumar, Krishan. (1986). *An Introduction to Cataloguing Practice. 3rd Rev.Ed*. New Delhi: Vikas Publishing.
10. Singh, S. N. & Prasad, H.N. (1985). *Cataloguing Manual AACR-II*. New Delhi: B.R. Publishers.

MLIS 105: ICT Fundamentals of LIS   100 Marks (4 Credits)

Course Objectives: To familiarize the students with the basic and fundaments of Information and Communication Technology and its application in Library and Information Science in various aspects.

Course Learning Outcomes: After completion of the course, students will be able to understand the concept of ICT, the different software and hardware components, devices, operating systems and application of ICT in library operations etc.

Unit 1: Basics and Fundamentals of ICT (1 Credit/ 15 Teaching Hours)
- Concepts, Definition and Components
- Computer System-Generation, Classification, CPU, Input, Output
- Number systems, Character Representation - ASCII, UNICODE
- Hardware and Accessories- Input / Output Devices, Optical Devices- CD, DVD, Storage and Memory

Unit 2: Operating System and Software (1 Credit/ 15 Teaching Hours)
- Concept, Meaning, Types and Functions of Operating System
- System Software and Application Software
- Programming Language, Scripting Languages, DBMS, RDBMS, Models of DBMS
- Algorithm, Flow Chart and data Structure

Unit 3: Telecommunication Technology and Networks (1 Credit/ 15 Teaching Hours)
- Basics of telecommunication Technologies
- Data communication and Data/Information Security
- Network Types and Topologies, LAN, MAN and WAN.
- Hardware Requirements for setting up of LAN

Unit 4: ICT in LIS (1 Credit/ 15 Teaching Hours)
- History, Need, importance, purpose, role and significance
- ICT Based Library and Information System
- Areas of Applications in LIS
- Library Transformation and ICT

Recommended and Suggested Reading List
1. Sinha, Pradeep Kumar & Sinha, Priti. (2007). *Computer Fundamentals*. New Delhi: BPB Publication.
2. Stallings, William. (2007). *Computer Networking with Internet Protocols and Technology*. Delhi: Pearson Education.
3. Leon, A. & Leon, M. (2006). *Fundamentals of Database Management Systems*. Chennai: Vijan Nicole.
4. Ramesh Babu, B. & Gopalakrishnan, S. (2004). *Information, Communication, Library and Community Development*. Delhi: B.R. Publishing.

5. Kumar, P.S.G. (2004). *Information and Communication*. Delhi: B.R. Publication.
6. Prasher, R. G. (2003). *Information and its Communication*. Ludhiana: Medallion Press.
7. Dhiman, A. K. (2003) *Basics of information technology for librarians and information scientists*. New Delhi: Ess Ess publications.
8. Arora, Ashok & Bansal, S. (2000*). Computer Fundamentals.* New Delhi: Excel Books.
9. Satyanarayana, R. *Information Technology and its facets*. Delhi, Manak 1996.
10. Basandra Kashyap, M.M: *Database Systems*, New Delhi, Vikas,1993.

Semester II

MLIS 201: Information Systems & Services   100 Marks (4 Credits)

Course Objectives: To make the students aware of different types of information systems, their features and characteristics. To acquaint them with the basics of information services in networks environment.

Course Learning Outcomes: After completion of the course, students will be acquainted with various types information systems and will also able to provide information services to the library patrons in different environment.

Unit 1: **Basics of Information Systems (1 Credit/ 15 Teaching Hours)**
- Meaning, Definition, Scope
- Nature and Characteristics
- Kinds and Categories of Information System
- Data Centres, Data Banks

Unit 2: Information Systems and Programmes (1 Credit/ 15 Teaching Hours)
- Characteristics, Structure, functions, products and services of Information Systems
- Global Information System- INIS, AGRIS, BIOSIS, MEDLARS
- National Information System - UK, USA, India (NISCAIR, NISSAT, DESIDOC, DRTC, etc.);
- Regional Information System- SAARC, PADIS.

Unit 3: Information Services (1 Credit/ 15 Teaching Hours)
- Meaning, Definition, Scope, Need and Characteristics
- Conventional Services, Reference, Translation and Referral and Alerting Services
- Digest Service, Rural Base Services, Translation Service
- E-based Services, Document Delivery Services, Reprographic Services

Unit 4: Systems and Services in Network Environment (1 Credit/ 15 Teaching Hours)
- Meaning, Characteristics, Functions and Nature of Services
- Services under Library Co-operation
- Services under Resource Sharing and Consortia
- Services under DELNET, INFLIBNET, INDEST.

Recommended and Suggested Reading List
1. Gupta, Sangita. (2012). *Innovative Challenges in Information Services*. New Delhi: Kutub Publications.
2. Neelameghan, A. & Prasad, K.N. (2005). Eds. *Information systems and services in India*. Bangalore: SRELS Publications.
3. Ali, Amjad. (2004). *Reference service and the digital sources of information*.
4. Chowdhry, G .G & Chowdhry, S. (2001). *Information sources and searching on the World Wide Web*.
5. Ranganathan, S.R. (1991). *Reference Service.* Bangalore: Sarada Ranganathan Endowment.
6. Asija, Sunitha. *Documentation services in India: A review of some selected documentation centres*. New Delhi, Academic Publications, 1998.
7. Rao, I.K.R. (2000): *Electronic Sources of Information*. DRTC Annual Seminar, Bangalore.
8. Grogan, Dennis: *Science & Technology: An Introduction to Literature*. London, Clive Bingley,1982.
9. Kumar, Krishna (1992). *Reference Service*, Ed.3, New Delhi, Vikas.
10. Guha, B. (1983). *Documentation and Information: Services, techniques and systems*. Calcutta, World Press.

16 | P a g e

MLIS 202 Management of Library and Information System   **100 Marks (4 Credits)**

Course Objectives: To make the students understand the fundaments of management, housekeeping operations and different techniques of managing the library& information system.

Course Learning Outcomes: After completion of the course, students will be able to manage the library & information system effectively, efficiently and independently with professional commitment.

Unit 1: Fundamentals of Management (1 Credit/ 15 Teaching Hours)

- Management: Concept, Definition, Needs, and Functions
- Schools of Management Thought
- Management by Objectives (MBO), Organisational Structure
- Principles of Management

Unit 2: Library Housekeeping Operations (1 Credit/ 15 Teaching Hours)

- Different Sections of Library - Routine Functions
- Collection Development- Policies, methods, procedure and Trends in Acquisition
- Technical Processing, Serial Control, Circulation Methods
- Shelving, Maintenance, Stock verification, Archiving and Disaster Management

Unit 3: Library Governance (1 Credit/ 15 Teaching Hours)

- Human Resource Management- Manpower Planning
- Financial Management: Concept, Principles and Types and Resource Mobilisation
- Library Committee- Need, Role, Types, Rules and Regulations and Functions
- Job Analysis, Job Description and Job Evaluation

Unit 4: Planning and Performance Evaluation (1 Credit/ 15 Teaching Hours)

- Planning: Concept, Need and Levels
- Performance Appraisal, Annual Report, Statistics
- SWOT Analysis, PERT/CPM Techniques
- Total Quality Management (TQM), Change Management.

Recommended and Suggested Reading List

1. Bryson, Jo. (2011). *Managing information services: A sustainable approach*. England: Ashgate Publishing, Ltd.
2. Chabhra, T. N.et al. (2000). *Management and organisation*. New Delhi: Vanity Book International.
3. Cartin, Thomas. J. (1998). *Principles and practices of organisation*. New Delhi: Prentice Hall of India.
4. Stoner, James. A. F. et al. (1996). *Management* (6th edition). New Delhi: Prentice Hall of India.
5. Bryson, Jo. (1996). *Effective library and information management*. Bombay: Jaico Publishing House.
6. Beardwell, Ian & Holden, Len. (1996). *Human resource management: A contemporary perspective*. U.K: Longman.
7. Chandan, J. S. (1994). *Management theory and practice*. New Delhi: Vikas publishing house.
8. Prasad, L. M. (1989). *Principles and practice of management*. New Delhi: Sultan Chand.
9. Kumar, Krishan. (1987). *Library Administration & Organisation*. New Delhi: Vikas.
10. Edward, Evans G. (1982). *Management techniques for Librarians*. NY: Academic.
11. Mittal, R.L. (1984): *Library administration: Theory and practice*, Ed5. New Delhi: Metropolitan.

MLIS 203: Knowledge Organization-III   **100 Marks (4 Credits)**

A: Classification Theory

Course Objectives: To apprise the students with the organization of knowledge with basic concepts and philosophies of library classification having advanced features of DDC and UDC with the practical experience of library classification.

Course Learning Outcomes: After completion of the course, students will understand the basic concept and philosophies of library classification, functions of DDC and UDC classification schemes and will be able to classify library resources by using DDC and UDC classification schemes.

Unit 1: Fundamentals of Library Classification (1 Credit/ 15 Teaching Hours)

- Planes of Work, Canons, Postulates
- Facet Analysis and Facet Sequence
- Phase Relation, Common Isolates
- Devices and Mnemonics

Unit-2 Study of Classification Schemes (1 Credit/ 15 Teaching Hours)
- Notation – Meaning, definition, qualities and types
- Mapping of subjects in Classification- Structure and Techniques
- In-depth study of DDC
- In-depth study of UDC

B: Classification Practice

Unit-3 Classification Using DDC (1 Credit/ 30 Teaching Hours)
- Classification of Compound and Complex subjects

Unit-4 Classification using UDC (1 Credit/ 30 Teaching Hours)
- Classification of Compound and Complex subjects

Recommended and Suggested Reading List

1. Ramalingam, M.S. (2000). *Library Cataloguing & Classification Systems*. Delhi: Kalpaz.
2. Kumar, Krishan. (1998). *Theory of Classification*. 4th Rev. ed. Delhi, Vikas.
3. Fritz, D. A. (1998). *Cataloguing with AACR2 and US-MARC Records*. Chicago, ALA, 1998.
4. Maxwell, Robert and Maxwell, Margaret F. (1997). *Maxwell's handbook of AACR2R: Explaining and illustrating the Anglo-American Cataloguing Rules and the 1993 amendments.* Chicago: ACA.
5. Srivastava, A.P. (1993). *Theory of Knowledge Classification in Libraries*. New Delhi, Sage.
6. Ranganathan, S.R. (1989). *Prolegomena to Library Classification*. 3rd Edition. Assisted by M.A. Gopinath, Bangalore, SRELS.
7. *Anglo American Cataloguing Rules*. 2nd Edition Rev. New Delhi, Oxford, 1988
8. Parkhi, R.S. (1977). *Library classification: Evolution of a dynamic theory*. Bombay, Asia.
9. Maltby, A. (n.d). *Sayer's Manual of Library Classification*.

MLIS 204: Knowledge Organization-IV   100 Marks (4 Credits)

A: Cataloguing Theory

Course Objectives: To accustom the students with the organization of knowledge with basic concepts and philosophies of library cataloguing having advanced feature with sound theoretical and practical aspects of different codes.

Course Learning Outcomes: After completion of the course, students will understand the basic concept and philosophies of library cataloguing, rules of filing entries and subject headings in cataloguing and different bibliographic standards suing AACR-2R and MARC-21.

Unit 1: Standardisation in Cataloguing (1 Credit/ 15 Teaching Hours)
- Meaning, Need and Purpose of standardisation
- Bibliographic Standards: ISBD, CCF, ISO-2709 and Z39.50
- Metadata Standards in MARC-21 and Dublin Core
- Emerging Trends in Standardisation-RDA

Unit 2: Study of Cataloguing Codes and Trends (1 Credit/ 15 Teaching Hours)
- Study of AACR-2R, MARC-21
- Features of RDA
- Cooperative Cataloguing- OCLC, LC, CORC (Cooperative Online Resource Cataloguing)
- Web Based Cataloguing-OPAC, WEBOPAC and Co-OPAC

B: Cataloguing Practice

Unit 3: Cataloguing Using AACR – 2R (1 Credit/ 30 Teaching Hours)
- Periodicals, Manuscripts, Cartographic Materials; Microforms, Graphic Materials

Unit 4: Cataloguing Using MARC-21 (1 Credit/ 30 Teaching Hours)
- Simple and Compound Materials

MLIS 205: Field Work and Practical Librarianship   100 Marks (4 Credits)

Course Objectives: To acquaint the students with the basic concept of evaluation of information and knowledge resources with practical exposure and knowledge resources and library housekeeping operations by using ICT tools through case study and field work.

Course Learning Outcomes: After completion of the course, students will be able to learn evaluation criteria of information and knowledge resources and develop their interest in the use of fundament ICT tools in library operations, develop team spirit with collaboration and cooperation among organizations, observed analyse exiting library systems.

     A. Evaluation of Information and Knowledge Resources   25 Marks (1 Credit)
     B. ICT Fundamentals in LIS (Practice)   50 Marks (2 Credits)
         B1) Case Study of Library Operation (15 Marks)
         B2) Laboratory Practice (35 Marks)
     C. Report on Library Field Work   25 Marks (1 Credits)

Details for Conducting Practical and Field work

     For-A: Students are required to maintain the practical record and enter the practical works assigned to them by the Teacher-i/c which is to be examined by a concerned teacher. Evaluation of standard and local resources and finding answers to the reference queries from such resources are the main features for this part.

     For-B: ICT Fundamentals in LIS (Practice) deals with the following two aspects

         B.1. Case Study of Library Operation: The students have to be on field work to study operation of a library using ICT tools and submit a Report

         B.2. Laboratory Practice: They are required to expose in the IT Laboratory for hands on experience in MS WINDOW to carry out practice by using MS Word, Excel, Power Point and Web Browser on:
         ✓ Drafting Letters
         ✓ Issuing Reminders
         ✓ Preparation of Reports
         ✓ Preparation of Accession Register
         ✓ Designing of Library Web page

     For-C: Report on Library Field Work: The students have to participate in a Library Filed Work to write a detailed report highlighting their observations and findings of the of the libraries during the field work. A check list be prepared by the teachers to collect the information from libraries. Finally, the Report is to be submitted for evaluation.

Semester – III

MLIS 301: Information Consolidation, Repackaging & Retrieval   100 Marks (4 Credits)

Course Objectives: To familiarize the students with the basic concept and philosophy of information condensation, consolidation, packaging and repackaging and to make aware of information retrieval system (IRS) and its implications in library.

Course Learning Outcomes: After completion of the course, students will be familiarized with information retrieval system and various types of information products are developed, repackaged and consolidated to fulfill information needs of library patrons.

     Unit 1: Information Retrieval System (1 Credit/ 15 Teaching Hours)
         • Concept, Meaning, Definition, Components
         • Indexing – Concept, Methods and Systems
         • Pre-Coordinate and Post-Coordinating Indexing
         • Precis and POPSI

     Unit 2: Indexing Language Vocabulary Control (1 Credit/ 15 Teaching Hours)
         • Indexing Languages: Basic Concepts, Types and Characteristics
         • Automatic Indexing (KWIC and KWAC)
         • Vocabulary Control- Definition, tools and devices
         • Thesaurus-Importance, Structure, Function and design

     Unit 3: Information Retrieval Models (1 Credit/ 15 Teaching Hours)
         • IR Models: Concept, purpose and need
         • IR: Process and Techniques, Basic Retrieval methods, Manual and automated

- Search Strategies and techniques, Boolean logic, Cognitive, Fuzzy and Probabilistic
- Evaluation of IR Systems, Purpose and Criteria for evaluation

Unit 4: Abstracting, Repackaging and Consolidation (1 Credit/ 15 Teaching Hours)

- Abstract and Abstracting- Concept, Meaning, Types & guidelines in preparing Abstract
- Information Repackaging-Concept, meaning, utility, and types
- Information Consolidation- Concept, meaning, utility, and types
- Information repackaging and consolidation products and services

Recommended and Suggested Reading List

1. Sehgal, R.L. (2001). *Computer Based Information Processing Technologies for Librarians*. Delhi: Ess Ess Publication.
2. Yates, Richardo. et al. (1999). *Internet Searching and Indexing: The Subject Approach*. New Baeza. Modern Information Retrieval: Addison Wesley.
3. Ellis, David. (1996). *Progress and Problems in Information Retrieval*. London: Library Association.
4. Fugman, Robert. (1993). *Subject Indexing and Analysis. Theoretical Foundations and Practical Advice.* Frankfurt, Index Verlag.
5. Dym, Eleanor D. (1985). *Subject and Information Analysis*. New York, Marcel Dekker.
6. *Internet Searching and Indexing: The Subject Approach*. New York Howard Press, 2000.
7. Lancaster, F.W. (1977). *The measurement and evaluation of Library Science*. Information Sources Press.
8. Vickery, B.C. (1968). *Technique for Information Retrieval*. London Butterworths.
9. Grolier, Eric de. (1962). *A study of general categories applicable to Classification and Coding in documentation.* UNESCO.

MLIS-302: Research Methodology in LIS   **100 Marks (4 Credits)**

Course Objectives: To make the students aware of the research methodology concepts, definitions, and various tools and techniques used for data collection, analysis and interpretation in research.

Course Learning Outcomes: After completion of the course, students will be aware of implications of research and be able to develop confidence to take up research work independently.

Unit 1: Concept of Research (1 Credit/ 15 Teaching Hours)

- Research: Concept, Need and Purpose
- Types of Research-Qualitative, Quantitative and Multidisciplinary
- Research Problem and Research Design
- Hypothesis: Definition, Types, Sources and Functions

Unit 2: Research Methods, Techniques and Tools (1 Credit/ 15 Teaching Hours)

- Methods-Historical, Survey, Experimental, Scientific, Observation, Delphi and Case Study
- Applied and Fundamental Research- Meaning, Concept and Need
- Sampling Techniques
- Data Collection Tools- Questionnaire, Interview, Observation, Schedule and Check-list

Unit 3: Data Analysis and Interpretation (1 Credit/ 15 Teaching Hours)

- Measures of Central Tendency, Dispersion, Variables, Correlations and regression
- Testing of Hypothesis using Chi-Square test, t-test, z-test, F-test.
- Presentation of Data: Tabular, Graphic, Bar Diagram and Pie Chart, etc.
- Using Statistical Packages – MS-Excel, SPSS, and Web-based Statistical Analysis Tools

Unit 4: LIS Research, Metric Studies and Reporting (1 Credit/ 15 Teaching Hours)

- LIS Research in India and abroad - History, Development and Trends
- Metric studies – From Librametrics to Webometrics
- Style Manuals: Citations/ References, Tools, Manuals and Plagiarism
- Research Reporting: Structure, Style and Contents

Recommended and Suggested Reading List

1. Alevesson M & Skolberg K. (2010). *Reflexive methodology: new vistas in qualitative research*. Ed. 2 Rev. Sage Publication, London.

2. Busha C. H. (1990). *Research methods in librarianship*. Academic Press, New York.
3. Goode W. J. & Hatt P. K. *Methods in social research*.1982. McGraw-Hill, New York.
4. Greenfield T. (1996). *Research methods: guidance for postgraduates*. Hodder Arnold, London.
5. Krishan. K. (1999). *Research methods in library and information science*. Rev. Ed. Har Anand Publications, New Delhi.
6. Lancaster F. W. & Powell R. R. (1985). *Basic research methods for librarians*. Ablex publishing, New Jersey.
7. Powell R. R. & Silipigni C. L. (2004). *Basic research methods for librarians*. Ed. 4. Libraries Unlimited, Westport.
8. Singh S. P. (2002) *Research methods in social sciences: a manual for designing questionnaires*. Kanishka, New Delhi.
9. Slater M. (1990). *Research methods in library and information studies*. Library Association Publishing, London

MLIS 303: Information Communication in Knowledge Society   100 Marks (4 Credits)

Course Objectives: To acquaint the students with the basic concept and philosophy of data, information and knowledge. To make them familiarize with characteristics of knowledge society, IPR and National information Policy.

Course Learning Outcomes: After completion of the course, students will be able to understand differences between data, information and knowledge, nature of information, characteristics of information & knowledge society and accustom to IPR and other information related policies.

Unit 1: Data, Information and Knowledge (1 Credit/ 15 Teaching Hours)
- Objective, Meaning, Nature, Characteristics, Scope, Type and Properties
- Differences and Relationship in Knowledge Spectrum
- Roles in Research and Development Activities
- Contributions in Societal Development

Unit 2: Information Communication (1 Credit/ 15 Teaching Hours)
- Information Generation and Communication- Modes and Impact of Information Technology
- Information Transfer Chain,
- Channels of Communication
- Barrier to Information Communication, Diffusion Models

Unit 3: Information and Knowledge Society (1 Credit/ 15 Teaching Hours)
- From Agrarian to Knowledge Society
- Genesis, Nature and Characteristics of Information Society
- Genesis, Nature and Characteristics of Knowledge Society
- Human Intellectual Capital, Knowledge Product and Knowledge Economy

Unit 4: Intellectual Property Rights (IPR), National Information Policy (NIP) (1 Credit/ 15 Teaching Hours)
- IPR-Concept, Genesis, Development and Trends
- Categories of IPR, Acts, Role of WIPO, Copyright Laws, and Emerging Issues
- NIP- NAPLIS, National Policy on University Library, RTI and IT Act
- National Knowledge Commission (NKC), Open Access Initiatives (OAI)

Recommended and Suggested Reading List
1. Martin, William J, (1988). *The Information Society*. London, Aslib.
2. McGarry, K.J, (1981). *Changing context of Information: An introductory Analysis*. London, Clive Bingley.
3. Kochen, Manfred. (1967). *Information for action: from knowledge to wisdom*. New York, John Wiley, 1967
4. Vickery B C, Vickery A. (1994). *Information science in theory and practice*. London, LA.,
5. McGarry, K.J. (1975). *Communication, Knowledge & Librarian*. London, CliveBingley.
6. Byne, N. *Licensing Technology: Drafting and Negotiating Agreements*.
7. Chawla, A. (2007) *Copyright and Related Rights*.
8. Polorak, A I & Lerner, P J. (1992). *Essential of Licensing of Intellectual Property Rights*.
9. Gorman, Michael. *Our Enduring Values: Librarianship in the 21st Century*. Chicago, ALA, 2000.

MLIS 304: ICT Applications in LIS (Theory)   100 Marks (4 Credits)

Course Objectives: To familiarize the students with basic concept of library automation and software packages required for automation of library housekeeping operations. To acquaint them about digitization process and manage digital library independently.

Course Learning Outcomes: After completion of the course, students will be acquainted with process of library automation as well as digitalization of library, its software packages and skilled enough to develop & work in an automated or digital library environment.

Unit 1: Library Automation (1 Credit/ 15 Teaching Hours)
- Meaning, concept, areas and scope
- Planning, Design and Implementation - Process and Procedures
- Automation of Housekeeping Operations
- Automatic Identification methods Barcode, RFID

Unit 2: Software Packages (1 Credit/ 15 Teaching Hours)
- Integrated Library Management Software (ILMS)
- Features of Commercial, Freeware and Open Source Software
- Request for Proposal (RFP) \
- Evaluation and Selection of ILMS

Unit 3: Digital Library (1 Credit/ 15 Teaching Hours)
- Genesis, Meaning, Definition, Objectives, Characteristics and Advantages
- Digitization- Concept, Purpose, process, Planning
- File Formats-Image format, Audio and Video Format
- Digital Rights Management

Unit 4: Developing Digital Library (1 Credit/ 15 Teaching Hours)
- Digital Library Initiatives in India and Abroad
- Institutional Repository Vs Digital library
- Building a Digital Library-Planning and Implementation
- Features of Softwares-GSDL, DSpace, E-Prints

Recommended and Suggested Reading List

1. Chapman, Edward A. (1970). *Library systems analysis guidelines*. NY, John Wiley.
2. Tedd, Lucy, A. (2005*). An Introduction to computer-based library system*. Ed. 3 Chichester, Wiley.
3. Ravichandra Rao. (1996). *Library Automation*. New Delhi, New Age International.
4. Rowley, Jennifer. (1998). *The electronic library*. London, Library Association.
5. Haravu L.J. (2004). *Library automation: design, principles and practice*. Allied publishing.
6. Kumar, P.S.G. (2004). *Information Technology: Applications (Theory and Practice)*. Delhi. B.R. Publishing.
7. Dhiman, Anil Kumar. (2003). *Basics of information technology for librarians and information scientists*. Ess Ess publications.
8. Patnaik, S. (2001). *First text book on Information Technology*. New Delhi, Dhanpat Rai.
9. Zorkoczy, P. (2005). *Information Technology: An introduction*. London, Pitman.

MLIS 305: ICT Applications in LIS (Practice)   100 Marks (4 Credits)

Course Objectives: To acquaint the students with library automation as well as digital library software packages such as SOUL2.0, KOHA, DSpace and GSDL. To provide hands on experience on library automation packages and digital library software.

Course Learning Outcomes: After completion of the course, the students will be able to automate library housekeeping operations with the help of automation packages as well skilled enough to develop digital library.

- The students are given an intensive exposure to the operation and handling of the following Packages:
  - ➢ Study of Library Automation Software (Teacher designs the aspects to be studied)
  - ➢ SOUL2.0 and other Library Software like KOHA.
  - ➢ Digital Library Software- DSpace and GSDL

The examiner at the end tests the awareness of the students and conduct viva-voce test.

MLIS 306: Technical Writing (Open)   100 Marks (4 Credits)

Course Objectives: To familiarize the students with basic concept of technical writing, technical communication, writing and editing process of technical writing. To acquaint them with various types of technical writing products and their usability in market.

Course Learning Outcomes: After completion of the course, students will be able to understand process of designing and preparing different types of technical as well users' documents and will able to understand the DDLC process of documentation.

Unit 1: Fundamentals of Technical Writing (1 Credit/ 15 Teaching Hours)
- Meaning, Definition, Concept, Characteristics and features.
- Nature and Role of Technical Writing
- Properties and Basic Principles of Technical Writing
- Styles Guide of Technical Writing

Unit 2: Technical Communication (1 Credit/ 15 Teaching Hours)
- Structure, Function and Types
- Oral and Non-Verbal Communication
- Written and Electronic Communication
- Social and Ethical Aspects of Technical Communication

Unit 3: Writing and Editing Process (1 Credit/ 15 Teaching Hours)
- Writing Situations, Target Groups and Technical Writing Skills
- Professional Writing, Instructional Writing, Official Memos, Preparation Materials for Oral Presentation
- Editing and Editorial Tools-Dictionaries, Style manuals, standards and specifications - Editorial process.
- Peer Review and Evaluation of Manuscript
- Creative and Substantive Editing
- Copy Editing: Styling and Format Technical Editing

Unit 4: Products of Technical Writing (1 Credit/ 15 Teaching Hours)
- Quality control of Technical writing products
- Editor-author-referee-reader relationships
- Various Types of Products
- Specific products:
  - Technical Reports/ Papers/ Articles
  - Research Proposal
  - Business Letters

Recommended and Suggested Reading List
1. Manalo, E. and Fermin, V. (2007). *Technical and Report Writing*. ECC Graphics. Quezon City.
2. *Chicago Manual of Style*. 16th Edition. (2010). Chicago, University of Chicago.
3. Neelmeghan, A. (1975). *Presentation of ideas in technical writing*. New Delhi, Vikas.
4. Hicks T G, Vaorie C M. (1989). *Handbook of effective technical communications*.
5. Vanalstyne J S & Maddison G R. (1984). *Professional and technical writing strategies*.
6. Cooper, B. M. (1986). *Writing Technical Reports*. New York: Penguin.
7. Weisman, H. M. (1980). *Basic Technical Writing*. Columbus: Charles Orenill Publishing. Sherman.
8. T.A. and Johnson, (1975). *Modern Technical Writing*. 3rd edition Englewood Cliffs, New Jersey: Prentice-Hall.
9. Bayer N. L. (1991). *Technical Communication* 38 (2) 223-29.
10. Carliner, S. (1992). *What you should get from a Professionally Oriented Master's Degree Programme in Technical Communication*. Technical Communication. 39 (2) 189-99.

Semester IV

MLIS 401: Library Systems Study   100 Marks (4 Credits)

Course Objectives: The course aims at familiarizing the students with general concepts of a system, its life style, analysis and design of a system and the tools and techniques involved in the same. It also aims to instill the students about the various aspects of systems approach to library and enable them understand the local library systems through internship.

Course Learning Outcomes: Students will understand the dimensions of system approach, its analysis, design and evaluations and how these aspects can be applied in the library systems. Moreover, competency on their part can be developed to analyse, evaluate and design the existing library systems around them. Also, they can learn the conditions of the library systems.

Part A: Theory   **(50 marks, 2 Credits)**

        Unit-1: **Understanding System (1 Credit/ 15 Teaching Hours)**
- General Systems Theory
- System Life Cycle
- System Analysis and Design
- Tools, Techniques, Approaches, Cost, Evaluation

        Unit-2: **Library System Analysis, Design and Evaluation (1 Credit/ 15 Teaching Hours)**
- Systems Approach to Library
- Study of Library as a System
- Analysis and Design of Library system
- Evaluation of Library System

Part B: Library Internship   **(50 marks, 2 Credits)**

        B1. Report
        B2. Viva-Voce

Recommended and Suggested Reading List

1. Ducker, Peter. F. (2002). *Management challenges for the 21st century*. Oxford: Butterworth Heinemann.
2. Fine, Lawrence. (2011). *SWOT analysis*. Kindle Publishing.
3. Roberta M. Roth, Barbara Haley Wixom, Alan Dennis (2012). *System Analysis and Design*, 5 ed. London: John Wiley & Sons.
5. Kenneth, E. Kendall and Julie, E. Kendall, (1996). *Systems Analysis and Design*. 3rd ed. London: Prentice Hall.
6. Michael Zgurovsky and N.D. Pankratova. (2007). *System Analysis: Theory and Applications*. Springer-Verlag Berlin Heidelberg

MLIS-402: Web Technology   100 Marks (4 Credits)

Course Objectives: The course basically aims to make the students understand about web technology which has been developed with the use of internet. It also tries to make them acquaint with website development and the varied web-based services.

Course Learning Outcomes: Students will learn about the basics of web technology, internet and its connectivity. They will be provided with ample techniques for website development. The course also shall throw the light on various types of web-based services that can be delivered by the libraries.

        Unit 1: Basics of Web Technology (1 Credit/ 15 Teaching Hours)
- Introduction to Web Technology, Meaning and applications
- HTML: Basics, Hypertext, Hypermedia, HTML Programming
- Web browsers, Search Engines, Directory, Portals, ISPs
- World Wide Web, Web Servers, Proxy Servers, Domain Name Servers

        Unit 2: Internet and Its Connectivity (1 Credit/ 15 Teaching Hours)
- Internet Connectivity, Dial Up, Leased Line, ISDN, Wi-Fi
- Internet protocols-HTTP, HTTPS, FTP
- Remote Login, OAI-PMH
- Web 2.0., Lib 2.0, Web Security

        Unit 3: Web Site Development (1 Credit/ 15 Teaching Hours)
- Websites, URL, Weblogs/Blogs
- Web Page Design and Its Principles
- Hyperlinks and Their design

- Evaluation of websites

Unit 4: Web Based Services (1 Credit/ 15 Teaching Hours)

- E-mailing, Discussion Board, Chat & instant message
- Conferencing-Audio and Video,
- Social Networks and Wikipedia
- Web Based resources and other services

Recommended and Suggested Reading List

1. Bose, Kaushik. (1994). *Information Networks in India: Problems and prospects,* New Delhi, Ess Ess.
2. Balakrishnan, Shyam. (2000). *Networking and the future of libraries.* New Delhi, Ess Ess.
3. Allen C. B. (1995). *Complete Internet companion for librarians.* NY, Neal-Schuman.
4. Pandian, M. Paul and Jabhekar, Ashok. (2001). *Internet for libraries and Information centers,* New Delhi, McGraw Hill.
5. Susan, Estrada. (1993). *Connecting to the Internet.* London, Orilly.
6. Winship, I. and Menab, A. (1990). *The Students guide to the Internet,* London, LA.
7. Dawson, A. (1997). *The Internet for Library and Information Professionals.* London, Library Association Publishing.
8. Parekh, Harsha. (1999). *Internet in the scholarly communication process.* Mumbai, Mukherjee Knowledge ware Association.
9. Thulasi, K and Rajashekar, T.B. (1999). *Web resources for Internet use in libraries.* NACLIN99, New Delhi, DELNET.

MLIS 403: Users and User Study   100 Marks (4 Credits)

Course Objectives: This course aims to understand the community who uses library and information services and systems and their needs. Besides making them aware of varied behavior of the users on seeking information in different environment, the paper also aims to know the students about models of information seeking behavior. It further insists the learners on user studies and different tools and methods adopted in the process.

Course Learning Outcomes: The course shall make the students understand about the different categories of users community associated with different information environment having different needs and their varied behavior on seeking the information. Besides making them aware of the origins, development, generations and landmarks of user study the students also will be equipped with the skills for conducting such studies using different methods and tools.

Unit 1: Understanding Users and Their Needs (1 Credit/ 15 Teaching Hours)

- Identifying users and psychology
- Categorization of user-Potential, habitual and professional groups
- Information needs of users-Levels, kinds, affecting factors, dynamics
- Models of Information Needs

Unit 2: Behaviour of Users (1 Credit/ 15 Teaching Hours)

- Theories of Information Seeking
- Information Seeking Behaviour
- Users in different Information Environment
- Contributions of Mensal,Paisley, T.J. Allen, Dervin, Crane and others.

Unit 3: User Studies (1 Credit/ 15 Teaching Hours)

- Origin, development and evolution of user studies
- The first-generation studies- their characteristics, contributions and limitations;
- The second-generation user studies-Their characteristics and contributions,
- Landmark and bench mark studies and Usage studies.

Unit 4: Methods and Tools in Users Studies (1 Credit/ 15 Teaching Hours)

- Quantitative and Qualitative Methods
- Survey, Experimental, Questionnaire, Interview and other traditional methods
- Participant observation, Diary method, time-line series method of Dervin and others
- Use of psychometric methods

Recommended and Suggested Reading List

1. Brittain, J. M. (1970). *Information and its users: a review with special reference to the social Sciences*, Bath: Bath University Press.
2. Chowdhury, G. G., & Chowdhury, S. (2011). *Information users and usability in the digital age*. New York: Neal-Schuman Publishers, Inc.
3. Dobreva, M. (2012). *User studies for digital Library development*. Facet Publishing.
4. Kim, C. H., & Little, R. D. (1987). *Public Library users and uses: a market research handbook*. Metuchen, N.J.: Scarecrow Press.
5. Kopycinski, D., & Sando, K. (2007). *User surveys in college Libraries. Chicago: College Library Information Packet Committee, College Libraries Section*, Association of College and Research Libraries.
6. Sridhar, M. S. (2002). *Library use and user research: with twenty case studies*. New Delhi: Concept Pub. Co.
7. Wysocki, A. (1968). *Studies of users' needs in scientific Information*. Paris: Conseil international des union's scientifiques.

MLIS 404: Electives

A: Preservation and Conservation of Information Resources   **100 Marks (4 Credits)**

Course Objectives: The course is designed to make the students know about the basics of preservation and conservation of information resources, different factors causing hazard to them. It also entails the students to accustom to different techniques of preservation and conservation of such varied resources.

Course Learning Outcomes: The paper will enable the students learn about the basics of existing materials, information resources and their nature of preservation and conservation as well. They can aware of the contributing factors that led to hazards to such resources. The course also renders avenues for the students to explore different techniques associated with the techniques for preservation and conservation of valuable intellectual resources.

Unit 1: Basics of Preservation and Conservation (1 Credit/ 15 Teaching Hours)
- Concept, Meaning, Need, Purpose, Measures & Trends
- Historical development of writing materials
- Different information resources and their nature and preservation
- Preservation and Conservation measures

Unit-2: Hazards to Information Resources (1 Credit/ 15 Teaching Hours)
- Environmental factor
- Biological factor
- Chemical factor
- Disastrous factor

Unit-3: Preservation Techniques (1 Credit/ 15 Teaching Hours)
- Binding
- Safety and Security measures
- Use of Chemicals
- Disaster management

Unit-4: Conservation Techniques (1 Credit/ 15 Teaching Hours)
- Repairing of materials
- Microfilming
- Digitisation
- Digital Archiving

Recommended and Suggested Reading List
1. Winger, H.W. (1970). *Deterioration and Preservation of library materials.* Chicago University of Chicago Press.
2. Chakraborti, B and Mahapatra, P.K. (1970). *Library collection, selection and preservation.* Calcutta. World Press.
3. Singh, R.S. (1993). *Consevation of Documents in Libraries, Archives and Museums,* Delhi.
4. Corderoy, John. (1978*). Book binding for beginners,* London, Thomas and Hudson.
5. Dasgupta, Kalpana, ed. (1988). *Conservation of Library materials,* Calcutta, National library.

6. Harvey, Ross. (1993). *Preservation in Libraries: A reader.* London, Bowker.
7. Durean, J,Mand Clements D.W.G. (1986). *Principles of the Preservation of Library materials.* The Hague, IFLA.

B: Metric Studies in LIS   100 Marks (4 Credits)

Course Objectives: Making the students conscious about the basics of metric studies from library to bibliometrics, bibliometrics laws and trends in metric study, the course aims to understand them the growth of literature and their obsolescence. It also intends to develop knowledge and skills of the learners on various techniques associated with different metrics such as almetrics, informetrics, scientometrics, webometrics, etc.

Course Learning Outcomes: The course shall enhance knowledge and skills of the students on various perspectives of the metric studies with reference to library and information studies. The study of applications of bibliometric laws will provide them techniques to evaluate different communication patterns of obsolescence, concentration measures and laws of scientific productivity. The learners also will be provided with different aspects on citation studies and prevailing trends and changes taking place in metric studies.

Unit 1: Basics of Metric Study (1 Credit/ 15 Teaching Hours)
- Meaning, Concept, Scope, Need
- From Librametry to Bibliometrics, Generalised bibliometric distributions
- Classical Bibliometric Laws**:** Zipf's Law, Lotka's Law, Bradford Law
- Bibliographic Coupling, Bradford's Curve

Unit 2: Growth and obsolescence of literature (1 Credit/ 15 Teaching Hours)
- Growth of Literature and growth models
- Obsolescence Study-the half-life analogy, determination of aging factor and half-life, real vs apparent, synchronous and diachronous.
- Aspects of concentration measures, 80-20 Rules
- Laws of scientific productivity

Unit-3: Citation Studies (1 Credit/ 15 Teaching Hours)
- Meaning, Concept, Scope and Trends
- Citation Study
- Citation Analysis
- Impact factors

Unit 4: Trends in Metric studies (1 Credit/ 15 Teaching Hours)
- Almetrics: Genesis, scope and definitions and applications
- Informetrics: Genesis, scope and definitions and applications.
- Scientometrics: Genesis, scope and definitions and applications,science indicators and mapping of science.
- Webometrics: Genesis, scope and definitions, Web Impact factors, Applications in the Evaluation of Websites and the evaluation parameters.

Recommended and Suggested Reading List
1. Nicholas D. and Ritchi, M. (1979). *Literature & Bibliometrics*. London, Clive Bingley.
2. Ravichandra Rao, I.K. (1985). *Quantitative Methods for Library and Information Science*, New Delhi, Wiley Eastern, 1985.
3. Egghe, Leo and Rousseau, Ronald. (2001). *Elementary statistics for effective library and information services management*. London, Aslib.
4. Garfield, Eugene. (1979). *Citation Indexing: Its theory and applications in science, technology and humanities*. New York, John Wiley.
5. Meadows, A.J. (1974). *Communication in science*. London, Butterworths.
6. Thelwall, Michael. (2009) *Introduction to Webometrics: Quantitative Web Research for the Social Sciences*. Morgan and Claypool Publishers.
7. Neuendorf, K. (2002). *The content analysis guidebook*. London: Sage.

C: Marketing of Information Products & Services   100 Marks (4 Credits)

Course Objectives: Whatever information products and services available are meant for the users, which calls for need for their marketing. In this regard, the course aims to make the students learn about the basics of information marketing, variety of information products and services and their pricing models. It also aims to make them understand various strategies and planning for proper marketing of such products and services.

Course Learning Outcomes: The course will provide sufficient inputs for the learners to understand the basics of information marketing, varieties of information products and services and pricing models and selection of best such models. The paper also will enable the students to develop skills to adopt marketing strategies and planning.

Unit 1: Basics of Information Marketing (1 Credit/ 15 Teaching Hours)
- Concept, Meaning, Needs and Characteristics
- Production, Demand and supply of Information
- Distribution of Information
- Profit and Non-profit Marketing

Unit 2: Information Products & Services (1 Credit/ 15 Teaching Hours)
- Strategic Objectives, Generation and Design
- Testing and analysis of commercial feasibility
- Test Marketing
- Commercialising the products and services

Unit 3: Pricing Models (1 Credit/ 15 Teaching Hours)
- Setting the pricing objectives.
- Determining demand and estimating costs.
- Estimating costs.
- Selecting pricing model and adopting pricing strategies.

Unit 4: Marketing Strategies and Planning (1 Credit/ 15 Teaching Hours)
- Market Research, Analysis and Segmentation.
- Developing Organizational, Controlling and evaluation Skills.
- Organisational performance, market audit, implementation and control
- Marketing Strategy, Planning and Policy

Recommended and Suggested Reading List

1. Abhinandan, K. Jha. (ed). (1999). *Marketing Information Products & Services: a premier for librarians & information professionals*. New Delhi. Tata Mc. Graw-Hills publishing company Ltd.
2. Chopra, H.S. (ed.). (1996). *Information Marketing*. Jaipur. Rawat Publ.
3. Edward, L.Nash.(ed.). (1992). *The Direct Marketing Handbook*. New York. Mc-Graw Hill Inc.
4. Holloway, Robert. J. & Hancock, Robert S. (1968). *Marketing in a changing environment*. New York. John Wiley & Sons Inc.
5. Jain, A.K. et al. (ed.). (1995). *Marketing of information Products & Services*. Ahemedabad. Indian Institute of Management.
6. Jain, A.K. et al. (ed.). (1995). *Product Design & Test Marketing of Information Products & Services*. Ahemedabad. Indian Institute of Management.
7. Johnson, William C. & Chuala, Richard J. (1997). *Total quality in Marketing*. New delhi. Vanity Books International.
8. Kotler, Philip & Armstrong, Gary. (1996). *Principles of Marketing*. New Delhi. Prentice-Hall of India Pvt. Ltd.
9. Kotler, Philip. (1985). *Marketing for Non-profit organization*. New Delhi. Prentice-Hall of India Pvt. Ltd.
10. Kotler, Philip. (1994). *Marketing Management: Analysis, Planning, Implementation & Control*. New Delhi. Prentice-Hall of India Pvt. Ltd.

D: Collection Development   **100 Marks (4 Credits)**

Course Objectives: Collections constitute an important component of any library and information system. So, its systematic and proper development is a much, the knowledge of which needs to be developed on the part of the learners. This paper of the programme aims to make the learners aware of different nature of library collections, their development following different principles and policies. It also attempts to acquaint the students with the aspects of cooperative collection development and evaluation of the collections.

Course Learning Outcomes: The paper will provide the students ample scope to learn collection and its development in the libraries. They will also be able to familiarize with different principles and policies to follow for its development. Making them aware of the cooperative aspects of development of collections, the students will equip themselves with the skills for evaluation of collection focusing on methods, stock verification and weeding process, etc.

Unit I: Collection and Its Development (1 Credit/ 15 Teaching Hours)
- Nature of library collections
- Collection Development –Concept, Meaning, Definitions
- Managing library collections
- Need, Goals and Methods

Unit 2: Principles and Policies (1 Credit/ 15 Teaching Hours)
- Principles by Ranganathan, Drury, Dewey
- Collection Development Policies – Concepts, Content, Formulation and Types
- Planning for Collection Development
- Committees, Staffing, Budgeting, Implementation and Evaluation

Unit 3: Co-operative Collection development (1 Credit/ 15 Teaching Hours)
- Reasons, Major barrier and factors
- Collection development through co-operation, Resource sharing
- Dilemma of Selection, Basic requirements
- Selection – Environment, Strategies, Criteria, Procedure, and tools

UNIT 4: Collection Evaluation (1 Credit/ 15 Teaching Hours)
- Evaluation- Concept, Meaning, Scope
- Methods of Evaluation- User Oriented, Collection Oriented
- Stock Verification and Rectification
- Weeding of Collection –Concepts, Goals and Methods

Recommended and Suggested Reading List

1. Alabaster, Carol. (2002). *Developing an Outstanding Core Collection: A Guide for Libraries*. Chicago: American Library Association.
2. Anderson, J. S. (Ed). (1996). *Guide for Written Collection Policy Statements: Collection Management and Development Guides*, no. 7. (2nd ed.). Chicago: American Library Association.
3. Bonk, W. J., & Magrill,R.M. (1979). *Building Library Collections* (5th ed.). Metuchen, NJ: The Scarecrow Press, Inc.
4. Cassell, M. K., & Greene, G.W. (1991). *Collection Development in the Small Library: Small Libraries Publications*, No. 17. Chicago: American Library Association.
5. Curley, A., & Broderick, D. (1985). *Building Library Collections (6th ed.).* Metuchen, NJ: The Scarecrow Press, Inc.
6. Edelman, H. (1991). *Selection Methodology in Academic Libraries: Library Resources & Technical Services 23* (Winter 1979): 34. In Osburn, C. B., & Atkinson, R. (Eds.), Collection Management: A New Treatise, vol. 1. Greenwich, CT: JAI Press, Inc.
7. Evans, G. E. (1995). *Developing Library and Information Center Collections*, (3rd ed.): Library Science Text Series. Englewood, CO: Libraries Unlimited, Inc.
8. Gabriel, M. R. (1995). *Collection Development and Collection Evaluation: A Sourcebook. Metuchen*, NJ: The Scarecrow Press, Inc. 9.
9. Gardner, R. K. (1981). *Library Collections: Their Origin, Selection and Development*. . Quoted in Gorman, G.E. and B.R. New York: McGraw-Hill Book Company.
10. *Systems and Procedures Exchange Center*, Kit 207. (1995). Organization of Collection Development. Washington, DC: Association of Research Libraries.

E: Knowledge Management   100 Marks (4 Credits)

Course Objectives: The course aims to impart knowledge and skills to the learners about the concepts, purpose, historical development and role of Knowledge Management and its different approaches. The applications of Information Technology in

Knowledge Management as incorporated in the paper attempts to make the learners know about knowledge engineering, network and other legal and ethical issues. The same also has objectives to make learners aware of the creation, transfer and sharing of knowledge.

Course Learning Outcomes: The course will enhance the students learn about the knowledge management, its basic aspects and approaches. The role of information technology in knowledge management can also be understood by them. They also will be provided with innovative ideas on the creation, transfer and sharing of the knowledge focusing on knowledge classification, architecture, knowledge management systems, etc.

Unit 1: Introduction to knowledge Management (1 Credit/ 15 Teaching Hours)
- Concepts, Definitions and Purpose of KM
- Needs and Scope, Historical Development
- Role of KM, Impact on Society
- Knowledge Management and Document Management.

Unit 2: Knowledge Management Approaches (1 Credit/ 15 Teaching Hours)
- Mechanistic Approach
- Cultural / Behaviouristic Approach
- Systematic Approach
- Process and Practice Approach

Unit 3: Information Technology and Knowledge Management (1 Credit/ 15 Teaching Hours)
- Knowledge Engineering
- Knowledge Networking: Role of Information Professionals in Knowledge Management
- Knowledge Workers: their legal and ethical issues
- Technology and Knowledge Workers

Unit 4: Knowledge Creation, Transfer and Sharing (1 Credit/ 15 Teaching Hours)
- Knowledge Classification, Knowledge creation concept, Knowledge creation process, Nonaka's Model
- Knowledge Architecture: People Core and technical Core
- Definition, Needs & Purpose; Knowledge vision & focus; Mentors & Social Networks; Prerequisites for transfer; Transfer Strategies; transfer protocols; knowledge in e-world
- Knowledge Management Systems: Decision Support System- Artificial Intelligence.

Recommended and Suggested Reading List

1. Milton, Nick. (2005). *Knowledge management for teams & projects*. Oxford, Chandos.
2. Haravu, L.J. (2002). *Lectures on Knowledge Management: Paradigms, challenges and opportunities*. Bangalore, Sarada Ranganathan Endowment for Library Science.
3. Malhotra, Y. (1998). *Knowledge management, knowledge organisation and knowledge workers: A view from the front line*. http:// www.brint.com/interview/maeil.htm
4. Tiwana, Amrit. (2000). *The knowledge management tool kit: Practical techniques for building a knowledge management system*. New Jersey, Prentice Hall.
5. Steve, Ellis. (2005). *Knowledge-based workers: Intelligent operation for the knowledge age*. Oxford, Chandos.
6. Suresh, K.L. and Mahesh, Kavi. (2006). *Ten steps to maturity in knowledge management: Lessons in economy*. Oxford, Chandos.
7. Toffler, Alvin. (1990). *Power shift: Knowledge, wealth and violence at the edge of the 21st Century*. New York, Bentam.
8. Drucker, Peter. (1993). *Post-capitalist society*. New York, Harper Collins.

F: Information Literacy   100 Marks (4 Credits)

Course Objectives: To make the students aware of need and concepts of information literacy, its use in libraries, model and latest trends of information literacy.

Course Learning Outcomes: After completion of the course, students will be in a position to understand and use the information literacy for their academic and professional life.

Unit 1: Information Literacy (1 Credit/ 15 Teaching Hours)
- Meaning, Definition, Concept, Need and Objectives
- Areas of Information Literacy
- Role of Institution in Information Literacy
- Partners of Information Literacy

Unit 2: Types & Application of Information Literacy in Library and Information Centres (1 Credit/ 15 Teaching Hours)
- Technology Literacy, Media Literacy, Digital and Computer Literacy etc.
- Information Literacy for Users
- Information Literacy for Professionals
- Information Literacy for Research and Development

Unit 3: Models of Information Literacy in the Library Context (1 Credit/ 15 Teaching Hours)
- The Big6, The SCONUL Seven Pillars of Information Skills Model REACTS, The Digital information Fluency model (21CIF), The ANZIL Frame Work

Unit 4: Trends of Information Literacy & Guidelines and Standards for Information Literacy Programmes (1 Credit/ 15 Teaching Hours)
- Web based Information Literacy System
- OPAC Information Literacy System
- Life Long Learning System
- UNESCO Information Literacy Indicators.
- ALA and ACRL
- Standards in Information Literacy (ACRL Information literacy Competency Standards for higher Education)
- Information Literacy Instructions in Academic Libraries
- Literacy

Recommended and Suggested Reading List

1. Eisenberg, Michael B., Lowe Carrie, A. and Spitzer Karthleen, L. (2001). *Information Literacy: Essential Skills for the information age.* London: Libraries Unlimited.
2. Gaur, Ramesh C. (2003). *Re-engineering Library and Information Services: Process, People and Technology.* Mumbai: Allied.
3. Grassian, E.S. and Kaplowitz, J.R. (2001). *Information Literacy Instruction: Theory and practice.* Edison NJ; Neal Schuman, 2001.
4. Association of College and Research Libraries (ACRL). (2000). *Information Literacy Competency Standards for Higher Education.* Chicago: American Library Association. http://www.ala.org/ala/acrl/acrlstandard/informationliteracycomnpetency.htm
5. Australian Library and Information Association Literacy Forum. (2006). *Statement on Information Literacy for all Australians.* Kingston: Australian Library and Information Association. http://www.alia.org.au/policies/information.literacy.html
6. Bawden, David. (2001) *Information and Digital Literacies: a review of concepts*. Journal of Documentation, v57(2), pp.218-259.
7. Bruce, Christine. (1997). *The Seven Faces of Information Literacy.* Adelaide: Auslib Press.
8. Council of Australian University Librarians. (2001). *Information Literacy Standards*. Canberra: Council of Australian University Librarians.

MLIS 405 Dissertation/ Viva Voce   100 Marks (4 Credits)

Course Objectives: This course is offered to inculcate the students the aptitude and ethics of research by selecting a simple research topic in a very specific area. The same also aims to develop self competency on the part of the students to do research in different library and information environment.

Course Learning Outcomes: After completion of the course the students are expected to carry out research in their areas of interest to contribute towards growth and development of the knowledge base. They will be familiarized with methods, techniques and other parameters required for conduct of research.

The students are required to write a Dissertation on a topic of LIS through consultation of their assigned supervisor. The Dissertation should be submitted before the commencement of the Fourth Semester Theory Examination.

MLIS 406: Community Information Service (Open Elective)   100 Marks (4 Credits)

Course Objectives: To acquaint students with basic concept and philosophy of community, community information need, service and purpose of community information services.

Course Learning Outcomes: After completion of the course, students will be able to aware of different communities having different characters, understand their information needs and able to provide right services to the right community to meet their information need.

Unit1: Understanding Community (1 Credit/ 15 Teaching Hours)
- Community-Concept, Meaning and scope
- Specific group of communities
- Needs of the Communities
- Meeting Community Needs

Unit 2: Community Information (1 Credit/ 15 Teaching Hours)
- Origin, Meaning, Definition and Scope
- Need for Community Information
- Information Delivery Mechanisms
- Role of Library and Information Systems

Unit3: Community Information Services (1 Credit/ 15 Teaching Hours)
- Meaning, Concepts, Need
- Types, Scope, Nature
- Perspectives in India, UK and USA
- Services of Library and Information Systems

Unit 4: Services for the Targeted Community (1 Credit/ 15 Teaching Hours)
- Understanding the Target groups
- Assessing their Information Needs
- Building Capacity, Skills and Competency
- Services for the Specific Groups:
    - Rural Urban and Metropolitan Communities
    - Industrial, Business Communities
    - Academic, Research, Institutional and R & D Communities
    - Physically/Mentally Disadvantaged Communities
    - Children, Women and Senior Citizens

Recommended and Suggested Reading List

1. Babu, B. Ramesh and Gopalakrishnan, S. (2004). *Information, Communication, Library and Community Development*. B.R. Publishing.
2. Bunch, A. (1962) *Community Information Services: their Origin, Scope and Development*. London, Clive Bingley.
3. Candraseihara Rao. (1996). *Library Services for Tribal Community*. Delhi: Delta Publishing House.
4. Durance, J.C. (1984). *Armed for action: Library Response to Citizen Information needs*. New York: Neal-Schuman.
5. Kahn, A.J et al. (1996), *Neighbourhood Information Centeres: A study and some proposals*. New York: Columbia University School of Social Works.
6. Vashishth, C.P. (ed.) (1995). *Libraries as Rural Community Resource Centers*. New Delhi, B.R. Publishing Corporation.
7. Voos, H. (1969). *Information needs in urban areas: a summary of research in metholodogy*. New Brunswick, N.J. Rutgens University Press.
8. Warner, E.S. Murray, A.D. and Palmor, V.E. (1973). *Information Needs of Urban Residents*. Baltimore: MD Regional Planning Council.