

दिल्ली विश्वविद्यालय University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
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CNC-II/093/1/EC-1282/26/11

Dated: 20.08.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 4-1-11/ dated 29.04.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following syllabi under the Department of Library & Information Science from the Academic Year 2026-2027, are notified herewith for the information of all concerned:

- i. Bachelor of Library & Information Sciences (BLISc.) Semester-I/II – **Annexure-1**
- ii. Master of Library & Information Sciences (MLISc.) Semester-I/II – **Annexure-2**

REGISTRAR



DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE UNIVERSITY OF DELHI

Syllabus Bachelor of Library and Information Science (BLISc) Semester 1 & 2

(in accordance to NEP 2020)



Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Page No.
		<u>Bachelor of Library and Information Science</u>	Lecture	Tutorial	Practical		
Semester I							
Core Courses	DSC-1	Library and Information Society	3	1	0	4	1
	DSC-2	Library Classification: Theory	3	1	0	4	4
	DSC-3	Basics of Information Technology Applications in Libraries: Theory	3	1	0	4	6
	DSC-4	*Library Classification: Practical	0	0	4	4	8
Discipline Specific Elective	DSE-1	*Basics of Information Technology Applications in Libraries: Practical	0	0	4	4	10
	DSE-2	Choose any one of the following:					
		Philosophy and Works of Dr. S.R. Ranganathan	3	1	0	4	12
	Collection Development	3	1	0	14		
	Electronic Resource Management	3	1	0	16		
Skill Enhancement Course	SEC-1	Project Work in LIS: (a) Literature Survey, and (b) Field Survey	2	0	2	4	18
			TOTAL CREDITS			28	
General Elective**	GE-1	Choose any one of the following:					
		Universe of Knowledge	3	1	0	4	20
		Community Information Need and Services	3	1	0		22
		Open Educational Resources	3	1	0		24

* Practical papers will have 8 (4x2) classes per week

** General Elective papers are meant for students of the other departments.

Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.

Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Page No.
<u>Bachelor of Library and Information Science</u>							
Semester II							
Core Courses	DSC-5	Management of Library and Information Centres	3	1	0	4	27
	DSC-6	Information Sources and Services	3	1	0	4	29
	DSC-7	Library Cataloguing: Theory	3	1	0	4	32
	DSC-8	*Library Cataloguing: Practice	0	0	4	4	34
Discipline Specific Elective	DSE-3	Basics of Information Literacy	0	0	4	4	36
	DSE-4	Choose any one of the following:					
		School Library and Information System	3	1	0	4	38
	Public Library and Information System	3	1	0	40		
Skill Enhancement Course	SEC-2	Internship Programme	1	0	3		42
			TOTAL CREDITS			28	
General Elective**	GE-2	Choose any one of the following:					
		Citation Styles and Tools	3	1	0	4	44
		Personality Development and Communication Skills	3	1	0		47
		Soft Skills in Librarianship	3	1	0		49

* Practical paper will have 8 (4x2) classes per week

** General Elective papers are meant for students of the other departments.

Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.

BLISc
Semester-I

DSC 1: Library and Information Society

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Library and Information Society	4	3	1	0	-	-

Course Objectives:

To orient and train students regarding fundamentals and philosophy of librarianship; core concepts of data, information and knowledge; types of libraries and their role, functions and services; role and activities of library associations and organizations, library legislation need and provisions with special reference to Indian states; professional ethics, knowledge society and current trends of libraries and librarianship.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the historical development of libraries; laws of library science and contribution of international and national organizations in library development.
- Learn about types of libraries and their functions and services; role and activities of international and national professional associations.
- Comprehend the concept and features of library legislation with special reference to India.
- Profound knowledge of skills and competencies required for library and information science professionals; communication channels; ethical standards; plagiarism and.

UNIT I: Fundamentals of Librarianship

12 Hours

- Role of Library as a Social Institution
- Historical Development of Libraries in India
- Five Laws of Library Science and its implications
- Role and Contribution of International and National Organizations: UNESCO, IFLA, RRRLF, National Knowledge Commission, National Mission on Libraries (NML), National Education Policy 2020

UNIT II: Types of Libraries, Professional Associations and Organizations

11 Hours

- Types of Libraries: Definition, Objectives, Functions and Services: National, Academic, Public, Special, Digital and Green
- Role and Activities of International Professional Associations: ALA, CILIP, SLA
- Role and Activities of National Professional Associations: ILA, IATLIS and IASLIC

UNIT III: Library Legislation & Laws Relating to Library & Information Centres **11 Hours**

- Library Legislation: Need, Purpose, Objectives and Model Library Act,
- Library Legislation in Indian States: Structure and its Salient Features
- Delivery of Books and Newspapers (Public Libraries) Act, Right to Information Act, IT Act and IPR (Latest)
- The Press and Registration of Periodicals Act, 2023

UNIT IV: Information Communication and Professional Competencies **11 Hours**

- Data, Information, Knowledge, Wisdom in Knowledge Society
- Communication Types, Channels, Models and Barriers
- Professional Skills and Competencies in Digital Environment
- Professional Ethics, Plagiarism

Essential Reading

AHUJA (VK) and BAISHYA (K). Ed. Research and Publication Ethics. National Law University and Judicial Academy, Assam. 2024.

AMERICAN LIBRARY ASSOCIATION. <https://www.ala.org/>

BHATT (RK) and Others. Academic Libraries. KK Publications, Delhi. 2018.

BHATT (RK). History and Development of Libraries in India. Mittal Publications, Delhi. 1995.

BHATT (RK). Libraries in India: Collection of Connectivity. Ane Books Pvt. Ltd., Delhi. 2010.

BHATT (RK). University Libraries. Narendra Publishing House, Delhi. 2019.

BROPHY (P). The Academic Library. Library Association, London. 2000.

CILIP – CHARTERED INSTITUTE OF LIBRARY AND INFORMATION PROFESSIONALS. <https://www.cilip.org.uk/>

GOVERNMENT OF INDIA. The Delivery of Books and Newspapers (Public Libraries) Act, 1954.
https://upload.indiacode.nic.in/viewcasepdf?type=act&id=AC_CEN_27_37_00006_195427_1517807322342

GOVERNMENT OF INDIA. The Press and Registration of Periodicals Act, 2023.
<https://mib.gov.in/sites/default/files/2024-09/press-and-registration-of-periodicals-act-2023.pdf>

IFLA and UNESCO. IFLA-UNESCO Public Library Manifesto 2022.
<https://repository.ifla.org/rest/api/core/bitstreams/d414c76e-17ef-4581-9c0f-cc6e250a2743/content>

INDIAN ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION CENTRES.
<https://www.iaslic1955.org.in/Default.aspx?PageID=62>

INDIAN LIBRARY ASSOCIATION. <https://ilaindia.co.in/>

INFLIBNET CENTRE. University Library.
<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=21>

NATIONAL KNOWLEDGE COMMISSION. Report of the National Knowledge Commission.
<https://epsiindia.org/wp-content/uploads/2019/02/Knowledge-Commission-Report-20071.pdf>

NATIONAL LIBRARY OF INDIA. <https://www.nationallibrary.gov.in/>
 NATIONAL LIBRARY POLICY AND LIBRARY LEGISLATION.
<https://egyankosh.ac.in/bitstream/123456789/77059/1/Unit-4.pdf>
 RAJA RAMMOHUN ROY LIBRARY FOUNDATION.
<https://online.rrrlf.gov.in/HomePage>
 RANGANATHAN (SR). Five Laws of Library Science. Ed. 2. Sarada Ranganathan
 Endowment for Library Science, Bangalore. 1989.
 SPECIAL LIBRARIES ASSOCIATION. <https://sla.org/>
 VENKATAPPAIAH (V) and MADHUSUDHAN (M). Public Library Legislation in the New
 Millennium. Bookwell, New Delhi. 2006.

Suggested Readings

CHOWDHURY (GG) and Others. Librarianship: An Introduction. Facet Publishing, London. 2008.
 FEATHER (J). The Information Society: A Study of Continuity and Change. Facet Publishing. 2017. Available at: <https://www.facetpublishing.co.uk/page/detail/the-information-society/?k=9781856049597>
 KAPUR (R). Barriers to Effective Communication. 2018. Available at: https://www.researchgate.net/publication/323794732_Barriers_to_Effective_Communication
 KUMAR (PSG). Information and Communication: Kumar's Curriculum Series in Library and Information Science. B.R. Publishing Corporation, Delhi. 2004.
 LI (S) and Others. Problems and Changes in Digital Libraries in the Age of Big Data from the Perspective of User Services. The Journal of Academic Librarianship, 45(1), 22–30. 2019. Available at: <https://doi.org/10.1016/j.acalib.2018.11.012>
 LIEW (A). Understanding Data, Information, Knowledge and their Interrelationships. Journal of Knowledge Management Practice, 7(2), 1–10. 2007.
 McMURRY (JH). The Etiquette Advantage: Personal Skills for Social Success. Stellar Publications, Wilmington, NC. 2002.
 SINGH (KP) and Others. Flying Colours of Platinum Jubilee Celebrations: A Treatise of Anthology of Tested Knowledge. AKS Publishing House, New Delhi. 2021.
 SINGH (SP) and KUMAR (K). Special Libraries in the Electronic Environment. Bookwell Publications, New Delhi. 2005.

DSC 2: Library Classification: Theory**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2: Library Classification: Theory	4	3	1	0	-	-

Course Objectives:

- To develop conceptual understanding of the principles, need, and types of library classification systems, enabling students to build a strong theoretical foundation in knowledge organization.
- To enhance analytical skills in applying classification techniques such as facet analysis, notation construction, and use of classification devices for organizing library resources effectively.
- To foster critical thinking and evaluative ability by examining major classification schemes (CC, DDC, UDC) and understanding their structure, development, and applicability in different contexts.
- To promote digital and application-oriented learning by exploring the role of classification in information retrieval and its adaptation in digital and web-based library environments.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the fundamental concepts and need for classification in libraries
- Gain the knowledge of different species and devices of library classification.
- Differentiate among major classification systems and understand their components
- Identify the impact of information and communication technology (ICT) on classification and its evolving role in the digital environment

UNIT I: Basics of Library Classification**11 Hours**

- Concepts and Definitions
- Need, Purpose and Features of Library Classification
- Species of Library Classification: Enumerative, Faceted, Analytico-Synthetic Schemes
- Normative Principles of Classification: Basic Laws, Canons, and Principles

UNIT II: Notations and Devices of Library Classification**12 Hours**

- Postulational Approach and Systems Approach
- Fundamental Categories, Facet Analysis and Facet Sequence
- Notation :Meaning, Qualities and features
- Phase Relation and Common Isolates
- Devices in Library Classification

UNIT III: Schemes of Library Classification**12 Hours**

- Historical Development
- Overview and structure of Major Schemes: CC, DDC& UDC
- Modes of formation of subjects
- Construction of Class Numbers
- Call Number: Class Number, Book Number and Collection Number

UNIT IV: Trends, Evaluation and Digital Application**10 Hours**

- Current Trends in Library Classification
- Role of classification in information retrieval
- Classification in digital environment and web-based systems

Essential Readings

- KRISHAN KUMAR. Theory of classification. Vikas, New Delhi. 1993.
- MANN (M). Introduction to cataloguing and the classification of books. Ed. 2. ALA, Chicago. 1943.
- RANGANATHAN (SR). Descriptive account of the Colon Classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1990.
- RANGANATHAN (SR). Prolegomena to library classification. Ed. 3. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- SAYERS (WCB). Manual of classification for librarians. Rev. by Arthur Maltby. Ed. 5. Andre Deutsch, London. 1975.
- SAYERS (WCB). Introduction to library classification. Rev. by Arthur Maltby. Ed. 9. Grafton, London. 1958.

Suggested Readings

- BHATT (RK) and others. Colon Classification Scheme: A simple study. Y K Publishers, Agra. 2002.
- SATIJA (MP) and SINGH (KP). Colon Classification (Hindi). Ess Ess Publications, New Delhi. 2010.
- WYNAR (BS). Introduction to cataloguing and classification. Ed. 7. Libraries Unlimited, New York. 1985.

DSC 3: Basics of Information Technology Applications in Libraries: Theory

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3: Basics of Information Technology Applications in Libraries: Theory	4	3	1	0	-	-

Course Objectives:

The course aims to develop a comprehensive understanding of library automation, including its concepts, planning, and implementation in modern library environments. It equips students with knowledge of Integrated Library Management Software (ILMS), its functional modules, and strategies for effective software selection and maintenance. The course also familiarizes learners with standards, technologies, and interoperability practices essential for efficient information management and resource sharing.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the principles and significance of library automation in the digital era
- Identify and describe key modules and standards used in automated library systems
- Apply knowledge of tools, software, and protocols to design automation plans
- Evaluate and implement library automation software in real-world settings

UNIT I: Foundation of Library Automation

10 Hours

- Library Automation: Definition, Objectives, Scope
- Merits and Barriers of Automation in Libraries
- Planning and Implementation of Library Automation

UNIT II: Software Applications and Implementation Strategies

10 Hours

- Integrated Library Management Software (ILMS)
- Criteria for Software Selection and Evaluation
- Housekeeping Operations
- Maintenance, Troubleshooting, and User Feedback

UNIT III: Functional Modules of Integrated Library Management Software

10 Hours

- Administration Module
- Acquisition Module
- Cataloguing Module
- Circulation Module
- Serials Control Module
- OPAC/Web OPAC

UNIT IV: Standards, Technologies and Interoperability**15 Hours**

- Library and Metadata Standards (**MARC, Dublin Core, etc.**)
- Information Exchange Standards/ Protocols (**Z39.50, OAI-PMH**)
- Communication and Networking Standards in Libraries
- Content Representation Standards (**RDA, AACR2**)
- Metadata Harvesting and Data Migration
- Introduction to Digital Libraries and Institutional Repositories

Essential Readings

BALASUBRAMANIAN (P), AND YOHANNAN (S). Library Automation and Digitization. New Delhi: Ess Ess Publications, 2021.

INFLIBNET CENTRE. Software for university libraries: User manual. Gandhinagar: INFLIBNET Centre. n.d.

JOHANSON (EB). Library automation. Oryson Press. 2023.

ZENG (ML) and QIN (J). Metadata. London: Facet Publishing. 2022.

Suggested Readings

BILAL (D). Library automation: Core concepts and practical systems analysis. Santa Barbara: Libraries Unlimited. 2014.

EVANS (GE) and others. Introduction to technical services. Santa Barbara: Libraries Unlimited. 2021.

HANEEFA (KM). Library automation: Theory and practice. New Delhi: Ess Ess Publications. 2020.

HARAVU (LJ). Library automation: Design, principles and practice. New Delhi: Allied Publishers. 2004.

TRAMULLAS (J) and GARRIDO (P), eds. Library automation and OPAC 2.0: Information access and services in the 2.0 landscape. Hershey: IGI Global. 2013.

MADHUSUDHAN (M) and PANDEY (P). Smart Library Systems: Competencies for Information Professionals. Agra: Social Development Federation. 2026.

DSC 4: Library Classification: Practical**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: Library Classification: Practical	4	0	0	4	-	-

Course Objectives:

This course provides a comprehensive foundation in library classification, focusing on the practical application of Colon Classification (6th Ed.) and Dewey Decimal Classification. Students will master document analysis, subject determination, and the use of complex tables and devices to ensure efficient library organization and retrieval.

Learning Outcomes:

After completing this course, students will be able to:

- Understand and apply the principles of library classification systems, such as Colon Classification (CC) and Dewey Decimal Classification (DDC).
- Classify various types of library materials accurately using standard classification schemes.
- Develop skills to analyze documents and determine appropriate classification numbers for efficient library organization and retrieval.
- Enhance problem-solving abilities related to complex classification scenarios encountered in real-world libraries.

UNIT I: Colon Classification (Ed. 6)**25 Hours**

- Introduction, Structure and Organisation
- Steps in Classification
- Classification of Documents: Basic and Compound Subjects

UNIT II: Colon Classification (Ed. 6)**35 Hours**

- Use and application of Common Isolates
- Use and application of Phase Relations
- Use and application of Various Devices
- Systems and Specials

UNIT III: Dewey Decimal Classification (Latest Edition)**35 Hours**

- Introduction, Structure and Organisation
- Classification of Documents using Standard Subdivisions (Table-1)

UNIT IV: Dewey Decimal Classification (Latest Edition)**25 Hours**

- Classification of Documents using Tables 2 to 6

Essential Readings

- DEWEY (Melvil). Dewey Decimal Classification. Ed. 21. Forest Press, Dublin, USA. 1996.
- RANGANATHAN (SR). Colon Classification. Ed. 6. Sarada Ranganathan Endowment for Library Science, Bangalore. 1960.
- RANGANATHAN (SR). Descriptive account of the Colon Classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1990.
- RANGANATHAN (SR). Elements of library classification. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- RANGANATHAN (SR). Prolegomena to library classification. Ed. 3. Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.
- SAYERS (WCB). Introduction to library classification. Rev. by Arthur Maltby. Ed. 9. Grafton, London. 1958.
- SAYERS (WCB). Manual of classification for librarians. Rev. by Arthur Maltby. Ed. 5. Andre Deutsch, London. 1975.
- WYNAR (BS). Introduction to cataloguing and classification. Ed. 7. Libraries Unlimited, New York. 1985.

Suggested Readings

- BHATT (RK) and others. Colon Classification Scheme: A simple study. Y K Publishers, Agra. 2002.
- KAULA (PN). A treatise on colon classification. Sterling Publishers, New Delhi. 1985.
- KRISHAN KUMAR. Theory of classification. Vikas, New Delhi. 1993.
- MANN (M). Introduction to cataloguing and the classification of books. Ed. 2. ALA, Chicago. 1943.
- SATIJA (MP) and SINGH (KP). Colon Classification (Hindi). Ess Ess Publications, New Delhi. 2010.
- SATIJA (MP). Manual for practical colon classification. Rev. Ed. 3. Sterling Publishers, New Delhi. 1995.
- SATIJA (MP). The theory and practice of the Dewey Decimal Classification system. Chandos Publishing, Oxford. 2007.

DSE 1a: Basics of Information Technology Applications in Libraries: Practical

120 Hours
(120hrs Practical)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1a: Basics of Information Technology Applications in Libraries: Practical	4	0	0	4	-	-

Course Objectives:

The course aims to provide hands-on training in library automation using SOUL, enabling students to perform core housekeeping operations such as acquisition, database creation, circulation, and serial control. It also develops competencies in OPAC management and advanced information searching across catalogues, databases, and the internet. The course prepares learners to efficiently manage automated library systems and deliver user-oriented services.

Learning Outcomes:

After completing this course, students will be able to:

- Install and configure SOUL for library automation;
- Manage administration module
- Perform cataloguing, circulation, and reporting using SOUL modules;
- Manage serials using SOUL serial management module

UNIT I: Library Automation Using SOUL

20 Hours

- Installation and configuration of SOUL
- Creation of library, branches and user categories
- System preferences
- Bibliographic framework configuration

UNIT II: Acquisition Module

30 Hours

- Fund Management
- Vendor Management
- Suggestions
- Purchase Order
- Accessioning of Documents

UNIT III: Database Creation, OPAC and Internet Searching

40 Hours

- Database Creation

- Creation of Master Databases
- OPAC configuration and customization
- OPAC Searching: Basic and Advance
- Searching Union Catalogue
- Searching Online Databases (Bibliographic, Full-Text and Citational)
- Internet Searching: Basic and Advance

UNIT IV: Circulation and Serial Control

30 Hours

- Patron Management and Membership Creation
- Circulation of Library Materials
- Subscription of Journals and Databases
- Generation of Reports and Statistics

Essential Readings

BRADLEY (P). Expert Internet searching. Ed. 5. London: Facet Publishing. 2019.
 BREEDING (M). Library technology guides. Chicago: American Library Association. 2016.
 HARAVU (LJ). Library automation: Design, principles and practice. New Delhi: Allied Publishers. 2004.

Suggested Readings

BORGMAN (CL). Scholarship in the digital age: Information, infrastructure, and the Internet. Cambridge: MIT Press. 2007.
 RMS (WY). Digital libraries. Cambridge: MIT Press. 2000.
 INFLIBNET CENTRE. Software for university libraries: User manual. Gandhinagar: INFLIBNET Centre. n.d.

DSE 2a: Philosophy and Works of Dr. S. R. Ranganathan

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2a: Philosophy and Works of Dr. S. R. Ranganathan	4	3	1	0	-	-

Course Objectives:

The course aims to introduce the philosophical foundations and contributions of S. R. Ranganathan to library and information science. It develops an understanding of his core principles, including the Five Laws of Library Science and their contemporary relevance. The course also familiarizes learners with his major works and their impact on modern library practices.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the life and professional journey of Dr. S. R. Ranganathan.
- Understand and apply the Five Laws of Library Science and Colon Classification.
- Analyze Ranganathan’s impact on library education, reference service, and library legislation.
- Appreciate Ranganathan’s continuing relevance in the digital and knowledge society era.

UNIT I: Life and Legacy of Dr. S. R. Ranganathan

11 Hours

- Early Life, Education, and Career Milestones
- Appointment at Madras University Library
- Influence of Mathematics and Philosophy in his Work
- National and International Recognition
- Vision and Mission for Library Development in India

UNIT II: Major Theories and Contributions

12 Hours

- The Five Laws of Library Science: Interpretation and Application
- Theory of Colon Classification: Structure, Facets, and Notational System
- Chain Procedure for Subject Indexing
- Contribution to Cataloguing: Classified Catalogue Code (CCC)

UNIT III: Contributions to Library Education, Research & Development in India

12 Hours

- Role in Development of Library Education in India
- Pioneering Efforts in Library Legislation (e.g., Madras Public Libraries Act)
- Establishment of Professional Bodies: ILA, DRTC
- Development of Reference Service, Documentation, and Library Management Principles
- Ranganathan's Work in Library Extension and Public Libraries

UNIT IV: Continuing Relevance and Impact**10 Hours**

- Impact on Modern Classification Theory and Practice
- Relevance of Five Laws in the Digital and Electronic Resource Environment
- Influence on Library Automation and Digital Libraries
- Ranganathan's Impact on World Librarianship

Essential Readings

- GIRIJA KUMAR. S.R. Ranganathan, an Intellectual Biography. Delhi, Har-Anand Publications. 1992.
- NEELAMEGHAN (A) and SINGH (S). Dr. S. R. Ranganathan and knowledge organisation in the 21st century. Bangalore, SRELS. 1995.
- RAJAGOPALAN (TS). Ranganathan's Philosophy: Assessment , Impact and Relevance. Vikas Publishing House Pvt Ltd., Uttar Pradesh. 1986.
- RANGANATHAN (SR). The five laws of library science. Madras, Madras Library Association. 1931.
- RANGANATHAN (SR). Library administration. Madras: Madras Library Association. 1935.
- RANGANATHAN (SR). Colon classification. 6th ed. Bangalore, SRELS. 1960.
- RANGANATHAN (SR). Reference service. 2nd ed. Bombay, Asia Publishing House. 1961.
- RANGANATHAN (SR). The classified catalogue code. 5th ed. Bangalore, SRELS. 1964.
- RANGANATHAN (SR). Prolegomena to library classification. Bombay, Asia Publishing House. 1967.
- RANGANATHAN (SR) and KAULA (PN). A Librarian Looks Back: An Autobiography of Dr. S.R. Ranganathan. Delhi, ABC Publishing House. 1992.

Suggested Readings

- SATIJA (MP). S. R. Ranganathan: the father of library science in India. New Delhi, EssEss Publications. 2000.
- SATIJA (MP) and others. SR Ranganathan: Some Select Indian Studies on His life and Work. Today & Tomorrow's Printers and Publishers, New Delhi. 2024.
- SINGH (KP). Playing from the Front: A Story of Unfolded Acts of a Library and Information Science Teacher. AKS Publishing House, Delhi, 2020.
- SINGH (KP). 75 Glorious Years, Department of Library and Information Science: Pioneer in LIS Teaching, Research & Innovation. AKS Publishing House, New Delhi. 2021.
- SRIDHAR (MS). S. R. Ranganathan: a multidimensional study. Bangalore, SRELS. 1992.

DSE 2b: Collection Development**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2b: Collection Development	4	3	1	0	-	-

Course Objectives:

The course aims to develop an understanding of principles, policies, and practices of collection development and management in libraries. It equips students with skills in selection, acquisition, evaluation, and maintenance of library resources in both print and digital formats. The course also prepares learners to build balanced, user-oriented collections that support the needs of diverse communities.

Learning Outcomes:

After completing this course, students will be able to:

- Learn the fundamental concepts of collection development and management, analyse user needs as well as understand the budgetary considerations in collection development.
- Evaluate, select resources using appropriate criteria and tools and will be able to acquire books, serials, e-resources and non-book materials.
- Gain knowledge about technical processing, evaluation, weeding and preservation of library materials.
- Understand the emerging trends in collection development and management.

UNIT I: Introduction to Collection Development**10 Hours**

- Collection Development: Concept, Need and Prerequisites
- Collection Development Policy
- Collection Development: Planning, Budgeting and Allocation of Funds

UNIT II: Selection and Acquisition of Information Sources**12 Hours**

- Assessing User Needs and Community Analysis
- Selection Process: Principles of Book Selection
- Selection Criteria and Tools
- Acquisition Process for Books
- Acquisition of Serials, E-resources and non-Book materials

UNIT III: Collection Management**12 Hours**

- Collection Management: Concept and Need
- Technical Processing of Information sources
- Preservation and Conservation of Library Materials
- Collection Analysis: Evaluation and Techniques
- Weeding: Reasons and Criteria for Weeding Library Materials

UNIT IV: Trends in Collection Development and Management**11 Hours**

- Cooperative Collection Development and Management
 - Collection Development in the Digital Environment
 - Collection Development and Institutional repositories
 - Information Literacy for Promoting Use of the Collection
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Essential Readings

CLAYTON (PR) and GORMAN (GE). Managing information resources in libraries: collection management in theory and practice. Facet Publishing, London. 2006.

EVANS (GE) and SAPONARO (MZ). Collection management basics. Ed. 7. Libraries Unlimited Inc., London. 2019.

JOHNSON (P). Fundamentals of collection development and management. Ed. 4. Facet Publishing, London. 2018.

KATZ (WA). Collection development: the selection of materials for libraries. Holt, Rinehart and Winston, New York. 1980.

LISA (KH) and DIANE (LV), eds. Library management: a practical guide. Ed. 2. ALA, Chicago. 2019.

Suggested Readings

EVANS (GE) and SAPONARO (MZ). Developing library and information center collections. Ed. 5. Libraries Unlimited, London. 2005.

KRISHAN KUMAR. Library management in electronic environment. Har-Anand Publications, New Delhi. 2007.

MITTAL (R). Library administration: theory and practice. Ess Ess, New Delhi. 2007.

RANGANATHAN (SR). Library administration. Asia Publishing House, Bombay. 1935.

DSE 2c: Electronic Resource Management

45 Hours
(35hrs Lect. + 10hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2c: Electronic Resource Management	4	3	1	0	BLISc	-

Course Objectives:

The course aims to provide a comprehensive understanding of electronic resources, their life cycle, and their role in different types of libraries. It equips students with skills in selection, acquisition, access management, licensing, and evaluation of e-resources. The course also prepares learners to effectively manage, preserve, and promote electronic resources using appropriate tools, standards, and practices.

Learning Outcomes:

After completing this course, students will be able to:

- The meaning, definition and types of electronic resources.
- The electronic resources and their life cycles.
- About collection development and management of e-resources.
- The access management to electronic resources.

UNIT I: Electronic Resources**5 Hours**

- Electronic Resources: Concept, Definition, Need, Characteristics and Types
- E-Resource Life Cycle
- Role of E-Resources in Academic, Public and Research Libraries

UNIT II: Collection Development**10 Hours**

- Selection and Acquisition of E-Resources
- Collection Development Policy
- Subscription Models
- Types of Licenses
- Licensing Agreements

UNIT III: Access Management**10 Hours**

- Access Management of E-Resources
- Discovery Tools and Link Resolvers
- E-Resource Publicity
- User Training, Awareness
- Ethical Use of E-Resources

UNIT IV: Management and Evaluation**10 Hours**

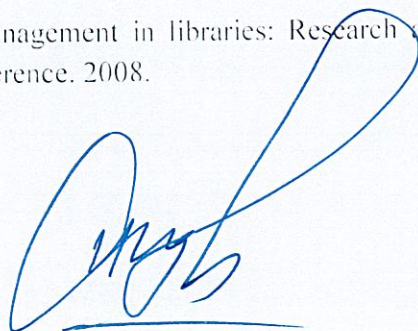
- Electronic Resource Management Systems
- Evaluation and Assessment of Electronic Resources
- Standards and Guidelines
- Preservation and Archiving of Electronic Resources
- Future Trends in Electronic Resource Management

Tutorials**10 Hours**

- Presentation on Role of Electronic Resources in Academic, Public and Research Libraries
- Library visit to learn the Collection Development Activities
- Exposure to Discovery Tools and Link Resolvers
- Practical Learning of Evaluation, Assessment and Archiving of Electronic Resources

Reading List

- COLE (J) and others. E-serials collection management: Transition, trends and technicalities. London: CRC Press, 2003.
- CONGER (JE). Collaborative electronic resource management: From acquisitions to assessment. Westport: Libraries Unlimited, 2004.
- CURTIS (D). E-journals: How to do it—manual for building, managing and supporting electronic journal collection. London: Facet Publishing, 2005.
- FECKO (MB). Electronic resources: Access and issues. London: Bowker-Saur, 1997.
- HANSON (A) and LEVIN (B L). Building a virtual library. Hershey, PA: Information Science Publishing, 2002.
- JONES (W). ed. E-journal access and management. New York: Routledge, 2009.
- KATZ (LS). Collection development policies: New dimension for changing collections. London: Routledge Kegan Paul, 2003.
- KATZ (LS). Managing digital resources in libraries. London: Routledge Kegan Paul, 2005.
- KEMP (R). E-resource evaluation and usage statistics: Selector's choices. Saarbrücken: VDM Verlag, 2008.
- LEE (SD). Building an electronic resource collection: A practical guide. London: Library Association Publishing, 2002.
- LEE (SH). Electronic resources and collection development. London: Routledge Kegan Paul, 2003.
- MITCHELL (AM) and SURRATT (BE). Cataloguing and organizing digital resources: A how-to-do-it manual for librarians. London: Facet Publishing, 2005.
- SHUKULA (S). Electronic resource management: What, why and how. New Delhi: Ess Ess Publication, 2010.
- YU (H) and BREIVOLD (S). Electronic resource management in libraries: Research and practice. Hershey, PA: Information Science Reference, 2008.



SEC-1: Project Work in LIS: (a) Literature Survey, and (b) Field Survey

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-1: Project Work in LIS: (a) Literature Survey, and (b) Field Survey	4	2	0	2	-	-

Course Objectives:

The objectives of this course are to equip students with the essential research and practical skills required in a professional library setting. Students will undergo comprehensive training in literature searching, mastering the use of both traditional print resources and modern online databases within their specific area of study. This technical foundation is further strengthened by instruction on the systematic preparation of bibliographies and documentation lists. In addition to theoretical knowledge, the curriculum emphasizes practical application by exposing students to the real working environment of a library. By assigning topics centered on actual library operations, the program ensures students understand the complexities of daily management. Finally, students will be trained to synthesize their findings into a professional state-of-the-art report, demonstrating their ability to evaluate and present the current landscape of their assigned research field.

Learning Outcomes:

After completing this course, students will be able to:

- Conduct systematic literature searches using print and electronic sources.
- Prepare bibliographies and documentation lists using standard citation styles.
- Understand library housekeeping operations through practical exposure.
- Prepare state-of-the-art project report based on literature review and field survey.

UNIT I: Literature Search and Information Sources

- Concept and purpose of literature search
- Search techniques: keywords, Boolean operators, filters, etc
- Use of Shodhganga, Shodgangotri, Electronic Databases
- Basic awareness about plagiarism and ethical use of information

UNIT II: Bibliography and Documentation

- Concept, purpose and types of bibliography
- Bibliographic description of books, articles, and web resources
- Citation styles: APA (Latest) and MLA (Latest)
- Literature review: methods and organization
- Preparation of Indices

UNIT III: Field Survey

- Orientation to library housekeeping operations
- Methods of data collection: observation, interview, and questionnaire
- Field visit

UNIT IV: Report Writing

- Structure of the report: introduction, analysis, conclusion, references
 - Academic writing and research ethics
 - Report preparation, presentation, and viva-voce
-

Essential Readings

CHOWDHURY (G G) and CHOWDHURY (Sudatta). Searching CD-ROM and online information sources. 2000. Library Association, London.

BUSHA (C H). Research methods in librarianship. 1990. Academic Press, New York.

POWELL (R R) and SILIPIGNI (C L). Basic research methods for librarians. Ed. 4. 2004. Libraries Unlimited, Westport.

SINGH (S P). Research methods in social sciences: a manual for designing questionnaires. 2002. Kanishka, New Delhi.

Suggested Readings

LANCASTER (F Wilfred). Indexing and abstracting in theory and practice. Ed. 3. 2003. University of Illinois, Urbana.

BROWN (Christopher C.). Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction. Ed 6. 2021. Libraries Unlimited, Westport.

GE 1a: Universe of Knowledge**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1a: Universe of Knowledge	4	3	1	0	-	-

Course Objectives:

The course aims to introduce the concept and evolution of the universe of knowledge and its structural organization across disciplines. It develops an understanding of knowledge classification, mapping, and interdisciplinary relationships. The course also prepares learners to apply these concepts in organizing and retrieving information effectively in library systems.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept, scope, and evolution of the universe of knowledge and understand its philosophical foundations.
- Analyze various modes of thinking and methods of knowledge formation across disciplines.
- Examine the structure, organization, and dissemination of knowledge within society and classification systems.
- Evaluate the role of research, scholarship, and libraries in the creation, preservation, and transmission of knowledge.

UNIT I: Concept and Development of Knowledge**12 Hours**

- Meaning of the Universe of Knowledge
- Scope of the Universe of Knowledge: Epistemology, Metaphysics, Logic and Education
- Interrelation of Various Subjects

UNIT II: Modes of Thinking and Methods of Knowledge Formation**12 Hours**

- Authority-centred Modes of Thinking
- Speculative Modes of Thinking
- Positivist Modes of Thinking
- Modes of Formation of Subjects and Branches of Knowledge

UNIT III: Structure and Organization of Knowledge**11 Hours**

- Knowledge and Society
- Mapping of the Universe of Knowledge in Major Classification Schemes
- Dissemination of Knowledge and Information
- Knowledge and its Dynamics: Sources of Knowledge, Pattern of Development of Knowledge, and Advent of a Genius

UNIT IV: Research, Scholarship and Libraries in Knowledge Development 10 Hours

- Role of Research in the Growth of Knowledge: Fundamental and Applied Research
- Organization of Research
- Libraries as Centres of Knowledge Preservation, Organisation, and Dissemination

Essential Readings

- AGGARWAL (DS). Lectures on universe of knowledge. Delhi, Academic Publications. 1985.
- BATES (MJ). Understanding information: studies in the philosophy of information. Berlin, Springer. 2010.
- BLISS (HE). The organization of knowledge and the system of the sciences. New York, Henry Holt. 1929.
- BROOKES (BC). Fundamentals of information science. London, Harrow. 1980.
- FARRADANE (J). Concepts of information and knowledge. London, ASLIB. 1979.
- MACHLUP (F). The production and distribution of knowledge in the UNITED States. Princeton, Princeton University Press. 1962.
- MUKHERJEE (AK). Librarianship: its philosophy and history. Delhi, Asia Publishing House. 1966.
- PANDEY (SK) and SHARMA (SK). Universe of knowledge and research methodology. Delhi, KEN Publications. 1990.
- RANGANATHAN (SR). Prolegomena to library classification. Bombay, Asia Publishing House. 1967.

Suggested Readings

- KHANNA (JK). Communicating knowledge. Kurukshetra, Research Publications. 1997.
- KHANNA (JK) and VASHISHT (KK). Knowledge: evolution, structure and research methodology. Delhi, Ess Ess Publications. 1985.
- SHERA (JH). Foundations of education for librarianship. New York, Wiley. 1972.
- ZIMAN (J). Public knowledge: the social dimension of science. Cambridge, Cambridge University Press. 1968.

GE 1b: Community Information Need and Services**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1b: Community Information Need and Services	4	3	1	0	-	-

Course Objectives:

The course aims to develop an understanding of community information needs and the role of libraries in supporting community development and empowerment. It equips students with skills to assess diverse information needs, especially of marginalized and underserved groups, and to design effective community information services. The course also prepares learners to address challenges, use ICT tools, and adopt best practices for inclusive and sustainable information service delivery.

Learning Outcomes:

After completing this course, students will be able to:

- know the concept, foundation and significance of community information service for inclusive growth;
- analyse different type of communities and their information needs using appropriate method;
- design and create effective community information services
- understand the challenges and ways to come out of the barrier in access to information and effective delivery

UNIT I: Foundations of Community Information Needs**12 Hours**

- Types of Communities and their Information Needs
- Factors Influencing Community Needs
- The Role of Information in Community Development and Empowerment

UNIT II: Community Information Needs Assessment**11 Hours**

- Information Needs of Various Groups
- Special Needs of Marginalized, Rural, and Minority Communities
- Digital Divide and Issues of Information Equity
- Methods of Community Needs Assessment

UNIT III: Delivering and Managing Community Information Services**11 Hours**

- Community Information Services (CIS): Concept and Objectives
- Models of Community Information Centers
- Role of Public Libraries in Providing Community Information
- Use of ICT and Social Media for Community Engagement

UNIT IV: Challenges and Future Directions**11 Hours**

- Barriers to Information Access
- Sustainability and Funding of Community Information Services
- National and International Best Practices
- The Evolving Role of Information Professionals in Community Information Services

Essential Readings

- FISHER (KE) and others, eds. Theories of information behavior. Medford, NJ: Information Today. 2005.
- HERNON (P) and McCLURE (CR). Evaluation and library decision making. Norwood, NJ: Ablex Publishing. 1987.
- KOONTZ (C) and GUBBIN (B), eds. IFLA public library service guidelines. Berlin: De Gruyter Saur. 2010.
- LINE (MB). Draft definitions: Information and library needs, wants, demands and uses. ASLIB Proceedings, 26(2), 87–91. 1974.
- PAISLEY (WJ). Information needs and uses. Annual Review of Information Science and Technology, 3, 1–30. 1968.

Suggested Readings

- CASE (DO) and GIVEN (LM). Looking for information: A survey of research on information seeking, needs, and behavior. Bingley: Emerald Group Publishing. 2016.
- CHATMAN (EA). The impoverished life-world of outsiders. Journal of the American Society for Information Science, 47(3), 193–206. 1996.
- RUBIN (RE) and RUBIN (RG). Foundations of library and information science. Chicago: ALA Neal-Schuman. 2020.
- WILLIAMSON (K) and others. Research methods: Information, systems, and contexts. Cambridge: Chandos Publishing. 2018.
- YU (L). Understanding information inequality: Making sense of the literature of the information and digital divides. Journal of Librarianship and Information Science, 42(4), 229–252. 2010.

GE 1c: Open Educational Resources (OER)**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1c: Open Educational Resources (OER)	4	3	1	0	-	-

Course Objectives:

The course aims to introduce the concept, scope, and significance of Open Educational Resources (OER) in enhancing access to knowledge. It develops skills in identifying, evaluating, creating, and using OER effectively while understanding licensing frameworks such as Creative Commons. The course also prepares learners to integrate OER into teaching, learning, and library services to promote open and inclusive education.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept, philosophy, and global development of Open Educational Resources and Open Education movements.
- Identify major OER repositories, platforms, and policies supporting open education in India and internationally.
- Apply open licensing frameworks and copyright principles in the creation and reuse of educational resources.
- Evaluate, create, and manage Open Educational Resources to support teaching, learning, and knowledge dissemination.

UNIT I: Introduction to Open Educational Resources**12 Hours**

- Concept, definition, and characteristics of Open Educational Resources
- Historical development of OER and the Open Education movement
- Principles of openness in education
- Role of UNESCO and international organizations in promoting OER
- Benefits and challenges of OER in higher education

UNIT II: OER Platforms, Repositories, and Policies**11 Hours**

- OER initiatives: National and International
- Institutional repositories and digital learning platforms
- National education policies supporting OER
- Role of libraries in promoting access to OER

UNIT III: Licensing, Copyright, and Legal Framework**11 Hours**

- Copyright issues in educational content
- Creative Commons licenses: types and applications
- Ethical use, attribution, and reuse of OER
- Open access publishing and open knowledge dissemination

UNIT IV: Creation, Evaluation, and Management of OER**11 Hours**

- Methods of creating and adapting OER
- Tools and technologies for developing digital learning resources
- Quality evaluation criteria for OER
- Metadata standards and discovery tools

Essential Readings

- BUTCHER (N). A Basic Guide to Open Educational Resources (OER). Commonwealth of Learning, 2011.
- ATKINS (DE) and others. A Review of the Open Educational Resources (OER) Movement. Hewlett Foundation, 2007.
- WILEY (D). Open Content and Open Educational Resources: Enabling Universal Education. International Review of Research in Open and Distance Learning.
- UNESCO. Guidelines for Open Educational Resources in Higher Education. UNESCO Publishing, Paris, 2012.
- HILTON (J). Open Educational Resources and College Textbook Choices. Educational Technology Research and Development, 2016.

Suggested Readings

- SMITH (MS) and others. The Promise of Open Educational Resources. Change Magazine, 2006.
- JHANGIANI (RS) and BISWAS-DIENER (R). Eds. Open: The Philosophy and Practices that are Revolutionizing Education and Science. Ubiquity Press, 2017.
- MISHRA (S). Open Educational Resources: Policy, Costs and Transformation. Commonwealth of Learning, 2018.
- DOWNES (S). Models for Sustainable Open Educational Resources. Interdisciplinary Journal of Knowledge and Learning Objects, 2007.
- OKADA (A). Open Educational Resources and Social Networks. Scholio Educational Research & Publishing, 2014

BLISc
Semester-II

DSC 5: Management of Library and Information Centres

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Management of Library and Information Centres	4	3	1	0	-	-

Course Objectives:

The course aims to develop an understanding of management principles and their application in library settings, including planning, governance, and quality management. It equips students with essential skills in financial management, human resource management, and collection development. The course also prepares learners to efficiently manage library services and operations while enhancing user engagement and service delivery.

Learning Outcomes:

After completing this course, students will be able to:

- Develop understanding of the principles of management and functions of managing a library and information centre, including planning, organizing, staffing, directing, and controlling.
- Gain the knowledge of financial management in libraries, including budgeting, financial planning, and resource allocation.
- Learn about the management of human resources in a library setting, including staffing, training, and development.
- Acquire the knowledge of library operations, including collection development, technical processing, circulation, and maintenance and learn the provision of library and information services.

UNIT I: Concept and Functions of Management

12 Hours

- Principles of Management and Their Application in Libraries
- Total Quality Management and its application in Libraries
- Library Planning
- Organizational Structure of Libraries
- Library Governance
- Library Statistics and Annual Report

UNIT II: Financial Management and Human Resource Management

11 Hours

- Sources of Library Finance and Resource Allocation
- Library Budget and Budgeting Techniques
- Staffing: Recruitment and Selection
- Staff Development and Motivation
- Performance Appraisal

UNIT III: Collection Development and Management

11 Hours

- Collection Development policies and procedures
- Selection and Acquisition of Library Materials
- Collection Maintenance and Weeding
- Preservation and Conservation of Library Materials

UNIT IV: Library Services and Operations

11 Hours

- Circulation Procedures and Services:
- Reference and Information Services
- Online Information Services
- Promoting Library Services

Essential Readings

EVANS (GE) and ALIRE (CA). Management basics for information professionals. American Library Association, Chicago. 2013.

MORAN (BB) and others. Library and information center management. Ed. 8. Bloomsbury Academic, United States. 2017.

CLAYTON (PR) and GORMAN (GE). Managing information resources in libraries: collection management in theory and practice. Facet Publishing, London. 2006.

KRISHAN KUMAR. Library management in electronic environment. Har-Anand Publications, New Delhi. 2007.

MATTHEWS (J). Strategic planning and management for library managers. Libraries Unlimited, London. 2005.

RANGANATHAN (SR). Library administration. New Delhi, Ess Ess Publications, New Delhi. 2006.

Suggested Readings

LISA (KH) and DIANE (LV), eds. Library management: a practical guide. Ed. 2. ALA, Chicago. 2019.

EVANS (GE) and SAPONARO (MZ). Developing library and information center collections. Ed. 5. Libraries Unlimited, London. 2005.

KATZ (W A). Collection development: the selection of materials for libraries. Holt, Rinehart and Winston, New York. 1980.

MITTAL (R). Library administration: theory and practice. Ess Ess Publications, New Delhi. 2007.

SEETHARAMA (S). Guidelines for planning libraries and information centres. IASLIC, Calcutta. 1990.

DSC 6: Information Sources and Services**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Information Sources and Services	4	3	1	0	-	-

Course Objectives:

The course aims to familiarize students with various types of information sources and their effective use in meeting diverse user needs. It develops skills in providing reference and information services using both print and digital resources. The course also prepares learners to evaluate, organize, and deliver information efficiently in different library and information service settings.

Learning Outcomes:

After completing this course, students will be able to:

- Use different types of information sources to provide information services to the clientele.
- Evaluate various information sources to provide information services to the clientele.
- Apply various search techniques to retrieve relevant information from the database
- Organise user education and information literacy programmes in library and information centres.

UNIT I: Fundamental Concepts**10 Hours**

- Meaning, Definition, Importance, Nature and Characteristics
- Printed and Electronic Information Sources
- Types of Information Sources and Services
- Criteria for Evaluation of Reference Sources (print and Electronic)

UNIT II: Sources of Information (Print and Electronic)**14 Hours**

- Primary Information Sources
- Secondary Information Sources
- Tertiary Information Sources
- Evaluation of Multimedia & E-resources; Portals, Subject Gateways; Open Access Resources, databases

UNIT III: Reference and Information Services**11 Hours**

- Users and their Information Needs, Users and their Information needs
- Theory and Functions of Reference and Information Service
- Enquiry Techniques: Reference Process, Search Strategies and Searching Techniques
- Information Seeking Behavior of Users
- Role of Librarian and Information Officer in Electronic Environment

UNIT IV: Types of Information Services**10 Hours**

- Documentation Services: Abstracting and Indexing Services
- Alerting Services: CAS, SDI
- Reprographic Service, Translation Service, Document Delivery and Referral Service
- Web Based Library Services
- Information Literacy Products and Programmes

Essential Reading

- CASSELL (Kay Ann) and Hiremath (Uma) • Reference and Information Services: An Introduction. Chicago: American Library Association, 2013
- CHATERJEE (Amitabha). Elements of Information Organization and Dissemination. Chandos publishing, 2017. <https://doi.org/10.1016/B978-0-08-102025-8.00006-5>
- CHENEY (FN) and WILLIAMS (WJ). Fundamental reference sources. Ed. 3. Chicago: ALA. 2000.
- CHOWDHURY (G) and CHOWDHURY (S). Searching CD-ROM and online information sources. London: Facet Publishing. 2001.
- FOSKETT (D J). Information service in libraries. Ed. 2. Connecticut: Archon Books, Hamden. 1967.
- GROGAN (D). Science and technology: An introduction to literature. London: Clive Bingley. 1984.
- GUHA (B.). Documentation and information: services, techniques and. Calcutta: The World Press, 1978
- KATZ (WA). Introduction to reference work. 2 vols. London: Butterworths. 2000.
- RANGANATHAN (SR). Reference service. Ed. 2. Bangalore: Ranganathan Endowment for Library Science. 2006.

Suggested Reading

- ALAN (P) and others. The library and information professional's guide to the World Wide Web. London: Facet Publishing. 1999.
- Bopp (Richard E.) and Smith (Linda C.). Reference and Information Services: An Introduction. Westport: Greenwood Publishing Group, 2013.
- FARMER (L S J), ed. The human side of reference and information services in academic libraries: Adding value in the digital world. Oxford: Chandos Publishing. 2007.
- FOURIE (D) and DOWELL (D). Libraries in the information age. New York: Libraries Unlimited. 2002.
- HURT (CD). Information sources in science and technology. Ed. 3. London: Libraries Unlimited. 1998.
- KRISHAN KUMAR. Reference service. Ed. 3. New Delhi: Vikas Publishing. 1996.
- LESLIE (F). Student guide to research in the digital age: How to locate and evaluate information sources. Santa Barbara: Libraries Unlimited. 2005.
- RAO (IKR). Electronic sources of information. Bangalore: DRTC. 2001.
- ROWLEY (J). The basics of information systems. Ed. 2. London: Library Association. 1996.

- SHARMA (JS) and GROVER (DR). Reference service and sources of information. New Delhi: Ess Ess Publication. 1998.
- SINGH (Gurdev). Information sources, services and systems. Delhi: PHI Learning. 2013.
- SINGH (S). Handbook of international sources on reference and information. New Delhi: Crest Publication. 2001.
- SUBRAMANYAM (K). Scientific and technical information resources. New York: Marcel Dekker. 1981.
- WALFORD (AJ). Guide to reference materials. 2nd edn. 3 vols. London: Library Association. 1992.
- WOODSWORTH (A) and WILLIAMS (JF). Managing the economics of owning, learning and contracting out information services. London: Gower. 1993.

DSC 7: Library Cataloguing: Theory**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Library Cataloguing: Theory	4	3	1	0	-	-

Course Objectives:

The course aims to develop a strong conceptual foundation in library cataloguing, including its principles, types, and evolution, along with skills to organize bibliographic data and apply cataloguing rules. It also familiarizes students with subject cataloguing, indexing techniques, and handling of diverse materials. The course further introduces modern standards and digital tools such as OPAC and web-based catalogues for efficient information retrieval.

Learning Outcomes:

After completing this course, students will be able to:

- To have understanding of basics of Library Cataloguing
- To be acquainted with the technical process of Library Cataloguing
- To understand Bibliographic Formats and Standards and deriving subject headings
- To understand the fundamental principles and standards of library cataloguing, including AACR2, and CCC formats.

UNIT I: Fundamental Concepts and Historical Developments**12 Hours**

- Library Catalogue: Definition, Objectives, Purposes and Functions
- History and Development of Library Catalogue Codes
- Normative Principles of Cataloguing: Canons, Laws, Principles
- Physical Forms of Catalogues
- Types of Catalogues

UNIT II: Data Elements, Choice and Rendering of Subject Headings in Cataloguing**12 Hours**

- Data Elements in Different Types of Entries
- Filing of Entries in Classified and Alphabetical Catalogues
- Choice and Rendering of Subject Heading: Personal Authors, Corporate Authors Pseudonymous, Anonymous Works and Uniform Titles

UNIT III: Subject Cataloguing and Non Print Material**11 Hours**

- Subject Cataloguing: Concept, Purpose and Problems
- Vocabulary Control: Subject Headings Lists and Thesauri
- Chain Indexing
- Basics of Non Print Material

UNIT IV: Trends in Library Cataloguing**10 Hours**

- Resource sharing of Bibliographic Data: Meaning and Importance
 - Bibliographic Standards: ISBD, MARC, CCF, etc.
 - ISBN and ISSN
 - Centralized Cataloguing, Cooperative Cataloguing, Cataloguing at Source, CIP, Prenatal Cataloguing and Union Catalogues
 - OPAC and Web-OPACs
-

Essential Readings

KUMAR (G) and KUMAR (K). Theory of cataloguing. Rev. Ed. 5. South Asia Books, New Delhi. 1993.

MILLER (J), ed. Sears list of subject headings. Ed. 15. Wilson, New York. 1994.

RANGANATHAN (SR). Classified catalogue code with additional rules for dictionary catalogue code. Ed. 5 (with amendments). Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.

Suggested Readings

BOWMAN (JH). Essential cataloguing. Facet Publishing, London. 2003.

HUNTER (EJ) and BAKEWELL (KGB). Advanced cataloguing. Clive Bingley, London. 1989.

DSC 8: Library Cataloguing: Practical

**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8: Library Cataloguing: Practical	4	0	0	4	-	-

Course Objectives:

The course aims to develop practical cataloguing skills using standard codes and rules for preparing bibliographic records of various types of documents. It equips students to handle different authorship patterns and create accurate, standardized catalogue entries. The course also enhances analytical ability in cataloguing diverse materials such as serials, multivolume works, and composite books.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the principles and structure of library catalogues and their importance in bibliographic control.
- Develop skills in cataloguing different types of documents (books, serials and Corporate Authors) using standard cataloguing codes, CCC and AACR-II.
- Prepare catalogue entries (main and added entries) according to library standards.
- Develop critical thinking skills to solve cataloguing challenges and improve resource discoverability in libraries.

Cataloguing of books using Classified Catalogue Code, 5th edition (with amendments) and AACR - II along with Sears List of Subject Headings (Latest edition).

UNIT I: Classified Catalogue Code

30 Hours

- Preliminaries to Classified Catalogue Code
- Works of Single and Shared Authorship
- Works of Mixed Responsibilities
- Editorial Publications
- Series Publications
- Multivolume Works
- Pseudonymous

UNIT II: Classified Catalogue Code

30 Hours

- Works of Corporate Authorship
- Works of Conflict of Authorship
- Periodical Publications
- Ordinary and Artificial Composite Books

UNIT III: Anglo American Cataloguing Rules (Latest Edition)**30 Hours**

- Preliminaries to Anglo American Cataloguing Rules
- Works of Single
- Works of Shared Authorship
- Works of Shared Responsibilities
- Editorial Publications

UNIT IV: Anglo American Cataloguing Rules (Latest Edition)**30 Hours**

- Multivolume and Pseudonymous
- Works of Corporate Bodies
- Serial Publications
- Works of Editorial Direction

Essential Readings

- AMERICAN LIBRARY ASSOCIATION. Anglo-American cataloguing rules. Rev. Ed. 2. Library Association, London. 1998.
- BHATT (RK) and others. AACR2 and MARC 21: A practical manual. Segment Books, Delhi. 2020.
- BHATT (RK) and SINGH (MP). Ranganathan's Classified Catalogue Code: A practical manual. Narender Publishing House, Delhi. 2019.
- MILLER (J). Sears list of subject headings. Ed. 15. Wilson, New York. 1994.
- RANGANATHAN (SR). Classified catalogue code with additional rules for dictionary catalogue code. Ed. 5 (with amendments). Sarada Ranganathan Endowment for Library Science, Bangalore. 1989.

Suggested Readings

- HUSSAIN (MS) and SIDDIQUI (JA). Practical cataloguing with AACR-II. Ess Ess Publications, New Delhi, India. 1998.
- NIGAM (D). Cataloguing practice: CCC and AACR-2R. Om Publications, New Delhi, India. 2019.
- LAL (C) and KUMAR (K). Practical cataloguing (AACR-2). Ess Ess Publications, New Delhi, India. 2006.
- KUMAR (PSG). Cataloguing practice. B.R. Publishing Corporation, New Delhi, India. 2003.
- KUMAR (PSG). Knowledge organization, information processing and retrieval: Cataloguing practice. B.R. Publishing Corporation, New Delhi, India. 2004.
- SATIJA (MP). Cataloguing theory and practice. Ess Ess Publications, New Delhi, India. 2017.

DSE 3: Basics of Information Literacy

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Basics of Information Literacy	4	3	1	0	-	-

Course Objectives:

The course aims to develop foundational competencies in information literacy, enabling students to identify, locate, evaluate, and use information effectively. It equips learners with skills to access information from diverse sources, including digital platforms, while promoting ethical use of information. The course also prepares students to become independent, critical, and responsible users of information.

Learning Outcomes:

After completing this course, students will be able to:

- To understand the concept, need, and role of Information Literacy and libraries in promoting lifelong learning.
- To explore national and international IL standards and address the IL needs of diverse user groups.
- To analyze and apply major IL and Information Problem-Solving models in designing effective IL programmes.
- To evaluate IL programmes and understand ethical, legal, and emerging trends in information use.

UNIT I: Introduction to Information Literacy

12 Hours

- Meaning, Definition, Concept, Need and Objectives
- Information literate person: Needs, abilities and Characteristics
- Areas of Information Literacy
- Role of Libraries & Librarian in Information Literacy
- Information Literacy and Lifelong Learning

UNIT II: Information Literacy Standards, and IL for Users Groups

11 Hours

- National Information Literacy standards/Frameworks: National Education Policy 2020 and Digital India programme, etc
- Introduction to Information Literacy standards: IL Standards for School Libraries (AASL, USA)
- Information Literacy for Users
- Information Literacy for Professionals
- Information Literacy for Persons with Disabilities

UNIT III: Information Problem Solving Models and Application of IL Programmes in Libraries **11 Hours**

- Information Literacy Models
- Needs assessment for Information Literacy Training
- Information Literacy instruction Modes and Materials
- Information Literacy Instructional Methods

UNIT IV: Evaluation, Legal, and Trends in Information Literacy **11 Hours**

- Evaluation of Information Literacy Programmes
- Academic Integrity and Plagiarism Prevention
- Copyright and Intellectual Property Rights in Information Use
- Role of Libraries in Promoting Ethical Information Practices
- Trends in Information Literacy Programmes

Essential Readings

- ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES. Information literacy competency standards for higher education. Chicago: American Library Association.2000. Available at: <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>
- HORTON (FW). Understanding information literacy: A primer. UNESCO. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000155210>
- KISHOR (J). Model of information literacy. Ahmedabad: INFLIBNET Centre. 2018.
- LANNING (S). Concise guide to information literacy. Santa Barbara: Libraries Unlimited.2017.
- LEUNG (BTH) and Others. Transferring InformationLiteracy Practices. Singapore: Springer. 2019
- MISHRA (R). Information literacy: Essential skills for the information seekers in the digital age. New Delhi: Kaveri Books. 2018.
- UNESCO. Information literacy. Available at: <https://www.unesco.org/en/ifap/information>

Suggested Readings

- DESHMUKH (V R) and KHARADE (M). Information literacy in the digital age: a resource guide for Indian libraries. New Delhi: Knowledge World. 2020.
- GAUR (R), ARORA (AK), SINGH (S), WADHAWA (V) and KADYAN (S). Information literacy: frameworks and practices. Ed. 1. New Delhi: Y K Publisher. 2025.
- MADHUSUDHAN (M). Information literacy programmes in select university libraries in Delhi: a study. Journal of Indian Library Association 48(4), pp. 10–24. 2012.
- SANTAMARÍA (M). Information literacy and social media: empowered student engagement with the ACRL framework. Chicago: American Library Association. 2025.
- UNESCO. Media and information literacy. Available at: <https://www.unesco.org/>
- ZHANG (C) and MAGERKO (B). Generative AI literacy: a comprehensive framework for literacy and responsible use. arXiv. 2025.

DSE 4a: School Library and Information System**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4a: School Library and Information System	4	3	1	0	-	-

Course Objectives:

To understand the organization and management of the school library and its collection, activities and services. Explore library associations at both national and international levels and understand the activities, services, standards and guidelines for school libraries set by these associations with regard to collection, services, reading habits and role and responsibilities of the librarian. Provide hands-on experiences in the integration of ICT to enhance the learning process in school libraries.

Learning Outcomes:

After completing this course, students will be able to:

- To learn about school education; need, objectives of school library along-with guidelines and recommendations of library organizations
- To acquaint students with sources of information and library collection and services for fostering reading habits
- To understand the ICT application for library management and effective services
- To learn about sources of library budget along-with librarian role and responsibilities

UNIT I: Education System and School Libraries**11 Hours**

- School Education and NEP 2020
- Laws of Library Science
- Role of Library in School: Need, Purpose, Objectives and Functions
- Guidelines/Manifesto/Standards/Recommendations of Library Associations/ Organizations

UNIT II: Information Sources and Services**12 Hours**

- Sources of Information: Print and Digital
- Collection Development: Policy and Strategy
- Library and Information Services
- Inculcating Reading Habits
- Ethical Use of Information Sources

UNIT III: Application of ICT in Library**11 Hours**

- Application and Use of ICT in School Libraries
- Automation of School Libraries
- ICT-based Library Services

UNIT IV: Financial and Human Resource Management**11 Hours**

- Finance, Manpower and Space Management
- Library Building, Furniture and other Amenities
- Librarian Responsibilities and Duties, Competency Development

Essential Readings

AMERICAN ASSOCIATION OF SCHOOL LIBRARIES. <https://www.ala.org/tools/standards-and-guidelines/by-unit#AASL>

ARCH (X) and GILMAN (I). Academic Library Services for First-Generation Students. Bloomsbury Publishing, UK. 2020.

AUSTRALIAN LIBRARY AND INFORMATION ASSOCIATION. ALIA-ASLA Standards of Professional Excellence for Teacher Librarians. <https://read.alia.org.au/alia-asla-standards-professional-excellence-teacher-librarians>

BALLARD (SD) and JOHNS (SK). Elevating the School Library: Building Positive Perceptions through Brand Behaviour. American Library Association. 2019.

EVERHART (N). Evaluating the School Library: Analysis, Techniques, and Research Practices. Bloomsbury Publishing, UK. 2020.

FARMER (LSJ). Reference and Information Sources and Services for Children and Young Adults. Bloomsbury Publishing, UK. 2022.

FELDGES (T). Ed. Philosophy and the Study of Education: New Perspectives on a Complex Relationship. Routledge, New York. 2019.

HARVEY (CA) and CHURCH (AP). Eds. School Library Management. 8th ed. Libraries Unlimited. 2022.

IFLA–UNESCO. School Library Manifesto. 2025. <https://repository.ifla.org/items/e1234cf2-57e5-4cae-a0d1-da730c536bb3>

KERBY (M). An Introduction to Collection Development for School Librarians. Ed. 2. American Library Association. 2019.

Suggested Readings

KIZEL (A). Ed. Philosophy with Children and Teacher Education: Global Perspectives on Critical, Creative and Caring Thinking. Routledge, New York. 2023.

MARDIS (MA). The Collection Program in Schools: Concepts and Practices. Bloomsbury Publishing, USA. 2021.

RIEDLING (AM) and HOUSTON (C). Reference Skills for the School Librarian: Tools and Tips. 4th ed. Bloomsbury Publishing. 2019.

SCHULTZ-JONES (B) and OBERG (D). Eds. Global Action on School Library Education and Training. De Gruyter Saur, Berlin. 2019.

SPINA (C). Creating Inclusive Libraries by Applying Universal Design: A Guide. Rowman and Littlefield Publishers. 2021. <https://doi.org/10.1080/19322909.2022.2116967>

DSE 4b: Public Library and Information System**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4b: Public Library and Information System	4	3	1	0	-	-

Course Objectives:

The course aims to develop an understanding of the structure, functions, and significance of public library and information systems in society. It equips students with knowledge of public library services, governance, and their role in community development. The course also prepares learners to manage and promote inclusive and user-oriented public library services.

Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate a comprehensive understanding of the definition, mission, and roles of public libraries and information systems, with particular emphasis on their development in India.
- Apply principles of library organisation and management, including the development of effective organisational structures, utilisation of library statistics, adherence to standards, and implementation of sound financial management and budgeting methods.
- Demonstrate an understanding of human resource management principles as applied to public libraries and gain knowledge about the role of various agencies in the development of public libraries.
- Develop and manage the diverse library collections, as well as organise various types of library and information services including extension and outreach services to different categories of users and design library programmes with resources and services that are aligned with the public library's mission.

UNIT I: Introduction to Public Library and Information System**12 Hours**

- Public library: Definition, mission and its Role in society
- Development of public libraries with special reference to India
- Organization structure: Organization structure of public libraries in existing public library acts of India
- Library governance: Composition, nature and functions of library authority/library committee in existing public library acts of India

UNIT II: Management of Public Libraries**11 Hours**

- Collection development and management
- Processing of reading material
- Financial management
- Human resources management
- Library Statistics and Standards

UNIT III: Libraries and Information Services of Public Libraries**11 Hours**

- Services to the specific categories of users (children, senior citizens, etc.)
- Readers' Advisory service and Information Literacy Programmes
- Extension and publicity (exhibition, book talks, book clubs, authors talk, etc.)
- Outreach activities- Mobile and branch library services

UNIT IV: Role of various agencies in the development of public libraries**11 Hours**

- UNESCO
- IFLA
- Raja Rammohan Roy Library Foundation
- National Knowledge Commission

Reading List

- GOULDING (A). Public libraries in the 21st century: Defining services and debating the future. London: Routledge. 2017.
- GOULDING (A). Public libraries in the 21st century. Aldershot: Ashgate. 2006.
- KOONTZ (C) and GUBBIN (B). IFLA public library service guidelines. Ed. 2 (revised). Berlin: Walter de Gruyter. 2010.
- MATTHEWS (JR). Measuring for results: The dimensions of public library effectiveness. London: Libraries Unlimited. 2005.
- MCMENEMY (D). Public library. London: Facet Publishing. 2009.
- MCCOOK (K). Introduction to public librarianship. New York: Neal-Schuman Publication. 2011.
- PATEMAN (J) and WILLIMEN (K). Developing community-led public libraries: Evidence from the UK and Canada. London: Routledge. 2017.
- RANGANATHAN (SR) and NEELAMEGHAN (A). Public library system. Bangalore: Sarada Ranganathan Endowment for Library Science. 1972.
- SHAFFER (GL). Creating the sustainable public library: The triple bottom line approach. London: Libraries Unlimited. 2018.
- VENKTAPPAIAH (V). Public library legislation in the new millennium. New Delhi: Bookwell Publications. 2007.
- VENKTAPPAIAH (V). Model library legislation. New Delhi: Concept Publishing Company. 1994.

SEC-2: Internship Programme

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC-2: Internship Programme	4	1	0	3	-	-

Course Objectives:

The course aims to train students through practical learning of library sections, functions, activities and services helping them gain hands-on experience. It also instills the necessary skills and competencies required to shoulder job responsibilities in different types of libraries. Finally, it provides real time experience to students with the opportunity to learn under the guidance of experienced librarians and to prepare an internship report based on their learning experience.

Learning Outcomes:

After completing this course, students will be able to:

- Become more confident and skilled to do work in a library.
- Practical learning and hands on training of Library Management Software(s) and Anti Plagiarism Software(s).
- Become skilled and competent professional with better understanding of theoretical knowledge and effective practical learning experience.

Note: Each student shall have to undergo an Internship Programme at a library under the supervision of a faculty member, selected by the Department for a period of one month, immediately after the Second Semester Examination.

The student will have to submit a certificate of successful completion issued by the concerned Librarian / Library in-charge along with the report about what S/he learnt along with the skills acquired during the training.

Internship Programme consists of:

- (a) Report on Internship Programme.
- (b) Viva-Voce (Based on Internship Programme).

UNIT I: Acquaintance and Practical Training of varied Library Sections

- Introduction and learning of functions and activities of various library sections viz. Acquisition section, Technical section, Circulation section, Periodical section, Reference section, etc.

UNIT II: Collection Development and Evaluation of Library Resources

- Budgetary Provisions and Selection of Library Resources.
- Evaluation of Print and Electronic Resources.

UNIT III: Training of ICT and Library Management Software(s)

- Introduction and Hands on training of Library Management Software(s) and their modules.
- Introduction and Hands on training of Anti Plagiarism Software.

UNIT IV: Report Writing

- **Components of internship documentation**
 - **Daily Work Diary**
 - **Library Profile**
 - **Section-wise work report**
- **Preparation of Internship Report and viva-voce**

Essential Readings

- AGGARWAL (DS). Management of Academic Libraries in the Digital Era. Ess Ess Publications, New Delhi. 2015.
- ANDERSON (CB) and FISHER (DH). Artificial Intelligence for Academic Libraries. Routledge, London. 2025.
- BAKER (D). Ed. Resource Management in Academic Libraries. Library Association, London. 1997.
- BHATT (RK) and others. Academic Libraries. KK Publications, Delhi. 2018.
- BHATT (RK). University Libraries. Narendra Publishing House, Delhi. 2019.
- INFLIBNET CENTRE. Software for University Libraries: User Manual. INFLIBNET Centre, Gandhinagar. n.d.
- KATZ (LS). Collection Development Policies: New Dimension for Changing Collections. Routledge Kegan Paul, London. 2003.

Suggested Readings

- BALASUBRAMANIAN (P) and YOHANNAN (S). Library Automation and Digitization. Ess Ess Publications, New Delhi. 2021.
- BREEDING (M). Library Technology Guides. American Library Association, Chicago. 2016.
- BROPHY (P). The Academic Library. Library Association, London. 2000.
- CHOI (Y) and YI (H). Artificial Intelligence in Libraries: Applications and Challenges. Journal of Academic Librarianship. 2021.
- INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA). Artificial Intelligence and Libraries. IFLA, The Hague. 2020.
- JONES (R). AI and Machine Learning for Librarians. ALA Editions, Chicago. 2022.
- KATZ (LS). Managing Digital Resources in Libraries. Routledge Kegan Paul, London. 2005.
- KHAMIS (I). Applications of Artificial Intelligence in Libraries. IGI Global Scientific Publishing, Hershey. 2024.

GE 2a: Citation Styles and Tools**75 Hours**
(45hrs Lect. + 30 hrs Pactical)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 2a: Citation Styles and Tools	4	3	-	1	-	-

Course Objectives:

The course aims to develop a clear understanding of citation and referencing principles, including ethics and academic integrity. It equips students with skills to apply major citation styles and accurately cite a variety of information sources. The course also prepares learners to use citation management and web-based tools for efficient and error-free referencing.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the purpose, components, and ethical considerations of citations and apply fair use and academic integrity principles in scholarly writing
- Identify and differentiate major national and international citation styles and select appropriate styles for different subject disciplines.
- Create accurate in-text citations and reference lists for various source types in multiple citation styles and evaluate them for accuracy and consistency.
- Use reference management software and AI-driven citation tools to generate, convert, and manage citations efficiently in multiple styles.

UNIT I: Fundamentals of Citation and Referencing**10 Hours**

- Definition, meaning, and purpose, Components and Importance of citation.
- Difference between citation, reference, bibliography, and footnote.
- Academic integrity regulations in India
- Citation ethics and avoiding plagiarism.

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UNIT II: Major Citation Styles**11 Hours**

- American Psychological Association Style (APA Style). Latest Edition.
- Modern Language Association of America Style (MLA Style). Latest Edition.
- Indian Standard: Information and Documentation – Bibliographic References (IS:IDBR, IS 2381)
- Chicago Manual of Style – notes and bibliography vs author-date systems
- Selection criteria for citation styles in different disciplines

UNIT III: Application of Citation Styles**12 Hours**

- Formatting in-text citations and reference lists in APA, MLA, IS:IDBR, Chicago, and Harvard styles
- Citing books, book chapters, journal articles, theses, reports, websites, e-resources, government documents, and conference papers.
- Handling multiple authors, no author, corporate authors, and anonymous works.
- Special cases: translated works, interviews, audio-visual materials, and social media citations.
- Cross-referencing and hyperlinking in digital documents.
- Common citation errors and how to avoid them.
- Evaluation of reference lists and citation accuracy

UNIT IV: Citation Management Tools and Web -based Citation Tools**12 Hours**

- Introduction to reference management tools
- Features and benefits of citation management tools.
- Importing/exporting references from databases and OPACs.
- Introduction to Web-based Citation Creation Tools
- Generating citations in different styles using Web-based Citation tools.

Essential Reading

AMERICAN PSYCHOLOGICAL ASSOCIATION. APA style. Available at: <https://apastyle.apa.org/>. 2025.

ENDNOTE. EndNote – The best citation and reference management tool. Available at: <https://endnote.com/>. 2025.

INDIAN STANDARD INFORMATION AND DOCUMENTATION – BIBLIOGRAPHIC REFERENCES (IS: IDBR). Available at: <https://archive.org/details/gov.in.is.2381.1.2009.2014>.

IS: IDBR. Available at: <https://law.resource.org/pub/in/bis/S07/is.2381.2.2009.pdf>. 2009.

MENDELEY. Mendeley – Reference management software. Available at: <https://www.mendeley.com/>. 2025.

MODERN LANGUAGE ASSOCIATION. MLA style. Available at: <https://www.mla.org/MLA-Style>. 2025.

MISAO (P) and MADHUSUDHAN (M). Online citation tools: a comparative study. World Digital Libraries,10(2),113-131.2017.

UNIVERSITY OF NORTH FLORIDA. Citation styles: a brief guide to APA, MLA and Turabian. Available at: <https://libguides.unf.edu/c.php?g=177030&p=1164278>

ZOTERO. Zotero – Your personal research assistant. Available at: <https://www.zotero.org/>. 2025.

Suggested Reading

HUNTER (J). The importance of citation. Available at: <http://web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf>. 2006.

ONLINE INDIAN CITATION GENERATION TOOL [computer software]. Available at: <https://oicgt.vercel.app/>. 2026.

PAPERPAL. AI academic writing tool – Online English language check. Available at: <https://paperpal.com/>. 2025.

PETAL. Document analysis platform. Available at: <https://www.petal.org/>. 2025.

SCISPACE. SciSpace. Available at: <https://scispace.com/>. 2025.

SEMANTIC SCHOLAR. Semantic Scholar – AI-powered research tool. Available at: <https://www.semanticscholar.org/>. 2025.

AMERICAN PSYCHOLOGICAL ASSOCIATION. APA style. Available at: <https://apastyle.apa.org/>. 2025.

ENDNOTE. EndNote – The best citation and reference management tool. Available at: <https://endnote.com/>. 2025.

HUNTER (J). The importance of citation. Available at: <http://web.grinnell.edu/Dean/Tutorial/EUS/IC.pdf>. 2006.

INDIAN STANDARD INFORMATION AND DOCUMENTATION – BIBLIOGRAPHIC REFERENCES (IS: IDBR). Available at: <https://archive.org/details/gov.in.is.2381.1.2009>. 2014.

IS: IDBR. Available at: <https://law.resource.org/pub/in/bis/S07/is.2381.2.2009.pdf>. 2009.

MENDELEY. Mendeley – Reference management software. Available at: <https://www.mendeley.com/>. 2025.

MODERN LANGUAGE ASSOCIATION. MLA style. Available at: <https://www.mla.org/MLA-Style>. 2025.

PAPERPAL. AI academic writing tool – Online English language check. Available at: <https://paperpal.com/>. 2025.

PETAL. Document analysis platform. Available at: <https://www.petal.org/>. 2025.

SCISPAC. SciSpace. Available at: <https://scispace.com/>. 2025.

SEMANTIC SCHOLAR. Semantic Scholar – AI-powered research tool. Available at: <https://www.semanticscholar.org/>. 2025.

ZOTERO. Zotero – Your personal research assistant. Available at: <https://www.zotero.org/>. 2025.

GE 2b: Personality Development and Communication Skills

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 2b: Personality Development and Communication Skills	4	3	1	0	-	-

Course Objective

To orient and train students regarding day to day and professional communication, instil them with communication skills, confidence, self-esteem and personality development for effective communicator, orient about communication barriers and ways to overcome for better job, personality, living and performance along-with marketing skills.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the concept of personality, its development factors, and its role in professional and personal success.
- Demonstrate effective communication: verbal, non-verbal, and written.
- Apply soft skills, emotional intelligence, and interpersonal effectiveness in team and leadership settings.
- Prepare and perform effectively in interviews, group discussions, and professional presentations with confidence and ethics.

UNIT I: Foundations of Personality Development

12 Hours

- Definition and Components of Personality
- Heredity, Environment, and Situational Influences on Personality
- Self-Awareness and Self-Image
- Building Self-Confidence and Self-Discipline
- Stress and Time Management

UNIT II: Communication Skills

12 Hours

- Importance of Communication in Personality Development
- Verbal and Non-Verbal Communication
- Listening Skills and Feedback Techniques
- Body Language, Eye Contact, Posture, and Gestures
- Public Speaking and Presentation Skills

UNIT III: Soft Skills and Interpersonal Effectiveness

10 Hours

- Emotional Intelligence and Empathy
- Conflict Resolution and Assertiveness
- Teamwork and Collaboration
- Leadership Qualities and Decision-Making
- Professional Ethics and Workplace Etiquette

UNIT IV: Interview Skills and Career Preparedness

11 Hours

- Understanding the Job Interview Process
- Types of Interviews (HR, Technical, Stress, Telephonic, Online)
- Resume and Cover Letter Writing
- Group Discussions: Purpose and Techniques
- Mock Interviews and Self-Evaluation
- Dressing and Grooming for Interviews

Essential Readings

BRADBERRY (T) and GREAVES (J). Emotional intelligence 2.0. San Diego, TalentSmart. 2009.

CARNEGIE (D). How to win friends and influence people. New York, Simon & Schuster. 1936.

COVEY (SR). The 7 habits of highly effective people. New York, Free Press. 1989.

GOLEMAN (D). Emotional intelligence: why it can matter more than IQ. New York, Bantam Books. 1995.

LUCAS (SE). The art of public speaking. 13th ed. New York, McGraw-Hill Education. 2019.

ROBBINS (A). Awaken the giant within. New York, Simon & Schuster. 1991.

TRACY (B). Eat that frog!: 21 great ways to stop procrastinating and get more done in less time. San Francisco, Berrett-Koehler Publishers. 2007.

Suggested Readings

CARNEGIE (D). The quick and easy way to effective speaking. New York, Pocket Books. 1962.

COVEY (SR). The 8th habit: from effectiveness to greatness. New York, Free Press. 2004.

HELLER (R). Effective leadership. London, DK Publishing. 1998.

HILL (N). Think and grow rich. Meriden, The Ralston Society. 1937.

LOWNDES (L). How to talk to anyone: 92 little tricks for big success in relationships. New York, McGraw-Hill. 2003.

PANDEY (Bhawna) and Others. A Leaders' Ascent: Prof. K.P. Singh's Journey in the Spotlight. Excel India Publishers, Delhi, 2026.

GE 2c: Soft Skills in Librarianship

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 2c: Soft Skills in Librarianship	4	3	1	0	-	-

Course Objectives:

To orient and train students regarding soft skills; inculcate good and effective communication skills, confidence, self esteem and personality development along-with team work attributes and professional behaviour and also prepare them to face the challenges and barriers in professional career with ways and means to achieve success through critical thinking and timely decision making.

Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate effective oral and written communication skills tailored to diverse library settings.
- Apply interpersonal, collaborative, and empathetic skills to enhance user engagement and teamwork.
- Exhibit professional attributes such as adaptability, problem-solving, and ethical decision-making in LIS environments.
- Use soft skills such as leadership, conflict resolution, and time management to contribute to organizational effectiveness and user satisfaction.

UNIT I: Foundations of Soft Skills in Librarianship

12 Hours

- Concept of Soft Skills in LIS: Definition and Importance
- Distinction between Soft Skills and Hard/Technical Skills
- Role of Soft Skills in Library Services and User Satisfaction
- Interpersonal Communication and Rapport Building
- Attitude, Empathy, Patience, and Cultural Competence

UNIT 2: Communication and Interpersonal Skills

12 Hours

- Effective Oral Communication: Clarity, Tone, Language Choice
- Active Listening and Feedback Strategies
- Written Communication: Emails, Memos, Notices, Reports
- Body Language and Non-Verbal Cues in User Interaction
- Public Relations and Customer Service Excellence

UNIT 3: Teamwork, Leadership, and Professional Behaviour

11 Hours

- Teamwork Dynamics and Collaborative Problem-Solving
- Leadership Styles and Decision-Making in Libraries
- Conflict Management and Negotiation Skills
- Professional etiquette and workplace conduct
- Time Management and Prioritization in LIS Tasks

UNIT 4: Adaptability, Critical Thinking, and Career Skills**10 Hours**

- Adaptability and Flexibility in Changing LIS Environments
- Critical and Creative Thinking Skills for Service Innovation
- Stress Management and Emotional Intelligence
- Networking, Presentation Skills, and Professional Growth
- Career Preparedness: Resume Writing, Interviews, and Continuing Education

Essential Readings

- BARIL (K) and DONLEY (J). Academic Library Job Descriptions. Association of College and Research Libraries (ACRL). 2021.
- BEJALWAR (SA). Soft Skills for Librarians: Critical Analysis of Soft Skills of Librarians Working in Institutes of Sant Gadge Baba Amravati University, Maharashtra. LAP LAMBERT Academic Publishing. 2022.
- BUCK (TH) and DUFF (S). Guidance for Librarians Transitioning to a New Environment. Routledge, New York. 2021.
- CHIPMAN (SF) and others. Eds. Thinking and Learning Skills: Volume 2: Research and Open Questions. Routledge, New York. 2009.
- FILHO (WL) and BARDI (U). Sustainability on University Campuses: Learning, Skills Building and Best Practices. Springer International Publishing, Germany. 2019.
- KULKARNI (L) and NOORAIN (H). Soft Skills: The Invisible Toolkit. Samvn Publication, Rajasthan. 2025.
- SEIBERT (HL) and others. Eds. The Library Workplace Idea Book: Proactive Steps for Positive Change. ALA Editions. 2020.

Suggested Readings

- McMURRY (JH). The Etiquette Advantage: Personal Skills for Social Success. Stellar Publications, Wilmington, NC. 2002.
- RIMMER (H). The Kind Librarian: Cultivating a Culture of Kindness and Wellbeing in Libraries. Facet Publishing. 2024.
- ROBBINS (SP) and JUDGE (TA). Organizational Behavior. Ed. 15. Pearson, Boston. 2013.
- SAUNDERS (L) and BAJJALY (S). The Importance of Soft Skills to LIS Education. <https://files.eric.ed.gov/fulltext/EJ1343492.pdf>
- SINGH (KP). The Player: Beyond the Canvas, Breaking Boundaries. Excel India Publishers, New Delhi. 2026.
- WALLACE (HR) and Others. Personal Development for Life and Work. 8th ed. South Western Cengage Learning. 2000.
- ZIMA (B). Mindsets and Skill Sets for Learning: A Framework for Building Student Agency. Marzano Resources, United States. 2021.



DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE UNIVERSITY OF DELHI

Syllabus Master of Library and Information Science (MLISc) Semester 1 & 2

(in accordance to NEP 2020)



Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Page No.
		<u>Master of Library and Information Science</u>	Lecture	Tutorial	Practical		
Semester I							
Core Courses	DSC-1	Research Methodology	3	1	0	4	1
	DSC-2	Information and Communication Technology Applications in Libraries: Theory	3	1	0	4	4
	DSC-3	Marketing of Library and Information Products and Services	3	1	0	4	6
	DSC-4	Information Systems and Programmes	3	1	0	4	8
Discipline Specific Elective	DSE-1	*Universal Decimal Classification: Practical	0	0	4	4	10
	DSE-2	Choose any one of the following:					
		Data Analytics and Visualization	3	1	0	4	12
		*Content Development: Practical	0	0	4		14
		*Cataloguing of Non-Book Materials: Practical	0	0	4	16	
			TOTAL CREDITS			24	
General Elective**	GE-1	Choose any one of the following:					
		Research Metrics and Visibility	3	1	0	4	18
		*Academic Writing Tools: Practical	0	0	4		20
		*Reference Creation and Management Tools: Practical	0	0	4		22

* Practical papers will have 8 (4x2) classes per week

** General Elective papers are meant for students of the other departments.

Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.

Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Page No.
		<u>Master of Library and Information Science</u>	Lecture	Tutorial	Practical		
Semester II							
Core Courses	DSC-5	Information Storage and Retrieval System	3	1	0	4	25
	DSC-6	*Information and Communication Technology Applications in Libraries: Practical	0	0	4	4	27
	DSC-7	Advanced Information Literacy	3	1	0	4	29
	DSC-8	Academic Library and Information System	3	1	0	4	31
Discipline Specific Elective	DSE-3	Artificial Intelligence and Libraries	3	1	0	4	33
	DSE-4	Choose any one of the following:					
		Print and Electronic Sources and Literature in Humanities	3	1	0	4	36
		Print and Electronic Sources and Literature in Natural Sciences	3	1	0		39
Skill Enhancement Course		Print and Electronic Sources and Literature in Social Sciences	3	1	0	4	41
	SEC-1	Dissertation 1. Preparing Research Proposal 2. Review of Literature 3. Selection of Research Method 4. Selection of Data Collection Tools and Techniques 5. Pilot Study 6. Data Collection 7. Data Analysis and Interpretations 8. Report Writing	2	0	2		44
TOTAL CREDITS						28	
General Elective**	GE-2	Choose any one of the following:					
		Research and Publication Ethics	3	1	0	4	46
		Statistical Tools and Techniques	3	1	0		48
		Intellectual Property Rights	3	1	0		50

* Practical papers will have 8 (4x2) classes per week

** General Elective papers are meant for students of the other departments.

Note: New concepts/developments which will take place may be included in the teaching of the course by the concerned teachers.

MLISc
Semester-I

DSC 1: Research Methodology

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Research Methodology	4	3	1	0	BLISc	-

Course Objectives:

Students will master research fundamentals and methodologies tailored for Library and Information Science. The course focuses on selecting data collection tools, applying advanced statistical techniques using SPSS, and developing professional research reports that adhere to ethical standards and citation guidelines.

Learning Outcomes:

After completing this course, students will be able to:

- Apply the various statistics and statistical techniques to do research.
- Select appropriate data collection tool to gather data and use statistical methods to analyze the data and
- Use statistical package such as SPSS to data curation and data analysis.
- Create research report using standards and tools.

UNIT I: Introduction to Research

10 Hours

- Fundamentals of Research: Concept, Meaning, Need, Types and Process of Research
- Research Problem
- Review of Literature
- Research Design
- Formulation of Hypotheses

UNIT II: Research Methods and Data Collection

10 Hours

- Historical, Survey, Experimental, Case Study and Delphi Method
- Scientific Research, Statistical Research, etc.
- Various Approaches to Research
- Data Collection Methods, Sampling and Techniques

UNIT III: Statistical Tools and Techniques

15 Hours

- Measures of Central Tendency and Dispersion
- Correlations and Regression, Factor Analysis, ANOVA, etc.
- Parametric and Nonparametric Tests
- Testing of Hypotheses
- Data Presentation and Visualization
- Application of Statistical Packages
- Metric Studies

UNIT IV: Citation Styles and Report Writing**10 Hours**

- Report Writing
 - Citation Styles and Reference Management System
 - Research Ethics and Plagiarism
-

Essential Reading

- BUSHA (C) and HARTER (SS). Research methods in librarianship: techniques and interpretation. Academic Press, Orlando. 1980.
- BUSHA (CH). Research methods in librarianship. Academic Press, New York. 1990.
- CHARLES (H) and others. Research methods in librarianship: techniques and interpretations. Sage, New Delhi. 1993.
- CRESWELL (JW) and CRESWELL (J. David). Research design: qualitative, quantitative, and mixed methods approaches. Sage Publications, California. 2022.
- GOODE (WJ) and HATT (PK). Methods in social science research. McGraw-Hill, New Delhi. 1986.
- KOTHARI (CR) and GARG (GAURAV). Research Methodology: Methods and Techniques. New age Int. Pub., 2023
- POWELL (RR) and SILIPIGNI (CL). Basic research methods for librarians. Ed. 4. Libraries Unlimited, Westport. 2004.
- RAO (IKR). Quantitative methods for library and information science. Wiley Eastern, New Delhi. 1985.
- YOUNG (PV). Scientific social survey and research. Rev. Ed. 4. Prentice Hall, New Delhi. 1984.

Suggested Reading

- ALVESSON (M) and SKOLDBERG (K). Reflexive methodology: new vistas in qualitative research. Ed. 2 Rev. Sage Publication, London. 2009.
- DENZIN (Norman K.) and LINCOLN (Yvonna S.) Eds. The SAGE Handbook of Qualitative Research. Sage Publications, 2017
- DEVAKUMAR (G). Research methodology: A Step-by-Step Guide to Research Methods, Analysis and Report Writing with Case Studies. National Academic Press, 2025.
- FOWLER (FJ). Survey research methods. Sage, New Delhi. 1993.
- GOON (AM). Fundamentals of statistics. World Press, Calcutta. 2000.
- GREENFIELD (T). Research methods: guidance for postgraduates. Hodder Arnold, London. 1996.
- KRISHAN KUMAR. Research methods in library and information science. Rev. Ed. Har-Anand Publications, New Delhi. 1999.
- LANCASTER (FW) and POWELL (RR). Basic research methods for librarians. Ablex Publishing, New Jersey. 1985.
- RANJIT KUMAR. Research Methodology: A Step-by-Step Guide for Beginners. 4th Edition, Sage Publications, 2024

- SINGH (SP). Research methods in social sciences: a manual for designing questionnaires. Kanishka, New Delhi. 2002.
- SLATER (M), Ed. Research methods in library and information studies. Library Association Publishing, London. 1990.
- THENUA (BPS). Theoretical and conceptual perspectives in social research methods: a guide to students and researchers. Agra, Social Development Federation. 2024.
- YADAV (Sanjeev Singh), GUPTA (Shivani) and CHOUDHARY (Atul Kumar). Scientific Research Methodology: Principles, Tools, and Techniques. Routledge Pub., 2026.

DSC 2: Information Technology Applications in Libraries: Theory

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2: Information Technology Applications in Libraries: Theory	4	3	1	0	BLISc	-

Course Objectives:

This course explores the integration of emerging technologies like AI, Blockchain, and IoT within library environments. Students will learn to manage digital resources, implement user-centric services through automation and virtual reality, and address the ethical and practical frameworks required for modern technological adoption.

Learning Outcomes:

After completing this course, students will be able to:

- Understand key emerging technologies and their role in libraries.
- Apply modern technologies for efficient resource management.
- Develop user-centric library services using advanced digital tools.
- Evaluate implementation, ethics, and future trends in library technologies.

UNIT I: Emerging Technologies in Libraries

11 Hours

- Artificial Intelligence (AI) and Machine Learning
- Blockchain Technology, Cloud Computing and Big Data Analytics
- Internet of Things (IoT), Drones and Robots
- Augmented Reality (AR) and Virtual Reality (VR)

UNIT II: Resource Management Technologies

12 Hours

- Electronic Resource Management Systems (ERMS)
- Radio Frequency Identification (RFID)
- IoT-based Tracking and Smart Shelves
- Cloud-based Library Platforms
- Digital Library Software and Institutional Repositories
- Blockchain Applications in Digital Rights Management and Secure Transactions

UNIT III: User-Centric Technologies and Services

12 Hours

- AI-Powered Search and Discovery Tools
- Chatbots and Virtual Assistants for Reference Services

- Recommender Systems for Personalised Information Delivery
- Augmented Reality and Virtual Reality Application in Information Literacy and Exhibitions
- Mobile Library Applications and Responsive Interfaces

UNIT IV: Implementation, Ethics, and Future Trends

10 Hours

- Technology Planning and Adoption frameworks in libraries
- Data privacy, security, and ethical concerns
- Staff training and capacity building for emerging technology integration
- Policy guidelines and standards for technology-enabled library services.
- Criteria for Selection and Implementation of Emerging Technologies

Essential Readings

- AKERROYD (John). Information and communication technology in libraries: Trends and issues. 2019.
- AMERICAN LIBRARY ASSOCIATION. Library Technology Reports (various issues). Chicago: American Library Association. 2021.
- BERTOT (JC) and CHOI (H). Emerging technologies in libraries: Concepts, applications, and impact. 2020.
- CHOI (Y) and YI (H). Artificial intelligence and libraries. Journal of Academic Librarianship. 2021.
- IFLA. Guidelines for emerging technologies in libraries. 2022.
- UNESCO. Policy guidelines for the adoption of emerging technologies in knowledge institutions. 2023.

Suggested Readings

- KAVITHA (K). Emerging trends and technologies in libraries. New Delhi: Ess Ess Publications. 2021.
- MADHUSUDHAN (M) and PANDEY (P). Smart Library Systems: Competencies for Information Professionals. Agra: Social Development Federation. 2026.

DSC 3: Marketing of Library and Information Products and Services

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3: Marketing of Library and Information Products and Services	4	3	1	0	BLISc	-

Course Objectives:

This course introduces fundamental marketing principles and strategic planning specifically for library environments. Students will learn to conduct market research, implement digital promotion strategies, and develop consolidated information products to enhance library visibility and service sustainability.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the fundamental principles, concepts, and environmental factors influencing the marketing of library and information services.
- Apply strategic marketing planning, research tools, and analysis techniques in designing user-centred LIS marketing programs.
- Develop and implement promotional strategies, pricing models, and digital marketing methods for effective dissemination of LIS products and services.
- Evaluate consultancy practices, information product development, and repackaging methods to enhance library visibility and sustainability.

UNIT I: Fundamentals of Library Marketing

11 Hours

- Library Marketing: Concept, Needs, Objectives, and Philosophy
- Marketing Environment
- Market Segmentation in LIS
- Marketing Mix
- Marketing Information System (MIS)

UNIT II: Strategies, Planning, and Market Research

12 Hours

- Strategic Planning for Marketing Library Services
- Marketing Research: Tools, Techniques, and Applications in Libraries
- Marketing process in LIS
- Use of SWOT, PEST, and Competitive Analysis in Library Marketing

UNIT III: Promotion and Delivery of LIS Products and Services

12 Hours

- Pricing Models and Distribution Channels
- Communication Strategies: Advertising, Public Relations, Sales Promotion
- E-marketing and Digital Promotion Methods for Libraries
- Social Media Marketing

UNIT IV: Management Consultancy and Information Product Development**10 Hours**

- Management Consultancy
- Role of LIS Schools and Library Associations in Consultancy Services
- Information Analysis and Consolidation
- Packaging and Repackaging of Information
- Designing and Developing Consolidated Information Products for Users

Essential Readings

- BHATT (RK) and BABBAR (P). Marketing Management and Marketing Consultancy in Libraries. Delhi, Sharda Publications. 2022.
- BAKEWELL (KG). Managing user-centred libraries and information services. 2nd ed. London, Maxwell. 1997.
- CARPENTER (J) and DAVIES (R). Quantification of the overseas consulting market for professional consultancy services in librarianship and information science and information management. London, British Library. 1992.
- CHAKRABORTY (S). Marketing in library and information services: a changing paradigm. New Delhi, EssEss Publications, 2014.
- COOTE (H) and BATCHELOR (B). How to market your library services effectively. 2nd ed. London, ASLIB. 1997.
- GUPTA (DK) and others. Marketing library and information services: international perspectives. Munich, K. G. Saur. 2006.
- KOTLER (P). Marketing management. 12th ed. Delhi, Prentice-Hall. 2002.

Suggested Readings

- HELINSKY (ZA). Shortcut to marketing the library. Oxford, Chandos Publishing. 2008.
- JAIN (AK) and others. Marketing information products and services: a primer for libraries and information professionals. New Delhi, Tata McGraw-Hill. 1999.
- KOTLER (P) and ARMSTRONG (G). Principles of marketing. 7th ed. New Delhi, Prentice-Hall of India. 1996.
- RAINA (RL). Professional management of library and information systems. New Delhi, Concept Publishing. 1999.
- ROWLEY (J). Information marketing. London, Ashgate. 2001.
- SINGH (SP) and KUMAR (K). Marketing of library and information services: a study of management techniques. New Delhi, Concept Publishing. 2005.
- WEINGAND (DE). Preparing for the customer-driven library: managing programs and services. London, Library Association Publishing. 1995.

DSC 4: Information Systems and Programmes

60 Hours
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: Information Systems and Programmes	4	3	1	0	BLISc	-

Course Objectives:

This course examines the structure and function of local, national, and global information systems. Students will analyze information policies, explore international programs like UNESCO and INIS, and study the collaborative role of resource sharing, library networks, and consortia in modern information dissemination.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the concepts, types, and characteristics of information systems and organizations.
- Analyze various information products and their role in information dissemination.
- Examine the need, structure, and formulation of information policy and national information systems.
- Evaluate the role of national and international information systems and organizations.

UNIT I: Information Systems and Organizations

10 Hours

- Information Systems: Concepts, Types, and Characteristics
- Information Organizations: Definition, Objectives, Types, and Functions
- Information Products: Definition, Objectives, Types, and Use
- Library and Information Services: Definition, Types, and Use

UNIT II: Information Policy and National System of Information Services

11 Hours

- Information Policy: Need, Purpose, and Process
- National System of Information Services: Planning, Design, and Structure
- National Information Systems

UNIT III: Global Information Systems

12 Hours

- IFLA and UNESCO: Contribution, Programmes, and Activities
- UNISIST, INSPEC, and INIS
- AGRIS, MEDLARS/MEDLINE, and INFOTERRA

UNIT IV: Resource Sharing, Library Networks, and Consortia

12 Hours

- Resource Sharing: Concept, Need, Purpose, and Areas

- Library Networks: Concept, Need, Purpose, and Types
 - Library Networks: DELNET, INFLIBNET, National Knowledge Network
 - Library Consortia: ONOS, CSIR-National Knowledge Resource Consortium
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Essential Readings

ATHERTON (P). Handbook for information systems and services. Paris, UNESCO. 1997.
BHATT (RK). Information systems. Delhi, Pragati Publications. 2009.
BOURGEOIS (DT) and others. Information systems for business and beyond. Saylor Foundation. 2014.

Suggested Readings

BURCH (JG) and GRUDNITSKI (G). Information systems: Theory and practice. Singapore, Wiley. 1986.
JAEGER (PT) and others. Foundations of information policy. Chicago, ALA Neal-Schuman. 2019.
ROWLEY (J). The basics of information systems. London, Library Association. 1996.

DSE 1: Universal Decimal Classification: Practical**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1: Universal Decimal Classification: Practical	4	0	0	4	BLISc	Basics of Classification Theory and Practice

Course Objectives:

This course provides practical training in the Universal Decimal Classification system. Students will learn to analyze subject concepts, apply common and special auxiliaries, and use number-building techniques to accurately classify simple, compound, and complex interdisciplinary documents using UDC schedules.

Learning Outcomes:

After completing this course, students will be able to:

- Understand and explain the framework, structure, and purpose of the Universal Decimal Classification (UDC) system.
- Classify documents with simple and compound subjects accurately using UDC schedules.
- Apply common and special auxiliaries, and UDC devices effectively in classification.
- Construct class numbers for complex, interdisciplinary, and compound subject documents using UDC.

UNIT I: Introduction to UDC**25 Hours**

- Structure and Organization of UDC Schedules
- Principles of Classification and Synthesis in UDC
- Main Classes, Divisions and Notation System

UNIT II: Classification of Simple and Compound Subjects**35 Hours**

- Subject Analysis: Identifying Main Concepts
- Assigning Class Numbers to Simple Subjects
- Classification of Documents with Compound Subjects
- Use of Schedules and Indexes for Number Building

UNIT III: Auxiliaries in UDC**35 Hours**

- Introduction to Common Auxiliaries
- Introduction to Special Auxiliaries
- Application Rules with Examples
- Positioning Auxiliaries in Class Numbers

UNIT IV: Devices and Classification of Complex Subjects**25 Hours**

- Number Building for Complex and Interdisciplinary Subjects
 - Practical Exercises on Classifying Complex Documents
 - Introduction to UDC Online
-

Essential Readings

SINGH (KP). UDC manual. New Delhi, EssEss Publications. 2010.

UNIVERSAL DECIMAL CLASSIFICATION. Latest ed. London, British Standards Institution.

Suggested Readings

FOSKETT (AC). Universal decimal classification. London, Clive Bingley. 1973.

MCILWAINE (IC). The universal decimal classification: a guide to its use. The Hague, UDC Consortium. 2007.

UNIVERSAL DECIMAL CLASSIFICATION. Latest ed. London, British Standards Institution.

DSE 2a: Data Analytics and Visualization**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2a: Data Analytics and Visualization	4	3	1	0	BLISc	-

Course Objectives:

This course introduces the principles of data analytics and visualization within library settings. Students will master the data lifecycle, from cleaning usage statistics to performing exploratory analysis while learning to create impactful visual stories using bibliometric, network, and geographic visualization tools for evidence-based reporting.

Learning Outcomes:

After completing this course, students will be able to:

- Introduce the concept of data analytics and visualization in the library environment.
- Analyze and interpret library datasets effectively.
- Apply techniques for visual representation of library data.
- Use modern analytics and visualization tools in library contexts.

UNIT I: Foundations of Data Analytics and Visualization**11 Hours**

- Data Sources in Libraries: Usage Statistics, OPAC Logs, Repository Data, Bibliographic and Citational Data
- Data Lifecycle: Collection, Cleaning, Processing, Analysis, and Interpretation
- Data Analytics: Concept, Need, Scope, Purpose and Types
- Data Visualization: Concept, Need, Purpose and Principles
- Ethical Issues in Data Analytics and Visualization

UNIT II: Data Preparation and Exploratory Data Analysis**12 Hours**

- Data Collection Methods and Formats
- Data Cleaning and Preprocessing
- Exploratory Data Analysis
- Descriptive and Inferential Statistics for Data Analysis
- Data Tabulation and Graphical Presentation

UNIT III: Data Visualization Techniques**12 Hours**

- Principles of Effective Visualization and Storytelling with Data
- Types of Visualizations
- Network and Citation Visualization
- Visualization of Time-Series and Multivariate Data
- Geographic Visualization and Mapping
- Visualization of Bibliometric and Scientometric Data

UNIT IV: Tools and Applications of Data Visualization**10 Hours**

- Tools for Data Analysis and Visualization
 - Data Visualization for Digital Libraries and Institutional Repositories
 - Bibliometric and Scientometric Visualization Tools
 - Dashboard Creation and Reporting
 - Trends in Data Analytics and Visualization
-

Essential Readings

- CHEN (C). CiteSpace: A practical guide for mapping scientific literature. New York, Nova Science Publishers. 2016.
- EVERGREEN (SDH). Effective data visualization: The right chart for the right data. Thousand Oaks, CA, SAGE Publications. 2016.
- FRIENDLY (M) and DENIS (D). Milestones in the history of thematic cartography, statistical graphics, and data visualization. Toronto, York University. 2001.
- HEALY (K). Data visualization: A practical introduction. Princeton, Princeton University Press. 2018.

Suggested Readings

- KNAFLIC (CN). Storytelling with data: A data visualization guide for business professionals. Hoboken, NJ, Wiley. 2015.
- MUNZNER (T). Visualization analysis and design. Boca Raton, CRC Press. 2014.
- TUFTE (ER). The visual display of quantitative information. Cheshire, CT, Graphics Press. 2001.
- WILKE (CO). Fundamentals of data visualization: A primer on making informative and compelling figures. Sebastopol, CA, O'Reilly Media. 2019.

DSE 2b: Content Development: Practical**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2b: Content Development: Practical	4	0	0	4	BLISc	-

Course Objectives:

This course provides practical skills in creating and hosting digital content for library environments. Students will master multimedia design, CSS-based website development, and the creation of subject gateways, while ensuring accessibility standards, data security, and proper server configuration for professional web hosting.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the concept of content development
- Able to design, create, develop and maintain online content
- Learn critical evaluation of website quality and maintenance of quality web pages
- Get acquainted with web design standards, their importance and how to manipulate images as per requirements.

UNIT I: Image and Graphics Design**25 Hours**

- Images and Logo Creation
- Creation of Audio and Visual Contents
- Multimedia Content Creation

UNIT II: Design and Development of Library Websites**35 Hours**

- Content Creation and Management
- Cascading Style Sheets (CSS)
- Design and Development of Library Website

UNIT III: Design and Development of Subject Gateways**35 Hours**

- Content Creation and Management
- Design and Development of Subject Gateway

UNIT IV: Hosting of Web Contents**25 Hours**

- Data Security
- Server Configuration
- Domain Configuration
- Hosting of Library Website and Subject Gateway

Essential Readings

- CEDERHOLM (D). CSS3 for web designers. New York: A Book Apart. 2015.
- CLARK (J). Building accessible websites. Indianapolis: New Riders Publishing. 2002.
- COOMBS (N). Making online teaching accessible. San Francisco: Jossey-Bass. 2010.
- CUNNINGHAM (K). The accessibility handbook. Sebastopol, CA: O'Reilly Media. 2012.
- DUCKETT (J). Accessible XHTML and CSS: Web sites problem design solution. Birmingham: Wrox. 2005.
- FELKE-MORRIS (T). Basics of web design: HTML5 and CSS3. Boston: Addison-Wesley. 2013.

Suggested Readings

- HORTON (S). Access by design: A guide to universal usability for web designers. Indianapolis: New Riders Publishing. 2005.
- HORTON (S) and QUESENBERRY (W). A web for everyone. Brooklyn: Rosenfeld Media. 2012.
- HORTON (S) and QUESENBERRY (W). Universal design for web accessibility. Brooklyn: Rosenfeld Media. 2014.
- HRICKO (M), ed. Design and implementation of web-enabled teaching tools. Hershey, PA: Idea Group Publishing. 2002.
- KIRKPATRICK (A) and others. Web accessibility: Web standards and regulatory compliance. New York: Friends of ED. 2006.
- MEIERT (JO). Little book of HTML/CSS coding guidelines. Sebastopol, CA: O'Reilly Media. 2015.
- RUSHBY (N) and others. Wiley handbook of learning technology. Hoboken, NJ: Wiley. n.d.

DSE 2c: Cataloguing of Non-Book Materials: Practical**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2c: Cataloguing of Non-Book Materials: Practical	4	0	0	4	BLISc	Basics of Cataloguing Theory and Practice

Course Objectives:

This course provides practical training in cataloguing non-book materials using international standards like AACR2, MARC21, and RDA. Students will learn to create bibliographic records for diverse formats, including cartographic materials, manuscripts, and electronic resources, while applying subject headings and exploring modern frameworks like FRBR.

Learning Outcomes:

After completing this course, students will be able to:

- Apply principles and rules in preparing cataloguing entries / records for the bibliographic entities such as books and periodicals.
- Apply principles and rules in preparing catalogues for the non-book materials including electronic resources as per the Anglo-American Cataloguing Rules.
- Assign the subject headings using Sears List of Subject Headings for the items.
- Create records using MARC21, RDA and FRBR

UNIT I: Introduction to Cataloguing Standards**25 Hours**

- Anglo American Cataloguing Rules II
- Library of Congress Subject Headings List
- Machine Readable Catalogue (MARC)

UNIT II: Non-Book Materials**35 Hours**

- Cartographic Materials
- Manuscripts
- Music
- Graphic Materials
- Three-Dimensional Artifacts and Relics

UNIT III: Electronic Resources and Web Resources**35 Hours**

- Sound Recordings
- Motion Pictures and Video Recordings
- Electronic Resources: Web Resources, Online and Offline Databases
- Microforms
- Continuing Resources: Integrated Resources

UNIT IV: Trends in Cataloguing**25 Hours**

- Resource Description and Access (RDA)
- Functional Requirements for Bibliographic Records (FRBR)
- AI Tools for Cataloguing

Essential Reading

AMERICAN LIBRARY ASSOCIATION. Anglo-American Cataloguing Rules. London, Library Association. 2005.

AMERICAN LIBRARY ASSOCIATION. Resource Description and Access: Toolkit. 2024. Available at: <https://www.rdatoolkit.org/>

LIBRARY OF CONGRESS. Library of Congress Subject Headings. Latest edition. Washington, Library of Congress.

LIBRARY OF CONGRESS. Resource Description and Access. Available at: <https://www.loc.gov/aba/rda/>

OCLC. Functional Requirements for Bibliographic Records. Available at: <https://www.oclc.org/research/activities/frbr.html>

Suggested Reading

BENNETT (Rick), LAVOIE (Brian F.) and O'NEILL (Edward T.). "The Concept of a Work in WorldCat: An Application of FRBR." Library Collections, Acquisitions and Technical Services, 27(1), Spring 2003. Available at: https://www.oclc.org/content/dam/research/publications/library/2003/lavoie_frbr.pdf

HICKEY (Thomas B.), O'NEILL (Edward T.) and TOVES (Jenny). "Experiments with the IFLA Functional Requirements for Bibliographic Records (FRBR)." D-Lib Magazine, 8(9), September 2002.

O'NEILL (Edward T.). "Functional Requirements for Bibliographic Records: OCLC's Experience Identifying and Using Works." Given at FRBR Workshop, 8-9 July 2004, Frankfurt (Germany). Available at: <https://www.oclc.org/content/dam/research/presentations/oneill/frbrddb2.ppt>

O'NEILL (Edward T.). "FRBR: Application of the entity-relationship model to Humphry Clinker." Library Resources and Technical Services, 46(4), October 2002. Available at: https://www.oclc.org/content/dam/research/publications/library/2002/oneill_frbr22.pdf

WILKIE (Chris). Managing film and video collections. London, ASLIB. 1999.

GE 1a: Research Metrics and Visibility

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1a: Research Metrics and Visibility	4	3	1	0	BLISc	-

Course Objectives:

This course covers the quantitative evaluation of scientific literature and research impact. Students will apply bibliometric laws, growth models, and citation analysis to measure research productivity and visibility, while exploring modern indicators like the h-index and Altmetrics for individual and institutional performance.

Learning Outcomes:

After completing this course, students will be able to:

- Apply bibliometric, informetrics laws for quantitative and qualitative measurement of documents / information.
- Measure the performance of individuals and countries applying the principles of informetrics.
- Identify the growth and obsolescence of literature in a specific discipline / subject.
- Evaluate the quality of literature by using quality indicators such as citation analysis.
- Apply the informetrics and other metrics for collection development / access.

UNIT I: Introduction to Metric Studies

10 Hours

- Librametry, Bibliometrics, Scientometrics, Informetrics and Webometric
- Scientific Indicators
- Trends in Metric Studies

UNIT II: Growth Models and Scientific Collaboration

11 Hours

- Growth and Obsolescence of Literature: Growth Models, Aging factor and half-life: Real vs. Apparent, Synchronous vs. Diachronous
- Collaborative Measures and Indicators

UNIT III: Bibliometric Laws and Its Application

12 Hours

- Bibliometrics Laws: Bradford, Lotka and Zipf
- Bibliometrics Distributions
- Informetrics Models: Bradford's Curve, Leimukuhler's Distribution, etc
- Concentration Measures: 80-20 Rule, Price's Law related to Scientific Productivity

UNIT IV: Citation Analysis and Altmetrics

12 Hours

- Citation Analysis: Bibliographic Coupling and Co-Citation Analysis
- Science Indicators: Impact factor, h-index, g-index, i-10, Mapping of Science
- Author level and Article Level Metrics
- Altmetrics Tools and Techniques

Essential Reading

- BAKER (SL) and LANCASTER (SW). Measurement and evaluation of library services. Ed. 2. Arlington: Information Resources Press. 1991.
- JIBU (Mari) and OSABE (Yoshiyuki). Scientometrics. London: IntechOpenLtd .doi: 10.5772/intechopen.72488
- EGGHE (L) and ROUSSEAU (R). Introduction to informetrics: Quantitative methods in library, documentation and information science. Amsterdam: Elsevier. 1990.
- GARFIELD (E). Citation indexing: Its theory and application in science, technology and humanities. New York: John Wiley. 1979.
- GARG (KC). Introduction to bibliometrics and scientometrics. Ess Ess Publication, 2024
- RAO (I K R). Quantitative methods for library and information science. New Delhi: Wiley Eastern. 1985.
- SANGAM (SL). Scientometrics: qualitative methods for library and information science. Bangalore, Content Craft. 2015.
- TATTERSALL (Andy) Ed. Altmetrics: A practical guide for librarians, researchers and academics. Facet Publishing, 2016

Suggested Reading

- CARPENTER (RL) and VASU (ES). Statistical methods for librarians. Chicago: ALA. 1979.
- CRONIN(Blaise) (Editor) and SUGIMOTO (Cassidy R) Eds. Beyond Bibliometrics: Harnessing Multidimensional Indicators of Scholarly Impact. 1st Edition. MIT Press, 2014.
- DONOHUE (JC). Understanding scientific literature: A bibliometric approach. London: MIT Press. 1990.
- EGGHE (L) and ROUSSEAU (R). Elementary statistics for effective library and information services management. London: ASLIB. 2001.
- RAO (IKR). Growth of Literature .and Measures of Scientific productivity. Delhi: Ess Ess Publication, 2010.
- THELWALL (M). Introduction to webometrics: Quantitative web research for the social sciences. San Rafael, California: Morgan Publisher. 2009.
- VINYARD (Marc W.) and COLVIN (Jaimie Beth). Demystifying Scholarly Metrics: A Practical Guide. Santa Barbara, Libraries Unlimited, 2023. (Bloomsbury Clection. DOI: 10.5040/9798400639180)

GE 1b: Academic Writing Tools: Practical

120 Hours
(120hrs Practical)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1b: Academic Writing Tools: Practical	4	0	0	4	BLISc	-

Course Objectives:

This course develops proficiency in ethical academic writing by integrating AI-driven tools for literature synthesis, data analysis, and content creation. Students will master search strategies, grammar enhancement, and citation management while navigating the complexities of scholarly publishing, including peer-review processes and the prevention of plagiarism.

Learning Outcomes:

After completing this course, students will be able to:

- Develop proficiency in academic and research writing, with effective and ethical use of digital and AI-based writing tools.
- Impart skills for conducting systematic literature reviews using specialized tools.
- Enhance competence in data analysis, interpretation, and scholarly communication.
- Manage citations and references using reference management tools and promote awareness of referencing, plagiarism detection, and publishing ethics.

UNIT I: Content Creation for Academic Writing 30 Hours

- Search Strategy Development, Keyword Optimization, and Citation Chaining
- Content creation, editing, and formatting for research publications
- Ethical Use of Artificial Intelligence Tools for Article Writing

UNIT II: Review of Literature and Scholarly Discovery 30 Hours

- Bibliometric and Visualization Techniques
- AI-assisted Literature Review and Summarization
- Exploration of Various Types of Databases
- Managing and Synthesizing Scholarly Information

UNIT III: Grammar, Paraphrasing, Data Analysis, and Interpretation 30 Hours

- Grammar and Paraphrasing and Summarization
- AI-Driven Data Collection and Analysis
- Data Visualization and Interpretation in Research

UNIT IV: Referencing, Publishing, and AI-Enhanced Academic Communication 30 Hours

- Reference Management and Citation Creation
- Web and AI-based Citation Generation and Plagiarism Detection

- Scholarly Publishing: Journal Selection, Peer-Review, and Open Access
 - Identifying predatory journals and maintaining publication ethics
-

Essential Readings

- BOOTH (W C), COLOMB (G G) and WILLIAMS (J M). The craft of research. University of Chicago Press. 2024.
- HART (C). Doing a literature review: Releasing the social science research imagination. Sage. 2025.
- KUMAR (N) and MADHUSUDHAN (M). Artificial intelligence driven tool for referencing: a comparative study. In Library Diplomacy Uniting Nations through Library Cooperation. Bengaluru: LIS Academy, 244-251.2025.
- MADHUSUDHAN (M). AI in action: enhancing every stage of scientific publishing. In Management of Digital Information Resources. Noida: Allied Publishers, 51-64. 2024.
- MADHUSUDHAN (M) and PANDEY (P). Smart library systems: competencies for information professionals. Agra: Social Development Federation. 2026.
- MADHUSUDHAN (M) and KUMAR (N). Artificial intelligence driven tools for referencing: comparison of select reference managers and AI reference tools. DESIDOC Journal of Library & Information Technology 46 (2), 126-134.2026.
- PAN (L M) and CRAVEN (J S). Preparing literature reviews. Routledge. 2024.

Suggested Readings

- Borah (R) and MADHUSUDHAN (M). Plagiarism in research: avoiding big problems using minor citations. In: Modern libraries: recent trends, challenges & opportunities. Eds. Sandesh B. Desai, and Others. Goa: Creative Books, 1-15. 2022.
- ONLINE Tutorials and documentation for Content creation, review of literature, grammar, paraphrasing, data analysis and referencing tools.
- UGC. Regulations on academic integrity and plagiarism. 2018.
- UNESCO. Recommendation on the ethics of artificial intelligence. 2021.
- WIPO. Artificial intelligence and intellectual property. Available at <https://www.wipo.int/portal/en/index.html>

GE 1c: Reference Creation and Management Tools: Practical

120 Hours
(120hrs Practical)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1c: Reference Creation and Management Tools: Practical	4	0	0	4	BLISc	-

Course Objectives:

This course provides practical training in managing bibliographic data using traditional and AI-driven tools. Students will master major citation styles like APA and MLA, learn to use reference managers such as Zotero and Mendeley, and leverage AI assistants for automated citation generation and literature organization across various platforms.

Learning Outcomes:

After completing this course, students will be able to:

- Create, format, and export references using online and AI-based tools.
- Manage and organize bibliographic data through reference management software.
- Apply proper citation styles (APA, MLA, IS:IDBR, Chicago, Harvard, etc.) in academic writing.
- Integrate AI-driven research assistants (e.g., SciSpace, Semantic Scholar, Paperpal) for literature discovery and citation generation.

UNIT I: Reference Creation and Management 30 Hours

- Citation Styles: APA, MLA, Chicago, Harvard, IS: IDBR, IEEE, etc.
- Creation and Organization of Citations

UNIT II: Web-Based Citation Generators 30 Hours

- Creating References using Various Web-Based Citation Generators
- Exporting citations in Word, BibTeX, and RIS formats

UNIT III: Desktop and Cloud-Based Applications 30 Hours

- Installing and setting up accounts
- Importing, organizing, and annotating references
- Managing libraries, tags, and notes
- Integration with MS Word, Google Docs, and LaTeX

UNIT IV: AI-Based Citation Tools 30 Hours

- Creation of Citations using Various AI-based Tools
- Exporting citations in Word, BibTeX, and RIS formats

Essential Readings

- AMERICAN PSYCHOLOGICAL ASSOCIATION. Publication manual of the American psychological association. Ed. 7. American Psychological Association. 2020.
- MADHUSUDHAN (M) and KUMAR (N). Artificial intelligence driven tools for referencing: comparison of select reference managers and ai reference tools. DESIDOC Journal of Library & Information Technology, 46(2), 126-134.2026.
- KUMAR (N) and MADHUSUDHAN (M). Referencing revisited: a comparative look at MLA, APA, and IS: IDBR. Annals of Library and Information Studies,71(3), 341-348. 2024.
- KUMAR (N) and MADHUSUDHAN (M). Between choice and compulsion: the dynamics of bibliographic reference styles preferred by library and information science professionals. Serials Review, 50(1), 32-44. 2024.
- MODERN LANGUAGE ASSOCIATION. MLA handbook. Ed. 9. Modern language association of America. 2021.
- MISAO (P) and MADHUSUDHAN (M). Online citation tools: a comparative study. World Digital Libraries,10(2),113-131.2017.

Suggested Readings

- DESHMUKH (R). Comparing traditional and AI-driven research tools: A library science perspective. Vidyawarta. 2024.
- PETAL. Petal[computer software]. Data analysis platform. Available at: <https://www.petal.org/>. 2026.
- ENDNOTE. EndNote [computer software]. EndNote. Available at: <https://endnote.com/2017>.
- MENDELEY. Mendeley: Reference management software and researcher network [computer software]. Elsevier. Available at: <https://www.mendeley.com/>. 2018.
- KUMAR (N) and MADHUSUDHAN (M). Surplus of errors or ease of referencing, where accuracy stands in citation tools. In:Futuristic vision and technology for innovative libraries, Edited by Rajesh Singh & Shiva KanaujiaSukula, Burlington: Society Publishing, 381-392.2024.
- ONLINE INDIAN CITATION GENERATION TOOL [computer software]. Available at:<https://oicgt.vercel.app/>. 2026.
- SCISPACE. SciSpace [computer software]. SciSpace.com. Available at: <https://scispace.com/2025>.
- SEMANTIC SCHOLAR. Semantic Scholar: an academic search engine for scientific articles [web application]. Available at: <https://www.semanticscholar.org/>. 2019.
- ZOTERO. Zotero: Your personal research assistant [computer software]. Zotero.org. Available at: <https://www.zotero.org/>. 2019.

MLISc
Semester-II

DSC 5: Information Storage and Retrieval System

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Information Storage and Retrieval System	4	3	1	0	BLISc	-

Course Objectives:

This course explores the fundamental principles of Information Storage and Retrieval (ISAR) systems. Students will master indexing techniques, vocabulary control, and retrieval models, while learning to design advanced search strategies and evaluate system performance using modern tools like data mining and the semantic web.

Learning Outcomes:

After completing this course, students will be able to:

- Understand and evaluate the fundamental concepts, components, and models of Information Storage and Retrieval (ISAR) systems.
- Apply indexing systems, classification tools, thesauri, and vocabulary control for effective information retrieval.
- Design and implement search strategies using Boolean logic, proximity operators, and web-based tools for diverse information needs.
- Analyze the role of metadata, file organization, and knowledge management techniques in modern retrieval systems.

UNIT I: Basics of Information Retrieval System

10 Hours

- Information Retrieval System: Concept, Components, Types and Compatibility
- Information Retrieval Models
- Evaluation of Information Retrieval System

UNIT II: Information Storage and Organization

11 Hours

- Controlled Vocabulary
- Thesaurus: Need, Purpose and Construction
- Classification Schedules, Subject Heading Lists
- Bibliographic Description Standards and Tools

UNIT III: Indexing and Indexing Systems

12 Hours

- Index, Indexing and Indexing Systems
- Types of Indexing Systems: Pre-Coordinate, Post-Coordinate, Assigned, Derived and Automatic
- Landmarks in Indexing Systems

UNIT IV: Information Retrieval and Searching Techniques**12 Hours**

- Information Retrieval: Types and Techniques
 - Information Searching: Types and Techniques
 - Data Mining, Data Harvesting and Semantic Web
 - Trends in Information Storage and Retrieval
-

Essential Readings

- BAEZA-YATES (R) and RIBEIRO-NETO (B). Modern information retrieval: the concepts and technology behind search. 2nd ed. Boston, Addison-Wesley. 2011.
- CHOWDHURY (GG). Introduction to modern information retrieval. London, Library Association. 1999.
- CLEVELAND (DB) and CLEVELAND (AD). Introduction to indexing and abstracting. Colorado, Libraries Unlimited. 2001.
- CROFT (WB) and others. Search engines: information retrieval in practice. Boston, Addison-Wesley. 2010.
- LANCASTER (FW). Vocabulary control for information retrieval. 2nd ed. Arlington, Information Resources Press. 1985.
- LANCASTER (FW). Indexing and abstracting in theory and practice. 3rd ed. Urbana, University of Illinois. 2003.
- MANNING (CD) and others. Introduction to information retrieval. Cambridge, Cambridge University Press. 2008.
- ROWLEY (J). The basics of information systems. 2nd ed. London, Library Association. 1996.
- SARACEVIC (T). Evaluating information retrieval systems. Cham, Springer. 2016.

Suggested Readings

- FOSKETT (AC). Subject approach to information. 5th ed. London: Library Association. 1996.
- GHOSH (SN) and SATPATHI (JN). Subject indexing system: concepts, methods and techniques. Calcutta, IASLIC. 1998.
- KORFHAGE (RR). Information storage and retrieval. New York, John Wiley. 1997.
- SOERGEL (D). Indexing languages and thesauri: construction and maintenance. New York, John Wiley and Sons. 1974.
- WALKER (G) and JANES (J). Online retrieval: a dialogue of theory and practice. Englewood, Libraries Unlimited. 1993.

DSC 6: Information and Communication Technology Applications in Libraries: Practical

120 Hours
(120hrs Practical)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Information and Communication Technology Applications in Libraries: Practice	4	0	0	4	BLISc	-

Course Objectives:

This course provides hands-on training in library automation and digital repository management. Students will master the installation and configuration of Koha, execute core housekeeping operations like circulation and serials management, and learn to build digital collections using institutional repository software and standardized metadata.

Learning Outcomes:

After completing this course, students will be able to:

- Install and configure Koha for library automation.
- Perform cataloguing, circulation, and reporting using Koha.
- Apply metadata standards for digital resource management.
- Design and manage automated and digital library systems.

UNIT I: Library Automation Using Koha

30 Hours

- Installation and Configuration of Koha
- Creation of Library Branches and User Categories
- System Preferences and Administration Tools
- Customization of Bibliographic Framework

UNIT II: Koha Modules and Housekeeping Operations

30 Hours

- Database Creation
- Patron Management
- Acquisition
- OPAC Configuration and Customization
- Serials Management
- Import and Export
- Conversion of Spreadsheet to MARC File
- Reports and Statistics Generation

UNIT III: Building Collection using Institutional Repository Software **30 Hours**

- Installation and Configuration
- Collection Creation and Index Generation
- Importing Digital Documents
- Browsing and Search Interfaces

UNIT IV: Metadata Creation and Customization **30 Hours**

- Metadata Creation
- Indexing and Search Configuration
- Interface Design and Multilingual Support
- Customization

Essential Readings

ARMS (WY). Digital libraries. Cambridge, MIT Press. 2000.

BORGMAN (CL). Scholarship in the digital age: Information, infrastructure, and the Internet. Cambridge, MIT Press. 2007.

BREEDING (M). Library technology guides. Chicago, American Library Association. 2016.

KOHA COMMUNITY. Koha manual. Wellington, Koha Library Software Foundation. 2023.

WITTEN (IH) and others. How to build a digital library. San Francisco, Morgan Kaufmann. 2010.

Suggested Readings

CHOWDHURY (GG) and CHOWDHURY (S). Introduction to digital libraries. London, Facet Publishing. 2003.

HARAVU (LJ). Library automation: Design, principles and practice. New Delhi, Allied Publishers. 2004.

DSC 7: Advanced Information Literacy

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Advanced Information Literacy	4	3	1	0	BLISc	-

Course Objectives:

This course explores advanced information literacy models and frameworks essential for the knowledge society. Students will learn to design instructional programs, apply critical evaluation techniques like CRAAP and SIFT to combat misinformation, and integrate AI tools into digital literacy initiatives while upholding media ethics and data privacy.

Learning Outcomes:

After completing this course, students will be able to:

- Explain advanced concepts, models, and standards of information literacy, and compare global IL frameworks with a focus on their relevance to Indian libraries.
- Design an IL curriculum and training module for a specific user group, applying effective instructional methods and evaluation strategies.
- Demonstrate advanced search strategies in various information systems and databases, and critically evaluate sources for authority, accuracy, and relevance.
- Apply critical thinking and evaluation techniques (CRAAP, SIFT, SMART) to identify misinformation, practice digital ethics, and integrate emerging trends such as AI and app-based tools in MIL initiatives.

UNIT I: Foundation of Information Literacy

10 Hours

- Concept, Scope, and Evolution of Information Literacy.
- Information Literacy in the Knowledge Society and Lifelong Learning.
- Five Laws of Media and Information Literacy
- Information Literacy Standards and Frameworks
- Information Literacy Models

UNIT II: Designing and Delivering Information Literacy Programmes

12 Hours

- Needs Assessment for Information Literacy Training
- Information Literacy for Specific User Groups
- Information Literacy: Instruction Modes, materials and Methods
- Web-based Information Literacy
- AI tools integration in Information Literacy Programmes

UNIT III: Information Literacy Skills**12 Hours**

- Information Search Strategies: Basic and Advance
- Digital literacy and Media Literacy
- Information Literacy Skills through Web-Based Instruction
- Trends in Information Literacy: Artificial Intelligence
- Assessment and Evaluation of Information Literacy Programmes

UNIT IV: Assessment and Evaluation of Information**11 Hours**

- Fake News, Misinformation, Disinformation, Cyberbullying, and Netiquettes
- Open Access Movement and Creative Commons Licensing
- Data Privacy, Security Issues and Media and Information Ethics
- Evaluating Resources and Methods

Essential Readings

- AMERICAN LIBRARY ASSOCIATION. Framework for information literacy for higher education. Chicago, American Library Association. 2016.
- BROWN (N) and others. Visual literacy for libraries: a practical, standards-based guide. London, Facet Publishing. 2016.
- BURKHARDT (JM). Teaching information literacy reframed: 50+ framework-based exercises for creating information-literate learners. London, Facet Publishing. 2016.
- CRAWFORD (J) and IRVING (C). Information literacy and lifelong learning: policy issues, the workplace, health and public libraries. Oxford, Chandos Publishing. 2014.
- GODWIN (P) and PARKER (J). Information literacy beyond library 2.0. London, Facet Publishing. 2012.
- JACOBSON (TE) and MACKEY (TP). Metaliteracy in practice. London, Facet Publishing. 2015.
- JULIEN (H) and others. The information literacy framework: Case studies of successful implementation. Lanham, Rowman & Littlefield Publishers. 2020.
- LEUNG (B T H), and Others. Transferring Information Literacy Practices. Singapore: Springer. 2019
- MARTIN (A) and MADIGAN (D). Digital literacies for learning. London, Facet Publishing. 2006.
- UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO). Global media and information literacy assessment framework. Paris, UNESCO. 2013.

Suggested Readings

- HEPWORTH (M) and WALTON (G). Teaching information literacy for inquiry-based learning. London, Facet Publishing. 2009.
- HORTON (FW). Understanding information literacy: a primer. Paris, UNESCO. 2007.
- KISHOR (J). Model of information literacy. Ahmedabad: INFLIBNET Centre. 2018.
- LANNING (S). Concise guide to information literacy. Santa Barbara: Libraries Unlimited. 2017.
- SCONUL. The seven pillars of information literacy. London, SCONUL. 2011.

DSC 8: Academic Library and Information System

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8: Academic Library and Information System	4	3	1	0	BLISc	-

Course Objectives:

This course examines the evolution and management of academic library systems, specifically within the Indian context. Students will explore collection development policies, financial planning, and organizational governance, while gaining the skills to implement ICT-enabled services, resource-sharing networks like INFLIBNET, and effective human resource management strategies.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the origin, development, and role of academic libraries in formal and non-formal education, with reference to India.
- Develop and manage diverse library collections, including print, non-print, and digital resources, and understand consortium-based access models.
- Analyze organizational structures, administration, standards, budgeting, and financial management in academic libraries.
- Implement information services, ICT-enabled services, networking, and human resource management to enhance library efficiency and user satisfaction.

UNIT I: Academic Libraries: History and Development

10 Hours

- Types, Objectives, Functions and Services of Academic Libraries
- History and Development of College and University Libraries with Special Reference to India
- Role of Academic Libraries in Formal and Non-Formal Education
- Role of UGC in the Development of Academic Libraries

UNIT II: Collection Development and Information Resources

12 Hours

- Collection Development Policy and Procedures
- Print and Electronic Resources
- Non-Book Materials
- Consortia and Access Models

UNIT III: Organization, Administration and Standards

11 Hours

- Organizational Structure and Governance in Academic Libraries
- Staff Manual, Library Statistics, Surveys, Annual Reports and Standards
- Budgeting: Types of Budget and Financial Planning in Libraries
- Sources of Finance for Academic Libraries

UNIT IV: Information Services, Networking, and Human Resources**12 Hours**

- Information Services: CAS, SDI, etc
- Web Based Library Services: OPAC, Digital Reference, Online Helpdesks, etc
- Resource Sharing and Library Networks: INFLIBNET, DELNET, etc
- Human Resource Management: Job Analysis and Assessment
- Staff Competency Development and Performance Evaluation

Essential Readings

- AGGARWAL (DS). Management of academic libraries in the digital era. New Delhi, EssEss Publications. 2015.
- BAKER (D), ed. Resource management in academic libraries. London, Library Association. 1997.
- BHATT (RK) and others. Academic Libraries. Delhi, KK Publications. 2018.
- BHATT (RK). University Libraries. Delhi, Narendra Publishing House. 2019.
- BROPHY (P). The academic library. London, Library Association. 2000.
- BUDD (JM). The academic library: the context, its purpose and its operation. London, Libraries Unlimited. 1988.
- CHAPMAN (L). Managing acquisitions in library and information services. London, Library Association. 2001.
- DOWLER (L), ed. Gateways to knowledge: the role of academic libraries in teaching, learning and research. London, MIT Press. 1998.
- GUPTA (DK). Library networks and resource sharing in India. Munich, K. G. Saur. 2009.
- RANGANATHAN (SR). School and college libraries. Madras, Madras Library Association. 1942.
- SHARMA (JP). Academic libraries in India: emerging trends and challenges. New Delhi, Chand Publications. 2016.

Suggested Readings

- JORDAN (P). The academic library and its users. London, Gower Publishing Limited. 1998.
- KUMAR (P) and SINGH (S). Human resource management in academic libraries. New Delhi, Routledge. 2020.
- LINE (MB), ed. Academic library management. London, Library Association. 1990.
- RAJU (NV) and KUMAR (R). Digital library services : planning, design and management. New Delhi, Excel Books. 2018.
- WEBB (SP). Personal development in information work. 2nd ed. London, ASLIB. 1991.
- WHITE (CM). Survey of the University of Delhi. Delhi, Planning Unit, University of Delhi, 1965.

DSE 3: Artificial Intelligence and Libraries

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Artificial Intelligence and Libraries	4	3	1	0	BLISc	-

Course Objectives:

This course explores the transformative role of Artificial Intelligence in library environments, covering fundamental branches like Machine Learning and Natural Language Processing. Students will learn to implement AI-powered search, metadata generation, and virtual reference services while critically addressing algorithmic bias, data privacy, and the evolving competencies required for AI-augmented knowledge services.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the fundamental concepts, history, and branches of Artificial Intelligence, and relate their relevance to Libraries.
- Identify and evaluate AI applications in library services, including cataloguing, reference, search systems, and recommender technologies.
- Demonstrate practical skills in using AI-based tools for metadata creation, content analysis, plagiarism detection, and bibliometric analysis in library workflows.
- Critically assess ethical, legal, and policy implications of AI in libraries, and propose strategies for responsible AI adoption.

UNIT I: Fundamentals of Artificial Intelligence

10 Hours

- Definition, Scope, and Characteristics of AI
- Branches of AI: Machine Learning, Natural Language Processing (NLP)
- AI Trends in Global and Indian Contexts

UNIT II: AI Applications in Library and Information Services

13 Hours

- Artificial Intelligence based Integrated Library Management Systems (ILMS)
- AI in Cataloguing and Metadata Generation
- AI-Powered Search and Discovery Systems
- Natural Language Processing for Information Retrieval
- Chatbots and Virtual Reference Services
- AI-Based Recommendation Systems

UNIT III: AI Tools for Libraries**12 Hours**

- AI-Driven Tools for Librarians: Cataloguing & Metadata, Text and Content Analysis, Plagiarism Detection, Image & OCR Tools
- AI in Digital Preservation and Archive Management
- AI-Powered Bibliometric and Scientometric Analysis

UNIT IV: Challenges, Ethics, and Future of AI in Libraries**10 Hours**

- Data Privacy and Security in AI-Powered Systems
- Bias and Fairness in AI Algorithms
- Skills and competencies for Library and Information Science Professionals
- Future trends: Generative AI, Semantic Web, and AI-Augmented Knowledge Services.

Essential Readings

ANDERSON (CB) and FISHER (DH). Artificial intelligence for academic libraries. London, Routledge. 2025.

IFLA. Artificial intelligence and libraries. The Hague, International Federation of Library Associations and Institutions. 2020.

JONES (R). AI and machine learning for librarians. Chicago, ALA Editions. 2022.

KHAMIS (I). Applications of artificial intelligence in libraries. Hershey, IGI Global Scientific Publishing. 2024.

LUND (BD). Artificial intelligence for libraries. London, Bloomsbury Publishing. 2025.

MEESAD (P) and MINGKHWAN (A). Libraries in transformation. Cham, Springer Nature Switzerland. 2024.

Suggested Readings

CHOI (Y) and YI (H). Artificial intelligence in libraries: Applications and challenges. Journal of academic librarianship. 2021.

NORTON (A), SACCO (K) and ARMS (K). Navigating AI in academic libraries: Implications for academic research. Hershey, IGI Global Scientific Publishing. 2025.

ROSS (M). AI libraries. Oslo, Publifys AS. 2025.

SAHOO (S). AI-driven information management: Strategies for libraries in the digital era. New Delhi, IIP Iterative International Publishers. 2025.

DSE 4a: Print and Electronic Sources and Literature in Humanities**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4a: Print and Electronic Sources and Literature in Humanities	4	3	1	0	BLISc	-

Course Objectives:

This course examines the landscape of scholarly communication and information resources within the humanities. Students will analyze the unique information-seeking behaviors of humanities researchers, evaluate diverse print and electronic sources from manuscripts to digital databases and explore the role of international research institutions and digital humanities platforms in supporting global scholarly output.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the scope, development, and research trends in humanities disciplines such as religion, philosophy, fine arts, and literature.
- Analyze the information needs and information-seeking behaviour of users in humanities.
- Identify, evaluate, and utilize print and electronic information sources relevant to humanities research.
- Access and use databases, digital resources, and institutional outputs while recognizing contributions of scholars and organizations in humanities.

UNIT I: Historical Development and Scope of Humanities**11 Hours**

- Scope and Nature of Humanities Disciplines
- Historical Development of Humanities Literature
- Research Trends in Humanities: Religion, Philosophy, Fine Arts and Literature
- Evolution of Scholarly Communication in Humanities

UNIT II: User Studies and Information-Seeking Behaviour**10 Hours**

- Information Needs of Humanities Scholars and Researchers
- Information-Seeking Behaviour in Humanities Disciplines
- User Studies: Importance, Objectives and Types
- Planning and Conducting User Surveys
- Methods and Techniques of User Services in Humanities Libraries

UNIT III: Information Sources and Evaluation**12 Hours**

- Primary, Secondary, and Tertiary Sources in Humanities
- Types of Sources: Manuscripts, Books, Journals, Essays, Archival Materials
- Evaluation of Print and Electronic Sources
- Reference Sources: Bibliographies, Encyclopedias, Indexes and Abstracts
- Criteria for Evaluating Authenticity, Authority and Relevance

UNIT IV: Databases, Internet Services, and Institutional Contributions**12 Hours**

- Networked and Distributed Databases in Humanities
- Consortia, Subject Gateways and Digital Humanities Platforms
- Internet Resources, Digital Libraries and E-Journals
- Role of Research Institutions and Professional Organizations in India, UK, and USA
Contributions of Prominent Thinkers in Religion, Philosophy, Fine Arts and Literature

Essential Reading

- BALAY (Robert), Ed. Guide to reference books. Ed.11. 1996. ALA, Chicago.
- CASE (D). Looking for information: A survey of research on information seeking, needs, and behavior. 2nd ed. London, Emerald Publishing. 2006.
- CASE (Donald O.) and GIVEN (Lisa M.). Looking for information: A survey of research on information seeking, needs, and behavior (4th edition). . Bingley, UK: Emerald Group Publishing, 2016
- CHANDLER (G). How to find out about literature. Rev. Ed. 5. 2014. Elsevier.
- CHATTERJEE (Satischandra) and DATTA (Dhirendra Mohan). An Introduction to Indian Philosophy. Motilal Banarsidass Publishers Private Limited, 2016.
- CRANE (R S). Idea of the humanities, and Other Essays Critical and Historical. v. 1. 1967. University of Chicago Press, Chicago.
- FISHER (Karen E.), ERDELEZ (Sanda) and MCKECHNIE (Lynne). Theories of Information Behavior. Information Today Inc, 2005.
- INDIAN COUNCIL FOR CULTURAL RELATIONS. <https://iccr.gov.in/about-us/history>
- INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH. <https://icpr.in/>
- INDIAN INSTITUTE OF ADVANCED STUDY. Accessed on 4/4/2026, <https://iias.ac.in/>
- JONES (W T). The Sciences and the Humanities: Conflict and Reconciliation. 2023. University of California Press, Berkeley.
- KENNA (Stephanie) and Ross (Seamus), Ed. Networking in the humanities: Proceeding. 1995. Bowker-Saur, London.
- OHIO HUMANITIES. Accessed on 4/4/2026, <https://www.ohiohumanities.org/about/>
- RADHAKRISHNAN (Sarvepalli). Indian Philosophy (Volume I & II).Oxford University Press, 2008.
- ROGERS (Robert A.), BLAZEK(Ron)and AVERSA (Elizabeth Smith). The Humanities, The: A Selective Guide to Information Sources (Library Science Texts). Libraries Unlimited Inc, 2005.

- SHARMA (Chandradhar). A Critical Survey of Indian Philosophy. Motilal Banarsidass Publishing House, 2000.
<https://ia601900.us.archive.org/21/items/IndianPhilosophyACriticalSurvey/Indian-Philosophy-A-Critical-Survey.pdf>
- SHEIM (Lester), et al. Humanities and the library: problem in the interpretation, evaluation and use of library materials. 1965. ALA, Chicago. <https://www.ideals.illinois.edu/items/37170>
- STEINBERG (Theodore L.). Literature, the Humanities, and Humanity. Open SUNY, 2014. http://efaidnbmnnnibpcajpcglclefindmkaj/https://www.opentextbooks.org.hk/system/files/export/14/14914/pdf/Literature_the_Humanities_and_Humanity_14914.pdf

Suggested Reading

- AL-SUQRI (Mohammed Nasser) and AL-AUFI (Ali Saif). Information Seeking Behavior and Technology Adoption: Theories and Trends. IGI Global, 2015. DOI:10.4018/978-1-4666-8156-9
- DASGUPTA (Surendranath). A History of Indian Philosophy, Diamond Publishers, 2017
- DIRECTORY OF OPEN ACCESS JOURNALS (DOAJ). DOAJ. Available at: <https://doaj.org/toc/2076-0760>
- IRANI (Z) and LOVER (P). Evaluating information systems: Public and private sector. London, Butterworth-Heinemann. 2008.
- NAIK(MK). A History of Indian English Literature, Sahitya Akademi, 2009
- SASTRY (Trilochan). The Essentials of Hinduism: An Introduction to All the Sacred Texts. India Viking, 2023
- SMITH (Huston). The World's Religions: A Study of the Essential Teachings of the World's Major Faiths. HarperOne, 2009.
- WINTERNITZ (Maurice). A History of Indian Literature (Set of 3 Volumes). Motilal Banarsidass pub Ltd., 2018.

DSE 4b: Print and Electronic Sources and Literature in Natural Sciences**60 Hours**
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4b: Print and Electronic Sources and Literature in Natural Sciences	4	3	1	0	BLISc	-

Course Objectives:

This course explores the historical evolution and scholarly communication landscape of the natural sciences. Students will analyze the specialized information-seeking behaviors of scientists, evaluate the credibility of primary and technical resources, and master the use of global databases, subject gateways, and consortia to support research in the physical and biological sciences.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the historical development, scope, and trends of research in natural sciences.
- Analyze the information needs and information-seeking behaviour of users in natural sciences.
- Evaluate and utilize print, electronic, and tertiary sources for research and study in natural sciences.
- Identify and access relevant databases, consortia, and internet resources; recognize contributions of institutions and eminent scientists.

UNIT I: Historical Development and Scope**12 Hours**

- Historical Development of Natural Sciences Literature
- Scope of the Discipline: Physical Sciences and Biological Sciences
- Research Trends and Emerging Areas in Natural Sciences
- Evolution of Scientific Communication and Publications

UNIT II: User Studies and Information-Seeking Behaviour**12 Hours**

- Understanding Information Needs of Researchers and Students
- Information-Seeking Behaviour in Natural Sciences
- Importance, Objectives, and Types of User Studies
- Planning and Conducting User Surveys
- Methods and Strategies for Effective User Services

UNIT III: Information Sources and Evaluation**11 Hours**

- Primary, Secondary, and Tertiary Sources of Information in Natural Sciences
- Evaluation of Secondary Sources: Print vs Electronic Resources
- Scientific Journals, Monographs, Conference Proceedings, Technical Reports
- Use of Bibliographies, Indexes, Abstracts, and Review Literature
- Criteria for Evaluating Quality, Relevance, and Credibility

UNIT IV: Databases, Internet Services and Institutional Contributions**10 Hours**

- Networked and Distributed Databases in Natural Sciences
- Consortia, Subject Gateways, and Federated Search
- Internet Resources, E-Journals, and Digital Libraries
- Role of Research Institutions and Professional Organizations in India, UK, and USA
- Contributions of Prominent Physical and Biological Scientists

Essential Readings

AMERICAN CHEMICAL SOCIETY. Searching the chemical literature. Washington, American Chemical Society. 1979.

BERNAL (JD). Social function of science. Cambridge, MIT Press. 1964.

BROWN (CH). Scientific serials. Chicago, Association of College and Research Libraries. 1956.

LANCASTER (FW) and FAYEN (EG). Information retrieval systems: Theory and practice. 2nd ed. San Diego, Academic Press. 2012.

MOSER (DK) and SPANGENBURG (G). The history of science. New Delhi, University Press. 1994.

ROWLEY (J) and HARTLEY (R). Organizing knowledge: An introduction to managing access to information. 5th ed. London, Routledge. 2017.

SPANGENBURG (R) and MOSER (DK). The history of science in the 19th century. Hyderabad, University Press. 1994.

TENOPIR (C) and KING (DW). Communication patterns of scientists. 2nd ed. Oxford, Wiley-Blackwell. 2004.

Suggested Readings

DAMPIER (WC). History of science and its relations with philosophy and religion. London, Cambridge University Press. 1961.

GROGAN (D). Science and technology: Introduction to the literature. 4th ed. London, Clive Bingley. 1982.

HAMES (I). Peer review and manuscript management in scientific journals: Guidelines for good practice. Oxford, Wiley-Blackwell. 2013.

DSE 4c: Print and Electronic Sources and Literature in Social Sciences**60 Hours**
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4c: Print and Electronic Sources and Literature in Social Sciences	4	3	1	0	BLISc	-

Course Objectives:

This course explores the nature, scope, and research trends within major social science disciplines like Economics, Sociology, and Political Science. Students will analyze the specific information-seeking behaviors of social scientists, evaluate primary and electronic resources, and examine the impact of global research institutions and networked databases on the development of the field.

Learning Outcomes:

After completing this course, students will be able to:

- Comprehend with nature, scope, development and research trends of major social science disciplines, their importance along-with current relevance in global scenario
- Acquaint students about the Information systems and sources, Network and related resources in the field of Social Sciences at national and international level
- Profound Knowledge of prominent Social Sciences Institutes/ Organizations: their role and activities at national and international level
- Comprehend with major contributions of eminent social scientists of national and international repute

UNIT I: Historical Development, Scope and User Studies**12 Hours**

- Nature, Scope and Development of Social Sciences
- Definition, Scope, Landmarks and Research Trends in Political Science, History, Economics and Sociology
- Information Needs of User's in Social Sciences
- Information Seeking Behaviour for Research
- User Studies: Importance, Objectives, Types and Planning User Survey

UNIT II: Information Sources and Evaluation**12 Hours**

- Primary, Secondary and Tertiary Sources of Social Sciences
- Evaluation of Sources: Print and Electronic Resources

UNIT III: Databases and Internet Services**11 Hours**

- Networked and Distributed Databases
- Consortia and Subject Gateways in the Field of Social Sciences
- Internet Resources and Services

UNIT IV: Role of Contributors and Institutions**10 Hours**

- Activities of Research Institutions and Professional Organisations in the Growth and Development of Social Sciences with Particular Reference to India, UK and USA
London School of Economics and Political Science
- Contributions made by the Prominent Social Scientists in the field of History, Political Science, Economics and Sociology

Essential Readings

- ADAMS (BN) and SYDIE (RA). Sociological Theory. Pine Forge Press, California. 2001.
- ALVEY (JE). An Introduction to Economics as a Moral Science. International Journal of Social Economics, 27(12), 1231–1252. 2000.
<https://doi.org/10.1108/03068290010353208>
- BHATT (RK) and CHAND (M). Ed. Fundamentals of Social Sciences and Library Consortia. K.K. Publications, New Delhi. 2014.
- BHATT (RK) and KUMAR (M). Ed. Development of Social Sciences: A Librarian's Companion. K.K. Publications, New Delhi. 2014.
- CASE (DO). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. 2nd ed. Elsevier/Academic Press, London. 2007.
- DATA.GOV.IN. India Government Data. <https://www.data.gov.in>
- DIRECTORY OF OPEN ACCESS JOURNALS (DOAJ). DOAJ.
<https://doaj.org/toc/2076-0760>
- FISHER (D) and others. Eds. Information Sources in the Social Sciences. K.G. Saur, München. 2002.
- INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR). <http://ichr.ac.in/v3/>
- INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR). <https://icssr.org/>
- INDIAN INSTITUTE OF PUBLIC ADMINISTRATION (IIPA).
<https://www.iipa.org.in/cms/public/page/about-us>
- INSTITUTE OF ECONOMIC GROWTH (IEG). <https://iegindia.org/>
- INTERNATIONAL POLITICAL SCIENCE ASSOCIATION (IPSA). <https://www.ipsa.org/>
- INTERNATIONAL SOCIOLOGICAL ASSOCIATION (ISA).
<https://www.isa-sociology.org/en>
- LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE (LSE).
<https://www.lse.ac.uk/>
- NADKARNI (MV). Ed. Landmarks in the Development of Social Sciences during the Twentieth Century. Allied Publishers, New Delhi. 2002.
- NATURE AND SCOPE OF SOCIOLOGY.
<http://egyankosh.ac.in/bitstream/123456789/18784/1/Unit-1.pdf>

OPEN DOAR (DIRECTORY OF OPEN ACCESS REPOSITORIES). OpenDOAR.
https://opendoar.ac.uk/search?type=repositorySearch&term=social%20sciences&page=1&per_page=10

POLITICAL SCIENCE: MEANING, NATURE, SCOPE, AND IMPORTANCE.
<https://schoolofpoliticalscience.com/meaning-nature-and-scope-of-political-science/>

SOCIAL SCIENCE RESEARCH NETWORK (SSRN). SSRN.
<https://www.ssrn.com/index.cfm/en/>

SOCIAL SCIENCE: SOCIOLOGY.
<https://www.britannica.com/topic/social-science/Sociology>

SOCIOSITE.SocioSite.<https://crl.du.ac.in/Publication/E-Resources%20in%20Public%20Domain-Final/Sociology/SocioSite.htm>

TATA INSTITUTE OF SOCIAL SCIENCES (TISS). <https://tiss.ac.in/>

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO). UNESCO. <https://www.unesco.org/en>

Suggested Readings

HIST 300 – Introduction to Historical Studies: Historical Writing.
<https://uscupstate.libguides.com/c.php?g=257967&p=3139252>

KUNDU (DK). Models of Information Seeking Behaviour: A Comparative Study. International Journal of Library and Information Studies, 7(4), 393–405. 2017.
http://www.ijlis.org/img/2017_Vol_7_Issue_4/393-405.pdf

MOMIGLIANO (A). The Introduction of the Teaching of History as an Academic Subject and its Implications. Minerva, 21(1), 1–15. 1983.
<https://www.jstor.org/stable/41820514>

NATIONAL COUNCIL OF APPLIED ECONOMIC RESEARCH. NCAER.
<https://ncaer.org>

NATURE AND SCOPE OF SOCIAL SCIENCES.
<http://egyankosh.ac.in/youtubevideo.jsp?src=FeZ2MtG5qDM&title=Nature%20And%20Scope%20of%20Social%20Sciences>

OXFORD UNIVERSITY PRESS. Oxford Series in Social Sciences.
<https://global.oup.com/academic/series/social-sciences/?lang=en&cc=in>

SALMON (RH). Social Sciences: Historical and Philosophical Overview of Methods and Goals. <https://www.eolss.net/sample-chapters/C05/E6-89-13-00.pdf>

SELIGMAN (ERA). Ed. Encyclopedia of the Social Sciences. Macmillan & Co., New York. 1930. 15 vols.

SINGH (S). Information Users and their Information Needs: Category of Information Users and their Needs.
<https://ebooks.inflibnet.ac.in/lisp4/chapter/information-users-and-their-information-needs-category-of-information-users-and-their-needs>

SOCIAL SCIENCE RESEARCH NETWORK. SSRN. <https://www.ssrn.com/index.cfm/en>

SOCIAL SCIENCE. <https://www.britannica.com/topic/social-science>

USER STUDY. shodhganga.inflibnet.ac.in/bitstream/10603/38822/8/08_chapter%202.pdf

SEC 1: Dissertation

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC 2: Dissertation	4	2	0	2	BLISc	-

Course Objectives:

The course is designed to enhance student's ability to identify and formulate research problems in Library and Information Science. It aims to equip them with the skills needed to create well-structured research proposals that include clear objectives, research questions, and hypotheses. The course also trains the students to conduct systematic literature reviews and identify research gaps. It also provides knowledge of suitable research methods and techniques for data collection and analysis. Furthermore, the course focuses on developing competencies in academic writing, proper citation practices, and ethical research conduct. Finally, it prepares students for effective dissertation writing and presentations.

Learning Outcomes:

After completing this course, students will be able to:

- Formulate research problems, objectives, and hypotheses in LIS.
- Conduct a systematic literature review and identify research gaps.
- Apply suitable research methods, sampling techniques, and data collection tools.
- Analyze and interpret data using statistical techniques and software.
- Prepare a structured dissertation following academic writing standards.
- Use proper citation methods and plagiarism detection tools ethically.
- Effectively present and defend research findings during the Viva Voce exam.

UNIT I: Research Design and Proposal Development

- Identification and formulation of research problems in Library and Information Science
- Formulation of research objectives, research questions, and hypotheses
- Scope, significance, and limitations of the study
- Preparation of a research proposal, including planning and timeline

UNIT II: Literature Review and Research Gap

- Purpose and importance of literature review
- Identification of sources: print, digital databases, and open access resources
- Literature search strategies using keywords and Boolean operators
- Use of citation and reference management tools
- Conducting a systematic literature review
- Critical analysis and synthesis of literature
- Identification of research gaps

UNIT III: Research Methodology and Data Analysis

- Selection of research methods: qualitative, quantitative, and mixed methods

- Sampling techniques and sample design
- Methods of primary and secondary data collection
- Data collection tools (questionnaires, interview schedules, checklists)
- Data processing: coding, classification, and tabulation
- Application of statistical techniques
- Use of data analysis software

UNIT IV: Dissertation Writing

- Structure and organization of the dissertation
- Interpretation and presentation of data using tables and figures
- Use of standard citation styles and academic writing tools
- Use of plagiarism detection tools
- Preparation and submission of the final dissertation

Essential Readings

- BOOTH (A), SUTTON(A), and PAPAIOANNOU (D). Systematic approaches to a successful literature review (3rd ed.). Sage Publications Limited.2022.
- CONNAWAY (L S) and RADFOR (M L). Research methods in library and information science. Bloomsbury. 2021.
- CRESWELL (J W) and CRESWELL (J D). Research design: qualitative, quantitative, and mixed methods approaches(5th ed.). Sage Publications. 2017.
- KOTHARI (C R). Research methodology: Methods and techniques (4th ed.). New Age International Publishers. 2020.
- KUMAR (R). Research methodology: a step-by-step guide for beginners (3rd edition). New Delhi: Sage. 2011.
- PATRA (M) and SARKAR (S). Plagiarism and its impact on academic library in digital era. Avon Publications. 2016.
- SINGH (Y K). Fundamental research methodology and statistics. New Delhi: New Age Publishers. 2006.

Suggested Readings

- MADHUSUDHAN (M), PANDEY (P), andKOREN(R E). AI in libraries: a descriptive and thematic review of applications and innovations.Global Knowledge, Memory and Communication, 2025.
- MCMILLAN (K) and WEYERS (J). How to write dissertations & project reports. Prentice Hall. 2021.
- UNIVERSITY GRANTS COMMISSION. UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018. UGC. 2018.Available at:
https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf

GE 2a: Research and Publication Ethics**60 Hours**
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1a: Research and Publication Ethics	4	3	1	0	BLISc	-

Course Objectives:

This course examines the ethical foundations of scholarly inquiry and the principles of research integrity. Students will learn to identify scientific misconduct like falsification and plagiarism, navigate global publication standards such as COPE, and understand the role of open access initiatives and research metrics in maintaining academic honesty within an evolving digital landscape.

Learning Outcomes:

After completing this course, students will be able to:

- Orient and develop basic understanding of research ethics and its importance, value for academic and professional activities along-with intellectual honesty
- To familiarize with various association/institutional ethics guidelines regarding academic integrity, plagiarism and its related issues and fair practices
- Aware students about open access publishing and importance of metric studies.
- Assess their abilities in context with respect to critical reasoning, effective communication, and ethical decision-making to deal with professional responsibilities

UNIT I: Ethics and Research Integrity**12 Hours**

- Ethics - Definition, Moral Philosophy, Principles of Research Ethics, Nature of Moral Judgements
- Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP)
- Intellectual Honesty and Research Integrity

UNIT II: Professional Ethics**12 Hours**

- Publication Ethics: Definition, Introduction, Importance and Salami Slicing
- Best Practices/Standards Setting Initiatives and Guidelines: COPE, WAME, etc.
- Publication Misconduct: Definition, Concept and Problems Lead to Unethical Behaviour
- Predatory Publishers and Journals

UNIT III: Open Access Publishing**11 Hours**

- Open Access Publishing and initiatives
- Metrics: h-index, i10 index, g index, Altmetrics
- Ethical Values Towards the Issue of Plagiarism, UGC/HEI Plagiarism Guidelines (Latest)

UNIT IV: Challenges and Issues in Research Ethics

10 Hours

- Institutional Role in Awareness and Curbing Unethical Practices
 - Use of AI Tools for Ethical Research
-

Essential Readings

AHUJA (VK) and BAISHYA (K). Ed. Research and Publication Ethics. National Law University and Judicial Academy, Assam, Guwahati. 2024.

BOS (J). Research Ethics for Students in the Social Sciences. 1st ed. Springer International Publishing, Cham. 2020.

OLIVER (P). The Student’s Guide to Research Ethics. 2nd ed. Open University Press, Maidenhead. 2023.

PRATAP (U), AHLAWAT (S) and SHARMA (S). Research and Publication Ethics. Sultan Chand & Sons, New Delhi. 2023.

PULIDO (MP). Ethics Management in Libraries and Other Information Services. Chandos Publishing. 2017.

SHAMOO (AE) and RESNIK (DB). Responsible Conduct of Research. Ed. 3. Oxford University Press, New York. 2015.

SINGH (UP), AHLAWAT (S) and SHARMA (S). Research and Publication Ethics. Sultan Chand & Sons, New Delhi. 2023.

UNIVERSITY GRANTS COMMISSION (UGC). Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions Regulations. University Grants Commission, New Delhi. 2018.
https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf

VERMA (V) and Others. Textbook on Research and Publication Ethics. 1st ed. Jaya Publishing House, New Delhi. 2022.

Suggested Readings

ALASUUTARI (P) and Others. Eds. The Sage Handbook of Social Research Methods. Sage Publications. 2008.
<https://arunodayauniversity.ac.in/wp-content/uploads/2025/01/The-SAGE-Handbook-of-Social-Research-Methods-Sage.pdf>

STENECK (NH). Introduction to the Responsible Conduct of Research. Office of Research Integrity, Washington, DC. 2007.

GE 2b: Statistical Tools and Techniques

60 Hours
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1b: Statistical Tools and Techniques	4	3	1	0	BLISc	-

Course Objectives:

This course introduces the essential statistical methods and tools required for evidence-based research in Library and Information Science. Students will learn to collect and classify data, apply measures of central tendency and dispersion, and perform correlation and hypothesis testing using modern software to interpret and present research findings effectively.

Learning Outcomes:

After completing this course, students will be able to:

- Explain the basic concepts of statistics and their importance in library and information science research.
- Apply descriptive statistical methods to organize, summarize, and interpret library and information data.
- Utilize statistical techniques and software tools for analyzing research data in LIS studies.
- Interpret statistical results and present findings using appropriate tables, graphs, and charts for decision-making and research reporting.

UNIT I: Introduction to Statistics

11 Hours

- Concept, Scope, and Importance of Statistics
- Qualitative and Quantitative Data
- Data Collection Tools
- Classification and Tabulation of Data
- Presentation of Data

UNIT II: Descriptive Statistical Measures

12 Hours

- Measures of Central Tendency
- Measures of Dispersion
- Frequency Distribution, Probability and Graphical Representation

UNIT III: Correlation and Basic Inferential Statistics

12 Hours

- Concept and Types of Correlation
- Methods of Calculating Correlation
- Regression Analysis: Concept and Applications
- Testing of Hypotheses

UNIT IV: Statistical Tools and Applications

10 Hours

- Use of Statistical Tools and Software
- Presentation and Interpretation of Research Results
- Web-based Statistical Tools

Essential Reading

CROXTON (FE), COWDEN (DJ) and KLEIN (S). Applied general statistics. 3rd ed. New Delhi, Prentice Hall of India. 1982.<https://archive.org/details/in.ernet.dli.2015.462536/page/n1/mode/2up>

FIELD (A). Discovering Statistics using IBM SPSS Statistics. 4th ed. London, SAGE Publications. 2019.

GUPTA (SP). Statistical methods. 46thEdn. New Delhi, Sultan Chand & Sons. 2023.

KOTHARI (CR) and GARG (G). Research methodology: Methods and techniques. 4th ed. New Delhi, New Age International. 2019.

REMENYI(Dan), ONOFREI(George) and JOSEPH (English). An Introduction to Statistics using Microsoft Excel 2nd Edition.Academic Conferences & Pub, Ltd, 2015

SIMPSON (IS).Basic Statistics for Librarians.Clive Bingley, 1988

Suggested Reading

BABBIE (E). The practice of social research. 14th ed. Boston, Cengage Learning. 2016.

BIRDSALL (Aimee) and WATTS (Valerie).Introduction to Statistics: An Excel-Based Approach.Accessed on <https://ecampusontario.pressbooks.pub/introstats2ed/>

BRYMAN (A). Social research methods. 5th ed. Oxford, Oxford University Press. 2016.

CRESWELL (JW). Research design: Qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, SAGE Publications. 2014.

MANN (Prem S) and LACKE(Christopher Jay).Introductory Statistics. 7thEdn. John Wiley& Sons, 2010.

POWELL (RR) and CONNAWAY (LS). Basic research methods for librarians. 5th ed. Santa Barbara, Libraries Unlimited. 2010.

PANDIAN(Sundara P), MUTHULAKSHMI(S), VIJAYAKUMAR(T).Research methodology & Applications of SPSS in Social Science Research. Sultan Chand & Sons, 2022.

GE 2c: Intellectual Property Rights

60 Hours
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1c: Intellectual Property Rights	4	3	1	0	BLISc	-

Course Objectives:

This course covers the legal frameworks of Intellectual Property Rights with a focus on library and academic environments. Students will explore IPR categories, the Copyright Act of 1957, and fair use provisions, while analyzing international treaties and the legal consequences of copyright violations as defined by UGC regulations.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the concept and categories of Intellectual Property Rights (IPR)
- Explain legal and copyright issues in libraries.
- Analyze international conventions, treaties and legal frameworks related to IPR.
- Understand the legal implications and penalties for copyright violation in research and academic integrity.

UNIT I: Intellectual Property Rights – Concept and Categories

11 Hours

- Intellectual Property Rights: Nature, Concept, Importance and Provisions
- Categories of Intellectual Property Rights
- The Copyright Act, 1957 (India) and Information Technology Act, 2000

UNIT II: Intellectual Property Rights and Legal Issues in Libraries

12 Hours

- Legal issues in libraries and information centres
- Provisions for Fair Use
- Copyright Issues and Challenges in Digitization and Digital Libraries

UNIT III: International Conventions, Treaties and Digital IPR

12 Hours

- Intellectual Property Rights: Developments at the Global Level
- International organizations, Conventions and Treaties
- Digital Rights Management
- Creative Commons Licenses

UNIT IV: Penalties for Copyright Violation

10 Hours

- The University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018
- Legal Implications with regard to IPR Violations

Essential Readings

BHANDARI (MK). Law Relating to Intellectual Property Rights. 2024. Central Law Publications. Uttar Pradesh.

GUPTA (A) and Others. Essentials of Intellectual Property Rights in India. 2024. A2Z Edu Learning Hub. Kerala.

WADHERA (BL). Law Relating to Intellectual Property Rights. Ed 5. 2016. Universal Law Publishing Co. New Delhi.

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