

GOA UNIVERSITY
MINUTES OF THE MEETING

As resolved by the Academic Council in its meeting, the on-Campus Deans meeting held on 11th August, 2022 in the Council Hall, Goa University convened by the Vice-Chancellor to consider the minutes of the Boards of Studies relating to General Education Post Graduate Programmes offered at the University Campus and Affiliated Colleges and the Affiliation Inquiry Committee Reports.

The Registrar, Deans of the Faculties/Schools, the Chairpersons of the Board of Studies and the Chairpersons of the Affiliation Inquiry Committee, Controller of Examinations, Joint Registrar (Academic), and Assistant Registrar Academic PG/General attended the meeting.

The Chairperson (Vice-Chancellor) welcomed the members for the meeting and thereafter the agenda was taken up for discussion:

Agenda 1: To consider the minutes of the Boards of Studies relating to General Education Post Graduate Programmes offered at the University Campus and affiliated colleges.

The Chairpersons of the Board of Studies presented the minutes of their respective Boards. After discussion the minutes of the following Board of Studies were approved:

1. Minutes of the Board of Studies in Mathematics meeting held on 22.04.2022.
2. Minutes of the Board of Studies in Commerce UG meeting held on 19.04.2022.
3. Minutes of the Board of Studies in Microbiology meeting held on 19.07.2022.
4. Minutes of the Board of Studies in History meeting held on 03.08.2022.
5. Minutes of the Board of Studies in Botany meeting held through Circulation.
6. Minutes of the Board of Studies in Portuguese meeting held on 22.07.2022.
7. Minutes of the Board of Studies in Social Work meeting held through Circulation.
8. Minutes of the Board of Studies in Women Studies meeting held through Circulation.
9. Minutes of the Board of Studies in Biotechnology meeting held on 08.08.2022.
10. Minutes of the Board of Studies in Food Technology meeting held on 27.07.2022.
11. Minutes of the Board of Studies in Chemistry UG meeting held on 28.06.2022.

The minutes of the Board of Studies in Chemistry UG meeting held on 28.06.2022 was approved with the request to submit the final document/copy.

The minutes of the following Board of Studies were approved with the suggestions:

1. Minutes of the Board of Studies in Economics meeting held on 27.07.2022.

The minutes of the Board of Studies in Economics meeting held on 27.07.2022 was approved with the suggestion to change the Course Codes for the Programme.

2. Minutes of the Board of Studies in Marathi meeting held on 18.03.2022.

The minutes of the Board of Studies in Marathi meeting held on 18.03.2022 was approved with the following suggestions:

1. The Chairperson, Board of Studies was requested indicate the titles of the Courses in English language.

2. Course Codes for the Programme to be checked.
3. Columns indicating 'Courses' and 'Codes' to be checked under the proposed flowchart of M.A. Marathi programme for the Academic Year 2022-23 onwards.
4. It was decided to place the same before the meeting of the School Council and thereafter submit the same to the Vice-Chancellor.

5 Minutes of the Board of Studies in Konkani meeting held on 27.07.2022.

The minutes of the Board of Studies in Konkani meeting held on 27.07.2022 was approved with the suggestion to indicate the titles of the Courses in English language.

6 Minutes of the Board of Studies in PGDMLT meeting held on 26.07.2022.

The minutes of the Board of Studies in PGDMLT meeting held on 26.07.2022 was approved with the following suggestions:

- 1 Prerequisites for the Programme to be clearly specified. **(Biochemistry/Chemistry)**
- 2 The Course Codes for the Programme to be checked.

7 Minutes of the Board of Studies in Skill Enhancement and Vocational Studies meeting held on 22.07.2022.

The minutes of the Board of Studies in Skill Enhancement and Vocational Studies meeting held on 22.07.2022 was approved with the following suggestions:

- 1 The Course Codes for the Programmes to be checked.
- 2 The Chairperson, Board of Studies was requested to rework on the references suggested readings indicating the name of the Publisher, year of Publication etc.

8 Minutes of the Board of Studies in Electronics meeting held on 21.07.2022.

The minutes of the Board of Studies in Electronics meeting held on 21.07.2022 was approved with the suggestion to check the Course Codes for the Programmes.

9 Minutes of the Board of Studies in Library & Information Science meeting held on 21.07.2022.

The minutes of the Board of Studies in Library & Information Science meeting held on 21.07.2022 was approved with the suggestion to bring the M.L.I. Sc. programme under the proposed new Ordinance.

10 Minutes of the Board of Studies in Chemistry PG meeting held on 09.08.2022.

The minutes of the Board of Studies in Chemistry PG meeting held on 09.08.2022.

It was informed to explore the possibility of permitting students to undertake online courses or Bridge courses.

11 Minutes of the Sub-Board of Studies in Commerce (PG) (PGDFT) meeting held on 08.08.2022.

The Chairperson approved the minutes of the Sub-Board of Studies in Commerce (PG) (PGDFT) meeting held on 08.08.2022 with the following suggestions:

1. The name of the College mentioned under syllabus on the cover page to be removed/deleted.
2. The Course Codes for the Programmes to be checked.

12. Minutes of the Board of Studies in MBA (FS) meeting held on 08.08.2022.

The Chairperson approved the minutes of the Board of Studies in MBA (FS) meeting held on 08.08.2022 with the following suggestions:

1. The Chairperson, Board of Studies was requested to submit the references in a proper format under suggested readings indicating the name of the Publisher, year of Publication followed by “or latest Publication”.
2. The word ‘Optional Courses’ to be replaced with ‘Elective Courses’.
3. **Summer Internship.**

13. Minutes of the Board of Studies in Management meeting held on 04.08.2022.

The Chairperson approved the minutes of the Board of Studies in Management meeting held on 04.08.2022 with the following suggestions:

1. The Course Codes for the Programmes to be checked.
2. The Chairperson, Board of Studies was requested to submit the references in a proper format under suggested readings indicating the name of the Publisher, year of Publication followed by “or latest Publication”.
3. More books for the Programmes to be added.
4. Prerequisites for the course to be made as ‘Graduate in any UG discipline’.

14. Minutes of the Board of Studies in MCA meeting held on 09.08.2022.

The Chairperson approved the minutes of the Board of Studies in MCA meeting held on 09.08.2022 with the following suggestions:

1. Bridge Courses to be recorded and made available to the students.
2. Zero Credit Courses to be assigned Credits and added as Generic Courses to encourage students to opt for such Courses

Agenda 2: Reports of the Affiliation Inquiry Committee

After discussion, the following reports of the Affiliation Inquiry Committee presented by the respective Chairpersons of the Affiliation Inquiry Committee were approved.

1	<p>Dr. Dada Vaidya College of Education, Farmagudi.</p> <p>i) Diploma in Pre-Primary Teachers Training (One year) under Community College The recommendation of the Affiliation Inquiry Committee for Continuation of affiliation to Diploma in Pre-primary teachers training (one-year duration) programme for three academic years 2022-23, 2023-24 and 2024-25 was approved.</p> <p>ii) M.Ed. (2-year duration) The recommendation of the Affiliation Inquiry Committee for Continuation of affiliation to M.Ed. programme for the academic year 2022 -23 was approved.</p> <p>iii) Ph. D. Research Centre The recommendation of the Affiliation Inquiry Committee for continuation of affiliation to Ph. D. Research Centre in Education programme for the academic year 2022-23, 2023-24 and 2024-25 was approved with the suggestion to indicate point no. 3 under observation as ‘Audio-visual room available’</p> <p>iv) Bachelor of Education The recommendation of the Affiliation Inquiry Committee for Permanent affiliation for Bachelor of Education (two year duration) programme from the academic year 2022-23</p>
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	<p>was approved with the following suggestions under Observations:</p> <p>a) Point No. 4 to be indicated as 'Audio-visual room available'</p> <p>b) Point No. 5 to be deleted/removed.</p>
2	<p>Ponda Education Society's College of Education , Ponda-Goa</p> <p>B.Ed. Programme</p> <p>The recommendation of the Affiliation Inquiry Committee for Continuation of affiliation for B.Ed. Programme for the academic year 2022-23, 2023-24 and 2024-25 was approved.</p>
3	<p>Agnel Institute of Technology & Design, Assagao- Goa.</p> <p>i) B.E. Computer Engineering program.</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation to Bachelor of Computer Engineering program for three academic years 2022-23, 2023-24 and 2024-25 was approved.</p> <p>ii) B.E. Mechanical Engineering program.</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation to Bachelor of Mechanical Engineering program for three academic years 2022-23, 2023-24 and 2024-25 was approved.</p> <p>iii) B.E. Electronics & Communication Engineering program</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation to Bachelor of Electronics & Communication Engineering program for three academic years 2022-23, 2023-24 and 2024-25 was approved.</p>
4	<p>Goa College of Pharmacy, Panaji-Goa.</p> <p>i) M.Pharm. Pharmaceutical Chemistry Program</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for First Year M.Pharm (Pharmaceutical Chemistry) and extension of affiliation for Second Year M.Pharm (Pharmaceutical Chemistry) for the academic year 2022-23 was approved.</p> <p>ii) Ph. D. in Pharmacy Program</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for Ph. D. in Pharmacy Programme for the academic year 2022-23, 2023-24 and 2024-25 was approved.</p>
5	<p>PES Rajaram & Tarabai Bandekar College of Pharmacy, Ponda-Goa.</p> <p>B.Pharm. Programme</p> <p>The recommendation of the Affiliation Inquiry Committee for the affiliation for additional increase in 40 seats over and above earlier sanctioned of 60 seats from the academic year 2021-22 was approved. The affiliation has been granted for 100 seats from the year 2021-22, 2022-23, 2023-24 and 2024-25.</p>
6	<p>V.M. Salgaocar College of Law, Miramar-Goa</p> <p>i) L.L.B. programme.</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for Three years Bachelor of Law (LLB Degree) Programme for the</p>

	<p>academic year 2022-23 was approved.</p> <p>ii) L.L.M. programme The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for Master of Law (LLM) Programme for the academic year 2022-23, 2023-24 and 2024-25 was approved.</p> <p>Under Suggestions of the AIC point No. 1 Affiliation from BCI to be obtained to be corrected to 'Accreditation from BCI to be obtained'.</p>
7	<p>Government College of Arts, Commerce & Science, Khandola Goa.</p> <p>i) B.A. Geography (Honors) The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation for B.A. Geography (Honors) Programme for the academic year 2022-23 was approved.</p> <p>ii) B.A. Psychology (Honors) The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation for B.A. Psychology (Honors) Programme for the academic year 2022-23 was approved.</p> <p>iii) B.Sc. Geography The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation for B.Sc. Geography (Honors) Programme for the academic year 2022-23 was approved.</p> <p>iv) M.A. Geography The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation for M.A. Geography Programme for the academic year 2022-23 and 2023-24 was approved.</p> <p>v) M.Com. The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation for M.Com. Programme for the academic years 2022-23, 2023-24 and 2024-25 was approved.</p> <p>vi) M.Sc. Microbiology The recommendation of the Affiliation Inquiry Committee for Continuation of Affiliation M.Sc. Microbiology Programme for the academic years 2022-23 and 2023-24 was approved.</p>
8	<p>G.V.M.'s College of Commerce & Economics, Ponda – Goa</p> <p>i) BCA The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for B.C.A. Programme for the academic year 2022-2023 was approved.</p> <p>ii) M.Com. The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for M .Com. Programme for the academic year 2022-2023 was approved.</p>

9	<p>St. Joseph Vaz College, Cortalim Goa.</p> <p>i) B.Sc. Botany (Honours) The recommendation of the Affiliation Inquiry Committee for continuation of Affiliation for B.Sc. Botany (Honours) Programme for the academic year 2022-23 was approved.</p> <p>ii) B.Sc. Chemistry (Honours) The recommendation of the Affiliation Inquiry Committee for continuation of Affiliation for B.Sc. Chemistry (Honors) Programme for the academic year 2022-23 was approved.</p>
10	<p>Goa College of Hospitality and Culinary Education, Cidade De Goa. BBA (Hospitality & Culinary Education)</p> <p>The recommendation of the Affiliation Inquiry Committee for temporary affiliation for the BBA in Hospitality & Culinary Education for the academic year 2022-23 was approved.</p> <p>It was decided to hold a meeting with the College Principal and the management of the College and the University to discuss the issue and report to the Academic Council.</p>
11	<p>V. M. Salgaocar Institute of International Hospitality Management</p> <p>i) B.Sc. (International Hospitality Management) The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for the B.Sc. (International Hospitality Management) Programme for the academic year 2022-23 was approved.</p> <p>ii) M.Sc. (International Hospitality and Tourism Management) The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for the M.Sc. (International Hospitality and Tourism Management) Programmes for the academic year 2022-23 was approved.</p> <p>Under Observations point No. 1 to be indicated as ‘The College should appoint regular/full time Principal’.</p> <p>The Chairperson (Vice-Chancellor) requested the Registrar to discuss the matter pertaining to the appointment of a Principal on regular basis with the College and the Management.</p>
12	<p>Narayan Zantye College of Commerce, Sarvan, Bicholim – Goa M.Com.</p> <p>The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for M .Com. Programme for the academic year 2022-2023, 2023-2024 and 2024-2025 was approved.</p>
13	<p>Fr. Agnel College of Arts & Commerce, Pilar Goa.</p> <p>i) B.A. English (3 Units) The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for F.Y.B.A.(General) in English and S.Y.B.A.(General) programme for the academic year 2022-2023 was approved.</p>

	<p>ii) B.C.A. The recommendation of the Affiliation Inquiry Committee for continuation of affiliation to the Bachelor of Computer Application program for the academic year 2022-2023 was approved.</p> <p>iii) B.Com.(Business Management) The recommendation of the Affiliation Inquiry Committee to start B.Com. (Business Management) programme for the academic year 2022-2023 was approved.</p> <p>iv) B.A. Economics(Honors) The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for the B.A. Economics (Honors) program for the academic year 2022-2023 was approved.</p>
14	<p>S.S. Dempo College of Commerce & Economics, Cujira, Bambolim – Goa.</p> <p>i) B.B.A. The recommendation of the Affiliation Inquiry Committee was approved for : 1. Ex-Post Facto approval for temporary affiliation for F.Y. B.B.A. for the academic year 2021-22. 2. Ex-Post Facto approval for extension of affiliation to S.Y. B.B.A.(3rd Division) for the academic year 2021-22. 3. Extension of temporary affiliation to S.Y.B.B.A. and T.Y.B.B.A. (3rd Division) for the academic year 2022-23. 4. Continuation of temporary affiliation for two divisions of B.B.A. for three academic years from 2022-23 to 2024-25.</p> <p>It was informed to replace the word ‘ratification’ with ‘Ex-Post facto approval’ under overall recommendations of the AIC.</p> <p>ii) I M.Com The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for I.M.Com. Programme for the academic year 2022-23 was approved.</p> <p>iii) M.Com. The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for M.Com. Programme for a period of five years from the academic year 2022-23 to 2026-27 with an intake of 40 seats was approved.</p> <p>iv) Master of Tourism & Travel Management The recommendation of the Affiliation Inquiry Committee for continuation and affiliation for Master of Tourism & Travel Management Programme for the academic year 2022-23 was approved.</p> <p>v) Post Graduate Diploma in Management – Event Management The recommendation of the Affiliation Inquiry Committee for continuation of affiliation for Post Graduate Diploma in Management (Event Management) Programme for the academic year 2022-23 was approved.</p>

Agenda 3:OA-35 Ordinance governing the M.A., M.Sc. M.Com., M.S.W., M.T.T.M., M.P.Ed., M.L.I.Sc., MBA, MBA (FS), MBA (Executive), MCA and M. Sc. (I.H.T.M.) and other such Masters Programmes of study conducted by the on-campus Schools of Goa University and its Affiliated Colleges based on the Choice Based Credit System of Instruction. (Effective from Academic Year 2022-2023)

The proposed new Ordinance duly approved by the Drafting and Vetting Committee was presented before the members. The members suggested few corrections/additions which were incorporated. The M.L.I. Sc. Programme was included in the Ordinance. After discussion, it was decided to include the provision of Academic Audit in the Ordinance.

With the above suggestions the proposed new Ordinance OA-35 was approved. It was informed that pending finalization of the minutes of this meeting, the finalized draft of OA-35 will be processed further due to urgency of the requirement.

The meeting ended with thanks to the Chair.

Date: 07.08.2022

Sd/-
(Prof. H. B. Menon)
Chairperson

	<p><u>Discipline Specific Core Courses</u></p> <ol style="list-style-type: none"> 1. PYC- 111 History of Western Philosophy 2. PYC-112 Classical Indian Philosophy 3. PYC-213 Logic 4. PYC-215 Contemporary Indian Philosophy <p><u>Discipline Specific Optional Courses</u></p> <ol style="list-style-type: none"> 1. PYO-117 Environmental Ethics 2. PYO- 217 Schools of Vedanta <p>SEMESTER II</p> <p><u>Discipline Specific Core Courses</u></p> <ol style="list-style-type: none"> 1. PYC-125 Introduction to Phenomenology 2. PYC-214 Introduction to Analytic Philosophy 3. PYC-216 Meta-Ethics 4. PYC-218 Indian Logic and Epistemology <p><u>Discipline Specific Optional Courses</u></p> <ol style="list-style-type: none"> 1. PYO-118 Bio Ethics 2. PYO-312 Symbolic Logic <p>The syllabus of the above Courses are attached.</p> <p>The declaration by the Chairman, that the minutes were read out by the Chairman at the meeting itself.</p> <p>Date: 29.04.2022</p> <p>Place: School of Sanskrit, Philosophy and Indic Studies, Goa University</p> <p style="text-align: right;">Sd/- Signature of the Chairman of BOS</p> <p>Part G: Remark of the Dean of faculty</p> <p style="padding-left: 40px;">The minutes are in Order: Recommended for approval of Academic Council</p> <p>Date: 29.04.2022</p> <p>Place: School of Sanskrit, Philosophy and Indic Studies, Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean SSPIS</p> <p style="text-align: right;">(Back to Index)</p>
D 3.13	<p>Minutes of the Board of Studies in Library and Information Science meeting held on 16.05.2022 and 30.05.2022.</p> <p>Part A.</p> <ol style="list-style-type: none"> i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: The Board discussed and finalised the syllabus for Bachelor of Library and Information Science programme which is appended as Annexure I (refer page no. 385) and Annexure II (refer page no.409). ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level:

The Board discussed and approved the Courses to be taught for Master ossf Library and Information Science programme.

Part B

- i. Scheme of Examinations at undergraduate level: Nil
- ii. Panel of examiners for different examinations at the undergraduate level: NIL
- iii. Scheme of Examinations at postgraduate level: NIL
- iv. Panel of examiners for different examinations at post-graduate level: NIL

Part C.

- i. Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NIL

Part D

- i. Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NIL
- ii. Recommendations of the Academic Audit Committee and status thereof: Nil

Part E.

- i. Recommendations of the text books for the course of study at undergraduate level: The draft syllabi include a list of text books.
- ii. Recommendations of the text books for the course of study at post graduate level: The draft syllabi include a list of text books.

Part F.

Important points for consideration/approval of Academic Council

- i. The important points/recommendations of BoS that require consideration/approval of Academic Council (points to be highlighted) as mentioned below
 - b) The courses to be offered for Bachelor's programme and Masters programme in Library and Information Science Annexure I and II respectively shall be placed before the Academic programme for approval.
- ii. The declaration by the chairman that the minutes were read out by the Chairman at the meeting itself.

Date: 30.05.2022

Place: Goa University

Sd/-

Signature of the Chairman

Part G.

The Remarks of the Dean of the Faculty

- i) The minutes are in order.
- ii) The minutes may be placed before the Academic Council with remarks if any.
- iii) May be recommended for approval of Academic Council.
- iv) Special remarks if any.

	Date: 07.06 2022 Place: Goa University	Sd/- Signature of the Dean (Back to Index)
D 3.14		

iii.

**D 3.13 Minutes of the Board of Studies in Library and Information Science meeting held on
16.05.2022 and 30.05.2022.**

Annexure I

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

D.D. Kosambi School of Social Sciences and Behavioural Studies
LIBRARY AND INFORMATION SCIENCE PROGRAMME

Bachelor of Library and Information Science (B.L.I.Sc.)
AND
Master of Library and Information Science (M.L.I.Sc.)
Syllabus based on Choice Based Credit System as per the NEP 2020

List of revised courses in Bachelor of Library and Information Science (B.L.I.Sc.) and Master of Library and Information Science (M.L.I.Sc.) Programme approved by the BOS in the meetings held on 16/05/2022 and 30/05/2022

The Course and Credit Distribution:

Courses	Course Code	BLISc SEM I	BLISc SEM II	MLISc SEM I	MLISc SEM II	Total Credits
Discipline Specific Core Courses	DSCC	16	16			32
Discipline Specific Optional Courses	DSOC	4	4			8
Research Specific Optional Courses	RSOC			8	4	12
Optional Generic Course	OGC			12		12
Discipline Specific Dissertation	DSD				16	16
Total Credits	20	20	20	20	20	80

Bachelor of Library and Information Science

One Credit is 15 Contact Hours. Total Credit - 20.

Discipline Specific Course (DSCC) & Discipline Specific Optional Courses (DSOC): Semester I

Sr. No	Course Code	Course Title	Credits	Page. No
1	BLC-DSCC-101	Library, Information and Society	4	3-5
2	BLC-DSCC-102	Knowledge Organisation: Library Classification (Theory and Practice)	4	5-7
3	BLC-DSCC-103	Management and Functional Operations in Libraries	4	7-9
4	BLC-DSCC-104	Reference and Information Sources	4	9-11
ANY ONE COURSE				
5	BLC-DSOC-105	Information and Communication Technology (ICT) - (Theory & Practice)	4	12-14
6	BLC-DSOC-106	Preservation and Digitization	4	14-16
7	BLC-DSOC-107	Industrial Information System	4	16-17

Discipline Specific Course (DSCC) & Discipline Specific Optional Courses (DSOC): Semester II

Sr. No	Course Code	Course Title	Credits	Page No
1	BLC-DSCC-201	Information Services and Systems	4	18-19
2	BLC-DSCC-202	Knowledge Organisation: Library Cataloguing (Theory and Practice)	4	20-21
3	BLC-DSCC-203	Library Automation, Databases and Networking (Theory & Practice)	4	22-24
4	BLC-DSCC-204	Information Retrieval	4	24-26
ANY ONE COURSE				
5	BLC-DSOC-205	Communication Skills in LIS	4	26-28
6	BLC-DSOC-206	Data Mining and Knowledge Discovery	4	28-30
7	BLC-DSOC-207	Scholarly Communication	4	30-32

Research Specific Optional Course (RSOC) & Optional Generic Courses (OGC): M.L.I.Sc Semester I

Sr. No	Course Code	Course Title	Credits	Page No
1	MLC-RSOC-101	Research Methodology	4	33-35
2	MLC-RSOC-102	Research Publication and Ethics	4	35-37
ANY THREE				
3	MLC-OGC-103	Digital Library Systems	4	37-39
4	MLC-OGC-104	History of Books and Reading	4	39-41
5	MLC-OGC-105	Information Literacy	4	41-43
6	MLC-OGC-106	Academic Libraries System	4	43-45
7	MLC-OGC-107	Marketing of Library Information Products and Services	4	45-47

Discipline Specific Dissertation (DSD) & Research Specific Optional Courses (RSOC): MLISc Semester II

Sr. No	Course Code	Course Title	Credits	Page No
1	MLC-DSD-201	Dissertation	16	47
ANY ONE COURSE				
2	MLC-RSOC-202	Technical Writing	4	47-49
3	MLC-RSOC-203	Intellectual Property Rights	4	49-51
4	MLC-RSOC-204	Bibliometrics and Related Metrics	4	51-53
5	MLC-RSOC-205	Library Use and User Studies	4	53-55
6	MLC-RSOC-206	Web Technology	4	56-57
2	MLC-RSOC-207	Public Libraries System	4	57-59
2	MLC-RSOC-208	Specialist Libraries System	4	60-61

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

First Semester**BLC-DSCC-101: Library, Information and Society****(4 Credits/100 Marks)****Course Description:**

This Course will guide the students to know about the history and background regarding the establishments of libraries since ancient times and also develop a strong understanding into the functioning of the same at various levels.

Objectives:

To familiarise the students with the basic philosophy of Library and Information Science.

To differentiate types of libraries, their functions and their role in the society.

To educate the students about the Five Laws of Library and Information Science.

To familiarise with the status of library legislation in India with special reference to Goa library legislation.

To understand the role and functions of various professional bodies in the development of libraries and information centres.

Course Outline**Unit – I: Library and Society****20 hours**

Evolution of Knowledge Society, Components, Dimensions, and Indicators of Knowledge Society.

Knowledge based Institutions: Different kinds; Objectives and functions; Library as a social and knowledge institution.

Development of Library Movement in India

Individual Contribution of Maharaja Sayajirao Gaekwad III

Types of Libraries: Features, Functions, Characteristics, Objectives, and Activities.

Public Libraries Services: By age group - Children, Teens and youth, Senior citizens, For rural citizens

Other services: Door delivery of literature at hospitals, places of work, waiting rooms, etc.; Friends of libraries movement; Collaboration for joint programmes; Database of events and places of local importance (text and photos)

Academic / Specialists Libraries

Information, Information Science, Information as a resource/commodity, Information society, Contributions of Belkin, Robertson, Derwin, Ingwersen,

Information Transfer Cycle-Generation, Collection, Storage and Dissemination.

Communication Theories and Models. Barriers to communication. Levels of communications – Intrapersonal, Interpersonal and Mass Communication.

Unit – II: Laws of Library Science**20 hours**

Dr. S.R. Ranganathan: His contribution to Library Science, Five Laws of Library Science and their implications.

Development of Libraries in India with special reference to Goa

Library Legislation: Need, Purpose and Factors, Public Library Acts in Indian States, Detailed study of Goa Public Library Act 1993.

Delivery of Books and Newspapers Act; Right to Information Act; IPR, Copyright and Plagiarism, LIS education

Unit – III: Library Associations**20 hours**

Library Profession: Librarianship as a profession, Professional Skills and Competencies, Professional ethics.

Library Promoters, Public Relations, and Extension Activities: National level promoters – RRRLF, UGC.
International level- UNESCO
Library Associations - ILA, IATLIS, IASLIC; International Library Associations – IFLA, FID, ALA, SLA, and LA, ASLIB
National Knowledge Commission: Role, Functions, Services.

Learning Outcomes:

At the end of this course the students will be getting detailed knowledge about the growth in library movement and different types of libraries along with their functionalities.

References/Readings:

1. Bala, H. (2010). *Towards building a knowledge Society*. USA: Author press.
2. Bhatt, R. (1995). *History and development of libraries in India*. New Delhi: Mittal Publications.
3. Buragohain, A. (2000). *Various aspects of librarianship and information science*. New Delhi: Ess Ess Publications.
4. Issac, K. (2004). *Library legislation in India: A critical and comparative study of state acts*. New Delhi: EssEss Publications.
5. Prajapati, R. (2013). *Foundations of library and information science*. New Delhi: Discovery Publishing House.
6. Ranganathan, S. R. (1999). *The Five Laws of Library Science*. Bangalore: Sarada Ranganathan Endowment for Library Science.
7. Rout, R. (1986). *Library legislation in India: Problems and prospects*. New Delhi: Reliance.
8. Rowley, J., & Hartley, R. (2017). *Organizing knowledge: an introduction to managing access to information*. Routledge.
9. Venkappaiah, V., & Madhusudhan, M. (2006). *Public library legislation in the new millennium*. New Delhi: Bookwell.
10. Webster, F. (2014). *Theories of the information society*. (4th ed.). Routledge.
11. Wiegand, W. A. (1994). *Encyclopedia of Library History*. New York: Garland Publishing.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSCC-102: Knowledge Organisations: Library Classification Theory and Practice (4 Credits/100 Marks)

Course Description:

The course is designed to develop an understanding of the concepts, theories and importance of library classification. The coursework provides students with a solid foundation in theoretical and practical aspects of library classification.

Learning Objectives:

To introduce students to the basic concept and aspects of classification. The course will highlight salient features of major classification schemes.

Course Outline:

Unit I - Knowledge Organization – Basics of Classification**10 Hours**

Concepts of Classification: Definition, need, and purpose. Notation. Species of Library Classification. Universe of Knowledge - Concept, Meaning and Definitions; Groups and Class, Attributes, Characteristics. Modes of formation of subjects.

UNIT - II: Theory and Development of Library Classification**05 Hours**

Developments in Library Classification.

Description and Dynamic Theory. Classification Research Group.

Contribution of Dr S. R. Ranganathan - Postulates, Canons, and Principles. Fundamental categories, Facet analysis, Facet sequence, Phase Relations, Devices in library classification, Arrays, Chains.

UNIT – III: Methods of Knowledge Organization**05 Hours**

Notation: Types and functions. Mnemonics, Concept of call number, Book number, and Collection number.

Devices and indicator digits. Common Isolates and Auxiliary Tables.

UNIT – IV: Study of Universal Schemes of Library Classification and Current Trends 10 Hours

Salient features of Dewey Decimal Classification, Universal Decimal Classification, Colon Classification, and Library of Congress Classification.

Current Trends in Library Classification – Web Dewey, Classification in online systems, Taxonomies, Folksonomy.

Unit V- Book Classification Practice**30 Hours**

Classifying the documents according to Dewey Decimal Classification (Latest Edition). Classification of simple documents. Classification of documents using common and special auxiliary tables. Classification of complex documents.

Learning Outcomes:

After completing the course, the students will understand the basic principles of library classification and techniques in organizing documents in the library and develop knowledge and skills relating to library classification.

References/Readings:

1. Batley, S. (2005). *Classification in Theory and Practice*. Oxford: Chandos.
2. Broughton, V. (2004). *Essential Classification*. London: Facet.
3. Dewey, M. B. (2011). *Dewey Decimal Classification and Relative Index*. Dublin, Ohio : OCLC Online Computer Library Center.
4. Hunter, E. J. (1998). *Classification Made Simple*. London: Clive Bingley.
5. Kumar, K. (2018). *Theory of Classification*. New Delhi: Vikas.
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7. Philip, H. W. (1955). *A Primer of Book Classification*. London: Association of Assistant Librarians.
8. Ranganathan, R., S., & Gopinath, M. A. (2006). *Prolegomena to library classification*. New Delhi: ESS Publications.
9. Ranganathan, S. R. (2006). *Philosophy of Library Classification*. New Delhi: ESS Publications.
10. Ranganathan, S. R. (2007). *Colon Classification* (6th ed.). New Delhi: Ess Ess Publications.
11. Ranganathan, S. R., & Gopinath, M. A. (2006). *Prolegomena to library classification*. New Delhi: Ess Ess Publications.

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15. Satija, M. P. (2007). *The Theory and practice of Dewey Decimal Classification scheme*. Oxford: Chandos.
16. Satija, M. P. (2013). *The Theory and Practice of the Dewey Decimal Classification System*. Elsevier Science.
17. Satija, M. P. (2021). *DEWEY DECIMAL CLASSIFICATION : edition 19 1979 to webdewey 2018*. New Delhi: ESS ESS Publications.
18. Wynar, B. S. (2004). *Introduction to Cataloguing and Classification*. Colorado: Libraries Unlimited.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSCC-103: Management and Functional Operations in Libraries

(4 Credits/100 Marks)

Course Description:

The course is to introduce and to acquaint the student with management concepts and issues from within and outside of Library and Information Science and to create an environment which will be used for professional settings and situations in the libraries.

Learning Objectives:

The course is designed to understand the basics of library management theories, terminology and methods along with current issues relevant to the management of libraries and information centres and to learn the leadership and team dynamics in managing the libraries.

Course Outline

Unit -I: General Principles of Management

20 Hours

Management: Meaning and Definitions. Role, Functions and Principles of Management. Schools of Thought in Management. Levels of Management.

Personnel Planning and Participative Management: Meaning, Need & Purpose of Personnel Planning, Elements of Personnel Planning, Methods and Techniques of Personnel Planning Participative Management, Leadership, Organisational Style, Total Quality Management (TQM), Implementation of TQM and its barriers.

Management Information System (MIS), Meaning and Definition of MIS. Scope, Objectives and Purpose of MIS, Characteristics of MIS, Benefits of MIS, Problems in developing MIS.

Unit – II: Human Resource Developments (HRD)

10 hours

Meaning, Need and Purpose; Components of HRD-Strategic and Operational Planning.

Human Resource Management: Staffing Standards, Job Analysis and Description, Job Evaluation.

Staff selection and recruitment; Motivation, Delegation, Decision Making; Education, Training and Development; Job evaluation and Performance Appraisal; Cost effectiveness and Cost Benefit Analysis (PERT & CPM) Leadership Qualities, Interpersonal Relations.

Unit -III: Financial management:

15 Hours

Sources of finance, Mobilisation of financial resources.

Budgeting - Methods and Techniques. Budgetary Control, Outsourcing.

Functions and Principles of Financial Management; Application to Library and Information Centers, Surveys and feedback, Organisational structure.

Unit- IV: Physical Planning of Libraries

05 hours

Library Building, Library furniture, Library equipment, Standard specification, Sign display boards; Ventilation, Lights, Interior decor.

Unit - V: Functional operations in Libraries.

10 hours

Selection Principles, Selection Tools and their importance, Acquisition Procedure for books and non-book material (Accession Register, Periodical Registers) and Technical Processing and Circulation. Stock Verification, Weeding Policies, Performance Evaluation of Library and Information Centres, Library committee. Library Rules and Regulations, Library Statistics, Annual Reports.

Learning Outcomes:

After completion of the course the student will be able to develop critical thinking skills to articulate a professional identity, gaining leadership qualities and effective team work.

References/Readings:

1. Agrawal, O. (1993). *Preservation of Art, objects and Library Materials*. New Delhi: National book Trust.
2. Burge, R. H. (2017). *Financial Management of Libraries and Information Centers*. California: Libraries Unlimited.
3. Chapman, L. (2001). *Managing Acquisitions in Library and Information Resources*. London: Library Association.
4. Kumar, K. (1982). *Library Manual*. New Delhi: Vikas Publishing House.
5. McDonald, A. (2016). *Management of libraries*. New York: Magnum Publications.
6. Mittal, R. (1984). *Library Administration*. New Delhi: Metropolitan.
7. Ranganathan, S. (1960). *Library Management*. Bombay: Asia.
8. Sharma, P. &. (2013). *Collection development and management in libraries and information centres in digital scenarios*. New Delhi: SSDN Publishers.
9. Singh, R. (1993). *Conservation of Documents in Libraries, Archives and Museums*. New Delhi: Aditya.
10. Taylor, S. (2018). *Management of Libraries And Information Centres*. US.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSCC – 104: Reference & Information Sources

(4 Credits/100 Marks)

Course Description:

This course aims to provide awareness on the different types of information sources acquired by the libraries, the information contained in them and how these sources can be utilised to satisfy the information needs of the users.

Learning Objectives:

This paper highlights the characteristics of different information sources and aims to teach to identify the different types of information sources available and how these sources can be used to satisfy the various types of information needs of the users. It also intends to impart skills to critically examine and evaluate the various types of print and e-resources before acquiring them in the library.

Course Outline**Unit – I: Information Sources****15 hours**

Information sources: Meaning, Definition, Nature, Evolution, Characteristics, Functions, Importance. Types of sources and Criteria for evaluation

Unit – II: Documentary sources (Print and Digital)**15 hours**

Primary Sources: Journals and Newspapers; Patents; Technical Reports, Standards and Specifications; Conference proceedings; Trade literature; Theses and Dissertations.

Secondary Sources: Dictionaries, Encyclopaedias, Yearbooks and Almanacs, Biographical sources, Geographical sources, Bibliographical sources, Abstracting and Indexing periodicals, Handbooks and Manuals, Statistical information sources and Databases.

Tertiary Sources: Monographs, Textbooks, Directories, Guides to reference sources, Bibliography of bibliographies, Union Catalogues, etc.

Unit – III: Non-Documentary Sources**15 hours**

Human Sources: Technological gatekeepers, Invisible colleges, Information consultants, Experts/Resource persons, Representatives of firms, Personal home pages, Common men (Priest, Village head, Postman, Receptionist, etc.) and others.

Institutional/Organizational Sources: Government, Ministries and Departments, R&D organizations, Learned societies, Publishing houses, Press, Broadcasting stations, Museums, Archives, Data banks, Information Analysis Centers, Referral Centers, Exhibitions & Trade fairs, Institutional Websites, Meta resources (Subject gateways, virtual libraries, digital libraries, institutional repositories etc.)

Unit – IV: Practice**15 hours**

Evaluating sources

Study and evaluation of documentary sources

Evaluation of print and E-sources.

Study of the features and functionality of print and electronic resources (e.g. Dictionaries, Encyclopaedias, Abstract Databases, Federated search engines, Full Text Databases, Citation Databases, Directories, Repositories, etc.)

Learning Outcomes:

After going through this course, the students will get an in-depth knowledge about the different types of sources and how to use the different information sources to satisfy the varied information needs of the users. Since the growth of information publishing has largely increased, students will know how to evaluate information sources so that effective services can be provided.

References / Readings:

1. Alan P., Gwyneth T. and Goff, S. (1999). The Library and Information Professional's Guide to the World Wide Web. London : Facet Publishing.

2. Chowdhury, G. G. and Chowdhury, S. (2001). Searching CD-ROM and Online Information Sources. London : Facet Publishing.
3. Chowdhury, G. G. and Chowdhury, S. (2001). Information Sources and Searching on the World Wide Web. London: Facet Publishing.
4. Gopinath, M. A. (1984). Information Sources and Communication Media. Bangalore : DRTC.
5. Kenchakkanavar, A. Y. (2014). Types of E-resources and its Utilities in Library. International Journal of Information Sources and Services, 1(2), 97-104.
6. Katz, W. A. (2000). Introduction to Reference Work. London: Butterworths. 2V.
7. Kumar, K. (2003). Reference service, Ed.3, New Delhi: Vikas.
8. Rao, I.K.R. (2001). Electronic Sources of Information. Bangalore: DRTC
9. Sewasingh (2001). Handbook of International Sources on Reference and Information. New Delhi: Crest Publication.
10. Sharma, J. S & Grover, D. R (1998). Reference Service and Sources of Information. New Delhi: ESS ESS.
11. Walford, A.J. (1990). Guide to Reference Materials. London: Library Association, 3V.
12. <http://www.Libraryspot.com>
13. <http://www.refdesk.com>
14. <http://www.infolibrarian.com>
15. Lesk, M. (1997). Practical Digital Libraries: Books, Bytes and Bucks. San Francisco: Morgan Kaufmann.
16. Ormes, S. and Dempsey, L. (Eds.) (1997). The Internet, Networking and the Public Library. London: Library Association.
17. Sharma, J. K. (2003). Print Media and Electronic Media: Implications for the Future. Delhi, Authors Press

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC - DSOC – 105: Information and Communication Technology (ICT) – (Theory & Practice)

(4 Credits/100 Marks)

Course Description:

The course offers the students to gain awareness of the social consequences of technology and how information and communication technology (ICT) can benefit them at home, at work, and in the wider world. Students tackle problems using a variety of standard software, such as word processors and interactive presentation software, through practical and theoretical research.

Learners will examine, create, implement, test and evaluate ICT systems to ensure that they are appropriate for their intended use. There is a strong emphasis on acquiring lifelong abilities that will be useful throughout their academic careers.

Learning Objectives:

1. To prepare the students to streamline the library processes using computer technology, and meet the information needs of the users by providing efficient services.
2. Providing hands on experience in use of application software, Integrated Library Management Software (ILMS)
3. Acquainting the learners with the different Internet search techniques.

Course Outline

Unit –I: Information Technology

10 hours

Information Technology - Concepts, Definition, Components and Applications

Characteristics, Applications, Generations and Types of computer.

Components of a computer: Central Processing Unit, Input and Output devices, Internal and External storage devices.

Computer software: Types and Categories

Programming concepts: System Analysis, Algorithms and Flowcharts

Open source and Proprietary software

System software: Purpose, Operating systems, Microsoft Windows, UBUNTU.

Application software: Office Applications and an overview of Integrated Library Management Systems (ILMS) Software like KOHA, NewGenlib, LibSys, e-Granthalaya etc.

Unit-II: Networking

10 hours

Computer network: Types, and Topologies.

Internet: Evolution, Importance and Applications.

Network security. Internet browsers, Software suites, Anti-virus programs, Sharewares, Web design tools, HTML Editors. Search Engines, Interactive and Distributive Services.

Wireless and Mobile Networks. E-mail and E-Messaging, WWW, Web 2.0 tools and their Application to libraries and information centres.

AI and Cloud Computing- Introduction

Unit -III : Practical

20 hours

Microsoft Office (Word, Excel, PowerPoint, Publisher)

Open Office / LibreOffice / G-Suite

Unit -IV: Practical

20 hours

Installation and hands on practice ILMS (Koha, e-Granthalaya, ...)

Search Techniques, Markup Language, DBMS

Installation of OS (Microsoft Windows, UBUNTU)

Learning Outcomes:

After completing the course, the students will gain knowledge in the application of information technology in libraries, using networks, computer software and library management software used in library automation.

References / Readings:

1. Kumar, A. (Ed.)(2006). Information Technology for all (2 vols.). New Delhi: Anmol.
2. Croucher, P. (1996). Communications and Networks. 2nd ed. New Delhi: Affiliated East West.
3. Shrivastava, R. K.(2001). A: Textbook of Information technology, Delhi: Dominant publishers.
4. Shroff, R.(2000). Computer Systems and Applications, Mumbai: Himalaya
5. Madan, S.(2007). Information Technology. 4th ed. Taxmann.
6. Croft, W. B.; Metzler, D & Strohman, T. (2015). Search Engines: Information Retrieval in Practice. Pearson Education.
7. Gralla, P & Troller, M. (2006). How the Internet works. Que Publishers
8. Bachaalany, E & Koret, J. (2015).The Antivirus Hacker's Handbook. Wiley Publishers
9. Kentie, P. (2001). Web Design Tools and Techniques. Peachpit Press
10. Manvi, S. & Kakasageri, M. (2016) Wireless and Mobile Networks: Concepts & Protocols. Wiley
11. Beighley, L. & Morrison, M. Head first : PHP & MySQL, OREILLY Publications.
12. Singh, V.P .(2016). Quintessential Course on MS Office 2016: Including Word, Excel, Power point, Access, Outlook and more. Delhi: Computer Publications Ltd.

13. Lavanya, R. HTML 5, Ane Books

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSOC-106: Preservation and Digitization

(4 Credits/100 Marks)

Course Description:

The course offers the basics of preservation and digitization.

Learning Objectives:

To demonstrate the student the importance of preservation and digitization along with techniques and methods.

Course Outline

Unit – I: Preservation

10 hours

Preservation: Concept, Meaning of terms, General approach to conservation and preservation, Artifacts and Image preservation, Measures and Challenges for Preservation.

Unit –II: Preservation Methods

10 hours

Preservation of different objects and its methods, Conservation of Museums, Library and Archival materials and Sound recordings.

Methods of Preservation- Climatic, Humidity and Temperature control, Light, Insects, Fungus and Fire.

Binding: Bookbinding, Classification of binding, Material used for casing and binding.

Binding of different types of library material: Pamphlet, Books, Journals, Periodicals, Serials, Manuscript and Maps.

Unit- III: Evolution of Library Materials

10 hours

Evolution of Library materials – Stone, Metals, Clay tablets, Papyrus, Animal skin, Birch bark, Palm leaves, Paper – History, Production and Varieties of paper, Paper Measurement Units.

Unit – III: Techniques for Antiquities

10 hours

Preservation Techniques for antiquity, Salient features of antiquity, Storing environment, Causes and Nature of deterioration- Manuscript, Books, Periodicals, Newspapers and Pamphlets. External causes and Human causes of deterioration, Fumigation, Repair and maintenance. Creation of Metadata for rare materials.

Unit – IV: Preservation of Non-Book Materials

10 hours

Preservation of Non-Book Materials – Physical environment, Circulation Policy, Maintenance and upkeep of equipment, Storing and Handling, Film, Media, Magnetic and Plastic materials.

Unit – V: Digitization

10 hours

Digitization – Meaning, Process, Digitization of print based documents, Video Digitization, Audio digitization, File format, Content criteria and Related software.

Learning Outcomes:

After completion of the course the student will know in detail the reasons for deterioration, preservation methods, strategies and digitization.

References/Readings:

1. Balloffet, N. &. (2004). *Preservation and Conservation of Libraries and Archives*. New York: ALA Editions.

2. Gerdes, L. (2013). *What is the Impact of Digitising Books?* New York: Greenhaven Publishing.
3. India, N. A. (1988). *Repair and Preservation of Records*. New Delhi: National Archives of India.
4. Kurlansky, M. (2017). *Paper - Paging through History*. New York: W.W.Norton and Company.
5. Mackay, N. (2007). *Curating Oral Histories*. California: Left Press Inc.
6. O.P., A. (1993). *Preservation of Art Objects and Preservation of Records*. New Delhi: National Book Trust.
7. Prajapathi, C. (1997). *Library Materials. Their Enemies and Need of First Phase Conservation*. New Delhi: Mittal Publication.
8. Singh, A. (1993). *Conservation of Documents in Libraries, Archives and Museums*. New Delhi: Aditya Prakashan.
9. Singh, R. (2007). *Information Management in Archives and Libraries*. New Delhi: Aaakar Publication.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSOC-107: Industrial Information System

(4 Credits/100 Marks)

Course Description:

The aim of this course is to make students familiar with the information technology support for different institutions coupled with library science profession.

Objectives:

To create awareness among learners about the economic viability of information.

To familiarise the learners with required information with reference for claiming ownership rights of trademarks, patents, and other intellectual property rights.

To make the students understand the trends in the field of library and information science education and research.

Course Outline

Unit I: Scientific and Technological Information

15 Hours

Fundamentals pertaining to the application of science, Design principles, “how-to-do-it” information on processes, Materials handling and operation, Information on Standards and Specifications, Material properties, Scheduling and foremanship, Patent information.

Unit II: Economic Information

10 Hours

Prices of materials and services, Rates, Marketing studies, Financial conditions, Insurance, Taxation, Competitive position, and Procurement sources.

Unit III: Legal Information

10 Hours

Regulatory information – such as codes, ordinances, statutes, and decisions; extent of trade cooperation, taxation and legislative liaison.

Unit IV: Personnel Information and Labour Matters

10 Hours

Personnel Information Labour Relations Matters, Management and supervision, Practices; Industrial Policies, Recreation requirements, Recruiting sources and Tests.

Unit V: Public Relations at Local and Regional Level

15 Hours

Information and the attitude of the local or regional area towards the industry, Responsibilities of the organisation towards the local and regional level.

Learning Outcomes:

At the end of the course the learners will be able to know the industry requirements in terms of information. The learners will also study in detail about the various economic aspects of information.

References/Readings:

1. Breeding, M. (2014). *Resource Sharing in Libraries : Concepts, Products, Technologies, and Trends*. Chicago: American Library Association,.
2. David Baker, D., Evans, W., & Hines, S. H. (2017). *Innovation in Libraries and Information Services*. United Kingdom: Emerald.
3. Feng, D. D., Siu, W.-C., & Zhang, H.-J. (2003). *Multimedia Information Retrieval and Management : Technological Fundamentals and Applications*. Berlin: Springer Berlin Heidelberg.
4. Fuchs, C., & M, A. C. (2018). *Organization, Representation and Description Through the Digital Age : Information in Libraries, Archives and Museums*. Berlin: Walter de Gruyter GmbH.
5. Gupta, B. M. (1988). *Handbook of libraries, archives and information centres in India. 6, International cooperative information systems, networks and programmes*. New Delhi : Segment Books.
6. Hakansson, C. &. (2015). *Competitive intelligence for information professionals*. Waltham: Chandos Publishing.
7. Hider, P. (2015). *Information Resource Description : Creating and managing metadata*. London: Facet Publishing.
8. Hyde, M. (1988). *Library and information services to business and industry : study on levels of service, related costs and charging systems*. London: British Library Research & Development Department.
9. Kapitzke, C. &. (2013). *Libr@ries : Changing Information Space and Practice*. Hoboken: Taylor and Francis.
10. Lemieux, V. L. (2016). *Building trust in information : perspectives on the frontiers of provenance*. Cham: Springer.
11. Lidman, T. (2008). *Scientific libraries : past developments and future changes*. Oxford: Chandos.
12. Mason, D. M. (1991). *Information for industry*. Chicago: Library Association Pub.
13. Polanka, S., Sanchez, J., Dunie, M., & Michael, Z. (2015). *E-content in libraries : marketplace perspectives*. Chicago: ALA TechSource.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Second Semester**BLC-DSCC – 201: Information Services and Systems**

(4 Credits/100 Marks)

Course Description:

This course educates the students with the different information services that are provided by the libraries and information centres in India and the world.

Learning Objectives:

To familiarise the students with various information services provided by libraries and how information repackaging and consolidation can produce better services in the digital era.

Content:

Unit – I: Reference and Information Services

15 hours

Reference and Information Services - Introduction to references services, Types and Needs, Trends, Reference Interview, Online reference service

Information services: Current Awareness Services (CAS): SDI, Indexing and Abstracting Service, Alerting services- ListSers and other email based services. Survey of Listserv in different disciplines, Developing FAQs, Document delivery.

Virtual Reference Desk (VRD): Management, technology and resources.

Readers Advisory Service.

Unit – II: Information Consolidation and Repackaging

15 hours

Information consolidation and repackaging: Content analysis.

Information products: Concepts, Definition, Need & Trends

Marketing concepts: Corporate mission; Marketing Strategies. Concept of marketing in Non-profit Organizations, Marketing Mix, Branding and Advertising

Marketing Plan & Research, Costing and Pricing of information products and services.

Unit – III: Information Systems

15 hours

Information systems: Basic concepts, Meaning, Objectives and Functions

Components of Information System: Structure, Functions and Services, Libraries, Documentation Centres, Information centres, Data centres, Information analysis centres, Clearing houses, Data banks, Data Curation centres, Museums, Memoirs, Institutional Repositories, Open Archives, Referral, Translation Centres, and Publishing Houses.

Information Policies and Programmes, Planning, Design and Evaluation of Information systems

Unit – IV: Documentation Centres

15 hours

Library Networks: Historical development of Library Cooperation and Networking, Functions, Activities, Advantages.

Study of National Documentation Centres, Information Systems and programmes

Study of International Information Systems and programmes

Resource Sharing and Networks: Consortia- Importance and Objectives. Study of Information networks- OCLC, INFLIBNET, DELNET.

Learning Outcomes:

At the end of the course, the students will get to know the different information services offered by the libraries, how to promote and market library services using digital tools in the digital era.

References / Readings:

1. Sunitha, Asija(1998). Documentation services in India: A review of some selected documentation centres. New Delhi: Academic Publications.

2. Guha, B. (1983). Documentation and Information: Services, techniques and systems. Calcutta: World Press.
3. Gupta, B.M. and others(1991). Handbook of Libraries, archives, Information centres in India. New Delhi: Aditya Prakshan.
4. Krishan Kumar (1990). Reference service. New Delhi, Vikas.
5. Neelameghan A. and Prasad, K.N. Eds. (2005).Information systems and services in India. Bangalore: SRELS.
6. Cronin, B(1981). Marketing of Library and Information services. London: ASLIB
7. Eileen, E. D.S.(2002). Marketing concepts for Libraries and Information services. 2nd Ed. London: Facet Publishing.
8. Jain, A.K and others Ed. (1995). Marketing of Information products and services. Ahmedabad: IIM.
9. Singh, G (2013). Information sources, services and systems. PHI Learning.
10. Tripathi, A. & Lal, J. (2016). Library consortia: Practical guide for library managers. Cambridge: Chandos Publishing
11. Horton, V. & Pronevits, G. (2015). Library consortia: Models for collaboration and sustainability. ALA Editions
12. Babu, T A., Ramaiah, L S & Saxena, S C. (2007). Vision of future library and information systems. Viva Books

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSCC-202: Knowledge Organisation - Library Cataloguing (Theory and Practice) **(4 Credits/100 Marks)**

Course Description:

The course is designed to equip students with theoretical and practical aspects of library cataloguing. The coursework provides students with a solid foundation in library cataloguing.

Learning Objectives:

To introduce students to the basic concept and aspects related to library cataloguing. The course will highlight salient features of major library cataloguing codes and recent trends in cataloguing.

Course Outline

Unit - I: Knowledge Organization – Basics of Cataloguing

10 Hours

Resource Description: Concepts and definition.

Nature of Library Catalogue: Definition, Need and Purpose.

Forms of Library Catalogue: Physical and Inner forms.

Resource sharing of bibliographic data: Meaning and Importance. Trends in cataloguing – Centralised Cataloguing, Co-operative Cataloguing, Union Catalogue, Pre-natal Cataloguing, Cataloguing in Publication.

Kinds of entries, Data elements in different types of entries, Classified and Alphabetical. Filing Rules and Procedures.

Indexing Systems and Techniques: Pre-coordinate, Post-coordinate, Derived.

Choice and rendering of headings: Subject Headings, SLSH, LCSH, Chain Procedure.

Unit - II: Cataloguing codes

10 Hours

History and Developments of Cataloguing Codes. Salient features of AACR2 and CCC.

Unit - III: Cataloguing Standards

10 Hours

Standards of record formats and description: ISBD, MARC21, CCF, RDA, FRBR, BIBFRAME.

Standards of Bibliographic Information Interchange and Communication: ISO 2709, Z39.50, Z39.71.

Metadata Standards: Dublin Core, MARC, METS, MADS, MODE, EAD, RAD, RDF, XOBIS.

Unit - IV: Knowledge Organization - Cataloguing Practical

30 Hours

Cataloguing of a book and non-book materials according to AACR2: Works of single and shared authorship, Editorial publications, Multivolume, Pseudonyms, and Serial publications.

Creating MARC 21 records of Print documents and Electronic resources.

Cataloguing using RDA.

Preparing simple and qualified Dublin Core records.

Learning Outcomes:

After completing the course, the students will understand the basic principles of information description, subject analysis, indexing, cataloguing, and apply these methods and techniques in organising and retrieving information sources.

References /Readings:

1. Barbara, M. W. (Ed.). (1997). *Sears List of Subject Headings*. New York: HW Wilson.
2. Gorman, M. (2004). *The concise AACR2*. Chicago: American Library Association.
3. Hunter, E. J. (1998). *Classification Made Simple*. London: Clive Bingley.
4. Kumar, G., & Krishan, K. (2018). *Theory of cataloguing*. New Delhi: Vikas Publishing House.
5. Kumar, K. (1993). *Cataloguing*. New Delhi: Har Anand Publications.
6. Library of Congress. (2021, November). *MARC 21 Format for Bibliographic Data*. Retrieved from Library of Congress: <https://www.loc.gov/marc/bibliographic/>
7. Maxwell, R., & Maxwell, M. (1997). *Maxwell's handbook of AACR2R: Explaining and illustrating the Anglo American Cataloguing Rules and the 1993 Amendments*. Chicago: ACA.
8. National Information Standards Organization (U.S.); American National Standards Institute. (2013). *The Dublin Core Metadata Element Set : an American national standard*. Bethesda, Md.: NISO Press.
9. Ranganathan, S. R. (2006). *Classified catalogue code : with additional rules for dictionary catalogue code*. New Delhi: Ess Ess Publication for Sarada Ranganathan Endowment for Library Science.
10. Sears, M. E., & Carmen, R. (1986). *Sears list of subject headings*. New York: H. W. Wilson.
11. Sehgal, R. L. (1996). *Cataloguing Practice: An Introduction to AACR-II*. New Delhi: Ess Ess Publications.
12. Vishwanathan, C. G. (1983). *Cataloguing Theory and Practice*. Lucknow: Print House.
13. Wynar, B. S. (2004). *Introduction to Cataloguing and Classification*. Colorado: Libraries Unlimited.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC - DSCC – 203: Library Automation, Databases and Networking (Theory & Practice) (4 Credits/100 Marks)

Course Description:

The daily operations of libraries in a variety of settings rely heavily on library automation. Students will get understanding of automation and technology abilities that will enable them to work in libraries, archives, museums, and information centres. This course is meant to give students not just hands-on experience with an ILS, but also the knowledge and skills to select, deploy, test, evaluate,

and manage it. The course covers new technology and next-generation library automation tools that students should be familiar with in the profession.

Learning Objectives:

1. To have a better understanding of the historical, current, and future tendencies in library automation and technological evolution;
2. To familiarise oneself with the major companies in the library automation sector and their distinctive ILS products, both proprietary and open source;
3. To provide hands on training in the use of library software, digital library software's, web catalogues, ILMS, creating institutional repository with open source institutional repository software, effective search of online databases and search engines for academic and research work, developing skills in web page designing and use of Google tools.

Course Outline

Unit - I: Library Automation

10 Hours

Definition, Need, Purpose, Barriers, Advantages. Historical development. Planning for library automation. Evaluation of library automation systems. Criteria for evaluation. Evaluation techniques. Standards relevant to library automation.

Automation of Library Services /operations and application of modern technologies: Acquisition, Cataloguing, OPAC's, Circulation, Serials Control, CAS, SDI, ILL, Stock Verification, Reference Service, MIS, System Administration. Cloud based and Web based library automation. Application of Barcode and RFID Technology for Library Functions. Application of Artificial Intelligence (ML, DL), Augmented Reality, Virtual Reality, Digital Libraries Software (DSpace, Greenstone).

Unit - II: Data Communication and Computer Networks

10 Hours

Introduction, Need for networking, Objectives, Advantages, Disadvantages. Data Communication – Components, Transmission Mode (Simplex, half duplex, full duplex), Analog and Digital Data Transmission, Data communication measurement (bandwidth). Transmission media (guided, unguided). Protocols and its functions, Communication Protocol (OSI Model). Network devices (NIC, Repeater, Hub, Bridge, Switch, Router, Gateway, Modem), File server, Workstation, Wireless networks.

Unit - III: Practical

20 Hours

Library Management System (LMS): Koha, e-Granthalaya, NewGenLib
Webcats and WebOPAC's: LC catalogue, OCLC etc.
Database searching and Internet searching, Search Engines

Unit - IV: Practical

20 Hours

Digital Libraries Software: DSpace, Greenstone
Website /Blog Development using WordPress, Blogger, Google Sites.

Learning Outcomes:

1. At the end of the course the students will be able to apply the concepts and new technologies of Information and Communication Technology to the various tasks in the libraries and also develop new services.
2. The students will be able to perform library related tasks using ILMS, create institutional repositories using open Digital Library Software, develop library websites and blogs, effectively

search online databases for information retrieval for academic and research purposes and use web-based tools effectively for library related tasks.

References / Readings:

1. <http://www.makebarcode.com/info/info.html>
2. Carter, R. (1987). *The Information Technology Hand Book*. London: Henemann.
3. Jeanne, F. M. (2006). *A Librarian's Guide to the Internet: A Guide to searching and evaluating information*. Oxford: Chandos publishing.
4. Jones, R. (2006). *The Institutional Repository*. Oxford: Chandos publishing.
5. Kumar, P. (2004). *Information Technology: applications (theory and practice)*. Delhi: B.R. Publication.
6. Lancaster, F. (1990). *Electronic publishing and their implications for libraries and beyond*. London: Clive bingley.
7. Lucy, A. T. (2005). *An Introduction to computer based library systems* (Ed.3 ed.). Chinchester: Wiley.
8. Malwad, N. (1996). *Digital Libraries. Dynamics store-house of digitised information*. New Delhi: New Age.
9. Patnaik, S. (2001). *First textbook on Information Technology*. New Delhi: Dhanpat Rai.
10. Rao, R. (1996). *Library Automation*. New Delhi: New age International .
11. Rich, E. a. (1994). *Artificial Intelligence* (2nd Ed. ed.). New Delhi: T.M.H.
12. Vishwanathan., T. (1995). *Communication Technology*. New Delhi: T.M.H.
13. Zorkoczy, P. (2005). *Information Technology: An introduction*. London: Otiman.

References - Websites

1. www.google.com
2. www.yahoo.com
3. www.sciencedirect.com
4. <https://www.jstor.org/>
5. <https://jgateplus.com/search/>
6. <http://classify.oclc.org/classify2/>
7. www.wordpress.com
8. www.blogger.com
9. <https://ndl.iitkgp.ac.in/>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSCC – 204: Information Retrieval
(4 Credits/100 Marks)

Course Description:

Information retrieval is a vital component in information management. There is an outburst of information and retrieving relevant and authentic information is the irrevocable role of the librarian in providing information services, therefore, this course will offer the library professional knowledge on how to retrieve information from various information sources using suitable information retrieval tools.

Learning Objectives:

The objective of this paper is to:

- Introduce the concepts of information retrieval (IR), familiarize the students with the different types of vocabulary control tools and the importance of vocabulary control tools in retrieving information.
- Acquaint the students with the various information retrieval models, and the trends in retrieval.

Course Outline

Unit – I: Information Retrieval

15 hours

Information Retrieval: Basic concepts, Definition, Objectives, Components, Functions.

Evaluation of IRS: Purpose, Evaluation, Criteria, Steps of evaluation

Indexing: Meaning, Purpose, Need, Pre-coordinate Indexing, Post-coordinate Indexing, Automatic Indexing.

Pre-coordinate Indexing - Chain procedure, POPSI, PRECIS, Keyword Indexing.

Post-coordinate Indexing - Uniterm, Citation Indexing

Unit – II: Vocabulary Control

15 hours

Meaning, Importance of vocabulary control, Controlled v/s Uncontrolled vocabulary

Vocabulary control tools: Subject heading, Thesauri, Thesaurofacet, Classaurus

Unit – III: Information Retrieval Models

15 hours

Information Retrieval Models - Boolean Model, Vector Space Model, Probability Model.

Thesaurus construction techniques and Practice

Case study of Controlled Vocabularies/ontologies

Unit – IV: Web Information Retrieval

15 hours

Search Engines - Definition, Functions and Components of Search Engines, Meta Search Engines, Searching and retrieval, Full Text retrieval, User Interfaces.

Evaluating Search Engines

Natural Language Processing.

Information Retrieval - Standards and Protocols.

Learning Outcomes:

At the end of the course, the students will understand the basic concept of IR and the role of indexing in IR.

- The students will gain knowledge on various IR models and how IR is useful in the development of search engines.
- The students will understand how the vocabulary control tools enhance the IR process, learn to construct the thesaurus and get familiar with the controlled vocabularies / ontologies used in various online databases.

References / Readings:

1. Alberico, R. and Micco M.(1990). Expert Systems for Reference and Information Retrieval. West Port : Meckler.
2. Atchison, J. & Gilchrist, A.(1972). Thesaurus Construction: A Practical Manual. London: Aslib.
3. Bates, M (2011). Understanding Information Retrieval Systems: Management, types and standards. Boston: Auerbach Publications.
4. Chowdhury, G.G.(2003). Introduction to Modern Information Retrieval. 2nd Ed. London, Facet Publishing.
5. Croft, W. B; Metzler, D & Strohman, T. (2015). Search Engines Information Retrieval in Practice. Pearson Education
6. Ford, N.(1991). Expert Systems and Artificial Intelligence : An Information Manager's Guide. London : LA
7. Ghosh, S. B. and Biswas, S. C. (1998). Subject Indexing Systems: Concepts, Methods and Techniques. Rev. ed. Calcutta: IASLIC
8. Krishnamurthy, S & Akila, V. (2017). Web Semantics for Textual and Visual Information Retrieval. IGI Global
9. Kowalski, G, & Maybury, M. (2002). Information Storage and Retrieval System: Theory and Implementation. Springer
10. Lancaster, F. W. (1968). Information Retrieval Systems, Characteristics, Testing and Evaluation. London: Facet Publishing.
11. Pandey, S.K. Ed.(2000).Library Information Retrieval. New Delhi: Anmol
12. Tiwary, U.S & Siddiqui, T. (2008). Natural Language Processing and Information Retrieval. Oxford University Press
13. Van, Rijsbergen C. J.(1970). Information Retrieval. 2nd ed. London: Butterworths.
14. Vickery, B.C.(1970). Techniques of Information Retrieval. London: Butterworths

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSOC-205: Communication Skills In LIS

(4 Credits/100 Marks)

Course Description:

Communication skills training aims to help people learn a variety of skills that will help them communicate more successfully. Communication skills are widely acknowledged as being critical in developing high-performing employees. They are necessary for effective leadership and management, as well as sales and customer service effectiveness.

Learning Objectives:

The paper aims to inculcate potential skills in the learners to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems, and demonstrate a positive work ethic so as to hold a good impression and positive impact in the field of Library and Information Science.

Course Outline**Unit - I: Introduction to Communication****5 Hours**

Communication: An Introduction: Definition, Nature and Scope of Communication. Importance and Purpose of Communication. Process of Communication. Types of Communication.

Unit - II: Non-Verbal Communication**8 Hours**

Non-Verbal Communication: Body Language (Personal appearance, Posture, Gestures, Eye Contact, Kinesics). Paralinguistics. Proxemics. Haptics. Tips for improving Non-Verbal Communication

Unit - III: Effective Communication**7 Hours**

Essentials of Effective Communication. Communication Techniques. Barriers to Communication

Unit - IV: Verbal Communication**30 Hours**

Listening Skills (Purpose of Listening, Listening to Conversation (Formal and Informal), Academic Listening (Listening to Lectures), Listening to Talks and Presentations, Active Listening- an Effective Listening Skill, Benefits of Effective Listening, Barriers to listening, Note Taking Tips).

Oral / speaking Communication Skills (Phonetics, Self-development through speaking skills, Group discussions, Job interviews, Paralinguistics, Public speaking, Art of negotiation, Conversations, Dialogues and Debates).

Reading Skills (Purpose, Process, Methodologies, Skimming and Scanning, Levels of Reading, Reading Comprehension, Academic Reading Tips)

Writing Practice (The art of condensation [précis, synopsis, summary, abstract, paraphrasing], letters and resumes, reports, technical proposals, email and blog writing, circulars, minutes memos, notices, agendas, advertising, reviews)

Unit - V: Corporate Skills**10 Hours**

Corporate Skills: Leadership Qualities (traits, types, leader's v/s managers). Negotiation Skills (introduction, types, processes, tips). Time management (barriers, techniques, tips). Stress management

Student Learning Outcomes:

At the end of the course the student

- will be able to orally communicate effectively with confidence and facilitate interpersonal communication.
- will be able to communicate in writing effectively.

References / Readings:

1. Kumar, S., & Lata, P. (n.d.). Communication Skills. Oxford.
2. Malhotra, P., & Haldar, D. D. (n.d.). Communication Skills: Theory and Practice. ABCI.

3. Mohan, K., & Banerji, M. (n.d.). Developing Communication Skills (2nd Edition ed.). Laxmi Publications.
4. Patil, S. (n.d.). Handbook on Presentation and Communication Skills.
5. Prasad, D. P., Kataria, S., & Sons. (n.d.). The Functional Aspects of Communication Skills.
6. Raman, M., & Singh, P. (n.d.). Business Communication (2nd Edition ed.). Oxford.
7. Sheldon, B. E. (2010). Interpersonal Skills, Theory and Practice: The Librarian's Guide to becoming a Leader. Libraries Unlimited Inc. .

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC-DSOC-206: Data Mining and Knowledge Discovery

(4 Credit/100 marks)

Course Description:

This course aims to provide search tools for data requirements with precision. Students will be able to analyse various sources of information and derive new content through data mining processes.

Course Outcome:

Through this course the students will utilise various tools in searching information from different textual sources which will lead to generation of new concepts and information.

Course Objectives:

To introduce the fundamental processes of text mining, data warehousing and data mining.

To impart knowledge on various data mining concepts and techniques that can be applied to text mining, web mining etc.

To develop the knowledge for application of data mining for information retrieval from the web.

Course Outline

Unit I: Text Mining

20 Hours

Text Mining: Definitions, Process, Techniques and Issues, Text Mining Approaches

Document classification (text classification, document standardisation), Information retrieval (keyword search / querying and indexing), Document clustering (phrase clustering), Natural Language Processing (Spelling correction, lemmatization, grammatical parsing, and word sense disambiguation), Text Summarization, Information extraction (relationship extraction / link analysis), and Web mining (web link analysis)

Applications: Digital Libraries, Academic and Research Field, Life Science, Social media, Business Intelligence.

Unit II : Data Mining

20 Hours

Data Mining overview, Architecture, Process, Classification of Data Mining Systems, Issues with Data Mining

Data Warehouse, Data Warehouse Models, Metadata Repository, Data Pre-processing – Data Integration and Transformation, Data Reduction, Data Mining, Methodologies of Data Mining, Data Mining Applications, Data Mining and Society.

Web Mining: Concepts, Web Content Mining, Web Usage Mining, Web Structure Mining, Mining Tools, Applications.

Unit III: Big Data**20 Hours**

Big Data: History of Big Data, Its Phases, Characteristics of Big Data, Big Data Tools

Big Data challenges and Issues, Types of Big Data- Structured Data, Unstructured Data.

Semi-Structured Data.

Knowledge Discovery in Databases (KDD): Knowledge Discovery - Introduction, Concepts.

Process of Knowledge Discovery, KDD Research Opportunities, Challenges and Trends.

Tools and Techniques in Knowledge Discovery in Databases.

References/ Readings:

1. Acharya, S. C. (2019). *Big Data and Analytics*. New Delhi: Wiley.
2. Agarwal, C. (May 2015). *Data Mining: The Textbook*. Springer Nature.
3. Bhatia, P. (2019). *Data Mining and Data Warehousing: Principles and Practical Techniques*. New Delhi: Cambridge University Press .
4. Erl, T., Khattak, W., & Buhler, P. (2016). *Big Data Fundamentals: Concepts Drivers: Concepts, Drivers and Techniques*. Noida Uttar Pradesh: Pearson Education India.
5. Han, , J., Kamber , M., & Pei, J. (2012). *Data Mining: Concepts and Techniques*. Morgan Kaufmann.
6. Kamal, R., & Saxena, P. (2019). *Big Data Analytics, Introduction to Hadoop, Spark, and Machine-Learning*. New Delhi: McGraw Hill Education.
7. Liu, B. (2011). *Web Data Mining*. Berlin: Springer.
8. Russell, M. A., & Klassen, M. (2019). *Mining the Social Web* (3rd. ed.). India: O'Reilly Media, Inc.
9. Tan, P. N., Steinbach, Michael, & Kumar , V. (2016). *Introduction to Data Mining*. Noida: Pearson India Pvt. Ltd.
10. Taneja, A. (2012). *Knowledge Discovery in Databases*. New Delhi: Galgotia Publications.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

BLC – DSOC-207: Scholarly Communication**(4 Credits/100 Marks)****Course Description:**

The course offers an overview of Scholarly Communication which includes basic concepts, historical perspectives, scholarly traditions, knowledge about scholarship, study of journal publication, review processes, role of social media, Open Access movement, institutional repository, Digital libraries and Copyright issues.

Learning Objectives:

To introduce the student to the foundation of science and scholarships, the importance of scientific and professional societies in journal publications, emergence of other mainstream media, ideology and philosophy of Open Access documents, software available for digital libraries, Copyright issues and scientometrics of scholarly publication.

Course Outline**Unit –I: Science and Scholarship****12 hours**

Republic of Science and Scholarship: Foundations of Science and Scholarship, Principles and paradigms of Scientific culture/scholarship: Historical perspective of scholarly communication systems, Scholarship and Scholarly traditions.

Study of journals, their functions, working and processes. The importance of scientific and professional societies in journal publishing; Peer review processes. Migration of peer reviewed journals from print to Web-based; Serial publishing crisis phenomena.

Unit –II: Internet and Scholarship

12 hours

Rise of the Internet in scholarship, Communication and daily lives. Evolution of Internet/Electronic publishing; Emergence of online information media,. E-science, Open data and Cyber infrastructure.

Unit – III: Open Access

12 hours

Open Access (OA) Movement: Understanding OA – Concept, Principles. Ideology and philosophy of Open Source Content, Open Educational Materials and Open Access to scientific literature; Green and Gold route to OA. Familiarity and Organization behind the OA movement.

Unit – IV: Open Source Software

12 hours

Study of Open Source Software for Institutional Repository and Digital Libraries. DSpace, Greenstone, EPrints, Fedora Commons; Digital Commons.

Unit –V: Copyright Issues in Digital Media

12 hours

Copyright Issues - Understanding Copyright, Creative Commons, Licensing issues. Quantitative Analysis of journals' Contents. Qualitative analysis of journals' websites.

Scientometrics and metrics of scholarly publication, H-index, Impact Factor.

Learning Outcomes:

After completing the course the student will be able to understand the concept of scholarly communication with publication issues, qualitative and quantitative analyses of journals and scholarly publication metrics.

References/Readings:

1. Anderson, R. (2016). *Libraries, Leadership and Scholarly Communication*. Chicago, USA: ALA Editions.
2. Anderson, R. (2020). *Scholarly Communication What every needs to know*. New York: Oxford University Press.
3. Gilman, I. &. (2013). *Library Scholarly Communication Programs: Legal and ethical Consideration*. New Delhi: Chandos Publication.
4. Gorman, G. (2005). *Scholarly Publication in an Electronic Era*. London: Facet Publication.
5. Morrison, H. (2009). *Scholarly Communication for Librarians*. New Delhi: Chandos Publication.
6. Mukerjee, B. (2010). *Scholarly communication in Library and Information Services*. Oxford: Woodhead Publishing.
7. Parekh, H. (2000). *Internet in the Scholarly Communication Process*. Mumbai: Knowledgeware.
8. Random, R. e. (2012). *Organization of Scholarly Communication*. New York: Association of Research Libraries.
9. Shorley, D. (2013). *Future of Scholarly Communication*. London: Facet Publication.
10. Vance, P. U. (2019). *Scientific Scholarly Communication: The Changing Landscape*. New York: Springer.

11. Wright, J. (2019). *Library Science and Scholarly Communication*. New York: Clanrye International .

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Annexure II

Master of Library and Information Science (M.L.I.Sc.) First Semester

MLC-RSOC-101: Research Methodology (4 Credits/100 Marks)

Course Description:

The course offers an overview of research methodology including basic concepts, types and planning of research, research design, research reporting employed in quantitative and qualitative research methods including the learning of statistical techniques and graphical presentation.

Learning Objectives:

To introduce the student to identify and discuss the role and importance of research in the library profession with the issues and concepts, salient to the research process, the complex issues inherent in selecting a research problem, along with selecting an appropriate research design and the knowledge of sampling, data collection, analysis and reporting.

Course Outline

Unit – I: Introduction to Research

10 Hours

Definition of Research; Need and Purpose, Characteristics of research.

Basic and Applied research

Criteria for a topic to be relevant for research

Research Methods, Research Design, Research Methodology for Library and Information Science professionals.

Current trends in LIS research.

Unit – II: Research Planning

10 hours

Planning process; Review of literature, Selection of problems for research, Mode of Selection, Process identification, Criteria of selection, Formulation of selected problem.

Hypothesis: Meaning, Types, Functions, Conceptualization. Essentials of good research design and its importance.

Ethical aspects of research.

Literature search-print and non-print and electronic sources.

Writing of research proposals.

Unit –III: Types of Research

10 hours

Research: Types, methods and techniques. Qualitative and Quantitative methods in Library and Information Science. Descriptive, Analytical, Fundamental, Applied, Action and Exploratory research. Research methods: Observation, Questionnaire, Interview, Experimental and Case study. Survey methods, Content analysis, Bibliometrics.

Research Design: Need and purpose, Types of research design based on nature of investigation, based on data collection, based on reference period.

Research Plan: Need, Purpose and Plan. Types and Structure, Funding and Monitoring.

Unit – IV: Research Reporting Practice**30 hours**

Research Reporting Practice: Research Reports and their types, Research Proposal, Plan outline, format and content, Drafting of Research Reports and final phase of physical production. Tools for research- Types of variables, Sampling Procedure, Types of Sampling. Data Presentation- Ordinal Data, Numerical /data.

Graphical Presentation: Line, Histogram, Frequency, Polygon, Curves, Bar diagrams and Charts.

Statistical Techniques: Measures, Central Tendency, Measures of Dispersion, Correlation, Regression analysis and Time Series Analysis.

Infographics: Open source tools, Style manuals.

Learning Outcomes:

After completing the course the student will understand the research terminology, literature search, different methods and approaches used towards research, ethical principles of research and will critically analyse any given topic in the library profession.

References and Further Readings:

1. Bell, J. &. (2018). *Doing your Research Project: a guide to first-time researchers*. London: McGraw-Hill Education.
2. Chandra, v. (2018). *Research Methodology*. Noida: Pearson India Education Services.
3. Chawla, D. (2011). *Research Methodology*. New Delhi: Vikas Publishing house.
4. Gorman, G. (2005). *Scholarly Publication in an Electronic Era*. London: Facet Publication.
5. Gupta, D. (2011). *Research Methodology*. New Delhi: PHI Publication.
6. Kothari, C. (2012). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
7. Kumar, C. R. (2012). *Research Methodology*. New Delhi: A P H Publishing Corporation.
8. Kurmar, R. (2015). *Research Methodology: A step -by –step guide for beginners*. New Delhi: Sage Publishing.
9. Oberoi, P. K. (2013). *Research Methodology*. New Delhi: Global Academic Publisher.
10. Panneerselvan, R. (2006). *Research Methodology*. New Delhi: Prentice-Hall of India.
11. Phanse, S. S. (2016). *Research Methodology Logic, Methods, and Cases*. New Delhi: OUP.
12. Taylor, B. (2008). *Research Methodology: A guide for research in Management and Social Sciences*. New Delhi: Prentice-Hall of India.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC - RSOC – 102: Research Publication and Ethics**(4 Credits/100 Marks)****Course Description:**

This course covers the fundamentals of science philosophy and ethics, research integrity, and publication ethics. The purpose of these sessions is to identify scientific misconduct and predatory publications. This course covers indexing and citation databases, open access publications, research metrics (citations, h-index, impact factor, and so on), and plagiarism tools.

Learning Objectives:

1. To be aware of research ethics rules, issues, options, and resources
2. To become familiar with different institutional ethical review boards/academic integrity requirements
3. To comprehend the value and purpose of ethical decision-making
4. To maintain a positive attitude toward continuing to learn about research ethics

Course Outline

Unit - I: Research-Philosophy and Ethics

5 Hours

Introduction to Philosophy: Definition, Nature and Scope, Concept, and Branches.

Definition of Ethics, Moral philosophy, Nature of moral judgements and reactions.

Unit - II: Scientific Conduct

10 Hours

Science and research ethics, Intellectual honesty and Research integrity.

Falsification, Fabrication, and Plagiarism (FFP).

Redundant publications: Duplicate and Overlapping publications, Salami slicing.

Data Falsification, Misrepresentation of data and Selective reporting

Unit - III: Ethics of Publication

10 Hours

Definition, Introduction, and Significance of publication ethics

Publication Standards/Initiatives

Conflicts of Interest: Definition, Concept, difficulties that lead to unethical activity and vice versa,

Types of publication misconduct

Authorship, Contributorship, and Publishing ethical violations

Detection of publication malpractice, Complaints and Appeals

Predatory journals and Publishers - Practice

Unit - IV: CC, OA, Plagiarism, RM

20 Hours

Creative Commons (CC) Policies

Open Access (OA) Publications and Projects. Check publisher copyright and Self-archiving rules using related web portals.

Routes to Open Access, Repositories, Journals, NoteBooks

Plagiarism detection tools. Reference Management (RM) tools. Paraphrasing tools. Literature Review Grid. Journal suggestion tools.

Unit - V: Databases and Metrics

15 Hours

Databases and research metrics.

Citation Databases. Indexing Databases. Specific Subject databases

Research metrics: Impact Factor, SNIP, SJR, IPP, Eigenfactor and Cite Score.

Author level metrics: h-index, g index, m index, i10 index

Article level metrics: Altmetrics, PlumX

Learning Outcomes:

1. At the end of the course, the students will appreciate the importance of being ethical when conducting research and publishing activities by the end of the course.
2. They will be able to distinguish between good and bad publishing procedures, as well as how to spot questionable publishing techniques and publishers.

3. More crucially, there will be a greater understanding of the term "open access," as well as contributions of research output to open access publishing platforms.
4. The students will also become familiar with the software and databases required for conducting research.

References / Readings:

1. Bird, A (2006). *Philosophy of Science*. Routledge
2. Dutta, D. S. (2021). *Research & Publication Ethics in Social Science*. New Delhi: Bharti Publications.
3. Gliner, J. A., & Morgan, G. A. (2000). *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*. Lawrence Erlbaum Associates.
4. Lefkowitz, J. (2003). *Ethics and Values in Industrial-Organisational Psychology*. Lawrence Erlbaum Associates.
5. Stanley, B. H., Sieber, J. E., & Melton, G. B. (n.d.). *Research Ethics: A Psychological Approach*.
6. Todorovich, M., Kurtz, P., & Hook, S. (n.d.). *The Ethics of Teaching and Scientific Research*.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC-OGC-103: Digital Library Systems

(4 Credits/100 Marks)

Course Description:

This course will enable students to learn the functioning of digital libraries with respect to the services that are provided online for the users of the library.

Course Objectives:

- To know what a digital library is and its functionalities.
- To ascertain the process of digitization and the equipment requirements.
- To study in detail the open-source digital library software.
- To create an awareness on management of digital resources.

Course Outline

Unit - I: Digital Library

15 Hours

Digital Library - Concept and Definition, Characteristics, Need for Digital Libraries, Online databases and Information Retrieval Systems (IRS), Digital Knowledge Organisation, Digital Library Services, Search Interfaces, Digital Library Software.

Unit - II: Digital Library Architecture

12 Hours

Digital Library Architecture, Interoperability, Compatibility - Protocols and Standards. Born digital, Hosting platforms – Self hosting, Mirrored hosting/shared services. DOI, Open URL, CrossRef.

Unit - III: Digitization

18 Hours

Digitization – Definition, Process of digitization, Problems and Challenges of Digital Preservation, Digital Preservation Strategies, Metadata Harvesting, OAI-PMH, Digital Rights Management (DRM) and Digital Preservation, Major Digital Preservation Programmes, Digital Preservation Initiatives in India, Archival Management.

Unit - IV: Open Access Initiatives**15 Hours**

Open Access Movement, Digital Library Software: Case study of digitization projects

Study of selected Digital Libraries: NDLI, NzDL.

Learning Outcome:

At the end of this course the students will learn different new ways and means of managing and handling web enabled activities such as Website management, LMS operations, IR management etc.

References / Readings:

1. Andrew, C. (2010). *Introduction to digital library management*. London: Facet Publishing.
2. Chowdhury, G. G. (2003). *Introduction to Digital Libraries*. London: Facet Publishing.
3. Ganguly, R. C. (2007). *Digital libraries: Challenges and prospects*. New Delhi: Isha Books.
4. Jones, R. e. (2006). *The institutional repository*. Oxford: Chandos Publishing.
5. Lawson, N. (2018). *Digital Library Preservation Strategies*. United Kingdom: EDTECH.
6. Purcell, A. (2016). *Digital library programs for libraries and archives: Developing, managing, and sustaining unique digital collections*. Massachusetts: MIT Press.
7. Rajasekaran, K. (2010). *Digital library basics: a practical guide*. New Delhi: Ess Ess Publications.
8. Richard, J. (2006). *The institutional repository*. Oxford: Chandos Publishing.
9. Singh, R. S. (2008). *Encyclopaedia of digital libraries*. New Delhi: Anmol Publishers.
10. Witten, L. H., Bainbridge, D., Nichols, D. M., & Fox, E. A. (2010). *How to build a digital library* (English ed.). Amsterdam: Elsevier.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC-OGC-104: History of Books and Reading**(4 Credit/100 Marks)****Course Description:**

The course comprises a study of books and print culture from antiquity, Middle Ages to the present with emphasis on print in Goa and India. Throughout the course, students will explore shifts from orality to literacy, from writing to printing, and finally from analogy to digital media. The creation, production, distribution, and reception of books and serials will be discussed, and aspects of humanities and scientific scholarship will be explored in relation to the development of the history of book and print culture.

Learning Objectives:

To introduce students to the study of book and print culture and to survey the literature and scholarship of this field. The students will get familiarity with book history and the connection between books and society.

Course Outline**Unit - I: Introduction****10 Hours**

Introduction: The Book, Book history. Oral culture, Early libraries and writing systems: Clay tablets, Papyrus, Palm leaf, Stone inscriptions, Manuscripts, Codex, Wax tablets, Parchment, Monastic copying. Sumerians, Egyptians, Indians, Chinese, Meso-Americans, and the Islamic world. Xylography, History of Paper. Book culture before printing. Medieval manuscripts and Bindings. History and Current trends in reading.

Unit - II: History of Printing

10 Hours

Woodblock Printing, Movable type printing and Gutenberg's Press, Spread of printing in Europe. Impact of printing press – Religious, Social, Educational.

Library history within the context of book history.

Early modern books (1600-1800). Authorship, Copyright, Sales and Distribution methods, Piracy, Rise of public libraries, Scientific publishing.

Unit - III: Printing in Goa

20 Hours

Books before the printing press. Demand for Printing press, Printing press in Goa - 1556

Work of Jesuit Missionaries.

Survey of Print literature in Konkani, Marathi and Portuguese.

Periodicals printed in Goa.

Unit – IV: Printing in India

10 Hours

Tamil printing, Printing press in Bombay – Bhimjee Parekh, American Mission Press, Printing in Bengal – Serampore Press, Graham Shaw, William Carey. Printing in Karnataka, Andhra, and Kerala. Printing and publishing in the Hindi heartland.

Unit – V: Development of Printing Technology and Publishing

10 Hours

Conventional Printing Technology – Letterpress printing, Offset printing, Rotary printing press, Inkjet printer, Digital printing, Making of Braille and Spoken-books.

Small press, Commercial publishing, Self-publishing, Vanity press, Print on Demand.

Learning Outcomes:

The students will examine how the books are produced and their impact on society. The study will demonstrate the understanding of processes by which information is created, evaluated and disseminated.

References / Readings:

1. Casson, L. (2001). *Libraries in the Ancient World*. New Haven CT and London: Yale University.
2. Chappell, W. (1970). *A Short History of the Printed Word*. New York: Alfred A. Knopf.
3. Darnton, R. (1982). What Is the History of Books? *Daedalus*, 111(3), 65-83. Retrieved April 14, 2022, from <https://www.jstor.org/stable/20024803>
4. Eisenstein, E. L. (2009). *The printing press as an agent of change : communications and cultural transformations in early-modern Europe : volumes I and II*. Cambridge : Cambridge University Press.
5. Eliot, S., & Jonathan Rose (Eds.). (2007). *A Companion to the History of the Book*. Malden, MA: Blackwell Publishing Ltd. Retrieved 2007
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9. Howsam, L. (2006). *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*. Toronto: University of Toronto Press.
10. Hunter, D. (1978). *Papermaking: The History and Technique of An Ancient Craft*. New York: Dover Publications, Inc.
11. Katz, W. A. (1995). *Dahl's history of the book*. London: Metuchen, N.J.
12. Kesavan, B. S. (1985). *History of Printing and Publishing in India: A Story of Cultural Re-awakening* (Vol. I). New Delhi: National Book Trust.
13. Kesavan, B. S. (1988). *History of printing and publishing in India : a story of cultural re-awakening: Origins of printing and publishing in Karnataka, Andhra and Kerala* (Vol. II). New Delhi: National Book Trust.
14. Kesavan, B. S. (1997). *Printing and Publishing in India: A Story of Cultural Re-awakening (Origins of Printing and Publishing in the Hindi Heartland* (Vol. III). New Delhi: National Book Trust.
15. Mohanrajan, P. A. (1990). *Glimpses of Early Printing and Publishing in India: Their Contribution Towards Democratisation of Knowledge*. Madras: Mohanavalli Publications.
16. Pearson, D. (2011). *Books As History: The Importance of Books Beyond Their Texts*. London: The British Library and Oak Knoll Press.
17. Priolkar, A. K. (1958). *The Printing Press in India: Its Beginnings and Early Development Being A Quarter Centenary Commemoration Study Of The Advent of Printing in India (In 1556)*. Bombay: Marathi Samshodhana Mandala.
18. Schramm, W. L. (1988). *The story of human communication: Cave painting to microchip*. New York: Harper and Row.
19. Steinberg, S. H., & Warde, B. (2017). *Five hundred years of printing*. Mineola: Dover Publications.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC-OGC-105: Information Literacy

(4 Credits/100 Marks)

Course Description:

Information literacy is the ability to know one's information needs and to locate, retrieve and use the information in an ethical manner. This course aims to provide information literacy skills to the students that would enable them to promote lifelong learning.

Learning Objectives:

The objective of this paper is to impart information literacy skills to the students that will help them to become lifelong learners.

Course Outline

Unit – I: Information Literacy Basics

15 hours

Information literacy: Meaning, Definition, Need, Evolution of the concept.

Historical perspective of Information literacy.

Types of Information Literacy: Technology literacy, Media literacy, Computer and Digital literacy.

Levels of Information Literacy: Entry level, Mid-level, High level, Advanced level.

Lifelong learning and its components, Implementing lifelong learning

Unit – II: Models of Information Literacy

15 hours

Partners of Information Literacy.

Standards and Models of Information Literacy

Unit – III: Information Literacy Programmes

15 hours

Role of Libraries in Information Literacy

Information Literacy programmes, Study of Information Literacy programmes in the world.

Information Literacy Instructions in different types of Library and Information Centers

Unit – IV: Trends in Information Literacy

15 hours

Current trends in Information Literacy.

Challenges facing Information Literacy.

Learning Outcomes:

At the end of this course, the students will gain insights into information literacy and acquire various skills to identify their information needs, locate, retrieve and evaluate information and use the information in an ethical manner thereby making them information literate students.

References / Readings:

1. American Library Association. Final Report of Presidential Committee on Information Literacy. www.ala.org/at/nill/litt1sthtml
2. Barker, K. and Lonsdale, R. (Ed.) (1994). Skills for Life: The Value and Meaning of Literacy. London: Taylor Graham.
3. Bawden, D.(2001). Information and Digital Literacies: A Review of Concepts. <http://gti/edu.um.es.8080/gomez/hei/intranet/bawden/pdf>.
4. Eisenberg, M. B. Lowe, C. A. & Spitzer, K. L. (2004). Information Literacy: Essential Skills for Information Age. London: Libraries Unlimited.
5. Meadows, A.J. (Ed.) (1991). Knowledge and Communication: Essays on the Information Chain. London: Library Association.
6. Pantry, S. and Griffiths, P. (2002). Creating a Successful E-Information Service. London: Facet.
7. Ercegovac, Z. (2008). Information Literacy: Search Strategies, Tools & Resources for High School Students and College Freshmen. California: ABC-CLIO
8. Godwin, P & Parker, J. (2018). Information Literacy Meets Library 2.0. Cambridge University Press
9. Grassian, E.S. & Kaplowitz, J. R. (2001). Information Literacy Instruction: Theory and Practice. Neal-Schuman Publishers.
10. Bound, H., Tan, J. P. & Ying, R L W. (Ed.). (2022). Pedagogies for Future-oriented Adult Learners: Flipping the Lens from Teaching to Learning. Switzerland: Springer.
11. Field, J & Leicester, M. (2014). Lifelong Learning: Education Across the Lifespan. London: Routledge

12. Walsh, J. (2011). Information Literacy Instruction: Selecting an Effective Model. Oxford: Chandos Publishing
13. Thomas, N. P., Crow, S. R. & Franklin, L. L. (2011). Information Literacy and Information Skills Instruction: Applying Research to Practice in the 21st Century School Library. 3rd ed. California: Libraries Unlimited

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC- OGC-106: Academic Libraries System

(4 Credits/100 Marks)

Course Description:

This course offers an understanding of the development, current state, and future directions of school, college and university libraries. The focus will be on broad issues within a context that connects academic libraries, and their infrastructure, with their parent institutions. Such issues include managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, budgeting, and higher education.

Learning Objectives:

1. To provide an understanding and need for library and information service support to different types of Academic Libraries.
2. To help students to understand the nature of information sources, Information users and Information services in School, College and University Libraries.

Course Outline

Unit - I: Academic Libraries

12 Hours

Academic Libraries, Evolution of Higher Education and Libraries in India.

Meaning, Definition, Importance, Functions.

Types of Academic Libraries - School, College, University Libraries

Role of Libraries in Higher Education. - Higher Education and Libraries in India before independence and after independence. - Role of Academic Libraries in the present electronic environment. - Challenges of Academic Libraries.

Unit - II: Collection Development in Academic Libraries

12 Hours

Policies and Guidelines

Ideal Characteristics of Academic Library collection- Meaning and Definitions of collection development.- Book selection procedure.- Collection Development Policy in the digital environment.- Problems of collection development.- Copyright issues in the digital environment.

Unit - III: Services in Academic Library

12 Hours

Academic Library Services - Digital Reference Services (DRS), Current Awareness and SDI Service (CAS & SDI), E-mail Alerting Services, Electronic Document Delivery Services (EDDS), User Education and Information Literacy.

Unit - IV: Academic Library Management

12 Hours

Human Resource Development (HRD) and Financial Management.

HRD: Meaning, Definitions and Importance: Manpower planning and Training, Continuing Education Programmes (CEPs) for Librarians.

Financial Management: Types of Budgeting, Lumpsum Budget, Zero Based Budget (ZBB) and Program Planning Budgeting System (PPBS).

Unit - V: Networks in Academic Libraries

12 Hours

Library Networking: Definition, Need and Importance.

Information Network Development in India

Learning Outcomes:

On completion of the course, the students will be able to;

1. Explore current and historical trends in academic libraries and critically analyse their impacts;
2. Investigate, plan, and implement academic library services and resources;
3. Analyse the role of the library within its parent institution and in relation to its patron communities and stakeholders;
4. Practice and refine communication skills in a variety of formats, leadership skills, and critical thinking within and applied to an academic library context.

References / Readings:

1. Dhiman, A. K. (2002). Academic Libraries. New Delhi: Ess Publications.
2. Flemming, H. (1990). User Education in Academic Libraries. London: The American Library Association.
3. Mathews, B. (2009). Marketing Today's Academic Library: A Bold New Approach to Communicating with Students. Chicago: American Library Association.
4. Petruzzelli, B. W. (2006). Real-Life Marketing and Promotion Strategies in College Libraries: Connecting With Campus and Community. London: Routledge.
5. Budd, J. M. (1998). The Academic Library: Its Context, Its purpose and Its operation. Englewood, Colorado: Libraries Unlimited.
6. Dayal, B. (2011). Managing Academic Libraries Principles and Practice. New Delhi: Isha Books.
7. Kumar, P. S. G. (2004). Information Sources and Services: Theory and Practice. Delhi: B. R. Publishing Corporation.
8. Mitchell, E. and Seiden, P. (2015). Reviewing the Academic Library: A Guide to Self-
9. Rajasekharan, K. and Nair, R. (1992). Academic library effectiveness. New Delhi: Ess
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[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC - OGC – 107: Marketing of Library Information Products and Services

(4 Credits/100 Marks)

Course Description:

This course provides an overview of contemporary marketing concepts and how they are applied in for-profit and non-profit companies. It examines the context in which all sorts of libraries and information services function, and it allows students to apply marketing concepts to an information

services operation of their choice. The course explores the question, "How can a library or information service understand the requirements and wishes of its target clients and go about satisfying them in such a way that it becomes (or remains) an information provider of choice?"

Learning Objectives:

1. To Understand and apply the principles of marketing
2. Analyse the market for a given library or information service
3. Develop marketing recommendations and a marketing plan for a library or information service

Course Outline

Unit - I: Information as a Resource

10 Hours

Birth of the Information and Knowledge Societies, Understanding of information as a resource: Information as a commodity, Information Economics, Information Industry Growth, and Implications for Library and Information Services and Products

Transborder Data Flow (TBDF) Agencies, Types of TBDF, TBDF hurdles: Access, Linguistic, Legal, Economic, and Cultural (Information Consolidators, Aggregators, Consortia, etc.)

Unit - II: Theories and Strategies of Marketing

12 Hours

Marketing Theories. Marketing Strategies; Corporate Mission

Marketing concepts: Marketing Concept in Non-Profit Organisations: Portfolio Administration Product Market Matrix; Product Life Cycle, Pricing Information; BCG Matrix Model.

Unit - III: Trends in Marketing

13 Hours

Marketing Combination: McCarthy's Four P's; Kotler's Four C's; Marketing Mix, Packaging, Branding, and Promotion.

Unit - IV: Marketing Research

12 Hours

Marketing Research & Plan: Marketing Research, Corporate Identity, and Marketing Plans Geographic and Demographic Segmentation; Behavioural and Psychographic Segmentation; User Behavior and Adoption; Market Segmentation and Targeting.

Unit - V: Costing and Pricing

13 Hours

costing and pricing of Information Products and Services. Pricing influencing factors, Pricing strategies.

Learning Outcomes:

On completion of the course, the students will be able to;

1. Explain the meaning of marketing and its need for a library and information centre;
2. Discuss how marketing strategies can be applied in a library and information centre;
3. Describe the concept of marketing mix as applicable to library and information services; and
4. Elaborate customer focus approach and issues related with implementation of marketing in a library set-up.

References / Readings:

1. Cawkell, A.E., Ed. (1987). Evolution of an Information society. London: ASLIB.
2. Cronin, B(1981). Marketing of Library and Information services. London: ASLIB..
3. Eileen, E. D.S.(2002). Marketing concepts for Libraries and Information services. 2nd Ed. London: Facet Publishing.

4. Jain, A.K and others Ed. (1995). Marketing of Information products and services. Ahmedabad: IIM.
5. Kotler, P. (1975). Marketing for non-profit organisation. Prentice-Hall.
6. Saez, E.E. (1993). Marketing concepts for Libraries and Information services.
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Second Semester (M.L.I.Sc)**MLC-DSD-201: Dissertation****(16 Credits/400 Marks)****MLC-RSOC-202: Technical Writing****(4 Credits/100 Marks)****Course Description:**

The Course offers the students an acquaintance with principles, techniques and skills required to conduct the scientific, technical or social science writing skills along with instruction for writing reports, presentations with emphasis on clarity, information design, use of graphics and accuracy of expression.

Learning Objectives:

The course introduces the student to identify and understand the facets and functions of the primary genres of technical writing, including letters, memos, emails, resumes, reports, proposals, technical descriptions, and technical definitions. The course will also allow the student to analyse and adapt to the situations for audiences, its purpose and their uses along with writing styles for clarity and concision, to produce the document collaboratively or independently.

Course Outline**Unit- I: Technical Writing-Introduction****15 hours**

Technical writing: Definition, Overview, Purpose, Types, Characteristics, Functions. Audience analysis and their requirements. Planning, Prewriting, Drafting, Revising, Editing and Producing the document. Aspects of technical writing – Researching, Mechanism and Process description. Use of editorial tools viz., Dictionaries, Style Manuals, Standards and specifications.

Unit- II: Technical Writing Process**15 hours**

Report and Proposals: Formal elements of reports, Guidelines for writing an effective report, Different types of report- Incident, Trip, Inspection, Progress report, Short investigation report, Feasibility and Recommendation report. Drafting of proposal and Project report.

Technical Writing Process: Information searching and gathering skills- Designing pages: Elements of page design, Basic design guidelines, Developing a style sheet - Using Visual aids: Tables, Graphs, Charts and Illustrations.

Unit -III: Technical Writing Style**10 hours**

Technical Writing style: Structure and format of conference papers, Journal articles, Seminar papers, Research proposals, Technical reports, Informal and Formal reports, Recommendation and Feasibility reports, Monographs, Dissertations/Theses and Review of articles.

Unit -IV: Technical Writing- Preparation and Presentation**10 hours**

Oral Presentation of scientific and technical communications: Preparation and use of multimedia facilities for presentation.

Unit- V: Trends in Technical Writing**10 hours**

Trends in technical writing – Types of technical Writing, Reasons for technical writing, Structure of article, White papers, Reference manuals, User manuals, On-line help files, Data sheet, Errata, Newsletters; Documentation support related software products.

Learning Outcomes:

At the end of this course, students will achieve the competence in terminology, concepts, theories and methodologies to communicate their ideas and reasoning, clearly and effectively in written and oral forms.

References/Readings:

1. **Alfred, G. J. (2020). *Handbook of technical writing*. Boston: Bedford.**
2. Basu, B. (2007). *Technical writing*. New Delhi: Prentice Hall of India.
3. Gerson, S. J. (2001). *Technical Writing*. New Delhi: Pearson Education Ltd.
4. Greenlaw, R. (2012). *Technical writing, presentational skills, and online communication : professional tools and insights*. Hershey: Information Science Reference.
5. Holloway, B. R. (2008). *Technical writing basics : a guide to style and form*. New Jersey: Prentice Hall.
6. Katz, M. J. (2006). *From research to manuscript : a guide to scientific writing*. Dordrecht: Springer.
7. Lannon, J. M., & Gurak, L. J. (2021). *Technical communication*. [Harlow, United Kingdom.
8. Morgan, K. (2015). *Technical writing process*. Sidney: Technical Writing Process.
9. Pfeiffer William S & Boogerd, J. (2004). *Technical writing : a practical approach*. Toronto: Pearson Prentice Hall.
10. Reep, D. C. (2011). *Technical writing : principles, strategies, and readings*. Boston: Longman .
11. Young, M. (2004). *Technical writer's handbook : writing with style and clarity* . New Delhi: Viva Books.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC-RSOC-203: Intellectual Property Rights**(4 Credit/100 Marks)****Course Description:**

The course gives the general overview of Intellectual Property and describes various issues and agenda relating to it. The course aims to examine the protection provided by the law with respect to ideas, information, inventions and other forms of creativity.

Learning Objectives:

To introduce fundamental aspects of Intellectual Property Rights to the students and to disseminate knowledge about Intellectual Property, its registration and enforcement.

Course Outline**Unit - I: Introduction to Intellectual Property Rights (IPR)****15 Hours**

Concept of Intellectual Property. Objectives of Intellectual Property Rights.

Classification of Intellectual Property Rights: Patents, Trademarks, Copyrights, Industrial Design, Geographical Indications, Plant Varieties, Trade Dress, Trade Secrets.

Moral arguments for Intellectual Property. Intellectual Property Rights Awareness.

Infringement, Misappropriation, and Enforcement: Patent infringement, Copyright infringement, Fair Use provisions in Copyright, Trademark infringement, Trade secret misappropriation.

Unit– II: International Agreements and Legislations

15 Hours

Intellectual Property Conventions: Paris Convention for the Protection of Industrial Property (1967); Berne Convention for the Protection of Literary and Artistic Works (1971); International Convention for the Protection of Literary and Artistic Works (1971); International Convention for the Protection of Performer, Producers of Phonograms and Broadcasting Organisations (the Rome Convention) (1961); Treaty on Intellectual Property in Respect of Integrated Circuits (1989).

World Intellectual Property Organization (WIPO) – Objectives and Functions, Cooperation with Member States.

Economic Development, Enforcement of Intellectual Property Rights. Geographic Indications. WTO, TRIPS. The U.S. Patent system.

The International Patent System. The International Trademark System, The International Design System. The International System of Geographic Indication. The International Microorganism Deposit System. Protecting State Emblems.

Unit - III: Intellectual Property Rights and India

15 Hours

Traditional knowledge of India – Need for their protection. The Copyright Act, 1957. The Patents Act, 1970. The Trade Marks Act, 1999. The Designs Act, 2000. The Semiconductor Integrated Circuits Layout Design Act, 2000. The Geographical Indications of Goods (Registration and Protection) Act, 1999. The Protection of Plant Varieties and Farmers Rights, 2001. The Biological Diversity Act, 2002. International Agreements. IP Awareness in India, Patent system in India, Registration of IPR in India. Micro Small Medium Enterprises (MSME's) and Start-ups with respect to IPR.

Unit – IV: Digital Products and Law

15 Hours

Intellectual Property Rights and Digitised world. Challenges for Intellectual Property in Cyberspace. Protection of Digital Copyright. Cyber Laws of India. Information Technology Act 2000.

Learning Outcome:

On successful completion of this course, the students are able to explain the concept, nature, objectives and significance of Intellectual Property Rights.

References/Readings:

1. Ahuja, V. K. (2017). *Law relating to Intellectual Property Rights*. India, IN: LexisNexis.
2. Bouchoux, D. E. (2017). *Intellectual Property: The Law of Trademarks, Copyrights, Patents, and Trade Secrets* (5th ed.). Cengage Learning.
3. Chawla, H. S. (2016). *Introduction to Intellectual Property Rights*. New Delhi: Oxford and IBH Publishing Company Pvt. Ltd.
4. Cimoli, M., & Giovanni, D. (2014). *Intellectual property rights :legal and economic challenges for development*. Oxford: Oxford University Press.
5. Neeraj, P., & Khusdeep, D. (2014). *Intellectual Property Rights*. India, IN: PHI Learning Pvt. Ltd.
6. Nithyananda, K. V. (2019). *Intellectual Property Rights: Protection and Management*. Noida: Cengage Learning India Private Limited.
7. Satakar, S. V. (2002). *Intellectual Property Rights and CopyRights*. New Delhi: Ess Ess Publications.

8. Schechter, R. E., & Thomas, J. R. (2003). *Intellectual Property: The Law of Copyrights, Patents and Trademarks*. New York: West/Wadsworth.
9. Singh, R. K. (2022). *Intellectual Property Rights*. Hyderabad: Gogia Law Agency.
10. Wadehra, B. L. (2004). *Patents, trademarks, copyright, Designs and Geographical Judications*. Universal Law Publishing Co Ltd.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC - RSOC – 204: Bibliometrics and Related Metrics (4 Credits/100 Marks)

Course Description:

This course aims to equip students with fundamental theoretical and practical knowledge and skills in Informetrics, scientometrics and webometrics.

Learning Objectives:

1. To familiarise students with the fundamentals, concept, theories, laws and parameters of Bibliometrics, Scientometrics, Informetrics and Webometrics
2. To study various indicators of publication productivity
3. To understand the significance of scientific collaborations
4. To learn about the citation analysis operation research
5. To understand the emerging trends in informatics and Scientometrics.

Course Outline:

Unit- I: Basic Concepts

15 Hours

Metrics and Metric Studies. Bibliometrics, Informetrics, Scientometrics, Librametrics / Librametry, Cybermetrics / Webometrics, Altmetrics – Meaning, Definitions and Scope.

Unit -II: Laws, Databases and Tools for Bibliometric Analysis

15 Hours

Study and application of Classical Bibliometric Laws – Lotka's Law of Scientific Productivity, Bradford's Law of Scattering, and Zipf's Law of Word Occurrence. Other notable regularities: 80/20 Rule, Success-Breeds-Success Model, Law of Price Garfield's Empirical Law.

Data sources for bibliometric studies – Databases as data sources. Kinds of data sources
Software / Tools for Bibliometric analysis

Unit- III: Citation Concepts, Growth and Obsolescence of Literature and Productivity Measures **10 Hours**

Study of the Citation concepts: Citation analysis, Citation network, Citation matrix, Bibliographic Coupling, Co-citation Analysis, Journal Citation Reports. Productivity measurement techniques. Impact Factor. H-index. I-index. G-index. M-index. Impact Per Paper (IPP). Source Normalised Impact per Paper (SNIP).

Growth and obsolescence of literature. Various Growth Models. The Half-life Analogy. Determination of ageing factor and Half-life. Real v/s Apparent. Synchronous and Diachronous.

Unit- IV: Science Indicators and Policy

10 Hours

Science Indicators. Science Policy Development. Web Impact Assessment. Link Analysis. Trends in metric studies. Technology based indicators. Library-use studies. Mapping of science. Collaboration in science

Unit -V: Modern Metrics

10 Hours

Scientometric studies and the role in Science Policy. Challenges of Bibliometric and Scientometric studies.

Webometrics, Cybermetrics, Altmetrics and Nettometrics.

Tools and techniques for enhancing academic visibility

Learning Outcomes:

After completion of the course, students will be aware of various scientometric indicators and laws, different softwares and application of metrics to draw the inferences from published literature and create academic visibility for research work done.

References / Readings

1. Egghe, L. and Rousseau, R. (2001). Elementary statistics for effective Library and Information services management. London: Aslib.
2. Garfield, E. (1979). Citation Indexing: Its theory and applications in Science, technology and humanities. New York: John Wiley.
3. Meadows, A.J. (1974). Communication in Science. London: Butterworths.
4. Neuendorf, K. (2002). The content analysis guidebook. London: Sage.
5. Nicholas D. and Ritchi, M. (1979). Literature & bibliometrics. London: Clive Bingley.
6. Ravichandra Rao, I.K. (1985). Quantitative methods for Library and Information Science. New Delhi: Wiley Eastern.
7. Thelwall, M. (2009). Introduction to webometrics: Quantitative web research for the social Sciences. Morgan and Claypool Publishers.
8. Stuart, D. (2014). Web Metrics for Library and Information Professionals. Facet publishing.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC-RSOC-205: Library Use and User Studies

(4 Credits/100 Marks)

Course Description:

The ultimate goal of the library is to satisfy its users. All the activities of the library are carried out keeping in mind the requirements of the users. Therefore, the librarians need to find out whether the services provided by them are satisfying the information needs of the users. This course offers the students the methods and techniques of library user studies and the different types of programmes that can be offered to create awareness among the users.

Learning Objectives:

The objective of this paper is to teach the students the different types of users, understand their information seeking habits and describe the different methods of user education that will promote the library usage among the users.

Course Outline**Unit – I: Information- Introduction****15 hours**

Information: Definition and its nature

Information need: Meaning, definition and types of information needs

Categories of different types of information users (Students, Teachers, Scientists and Technologists, Research and Development Personnel, Planners, Policy Makers, Ethnic groups and other professionals)

Information Seeking Behaviour: Meaning, Definition, Different Models of information seeking behaviour

Unit – II: User Study- Introduction**15 hours**

User study - Meaning, Definitions and Importance

Planning and organization of user studies

User studies by types of libraries, Changing role of libraries and their information needs, Information use studies

Evaluation of user studies

User study in electronic environment

Unit – III: User Studies - Methods**15 hours**

Qualitative and quantitative research designs

Survey Methods, Techniques of data collection- Questionnaire, Interview, Observation, Diary, Record Analysis and Citation Studies

Sampling – need and types of sampling

Unit – IV: Library Use Study- Techniques and Advantages**10 hours**

Library Use Study: Meaning, Techniques and advantages

Unit -V: User Education- Concepts and Methods**5 Hours**

User education - Meaning, Definitions, Objectives and Importance

Components of User Education

Methods of conducting User Education

Evaluation of User Education Programmes

User Education in a digital environment.

Learning Outcomes:

At the end of the course, the students will understand the different types of library users, will have thorough knowledge of understanding their information habits, and the different education programmes that can be adopted to orient the users about the libraries.

References / Readings:

1. Ahuja, R. (2001). Research methods. Rawat Publishers.
2. Alvite, L. & Barrionuevo, L. (2011). Libraries for Users: Services in Academic Libraries. Oxford: Chandos Publishing.
3. Balasubramanian, P. (2011). Users and Uses of Library. New Delhi, Deep and Deep Publications Pvt. Ltd
4. Biblarz, D., Bosch, S. & Sugnet, C. (2001). Guide to Library User Needs Assessment for Integrated Information Resource Management and Collection Management. Maryland: Scarecrow Press, Inc.
5. Devarajan, G. (1995). Library Information User and Use Studies. New Delhi: Beacon Books
6. Dewey, B. I. (Ed.). (2001). Library User Education: Powerful learning, powerful partnerships. Scarecrow Press.
7. Ford, N. (2015). Introduction to Information Behaviour. London: Facet Publishing
8. Jordan, P. (2016). The Academic Library and its Users. New York: Routledge
9. Kawatra, P. S. (1997). Library User Studies: Manual for Librarians and Information Scientists. Mumbai: Jaico Publishing
10. Kothari, C. R. & Garg, G. (2019). Research Methodology: Methods and Techniques. New Age International Publishers.
11. Kumar, P. S. G. (2004). Library and Users: Theory and Practice. Delhi: B. R. Publishing Corporation.
12. Lushington, N. (2002). Libraries Designed for Users: A 21st Century Guide. Chicago: Neal-Schuman Publishers
13. Ruthven, I. & Kelly, D. (2011). Interactive Information-seeking Behaviour and Retrieval. London: Facet Publishing.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC – RSOC-206: Web Technology

(4 Credits/100 Marks)

Course Description:

This Course will guide the students to know about the history and evolution of the world wide web and how it has brought technological changes in the functioning of libraries.

Course Objectives:

To evaluate the evolution of the Internet and Web.

To discuss the functionalities and characteristics of Web browsers and Search Engines.

To differentiate the websites on the basis of operations and categorisation with reference to content.

To understand the present and future utilities of artificial intelligence in a library environment.

Course Outline**Unit - I: World Wide Web****20 hours**

Introduction to World Wide Web, Evolution of World Wide Web and its Usage in information generation, Collection and Dissemination. Web Servers, Web Clients – Distributed Information System and Services, Web 2.0 and Library 2.0, Semantic Web, Web Browsers and Services.

Unit - II: Cloud Computing**15 hours**

Cloud Computing: Concept, Benefits, Application in Libraries

Cloud Computing- Categories - Infrastructure as a Service (IaaS), Platform as a Service (PaaS) and Software as a Service (SaaS), Models- Private, Public, Hybrid, Its Components,

Practical component: Study of IIT Delhi Cloud Computing Software “Baadal”

Unit - III: Websites**10 hours**

Websites - Tools and Techniques; Types of Websites, Web Contents, Static Web Contents, Dynamic Web Contents – MySQL, PostgreSQL.

Unit - IV: Artificial Intelligence**15 hours**

Artificial Intelligence, Internet of Things - Brief history and Growth, Impact on libraries, Future of IoT in libraries.

Learning Outcome:

At the end of this course the students will learn how to utilise the web services that are required to be provided to library users.

References/Readings:

1. Bahga , A., & Madiseti , V. (2015). *Internet Of Things: A Hands-On Approach*. New Delhi: Orient Blackswan Private Limited.
2. Breeding, M. (2012). *Cloud Computing for libraries*. London: Facet Publishing.
3. Courtney , N. D. (2007). *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*. Libraries Unlimited Inc.
4. Godbole, A. (2003). *Web Technologies:TCP/IP to Internet Application Architectures*. New Delhi: Tata McGraw Hill Education.
5. Goel, L. (2021). *Artificial Intelligence: Concepts and Applications*. Noids Uttar Pradesh: Wiley India Pvt Ltd.
6. McGrath, M. (2017). *PHP & MySQL*. New Delhi: BPB Publications.
7. Obe, R. O., & Hsu, L. S. (2017). *PostgreSQL: Up and Running*. O'Reilly Media.
8. Parkes, D., & Walton, G. (2010). *Web 2.0 and Libraries: Impacts, Technologies and Trends*. Chandos Publishing.
9. Russell, S., & Nornig, P. (2015). *Artificial Intelligence: A Modern Approach*. New Delhi: Pearson Education India.
10. Shelly, G., & M, F. (2011). *Web 2.0: Concepts and applications*. Boston: Cengage Learning.

11. White, C. (2011). *Social media, crisis communication, and emergency management: leveraging web 2.0 technologies*. Boca Raton U.S.A: CRC Press.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC- RSOC-207: Public Libraries System

(4 Credits/100 Marks)

Course Description:

This course is intended to expand the concepts specific to public librarians. It provides library and information science students with knowledge of the history, organization, and function of public libraries, and the skills necessary to deliver the wide range of services unique to this challenging area of librarianship.

Learning Objectives:

1. To provide an understanding of need for library and information service support to different types of Public Libraries.
2. To help students to understand the nature of information sources, Information users and Information services in Libraries.

Course Outline

Unit- I: Public Libraries- An Introduction

10 Hours

Public Libraries, Collection Development and Management.

Meaning, Definitions, Origin, Objectives and Functions

UNESCO Public Library Manifesto: 1972, 1994 and 2004.- Role of Public Libraries in Modern Society

Growth and Development of Public Libraries in USA, UK and India.

Steps in collection development: Selection and Acquisition of different types of documents including non-book materials.

Unit- II: HRP, Organization and Management

15 Hours

Organization and Management of Information Resources and Services. Staff Manual, Statistics, Work Measurement and Standards.

Human Resource Planning (HRP). Nature, Size, Selection and Recruitment, Qualifications, Training and Education, Duties and Responsibilities, Service conditions, motivation and control.

Organization of Information Resources.

Planning and Organization of various types of Information services to the different types of users.

Unit- III: Library Legislation

9 Hours

Management and Study of Library Legislation, - Library Legislation: UK, USA and India. Karnataka Public Libraries Act, 1965 and its features. Comparative and Critical Study of Public Library Acts in India.

Unit- IV: Financial Management

14 Hours

Financial Management. Financial resources of Public Libraries, Mobilization and Estimation of Public Library Finance.

Budget: Meaning, Definitions and Functions. Different types of Budgets and Application of PPBS in Public Libraries.

Unit- V: Library Automation and Users

12 Hours

Library Automation and Library Users. Computerization of different divisions
 Networking: National and Regional Levels.
 Resource sharing: Problems and Prospects.
 Study of Users and their needs, User Education and Public Library Standards.

Learning Outcomes:

By the end of the course students will be able to:

1. Identify current public librarianship trends.
2. Evaluate library programmes independently and collectively to ensure that they are acceptable for people of all ages, backgrounds, occupations, and interests.
3. Connect library services and programmes to the needs that arise from information-seeking behaviours in the community.

References / Readings:

1. Beardwell, Ian and Holden, Len. Ed. (1996). Human Resource Management: Contemporary Perspective. New Delhi: McMillan.
2. Bilal, D. (2014). Library Automation: Core Concepts and Practical Systems Analysis. Ed. 3. Libraries Unlimited.
3. Iyer, V. K. (1999). Library Management of Staff Training and Development. Delhi:Rajat.
4. Krishnamurthy, R. (1997). Library Management. New Delhi: Commonwealth.
5. Kumar, M. G., & Sethunath, (2012). V S. Public Libraries. Crescent Publishing Corporation.
6. McCloven, L.R. (1951). Public Library Extension, Paris. UNESCO.
7. Mittal, R.L. (1971). Public Library Law, Delhi: Metropolitan.
8. Ranganathan, S.R. (1950). Library Development Plan: A 30 year Programme for India with Draft Library Bill, Delhi: Delhi University.
9. Venkatappaiah, Velega. (2007). Public Library Legislation in the New Millennium. Bookwell.
10. White, Carl M. Ed. (1964). Bases of Modern Librarianship. New York: Pergmon, 1964.
11. Goulding, Anne. (2012). Public Libraries in the 21st Century: Defining Services and debating the future. Ashgare. United Kingdom.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

MLC- RSOC-208: Specialist Libraries System

(4 Credits/100 Marks)

Course Description:

Within corporations, associations, other institutions, and major academic and public libraries, specialist libraries and information centres have long acted as vital information gathering and dissemination units. The service ethic that has developed inside these information centres or libraries can be applied to any library. Specialist library managers, on the other hand, must understand their businesses' corporate cultures and develop relevant services to match their clients' demands in order to be truly effective. This course will teach students about the history, organisation, and operations of several types of specialist libraries, as well as the skills needed to provide a variety of services.

Learning Objectives:

1. To study the need and importance of Specialist Libraries.
2. To study the services of Specialist Libraries.
3. To understand the Specialist Library Operation.
4. To acquaint the students with the present set up of Specialist Library System in India.

Course Outline**Unit- I: Specialist Libraries- Introduction****15 Hours**

Specialist Libraries- Concept, Role, Characteristics and Functions. Development of Specialist Libraries in India. Role of IASLIC and Library & Information Policy at National Level in India. Functions and Services. Types of Specialist Libraries; Specialist Library Management; Role of scientific organisations.

Unit- II: Organization and Administration**15 Hours**

Library Organization & Administration: Collection Development and Management of Government documents, Maps, Manuscripts, Newspaper clippings, Serials, Specifications (patents and standards), Technical reports and Theses.

Financial Management Auditing: Sources of Finance and Budgeting techniques. Accounting, Auditing and Manpower development and Recruitment: Qualifications, Job Description and Staff Manual.

Unit- III: Infrastructure and Services**15 Hours**

Library Building: Principles, Planning and Features.

Information Services: Bibliographic, Current Awareness (CAS), Digest, Documentary Delivery, Indexing, Abstracting, Referral, Selective Dissemination (SDI), Translations, Consultancy. Trend Report, Reference & Information Services.

Unit- IV: Resource Sharing and Networking**15 Hours**

Resource Sharing and Marketing of Information: Concept, Areas, and Factors of Development, Elements and Process. Resources Sharing Networks.

Networking and Marketing of Information Products & Services. Mix Marketing

Learning Outcomes:

After completion of the course, students will be in a position to manage the system and services of Specialist Library and make the users literate by providing library services.

References / Readings:

1. Burton, P. F. and Patric J. H. (1991). Information Management Technology: A Librarian's Guide. London: Chapman and Hall.
2. Clapp, V. W. (2010). Features of the research library. Urbana: University of Illinois.
3. Dhawan, K.S.(1997). Multi-media Library. New Delhi: Commonwealth Publishers.
4. Matarazzo, J. M., & Connolly, S. D. (2016). Knowledge and special libraries. London: Routledge.
5. Scammell, A. (2008). Handbook of special librarianship and information work. London: Routledge.
6. Semertzaki, E. (2011). Special libraries as knowledge management centres. Oxford: Chandos Publishing.
7. Wilkie, Chris. (2009). Managing film and video collections. London: Aslib
8. Yap, J. M., et al. (2016). Special library administration, standardisation and technological integration. Hershey, PA: Information Science Reference.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

D 3.15 Minutes of the Board of Studies in International Studies meeting held on 22.04.2022.**Annexure I****Programme:** MA International Studies**Course Code:** ISSCC 101 **Title of the Course:** Theories in International Relations**Number of Credits:** 4**Effective from AY:** 2022-2023

<u>Prerequisites for the course:</u>	Open to all Master's Students of Goa University.	
<u>Objective:</u>	The course is designed with the view to equip students with conceptual tools necessary to efficaciously comprehend the fundamental forces, processes and actors, militating within the international system. Towards this end, the Course will endeavor to introduce students to principal theoretical debates and analytical tools, imperative to a fulsome study of International Relations. Both, mainstream theoretical traditions and pertinent critical perspectives are intended to be examined. An abiding goal of this course is to alter the image of the study of theory, which is often disparaged by students, as abstract and outside the purview of the real world.	
<u>Content:</u>	<p>Module I: Introducing Theory-Practice Interface: Defining Theory, Its Role and Significance; Theorizing about International Relations and System of Analysis; Major Theoretical Debates as part of Lineage and Practice of IR.</p> <p>Module II: Mainstream IR Theories: Realism (Classical & Structural; Defensive and Offensive) / Liberalism (Interdependence, Neoliberal Institutionalism, Commercial Liberalism).</p> <p>Module III: Constructivism and the 'English School': Identity, Constructivism (Social Construction of Knowledge, Construction of Social Reality).</p> <p>Module IV: Global Conflict and Cooperation Theories: Balance of Power; Security Dilemma; Anarchy vis-à-vis Regime Stability; Power Politics vs. International Order and Cooperation.</p> <p>Module V: Post-Cold-War 'IR' Theory: Democratic Peace Theory; Hegemonic Stability Theory; Decision-Making Theories.</p> <p>6. Module VI: Critical IR Theories and Non-Western Perspectives: Marxism, Post-Structuralism, Post-Modernism, Post-Colonialism, Feminism, and Global IR.</p>	<p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p> <p>10 Hours</p>