



CIRCULAR

The revised Programme structure and syllabus for Semester I to IV of the **Master of Library and Information Science (M.L.I.Sc.)** Programme is attached. The same shall be implemented with effect from the Academic Year 2026-27 onwards.

The Dean & Vice-Dean (Academic) of the Goa Business School are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, Goa Business School, Goa University.
2. The Vice-Dean (Academic), Goa Business School, Goa University.

Copy to:

1. Chairperson, BoS in Library and Information Science, Goa University.
2. Programme Director, M.L.I.Sc., Goa University.
3. Controller of Examinations, Goa University.
4. Assistant Registrar Examinations (PG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY

MASTER OF LIBRARY AND INFORMATION SCIENCE (MLISc)

(Effective from the Academic Year 2026-27)

ABOUT THE PROGRAMME

The **Master of Library and Information Science (MLISc)** is a **postgraduate degree** programme to prepare students for leadership roles in libraries, information centres, archives, and digital environments. The programme is built upon the foundations of library science. It emphasises traditional library science principles, modern information management practices, technology integration, and research skills, enabling graduates to manage, organize, and disseminate information effectively in a dynamic and digital world.

Eligibility: Bachelor's Degree in any discipline

Duration: 2 Years

OBJECTIVES OF THE PROGRAMME

1. To prepare professionals who can effectively manage, organise, and disseminate information in various settings such as libraries, archives, information centres, and digital environments.
2. To provide theoretical knowledge and practical skills in librarianship, information science, and knowledge management.
3. To train professionals in organizing, accessing, and preserving information in various formats.
4. To integrate information and communication technologies (ICTs) into library operations and services.
5. To promote research, innovation, and lifelong learning in LIS.

PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO 1.	Develop a comprehensive understanding of library and information science theories and practices.
PSO 2.	Cultivate professional values, ethical standards, and a commitment to excellence for effective service in libraries and information centers.
PSO 3.	Demonstrate proficiency in organizing, managing, and retrieving information using appropriate library systems and standards
PSO 4.	Apply advanced information technologies and digital tools to enhance library operations and services.
PSO 5.	Conduct research utilizing appropriate methodologies to contribute to the field of library and information science.
PSO 6.	Design and implement user-centric information services that meet the diverse needs of communities.
PSO 7.	Manage library resources effectively, including collection development, budgeting, and human resource management.
PSO 8.	Engage in continuous learning and professional development.

PROGRAMME STRUCTURE

Master of Library and Information Science (MLISc)

Effective from Academic Year 2026-2027

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-5002</u>	Management of Library and Information Centres	4T	400
2	<u>LIS-5003</u>	Reference and Information Sources	4T	400
3	<u>LIS-5008</u>	Knowledge Organization: Library Classification Theory	2T	400
4	<u>LIS-5009</u>	Knowledge Organization: Library Classification Practice	2P	400
5	<u>LIS-5010</u>	Fundamentals of Information and Communication Technology (ICT): Theory	2T	400
6	<u>LIS-5011</u>	Information and Communication Technology (ICT): Practice	2P	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-5202</u>	Preservation and Digitization in Libraries and Archives	4T	400
2	<u>LIS-5205</u>	Library and Society	4T	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

SEMESTER II				
Discipline Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-5004</u>	Information Services and Systems	4T	500
2	<u>LIS-5007</u>	Information Retrieval	4T	500
3	<u>LIS-5012</u>	Knowledge Organization: Library Cataloguing Theory	2T	500
4	<u>LIS-5013</u>	Knowledge Organization: Library Cataloguing Practice	2P	500
5	<u>LIS-5014</u>	Fundamentals of Library Automation, Databases, and Networking: Theory	2T	500
6	<u>LIS-5015</u>	Library Automation, Databases and Networking: Practice	2P	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-5203</u>	Library System and Tour	4T	400
2	<u>LIS-5204</u>	Marketing of Library Information Products and Services	4T	400
3	<u>LIS-5206</u>	Indian Knowledge System and Library Heritage Informatics	4T	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	

SEMESTER III				
Research Specific Elective (RSE) Courses (12 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-6000</u>	Research Methodology	4T	500
2	<u>LIS-6001</u>	Research Publication and Ethics	4T	500
3	<u>LIS-6002</u>	Information Literacy	4T	500
4	<u>LIS-6003</u>	Library Use and User Studies	4T	500
Total Credits for RSE Courses in Semester III			12	
Discipline Specific Vocational Elective (DSVE) Courses (8 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-6401</u>	Metadata and Open Knowledge Database: Theory and Practice	4(2T+2P)	500
2	<u>LIS-6402</u>	Technical Writing for Library Professionals	4(2T+2P)	500
3	<u>LIS-6403</u>	Entrepreneurship Skills for Library and Information Science Professionals	4(2T+2P)	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

Discipline Specific Dissertation (DSD) (40 Credit Dissertation) Semester III & IV				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	LIS-6501	Dissertation	40	500

SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>LIS-6201</u>	Intellectual Property Rights	4T	500
2	<u>LIS-6202</u>	Bibliometrics and Related Metrics	4T	500
3	<u>LIS-6203</u>	Web Technology	4T	500
4	<u>LIS-6204</u>	Public Libraries Systems	4T	500
5	<u>LIS-6205</u>	Digital Media Literacy for Library and Information Science Professionals	4T	500
6	<u>LIS-6206</u>	History of Books and Reading	4T	500
7	<u>LIS-6207</u>	Communication Skills in LIS	4T	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	LIS-6502	Dissertation	20	500
Total Credits in Semester IV			20	

SEMESTER I

Discipline Specific Core (DSC) Courses

Title of the Course	Management of Library and Information Centres
Course Code	LIS-5002
Number of Credits	4T
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

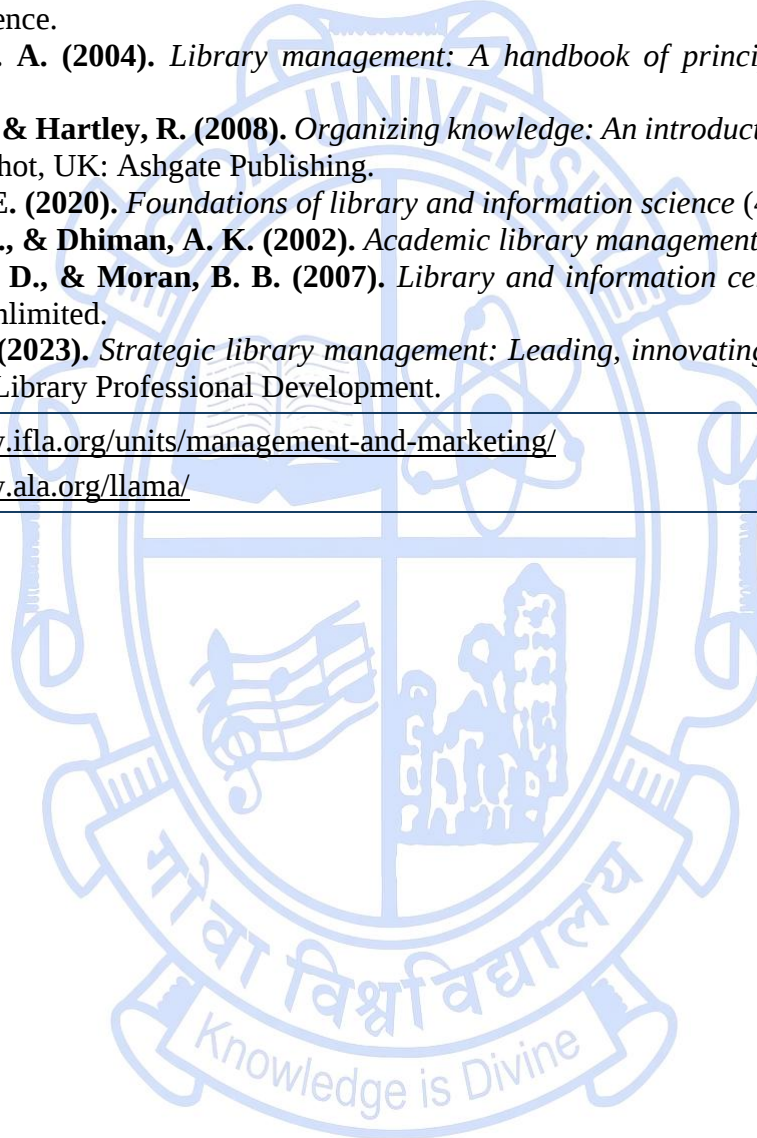
Pre-requisites for the Course:	Nil
Course Objectives:	1. To Understand the fundamental principles, functions, and management theories applied to libraries and information centres. 2. To Explore the organizational structure and various administrative processes within different types of libraries. 3. To Develop skills in managing human and financial resources in library settings, including budgeting, staffing, and performance evaluation. 4. Apply management techniques to core library operations such as collection development, technical services, and user services.

	5. To Examine the role of leadership, motivation, and strategic planning in achieving organizational goals. 6. To Assess the use of marketing, quality control, and change management practices to effectively deliver library and information services.			
Course Outcomes:	By the end of the course, students will be able to:			Mapped to PSO
	CO 1. Recall basic concepts, principles, and functions of library management and administration.			PSO1, PSO2
	CO 2. Explain the organizational structure and management theories applicable to libraries and information centres.			PSO2, PSO3
	CO 3. Demonstrate the application of human resource and financial management techniques in library operations.			PSO4, PSO5
	CO 4. Analyze various library services and operations to identify efficiency gaps and suggest improvements.			PSO5
	CO 5. Evaluate leadership styles, budgeting methods, and performance management strategies in different types of libraries.			PSO6
	CO 6. Design strategic plans, organizational charts, and marketing proposals for effective library management.			
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Principles and Functions of Management: Concept, definition, and scope of management; Functions of management: Planning, Organising, Staffing, Directing, Controlling; Classical, Human Relations, and Modern theories of management; Organisational structure of libraries; Leadership styles and motivation theories.	15	CO1, CO2	K1, K2
Module 2:	Human Resource and Financial Management: Human Resource Planning in libraries; Job analysis, recruitment, training, and performance appraisal; Staff development and motivation; Budgeting techniques: PPBS, Zero-Based Budgeting (ZBB), Line-item budgeting; Financial control, audits, and grant writing in libraries	15	CO2, CO3, CO4, CO5,	K3, K4, K5, K6

			CO6	
Module 3:	Management of Library Operations and Services (House Keeping Operations): Collection development and management; Technical services (acquisition, classification, cataloguing); Circulation and user services; Use of ICT in library operations; Quality assurance and performance evaluation (e.g., ISO standards, benchmarking)	15	CO2, CO3, CO4, CO5, CO6	K3, K4, K5, K6
Module 4:	Marketing and Change Management: Marketing of library services: 4 Ps (Product, Price, Place, Promotion); Customer relationship management (CRM); Change management and innovation in libraries; Library planning, decision-making, and strategic planning; Case studies on successful library management practices.	15	CO2, CO3, CO4, CO5, CO6	K3, K4, K5, K6
Pedagogy:	The course will follow a learner-centric, participative approach. Theoretical understanding of the library classification system with practical application. It involves exploring different classification schemes, understanding their underlying principles, and applying them to real library materials. Active learning methods involve lectures, group discussions, case studies, and practical exercises in budgeting and planning. This pedagogy encourages critical thinking and problem-solving , and prepares students for real-world library management challenges .			
Texts:	Kumar, K. (2017). <i>Library administration and management</i> (5th ed.). New Delhi: Vikas Publishing House.			
References/ Readings:	1. Evans, G. E., & Alire, C. A. (2013). <i>Management basics for information professionals</i> (3rd ed.). Chicago, IL: American Library Association. 2. Hernon, P., & Matthews, J. R. (2013). <i>Reflecting on the future of academic and public libraries</i>. Chicago, IL: American Library Association. 3. Johnson, P. (2018). <i>Fundamentals of collection development and management</i> (4th ed.). Chicago, IL: American Library Association. 4. Koontz, H., & Weihrich, H. (2015). <i>Essentials of management: An international, innovation and leadership perspective</i> (10th ed.). New York, NY: McGraw-Hill Education. 5. Matthews, J. R. (2005). <i>Strategic planning and management for library managers</i>. Westport, CT: Libraries Unlimited. 6. Mittal, R. L. (2007). <i>Library administration: Theory and practice</i>. New Delhi: Ess Ess Publications. 7. Nijaguna, & Pramod. (2023). <i>Modern library management: A comprehensive guide to effective information centers and services</i>. Bhubaneswar: Walnut Publication.			

	8. Ranganathan, S. R. (1989). <i>Library administration</i> (2nd ed.). Bangalore: Sarada Ranganathan Endowment for Library Science. 9. Roberts, S. A. (2004). <i>Library management: A handbook of principles and practice</i>. Oxford, UK: Chandos Publishing. 10. Rowley, J., & Hartley, R. (2008). <i>Organizing knowledge: An introduction to managing access to information</i> (4th ed.). Aldershot, UK: Ashgate Publishing. 11. Rubin, R. E. (2020). <i>Foundations of library and information science</i> (4th ed.). Chicago, IL: ALA Neal-Schuman. 12. Sinha, S. C., & Dhiman, A. K. (2002). <i>Academic library management</i>. New Delhi: Ess Ess Publications. 13. Stueart, R. D., & Moran, B. B. (2007). <i>Library and information center management</i> (7th ed.). Westport, CT: Libraries Unlimited. 14. Webb, W. (2023). <i>Strategic library management: Leading, innovating, and succeeding in public libraries</i>. New York, NY: Library Professional Development.
Web Resources:	1. https://www.ifla.org/units/management-and-marketing/ 2. https://www.ala.org/llama/

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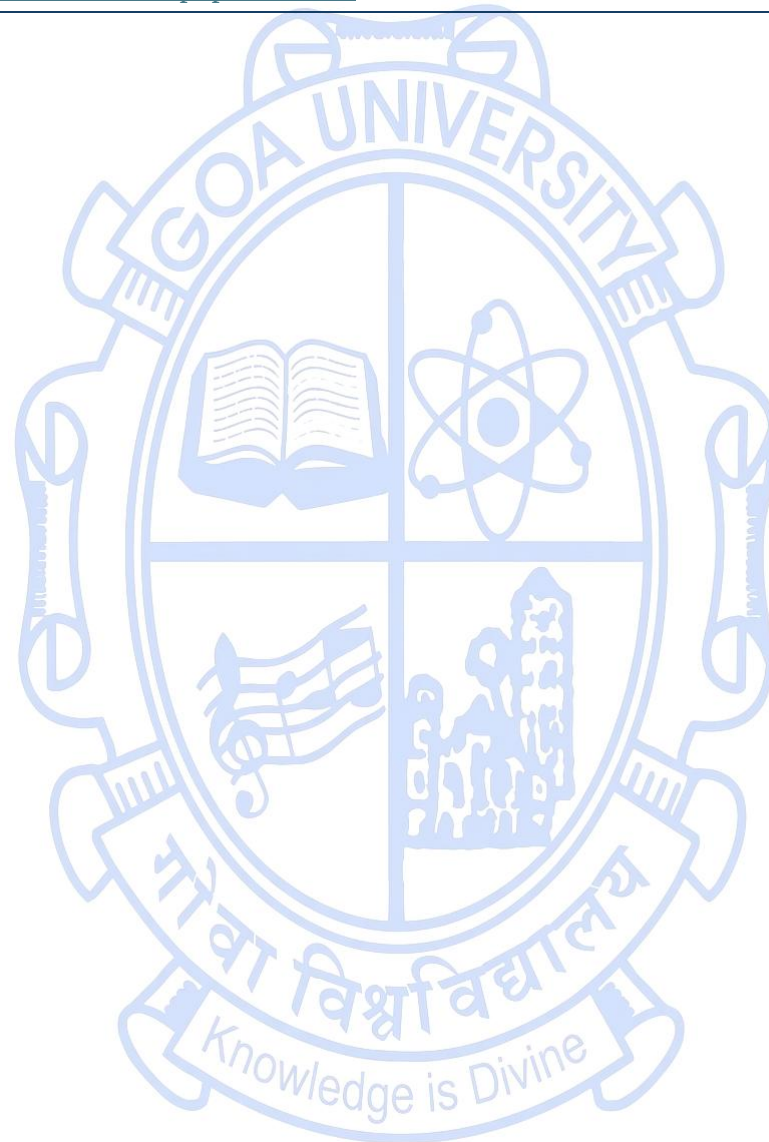


Title of the Course	Reference and Information Sources
Course Code	LIS-5003
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To identify the different types of information sources available in the library 2. To understand the characteristics of each of the sources of information. 3. To analyse how each of the sources can be used to satisfy the various types of information needs of the users. 4. To impart skills to critically examine and evaluate the various types of print and e-resources before acquiring them in the library.	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and classify various types of reference and information sources based on their characteristics and uses.	PSO1
	CO 2. Understand how to use the sources to satisfy the varied information needs of the users.	PSO 1
	CO 3. Evaluate the reliability and relevance of different reference sources to meet users' information needs	PSO4, PSO7

	CO 4. Demonstrate effective search strategies to retrieve accurate and timely information from various reference sources.		PSO3, PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit/Module 1:	Information Sources: Information sources: Meaning, Definition, Nature, Evolution, Characteristics, Functions, Importance. Types of sources and Criteria for evaluation	10	CO1, CO2, CO3	K1, K2, K5
Module 2:	Documentary sources (Print and Digital): 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.	10	CO2	K2, K3
Module 3:	Non-Documentary Sources: 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.)	10	CO2	K2, K3
Module 4:	Practical: 4.1. Study and evaluation of documentary sources	10	CO4	K4, K5

	Study and evaluation of documentary sources. Evaluation of print and E-sources.			
	4.2. Searching information from print sources based on user queries	10	CO4	K4, K5
	4.3. 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.)	10	CO2	K2, K4
Pedagogy:	Lecture method / assignments / self-study / practical learning / blended learning			
Texts:	Kumar, K. (2003). <i>Reference service</i>. New Delhi: Vikas Publishing House.			
References/ Readings:	1. Alan, P., Gwyneth, T., & Goff, S. (1999). <i>Library and information professional's guide to the World Wide Web</i>. London: Facet Publishing. 2. Cassell, K. A., & Hiremath, U. (2023). <i>Reference and information services: An introduction</i> (5th ed.). Chicago, IL: ALA Neal-Schuman. 3. Chowdhury, G. G., & Chowdhury, S. (2001). <i>Information sources and searching on the World Wide Web</i>. London: Facet Publishing. 4. Gopinath, M. A. (1984). <i>Information sources and communication media</i>. Bangalore: DRTC. 5. Katz, W. A. (2000). <i>Introduction to reference work</i> (8th ed.). Boston, MA: Butterworths. 6. Rao, I. K. R. (2001). <i>Electronic sources of information</i>. Bangalore: Documentation Research and Training Centre (DRTC). 7. Facet Publishing. (1999). <i>Searching on the World Wide Web</i>. London: Facet Publishing. 8. Sewasingh. (2001). <i>Hand book of international sources on reference and information</i>. New Delhi: Crest Publications. 9. Sharma, J. K. (2003). <i>Print media and electronic media: Implications for the future</i>. New Delhi: Authors Press. 10. Sharma, J. S., & Grover, D. R. (1998). <i>Reference service and sources of information</i>. New Delhi: Ess Ess Publications. 11. Walford, A. J. (1990). <i>Guide to reference materials</i> (5th ed.). London: Library Association Publishing. 12. Wong, M. A., & Saunders, L. (Eds.). (2024). <i>Reference and information services: An introduction</i> (7th ed.). Santa Barbara, CA: Bloomsbury Libraries Unlimited.			
Web Resources:	https://ndl.iitkgp.ac.in/ https://www.rrrlf.gov.in/NML/NVLI.aspx https://www.vlib.org/			



Title of the Course	Knowledge Organization: Library Classification Theory
Course Code	LIS-5008
Number of Credits	2T
Theory/Practical	Theory
Level	400
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

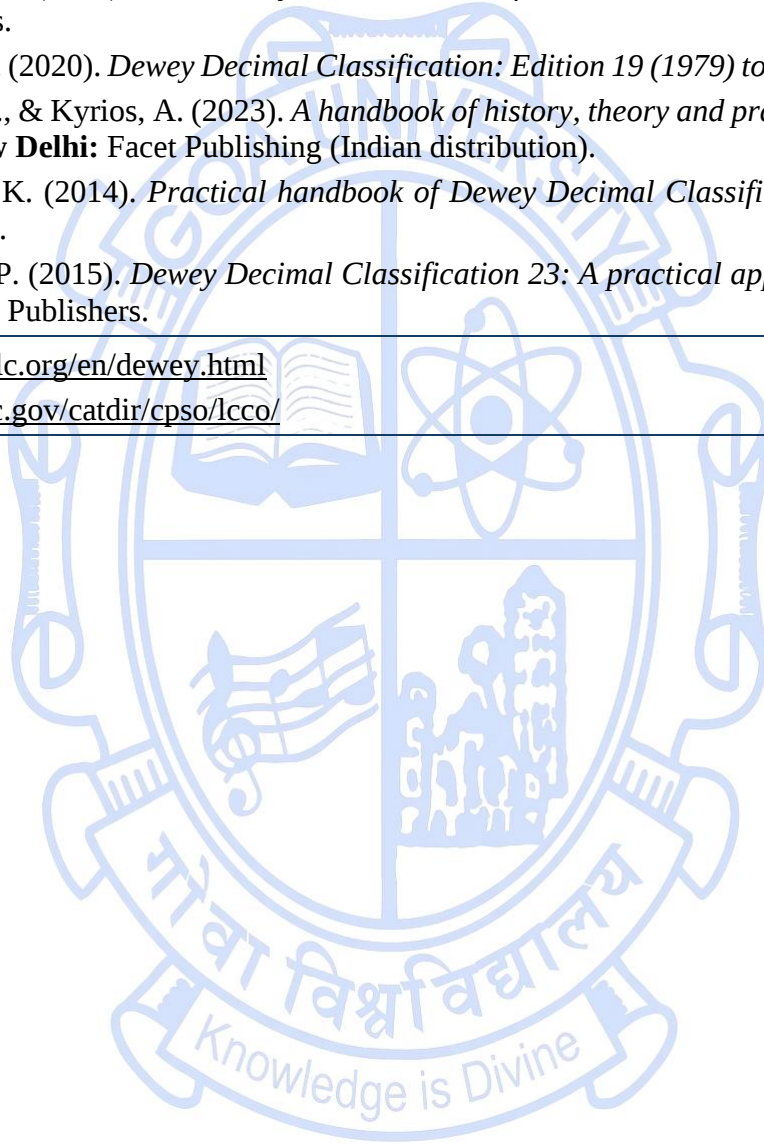
Pre-requisites for the Course:	Nil
Course Objectives:	This course aims to: 1. Understand the conceptual foundations, purpose, and functions of library classification as a core tool of knowledge organisation. 2. Develop a thorough understanding of the historical evolution and philosophical basis of library classification systems. 3. Familiarize students with the fundamental concepts, principles, and terminology related to classification, including notation, hospitality, and call numbers. 4. Enable learners to apply canons, principles, laws, and facet analysis for systematic subject analysis and classification. 5. Provide comprehensive knowledge of major library classification schemes such as DDC, CC, UDC, and LCC, including their structure and application.

	6. Introduce emerging trends and digital tools in library classification to support modern and technology-driven library environments.			
Course Outcomes:	On successful completion of the course, the student will be able to:			Mapped to PSO
	CO1. Explain the meaning, purpose, and role of library classification in organizing and retrieving knowledge across different information environments.			PSO1, PSO3
	CO2. Analyze subjects and their characteristics using appropriate theoretical principles and modes of subject formation.			PSO1, PSO5
	CO3. Apply fundamental concepts such as notation, hospitality, mnemonics, and call numbers in bibliographic classification.			PSO3, PSO6
	CO4. Use canons, principles, and facet analysis to systematically classify documents using analytico-synthetic approaches.			PSO1, PSO3, PSO5
	CO5. Compare and evaluate major classification schemes (DDC, CC, UDC, LCC) and select appropriate systems for different library contexts.			PSO1, PSO7
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Library Classification: Meaning and definition of library classification; Purpose and functions of classification; Classification as a tool of knowledge organisation; Relationship between classification, cataloguing, and indexing; Historical Developments; Species of classification Scheme: Enumerative, faceted, and analytico-synthetic; Types of classification: Artificial, Natural, Bibliographic classification.	7	CO1, CO2	K1, K2
Unit 2:	Fundamental Concepts and Principles: Universe of Knowledge; Characteristics of subjects; Modes of formation of subjects; Notation: qualities and functions; Hospitality in classification; Mnemonics; Concept of call number: Class, book, and collection numbers.	8	CO2, CO3	K2, K3
Unit 3:	Canons, Principles, and Laws of Classification: Canons of Classification; Normative principles; fundamental categories; facet analysis and synthesis	7	CO3, CO4	K3, K4

Unit 4:	Overview of Major Classification Schemes: Dewey Decimal Classification (DDC); Colon Classification; Dewey Decimal Classification (DDC); Universal Decimal Classification; Library of Congress Classification; Governance and revision process of classification systems; Current trends in Library Classification: Web Dewey and digital tools	8	CO5, CO6	K4, K5
Pedagogy:	The course uses lectures, discussions, demonstrations, and practical exercises to explain classification concepts. Students analyze subjects, build class numbers, compare major schemes, and use digital tools. Group activities, problem-solving tasks, and continuous assessment help students understand theory, apply principles, and develop professional skills.			
Texts:	Dewey, M. (2011). <i>Dewey decimal classification and relative index</i> (23rd ed.). Dublin, OH: OCLC Online Computer Library Center.			
References/ Readings:	1. Broughton, V. (2016, Indian reprint). <i>Essential thesaurus construction</i> (2nd ed.). New Delhi: Libraries Unlimited 2. Dhyani, P. (2014). <i>Classifying with Dewey Decimal Classification</i>. New Delhi: Ess Ess Publications. 3. Gopinath, M. A. (2010). <i>Colon Classification: Theory and practice</i> (Reprint ed.). New Delhi: Ess Ess Publications. 4. Kaushik, S. K. (2012). <i>Dewey Decimal Classification: A practical manual of 23rd edition</i>. New Delhi: Ess Ess Publishers' Distributors. 5. Kumar, K. (2014). <i>Theory of classification</i> (4th ed.). New Delhi: Vikas Publishing House. 6. Neelameghan, A. (2010). <i>Knowledge organization systems: Concepts and practice</i>. New Delhi: Ess Ess Publications. 7. Ranganathan, S. R. (2011, reprint). <i>Prolegomena to library classification</i> (3rd ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 8. Ranganathan, S. R. (2012, reprint). <i>Colon Classification</i> (7th ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 9. Ranganathan, S. R. (2007, reprint). <i>Colon Classification</i> (6th ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 10. Satija, M. P. (2011). <i>Facet analysis: Theory and practice</i>. New Delhi: Ess Ess Publications. 11. Satija, M. P. (2013). <i>Library classification: An introduction</i> (Rev. ed.). New Delhi: Ess Ess Publications. 12. Satija, M. P. (2016). <i>The theory and practice of the Dewey Decimal Classification system</i>. New Delhi: Chandos Publishing (Indian edition/distribution).			

	13. Satija, M. P. (2018). <i>The Dewey Decimal Classification and its recent developments</i>. New Delhi: Ess Ess Publications. 14. Satija, M. P. (2020). <i>Dewey Decimal Classification: Edition 19 (1979) to Web Dewey 2018</i>. New Delhi: IBP Books. 15. Satija, M. P., & Kyrios, A. (2023). <i>A handbook of history, theory and practice of the Dewey Decimal Classification system</i>. New Delhi: Facet Publishing (Indian distribution). 16. Sharma, C. K. (2014). <i>Practical handbook of Dewey Decimal Classification</i>. New Delhi: Atlantic Publishers & Distributors. 17. Sharma, S. P. (2015). <i>Dewey Decimal Classification 23: A practical approach</i>. New Delhi: Today & Tomorrow's Printers and Publishers.
Web Resources:	https://www.oclc.org/en/dewey.html https://www.loc.gov/catdir/cpsol/lcco/

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Title of the Course	Knowledge Organization: Library Classification Practice
Course Code	LIS-5009
Number of Credits	2P
Theory/Practical	Practical
Level	400
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	This course aims to: 1. To develop hands-on skills in applying library classification schemes. 2. To train students in classifying documents using Dewey Decimal Classification (DDC) and Colon Classification (CC). 3. To enable students to construct accurate class numbers for different types of documents. 4. To enhance analytical thinking required for subject analysis and notation building.	
Course Outcomes:	On successful completion of the course, the student will be able to:	Mapped to PSO
	CO1. Analyse the subject content of documents accurately.	PSO1, PSO5
	CO2. Assign correct class numbers using DDC (latest edition).	PSO1, PSO3
	CO3. Apply Colon Classification (6 th ed.) principles to derive class numbers	PSO3, PSO4

	CO4. Use tables, schedules, and auxiliary tools efficiently.	PSO3, PSO4		
	CO5. Demonstrate professional competence in practical classification work.	PSO2, PSO3		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Subject Analysis: Understanding title, subtitle, table of contents, preface, Identification of main subject and subordinate aspects, Determining focus and intent of the document	05	CO1	K2, K4
Unit 2:	Structure of Dewey Decimal Classification: Introduction, Main classes, Divisions and Sections, Classification of Simple Subjects	10	CO1, CO2	K1, K2, K3
Unit 3:	DDC Schedules and Relative Index: Classification of compound and complex subjects; Interdisciplinary and multi-disciplinary subjects, Local history and literature.	15	CO1, CO2	K3, K4, K5, K6
Unit 4:	Use of DDC Tables: Table 1: Standard Subdivisions; Table 2: Geographic Areas; Table 3A, 3B, 3C: Literary Forms; Table 4: Subdivisions of Individual Languages; Table 5: Ethnic and National Groups; Table 6: Languages; Number building using tables.	15	CO2, CO4	K3, K4, K5, K6
Unit 5:	Colon Classification: Introduction; schedules: Main classes, common isolates, facets, facet formulas, Phase relations; construction of class numbers	15	CO3, CO4, CO5	K3, K4, K5, K6
Pedagogy:	The course uses lectures, discussions, demonstrations, and practical exercises to explain classification concepts. Students analyze subjects, build class numbers, compare major schemes, and use digital tools. Group activities, problem-solving tasks, and continuous assessment help students understand theory, apply principles, and develop professional skills.			
Texts:	1. Dewey, M. (2011). <i>Dewey decimal classification and relative index</i> (23rd ed.). Dublin, OH: OCLC Online Computer Library Center. 2. Ranganathan, S. R. (2023, latest reprint). <i>Colon Classification</i> (6th ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science.			
References/	1. Gopinath, M. A. (2010). <i>Colon Classification: Theory and practice</i> (Reprint ed.). New Delhi: Ess Ess Publications.			

Readings:	2. Kaushik, S. K. (2012). <i>Dewey Decimal Classification: A practical manual of 23rd edition</i>. New Delhi: Ess Ess Publishers' Distributors. 3. Ranganathan, S. R. (2011, reprint). <i>Prolegomena to library classification</i> (3rd ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 4. Ranganathan, S. R. (2012, reprint). <i>Colon Classification</i> (7th ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 5. Satija, M. P. (2011). <i>Facet analysis: Theory and practice</i>. New Delhi: Ess Ess Publications. 6. Satija, M. P. (2013). <i>Library classification: An introduction</i> (Rev. ed.). New Delhi: Ess Ess Publications. 7. Satija, M. P. (2016). <i>The theory and practice of the Dewey Decimal Classification system</i>. New Delhi: Chandos Publishing (Indian edition/distribution). 8. Satija, M. P. (2018). <i>The Dewey Decimal Classification and its recent developments</i>. New Delhi: Ess Ess Publications. 9. Satija, M. P. (2020). <i>Dewey Decimal Classification: Edition 19 (1979) to Web Dewey 2018</i>. New Delhi: IBP Books. 10. Sharma, C. K. (2014). <i>Practical handbook of Dewey Decimal Classification</i>. New Delhi: Atlantic Publishers & Distributors. 11. Sharma, S. P. (2015). <i>Dewey Decimal Classification 23: A practical approach</i>. New Delhi: Today & Tomorrow's Printers and Publishers.
Web Resources:	https://www.oclc.org/en/dewey.html https://www.loc.gov/catdir/cpsd/lcco/

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Title of the Course	Fundamentals of Information and Communication Technology (ICT): Theory
Course Code	LIS-5010
Number of Credits	2T
Theory/Practical	Theory
Level	400
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	The course aims; 1. To make the students understand the foundational concepts, components, and evolution of Information and Communication Technology and their relevance to library and information science. 2. To acquaint the students with the principles of computer hardware, software, operating systems, and data representation as applied in information environments. 3. To acquaint the learners with the architecture and functioning of computer networks, the Internet, and related communication protocols used in digital information services. 4. To make the students understand the role and structure of database management systems, metadata standards, and digital library frameworks in organizing and retrieving information. 5. To appraise the students about ICT policies, cybersecurity principles, digital rights management, and ethical considerations governing the use of technology in information services.

	6. To make the students relate theoretical ICT knowledge to real-world library and information science scenarios through critical analysis and application.			
Course Outcomes:	At the end of the course the students will be able to:			Mapped to PSO
	CO 1. Recall, describe, and explain the concepts, history, and components of ICT and their relevance to library and information science.			PSO 1, PSO 4
	CO 2. Explain computer hardware, software architectures, data representation, and operating system principles relevant to information management environments.			PSO 1, PSO 3, PSO 4
	CO 3. Describe the structure and operation of computer networks, the Internet, and communication protocols, and analyze their role in digital information delivery.			PSO 1, PSO 3, PSO 4, PSO 6
	CO 4. Examine database management systems, metadata schemas, and digital library models, and evaluate their effectiveness for information organization and retrieval.			PSO 1, PSO 3, PSO 4, PSO 5, PSO 6
	CO 5. Appraise ICT policies, cybersecurity frameworks, digital rights management, and ethical issues associated with information technology in library contexts.			PSO 2, PSO 4, PSO 8
	CO 6. Assess emerging ICT trends such as cloud computing, AI, IoT, and big data and appraise their transformative impact on modern library services.			PSO 2, PSO 4, PSO 5, PSO 6, PSO 7, PSO 8
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Overview of ICT: Definition, nature, and scope of ICT. Historical evolution of computing and communication technologies. Components of ICT: hardware, software, data, people, and procedures. Role of ICT in society, education, and library and information services. Convergence of information and communication technologies Computer Hardware and Data Representation: Types and generations of computers. Computer architecture: CPU, memory hierarchy, input/output devices, storage. Number systems: binary, octal, hexadecimal, and conversions. Data representation: bits, bytes, character encoding (ASCII, Unicode). Secondary storage technologies: magnetic, optical, and solid-state drives	8	CO1, CO2	K1, K2

	Software and Operating Systems: Classification of software: system software, application software, middleware. Operating system concepts: process management, memory management, file systems. Open source vs. proprietary software — implications for LIS. Software licensing: FOSS, Creative Commons, and copyright considerations.			
Unit 2:	Fundamentals of Computer Networks: Definition, types, and topologies of computer networks (LAN, MAN, WAN, PAN). Network components: routers, switches, hubs, modems, NIC. Transmission media: wired (twisted pair, coaxial, fiber optic) and wireless. Network protocols and the OSI Reference Model (7 layers). TCP/IP protocol suite and packet-switched communication The Internet and World Wide Web: Origin and evolution of the Internet; Internet governance. IP addressing: IPv4, IPv6, subnetting, DNS, and domain names. Internet services: email, FTP, Telnet, VoIP, video conferencing. World Wide Web: HTTP/HTTPS, URLs, HTML, browsers, and web standards. Search engines: algorithms, indexing, Boolean searching, and resource discovery. Web 2.0 and Social Web: blogs, wikis, social networking in LIS contexts.	6	CO3	K2, K4
Unit 3:	Database Management Systems (DBMS): Concepts of data, information, database, and DBMS. Data models: hierarchical, network, relational, and object-oriented. Relational DBMS: tables, keys, relationships, normalization. Structured Query Language (SQL): basic SELECT, INSERT, UPDATE, DELETE. Bibliographic databases and library-specific DBMS applications. Open-source DBMS platforms used in LIS: MySQL, PostgreSQL Metadata Standards and Information Retrieval: Concept and functions of metadata in information organization. Metadata standards: Dublin Core, MARC 21, MODS, EAD, RDA. Information retrieval models: Boolean, vector space, probabilistic. Indexing, cataloguing, and classification in digital environments. OPACs, federated search, and discovery systems. Digital Libraries: Definition, characteristics, and components of digital libraries. Digital library architecture: collection, repository, and access layers. Digital library software: DSpace, Greenstone, EPrints, Koha. Digitization: scanning standards, file	8	CO4	K2, K4, K5

	formats (TIFF, PDF/A, JPEG2000). Institutional repositories and open access movements. Interoperability: OAI-PMH protocol and linked open data.			
Unit/ 4:	Emerging Technologies in Library and Information Services: Cloud computing: service models (IaaS, PaaS, SaaS), deployment models, and use in LIS. Artificial Intelligence (AI) and Machine Learning: concepts, applications in cataloguing and reference services. Natural Language Processing (NLP) and chatbots in information services. Internet of Things (IoT): smart libraries, RFID, and sensor-based services. Big Data: characteristics (5Vs), tools (Hadoop, Spark), and analytics in LIS. Blockchain technology and its potential in digital rights and archives management. Augmented Reality (AR) and Virtual Reality (VR) in library services. Cybersecurity and Information Security: Fundamentals of information security: CIA triad (Confidentiality, Integrity, Availability). Common threats: malware, phishing, ransomware, social engineering. Cryptography basics: encryption, decryption, public key infrastructure (PKI). Firewalls, intrusion detection systems, and access controls. Information security policies and standards (ISO 27001) in information institutions ICT Policy, Ethics, and Digital Rights: National and international ICT policies relevant to library services. Digital divide: issues of equity, access, and e-inclusion. Intellectual property rights: copyright, fair use, Creative Commons. Digital Rights Management (DRM): tools, controversies, and LIS perspectives. Privacy, data protection legislation (GDPR, India's PDPB), and ethical data use. Net neutrality, cyber law, and freedom of information. Ethical use of AI and emerging technologies in library and information services.	8	CO5, CO6	K4, K5, K6
Pedagogy:	Lectures, Presentations, Discussions, Blended Learning			
Texts:	1. Kumar, A. (Ed.) (2006). Information Technology for all (2 vols.). New Delhi: Anmol. 2. Tiwari, S., Bhargava, D., & Rathore, D. (2025). <i>S. Chand's textbook of information technology (Code 402) for class 10 (X): As per latest syllabus based on CBSE — IT skills, employability skills and skill development — communication and entrepreneurial skills</i> (2025–2026 ed.). S Chand and Company Ltd.			
References/	1. Virumandi, A. (2021). <i>Impact of information communication technology on the management and effective of academic libraries</i> (1st ed.). Notion Press.			

Readings:	2. Verma, T. S. (2021). <i>Information and communication technology (ICT)</i>. Notion Press. 3. Croucher, P. (1996). <i>Communications and Networks</i>, 2nd ed. New Delhi: Affiliated East West. 4. Shrivastava, R. K. (2001). <i>A: Textbook of Information technology</i>, Delhi: Dominant publishers. 5. Shroff, R. (2000). <i>Computer Systems and Applications</i>, Mumbai: Himalaya 6. Madan, S. (2007). <i>Information Technology</i>. 4th ed. Taxmann. 7. Croft, W. B.; Metzler, D & Strohman, T. (2015). <i>Search Engines: Information Retrieval in Practice</i>. Pearson Education. 8. Gralla, P & Troller, M. (2006). <i>How the Internet works</i>. Que Publishers 9. Bachaalany, E & Koret, J. (2015). <i>The Antivirus Hacker's Handbook</i>. Wiley Publishers 10. Kentie, P. (2001). <i>Web Design Tools and Techniques</i>. Peachpit Press 11. Manvi, S. & Kakkasageri, M. (2016) <i>Wireless and Mobile Networks: Concepts & Protocols</i>. Wiley 12. Beighley, L. & Morrison, M. <i>Head first : PHP & MySQL</i>, OREILLY Publications. 13. Singh, V.P .(2016). <i>Quintessential Course on MS Office 2016: Including Word, Excel, Power point, Access, Outlook and more</i>. Delhi: Computer Publications Ltd. 14. Lavanya, R. <i>HTML 5</i>, Ane Books
Web Resources:	1. https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies 2. https://ebooks.inflibnet.ac.in/ae01/chapter/concept-of-information-and-communication-technology/ 3. https://csrc.nist.gov/glossary/term/information_and_communications_technology 4. https://www.geeksforgeeks.org/ 5. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9JW4FTxyrU+Wsr8xl8vgiw== 6. https://www.w3schools.com/

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Title of the Course	Information and Communication Technology (ICT): Practice
Course Code	LIS-5011
Number of Credits	2P
Theory/Practical	Practical
Level	400
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Basic computer literacy
Course Objectives:	The course aims to; 1. Develop proficiency in Microsoft Office applications — Word, Excel, PowerPoint, Access, and Publisher — for creating, formatting, and managing documents, data, presentations, and publications relevant to library and information services. 2. Apply Google Workspace tools — including Google Docs, Sheets, Slides, Forms, Sites, Drive, and Meet — to perform collaborative, cloud-based information tasks essential to modern library environments. 3. Use internet browsers, search engines, and web-based research tools effectively for information retrieval, evaluation, and management in digital library contexts. 4. Design and manage simple databases, spreadsheets, and data entry forms to organize, store, and retrieve library-related data such as catalogue records, user registers, and acquisition lists. 5. Create digital content — newsletters, brochures, web pages, surveys, and presentations — using productivity and

	web publishing tools appropriate for library communication and outreach. 6. Evaluate and select appropriate ICT tools for specific library and information management tasks, demonstrating critical thinking about software functionality, usability, and suitability. 7. Demonstrate responsible, ethical, and secure use of ICT tools, cloud platforms, and the internet in professional library and information environments.			
Course Outcomes:	At the end of the course the students will be able to:	Mapped to PSO		
	CO 1. Perform word processing tasks in Microsoft Word and Google Docs — including formatting, styles, mail merge, references, and collaborative editing — to produce professional library documents.	PSO 3, PSO 4, PSO 6		
	CO 2. Create and use spreadsheets in Microsoft Excel and Google Sheets for data entry, formula application, charting, and analysis of library statistics and acquisition records.	PSO 3, PSO 4, PSO 5, PSO 6, PSO 7		
	CO 3. Design and deliver effective presentations using Microsoft PowerPoint and Google Slides, incorporating multimedia, animations, and design principles for library instruction and outreach.	PSO 4, PSO 6		
	CO 4. Build and manage digital forms, surveys, collaborative documents, and basic web pages using Google Forms, Google Sites, and related Workspace tools for library communication and data collection.	PSO 3, PSO 4, PSO 6, PSO 7		
	CO 5. Use internet tools, search engines, e-mail clients, and cloud storage platforms efficiently and ethically for information retrieval, sharing, and communication in library contexts.	PSO 2, PSO 3, PSO 4, PSO 6, PSO 8		
	CO 6. Integrate multiple ICT tools to plan, produce, and present a library-oriented digital project — demonstrating the ability to select appropriate technologies and apply them to real-world information problems.	PSO 1, PSO 2, PSO 3, PSO 7		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Microsoft Word: Introduction to MS Word Interface and Document Basics. Advanced Formatting and Styles. Tables, Lists, and Illustrations. Long Document Features — References and Review. Mail Merge and Document Templates.	24	CO1, CO2, CO3	K1, K2, K3

	Microsoft Excel: Excel Interface, Data Entry, and Basic Formulas. Formatting, Sorting, Filtering, and Functions. Charts, Graphs, and Data Visualisation. PivotTables, Data Validation, and Library Data Analysis Microsoft PowerPoint: PowerPoint Basics — Slides, Themes, and Content. Animations, Transitions, Multimedia, and Delivery. Microsoft Publisher & Access: Microsoft Publisher — Library Newsletter & Brochure Design.			
Unit 2:	Google Docs and Google Drive: Google Drive — Organisation and Cloud Storage. Google Docs — Document Creation and Collaboration. Google Docs Advanced — Templates, Add-ons, and Publishing. Google Sheets: Google Sheets Basics and Library Data Management. Charts and Data Analysis. Collaboration, Linking with Forms, and Automation Google Slides and Google Forms: Google Slides — Collaborative Presentations. Google Forms — Survey Design and Data Collection. Google Forms — Quizzes, Feedback, and Integration Google Sites and Google Meet: Google Sites — Building a Library Web Page. Google Sites — Advanced Design and Publishing. Google Meet, Gmail, and Google Calendar for Library Communication	24	CO1, CO2, CO3, CO4	K2, K3, K4
Unit 3:	Internet Tools and Information Retrieval: Effective Internet Searching and Browser Tools. Web browser features: bookmarks, extensions, developer tools, private browsing, and reading mode. Google Scholar: searching, citing, setting up alerts, and exporting references. Evaluating websites: CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose). Reference Management and Digital Resource Access. Accessing e-resources: INFLIBNET N-LIST, NDLTD, PubMed, and institutional databases. DOI, permalinks, and stable URLs for library resource linking. Cybersecurity, Digital Ethics, and Safe ICT Practices. Password management: creating strong passwords; using a password manager. Two-factor authentication (2FA) setup on Google accounts. Recognizing phishing emails and social engineering attempts. Digital copyright: Creative Commons licensing, plagiarism, and proper attribution. Privacy settings in Google Workspace: managing data sharing and account security	12	CO5, CO6	K2, K3, K4, K5

	Integrated Capstone Project: The capstone project integrates skills from all three units into a single, cohesive library technology project. Students work individually or in pairs and must demonstrate competency across Microsoft Office, Google Workspace, and internet tools. Capstone Planning and Content Development: Choose a capstone theme (e.g., 'Digital Library Awareness Campaign', 'Library Annual Report Package', 'Information Literacy Programme Design'). Submit a one-page project plan in Google Docs (shared with instructor) describing deliverables, tools to be used, and timeline. Begin creation of core document deliverables using MS Word or Google Docs. Develop data component in MS Excel or Google Sheets (statistics, budgets, lists). Capstone Development — Digital and Web Deliverables. Create presentation component using MS PowerPoint or Google Slides. Design a Google Form (survey, feedback, or registration) and link to Sheets. Build a Google Site to host the project: include all deliverables embedded or linked. Design a promotional flyer or newsletter using MS Publisher or Canva. Capstone Presentation and Viva Voce: Each student/pair presents their capstone project (5–7 minutes) using their own Google Slides or PowerPoint. Viva voce: instructor evaluates tool choices, design decisions, and integration of skills. Submit Google Drive folder link containing all project deliverables as final submission.			
Pedagogy:	Hands-on Training, Lectures, Presentations, Blended Learning			
Texts:	1. Kumar, A. (Ed.) (2006). Information Technology for all (2 vols.). New Delhi: Anmol. 2. Tiwari, S., Bhargava, D., & Rathore, D. (2025). <i>S. Chand's textbook of information technology (Code 402) for class 10 (X): As per latest syllabus based on CBSE — IT skills, employability skills and skill development — communication and entrepreneurial skills</i> (2025–2026 ed.). S Chand and Company Ltd.			
References/ Readings:	1. Virumandi, A. (2021). <i>Impact of information communication technology on the management and effective of academic libraries</i> (1st ed.). Notion Press. 2. Verma, T. S. (2021). <i>Information and communication technology (ICT)</i>. Notion Press. 3. Croucher, P. (1996). Communications and Networks. 2nd ed. New Delhi: Affiliated East West. 4. Shrivastava, R. K. (2001). A: Textbook of Information technology, Delhi: Dominant publishers. 5. Shroff, R. (2000). Computer Systems and Applications, Mumbai: Himalaya			

	6. Madan, S. (2007). Information Technology. 4th ed. Taxmann. 7. Croft, W. B.; Metzler, D & Strohman, T. (2015). Search Engines: Information Retrieval in Practice. Pearson Education. 8. Gralla, P & Troller, M. (2006). How the Internet works. Que Publishers 9. Bachaalany, E & Koret, J. (2015). The Antivirus Hacker's Handbook. Wiley Publishers 10. Kentie, P. (2001). Web Design Tools and Techniques. Peachpit Press 11. Manvi, S. & Kakkasageri, M. (2016) Wireless and Mobile Networks: Concepts & Protocols. Wiley 12. Beighley, L. & Morrison, M. Head first: PHP & MySQL, OREILLY Publications. 13. Singh, V.P. (2016). Quintessential Course on MS Office 2016: Including Word, Excel, Power point, Access, Outlook and more. Delhi: Computer Publications Ltd. 14. Lavanya, R. HTML 5, Ane Books
Web Resources:	1. https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies 2. https://ebooks.inflibnet.ac.in/ae01/chapter/concept-of-information-and-communication-technology/ 3. https://csrc.nist.gov/glossary/term/information_and_communications_technology 4. https://www.geeksforgeeks.org/ 5. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9JW4FTxyrU+Wsr8xl8vgiw== 6. https://www.w3schools.com/

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Discipline Specific Elective (DSE) Courses

Title of the Course	Preservation and Digitization in Libraries and Archives	
Course Code	LIS-5202	
Number of Credits	4T	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To understand the theoretical foundations of preservation and digitisation. 2. To identify and assess risks to physical and digital collections. 3. To develop preservation policies for various types of materials. 4. To Plan and manage digitization projects, including equipment and workflow. 5. To apply metadata and standards (e.g., Dublin Core, METS, PREMIS) in digital collections. 6. To analyse the legal and ethical aspects of digital preservation.	
Course Outcomes:	By the end of the course, students will be able to:	Mapped to PSO
	CO 1. Define key concepts and terminology related to preservation and digitization in libraries and archives.	PSO 1

	CO 2. Explain the risks, challenges, and strategies involved in preserving physical and digital materials.	PSO 1, PSO 2		
	CO 3. Develop a basic digitization workflow plan for various types of library and archival materials.	PSO 3, PSO 4		
	CO 4. Critically examine preservation policies and practices to identify strengths and gaps.	PSO 4, PO5		
	CO 5. Assess the suitability of digital preservation standards (e.g., OAIS, PREMIS) for different types of collections.	PSO 5		
	CO 6. Design an institutional preservation and digitization policy or project proposal integrating current best practices.	PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Preservation and Digitization: History and evolution; Key concepts and terminology; Preservation ethics	10	CO1, CO2	K1
Unit 2:	Physical Preservation: Environmental control; Storage and handling; Conservation techniques	10	CO1, CO2	K2, K3
Unit 3:	Digitization Technologies and Workflow: Scanning techniques; Equipment and software; File formats and quality control	10	CO3, CO4	K2, K3
Unit 4:	Metadata and Standards: Descriptive, structural, and administrative metadata; Dublin Core, METS, MODS, PREMIS; Digital object management	20	CO5, CO6	K3, K4, K5, K6
Unit 5:	Digital Preservation Strategies: OAIS model; Bit-level preservation vs. content preservation; Digital repositories and formats	10	CO5, CO6	K3, K4, K5, K6
Pedagogy:	The pedagogy for this course combines interactive lectures, group activities, laboratory experiences, collaborative learning, guest lectures and workshops.			
Texts:	Harvey, R. (2010). <i>Preserving digital materials</i> (2nd ed.). Berlin: De Gruyter Saur.			

References/ Readings:	1. Cloonan, M. V. (2015). <i>Preserving our heritage: Perspectives from antiquity to the digital age</i>. Chicago, IL: ALA Neal-Schuman. 2. De Stefano, P., & Dahlen, S. P. (Eds.). (2020). <i>Introduction to digital preservation</i>. Chicago, IL: ALA Neal-Schuman. 3. Kenney, A. R., & Rieger, O. Y. (2000). <i>Moving theory into practice: Digital imaging for libraries and archives</i>. Mountain View, CA: Research Libraries Group. 4. Buchanan, S. A. (2019). <i>Digital curation: A how-to-do-it manual</i> (2nd ed.). Chicago, IL: ALA Neal-Schuman. 5. Conway, P. (2010). Preservation in the age of Google: Digitization, digital preservation, and dilemmas. <i>The Library Quarterly</i>, 80(1), 61–79. https://doi.org/10.1086/648463 6. Waters, D., & Garrett, J. (1996). <i>Preserving digital information: Report of the Task Force on Archiving of Digital Information</i>. Washington, DC: Commission on Preservation and Access. 7. Smith, A. (2007). <i>Preservation management handbook: A 21st-century guide for libraries, archives, and museums</i>. Lanham, MD: Rowman & Littlefield. 8. Society of American Archivists. (2013). <i>Digital archives specialist (DAS) curriculum and certificate program</i>. Chicago, IL: SAA. 9. Bastian, J. A., & Flinn, A. (Eds.). (2020). <i>Community archives, community spaces: Heritage, memory, and identity</i>. London: Facet Publishing. 10. Brown, A. (2006). <i>Digital preservation: Technology and tools</i>. London: Facet Publishing. 11. Ross, S. (2012). <i>Digital preservation, archival science and methodological foundations for digital libraries</i>. <i>New Review of Information Networking</i>, 17(1), 43–68. https://doi.org/10.1080/13614576.2012.679446 12. National Archives and Records Administration. (2014). <i>Managing electronic records</i>. Washington, DC: NARA. 13. Bell, M. (Ed.). (2014). <i>Handbook for digital projects: A management tool for preservation and access</i>. Andover, MA: Northeast Document Conservation Center. 14. Menne-Haritz, A. (Ed.). (2001). <i>Information management and preservation</i>. München: K. G. Saur.
Web Resources:	https://digitalpreservation.gov/ https://www.nedcc.org/free-resources/preservation-leaflets

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Title of the Course	Library and Society
Course Code	LIS-5205
Number of Credits	4T
Theory/Practical	Theory
Level	400
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce students to the concept, evolution, and philosophy of libraries and their significance in the development of human society. 2. To examine the roles and responsibilities of different types of libraries. 3. To understand the influence of information policies, laws. 4. To familiarize students with the functions of national and international library associations and their impact on the global LIS profession.	
Course Outcomes:	By the end of the course, students will be able to:	Mapped to PSO
	CO 1. Explain the origin, evolution, and philosophical foundations of libraries and evaluate their role in the social, educational, and cultural development of society.	PSO1, PSO2, PSO6, PSO8
	CO 2. Differentiate between various types of libraries	PSO1, PSO2, PSO3,

			PSO7	
	CO 3. Interpret the key legal frameworks (e.g., RTI Act, Copyright, IPR, 5 laws of library science) affecting libraries and assess their implications for access to information		PSO1, PSO3, PSO6, PSO8	
	CO 4. Describe the structure, goals, and activities of major library associations and examine their role in promoting professional development and global collaboration.		PSO2, PSO5, PSO6, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Library and Society: 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 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.	20	CO1, CO2, CO3	K2, K4, K5
Module 2:	Laws of Library Science: 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	20	CO2, CO3, CO4	K2, K3, K4
Module 3:	Library Associations: Library Profession: Librarianship as a profession, Professional Skills and Competencies,	20	CO4	K2, K4, K5

	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.			
Pedagogy:	Lectures & Discussions, Document Analysis, Field Visits			
Texts:	Kumar, P. S. G. (2011). <i>Foundations of library and information science</i> . New Delhi: B. R. Publishing Corporation.			
References/ Readings:	1. Bala, H. (2010). <i>Towards building a knowledge society</i>. New Delhi: Author Press. 2. Bhatt, R. (1995). <i>History and development of libraries in India</i>. New Delhi: Mittal Publications. 3. Buragohain, A. (2000). <i>Various aspects of librarianship and information science</i>. New Delhi: Ess Ess Publications. 4. Issac, K. (2004). <i>Library legislation in India: A critical and comparative study of state acts</i>. New Delhi: Ess Ess Publications. 5. Kumar, G. (2025). <i>Library funding models in the 21st century</i>. London: Society Publishing. 6. Prajapati, R. (2013). <i>Foundations of library and information science</i>. New Delhi: Discovery Publishing House. 7. Ranganathan, S. R. (1999). <i>The five laws of library science</i>. Bangalore: Sarada Ranganathan Endowment for Library Science. 8. Rout, R. (1986). <i>Library legislation in India: Problems and prospects</i>. New Delhi: Reliance Publishing House. 9. Rowley, J., & Hartley, R. (2017). <i>Organizing knowledge: An introduction to managing access to information</i>. Abingdon, UK: Routledge. 10. Venktappaiah, V., & Madhusudhan, M. (2006). <i>Public library legislation in the new millennium</i>. New Delhi: Bookwell. 11. Webster, F. (2014). <i>Theories of the information society</i> (4th ed.). Abingdon, UK: Routledge. 12. Wiegand, W. A. (1994). <i>Encyclopedia of library history</i>. New York: Garland Publishing.			
Web Resources:	1. https://www.lisedunetwork.com/what-is-an-information-society 2. https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9JW4FTxyrU+Wsr8xl8vgiw==			

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SEMESTER II

Discipline Specific Core (DSC) Courses

Title of the Course	Information Services and Systems
Course Code	LIS-5004
Number of Credits	4T
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	1. To understand the concept, scope, and significance of information services and systems in the context of libraries and information centers. 2. To identify and evaluate various types of information services, including reference, current awareness, selective dissemination of information (SDI), bibliographic, and document delivery services. 3. To gain knowledge of different types of information systems (e.g., library networks, databases, consortia, and online information systems) and their role in information access and dissemination. 4. To understand the role of ICT (Information and Communication Technology) in the development and delivery of

	modern information services.			
Course Outcomes:			Mapped to PSO	
	CO 1. Demonstrate a clear understanding of the concept, scope, and importance of information services and systems.		PSO1, PSO2, PSO3	
	CO 2. Classify and critically evaluate various types of information services, including reference, CAS, SDI, etc.		PSO2, PSO3, PSO5, PSO6	
	CO 3. Describe and analyze the structure and functions of different information systems (e.g., networks, consortia).		PSO1, PSO3	
	CO 4. Apply ICT tools to improve the delivery of modern information services.		PSO3, PSO4, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Reference and Information Services, Types and Needs, Trends, Reference Interview, Online reference service, alerting services: Current Awareness Services (CAS): SDI, Indexing and Abstracting Service, Developing FAQs, Document delivery. Virtual Reference Desk (VRD): Management, technology and resources. Readers Advisory Service.	10	CO2, CO4	K2, K4, K5
Unit 2:	Information Consolidation: Information consolidation and repackaging, Content analysis, Information Policies and Programmes, Planning, Design and Evaluation of Information systems, Translation services. Information systems: Basic concepts, Meaning, Objectives and Functions	15	CO1, CO3	K2, K3
Unit 3:	Marketing 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.	15	CO1, CO4	K6
Unit 4:	Documentation Centres: Components of Documentation Centres, Data centres, Information analysis centres, Clearing houses, Data banks, Data Curation centres, Museums, Memoirs, Institutional Repositories, Open Archives, Referral, Translation	10	CO1, CO3	K4, K5

	Centres, and Publishing Houses. Study of International Documentation Centres, Information Systems and programmes			
Unit 5	Library Networks: Historical development of Library Cooperation and Networking, Functions, Activities, Advantages. Resource Sharing and Networks: Consortia-Importance and Objectives. Study of Information networks- OCLC, INFLIBNET, DELNET etc.	10	CO3, CO4	K3, K5
Pedagogy:	Lecture, Case studies, Discussions, Mapping activities, Demonstration			
Texts:	Singh, G (2013). Information sources, services and systems. PHI Learning			
References/ Readings:	1. Cassell, K. A., & Hiremath, U. (2023). <i>Reference and information services: An introduction</i> (5th ed.). Chicago, IL: ALA Neal-Schuman. 2. Eileen, E. D. S. (2002). <i>Marketing concepts for libraries and information services</i> (2nd ed.). London: Facet Publishing. 3. Hirsh, S. G. (2022). <i>Information services today: An introduction</i> (2nd ed.). Lanham, MD: Rowman & Littlefield. 4. Jain, A. K. (Ed.). (1995). <i>Marketing of information products and services</i>. Ahmedabad: Indian Institute of Management (IIM). 5. Maideen, S. A., Sujatha, C., Maheswar, S., & Kavitha, R. (n.d.). <i>Information sources, systems and services</i>. New Delhi: Alpha International Publication. 6. Stair, R., & Reynolds, G. (2021). <i>Principles of information systems</i> (14th ed.). Boston, MA: Cengage Learning.			
Web Resources:	https://ebooks.inflibnet.ac.in/lisp4/front-matter/introduction/			

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Title of the Course	Information Retrieval
Course Code	LIS-5007
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Knowledge of different types of information sources and information organization needed.	
Course Objectives:	1. To introduce the fundamental concepts, models and components of information retrieval (IR). 2. To develop an understanding of indexing, classification systems and vocabulary control tools that support information organization and retrieval. 3. To enable students to apply search strategies in information retrieval process. 4. To cultivate analytical skills to evaluate the IR systems	
Course Outcomes:	At the end of the course, students will be able to:	Mapped to PSO
	CO 1. Identify and describe the fundamental concepts, models and techniques of information retrieval systems.	PSO1
	CO 2. Apply appropriate search strategies and retrieval techniques to access relevant information.	PSO4
	CO 3. Analyze and evaluate IR systems in meeting users' information needs.	PSO6

	CO 4. Design an indexing system for retrieving information		PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Information Retrieval: Information Retrieval: Basic concepts, Definition, Objectives, Components, Functions. 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 Evaluation of IRS: Purpose, Evaluation, Criteria, Steps of evaluation.	15	CO1, CO3	K1, K2, K4
Unit 2:	Vocabulary Control: Meaning, Importance of vocabulary control, Controlled v/s Uncontrolled vocabulary. Vocabulary control tools: Subject heading, Thesauri, Thesaurofacet, Classaurus Thesaurus construction techniques	15	CO1, CO2	K2, K3
Unit 3:	Information Retrieval Models: Information Retrieval Models - Boolean Model, Vector Space Model, Probability Model. Case study of Controlled Vocabularies/ontologies	15	CO3, CO4	K2, K4
Unit 4:	Web Information Retrieval: Search Engines - Definition, Functions and Components of Search Engines, Meta Search Engines, Search strategies and techniques, Full Text retrieval, User Interfaces.	15	CO2	K3, K4
Pedagogy:	Lecture method / assignments / self-study / presentations			
Texts:	Croft, W. B., Metzler, D. and Strohman, T. (2015). Search Engines Information Retrieval in Practice. Pearson Education.			
References/ Readings:	1. Alberico, R., & Micco, M. (1990). <i>Expert systems for reference and information</i> . Westport, CT: Greenwood Press. 2. Atchison, J., & Gilchrist, A. (1972). <i>Thesaurus construction: A practical manual</i> . London: Aslib. 3. Bates, M. J. (2011). <i>Understanding information retrieval systems: Management, types and standards</i> . Boca Raton, FL: Auerbach Publications.			

	4. Chowdhury, G. G. (2003). <i>Introduction to modern information retrieval</i> (2nd ed.). London: Facet Publishing. 5. Ford, N. (1991). <i>Expert systems and artificial intelligence: An information perspective</i>. London: Library Association Publishing. 6. Ghosh, S. B., & Biswas, S. C. (1998). <i>Subject indexing systems: Concepts, methods and techniques</i>. Calcutta: IASLIC. 7. Kowalski, G., & Maybury, M. (2002). <i>Information storage and retrieval systems: Theory and implementation</i>. Boston, MA: Springer. 8. Krishnamurthy, S., & Akila, V. (2017). <i>Web semantics for textual and visual information</i>. New Delhi: Ess Ess Publications. 9. Lancaster, F. W. (1968). <i>Information retrieval systems: Characteristics, testing and evaluation</i>. London: Facet Publishing. 10. Pandey, S. K. (Ed.). (2008). <i>Library information retrieval</i>. New Delhi: Anmol Publications. 11. Tiwary, U. S., & Siddiqui, T. (2008). <i>Natural language processing and information retrieval</i>. New Delhi: Oxford University Press.
Web Resources:	1. www.metacrawler.com 2. www.dogpile.com

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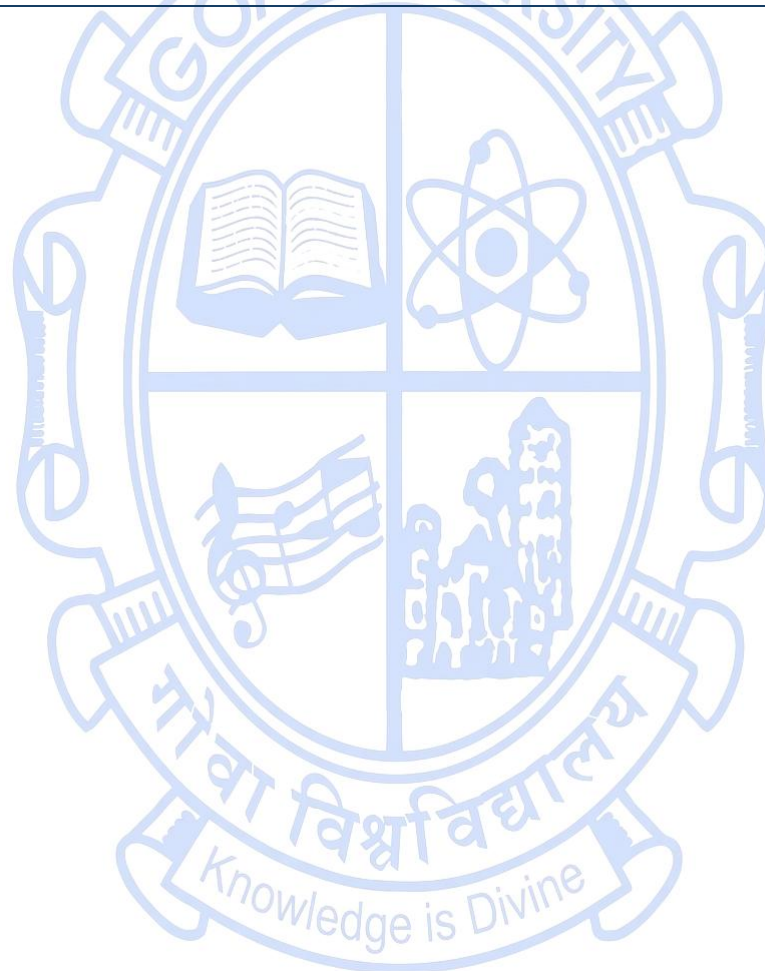
Title of the Course	Knowledge Organization: Library Cataloguing Theory
Course Code	LIS-5012
Number of Credits	2T
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	This course aims to: 1. To introduce students to the concept, objectives, and functions of library cataloguing and its role in information organisation and retrieval. 2. To familiarise students with the historical development of cataloguing codes and the evolution of catalogues from traditional to digital forms. 3. To provide a thorough understanding of descriptive cataloguing standards such as ISBD, AACR2, RDA, and CCC. 4. To explain the conceptual frameworks underlying modern cataloguing, including FRBR, FRAD, and FRSAD. 5. To develop an understanding of the principles and tools of subject cataloguing, including subject heading lists and indexing methods. 6. To introduce students to metadata and encoding standards used in digital libraries and networked information environments.

Course Outcomes:	On successful completion of the course, the student will be able to:		Mapped to PSO	
	CO 1. Explain the objectives and functions of cataloguing and describe different types and physical forms of library catalogues.		PSO1, PSO2, PSO3, PSO6, PSO8	
	CO 2. Trace the historical development of cataloguing codes and explain the transition from card catalogues to OPACs.		PSO1, PSO3, PSO4, PSO8	
	CO 3. Describe and compare major descriptive cataloguing standards such as ISBD, AACR2, RDA, and CCC.		PSO1, PSO2, PSO3, PSO4, PSO8	
	CO 4. Apply conceptual understanding of bibliographic models (FRBR, FRAD, FRSAD) in explaining relationships among bibliographic entities.		PSO1, PSO3, PSO4, PSO8	
	CO 5. Explain the structure and purpose of metadata and encoding standards such as MARC21, Dublin Core, MODS, and BIBFRAME in digital library systems.		PSO1, PSO3, PSO6, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to cataloguing: Definition, objectives and functions of cataloguing (Cutter's objectives); History and development of cataloguing codes; Types of catalogues: Dictionary, Classified and OPAC; Physical forms of catalogue: Book and Card; Evolution from card catalogue to OPAC.	07	CO1, CO2	K1, K2
Unit 2:	Descriptive Cataloguing Standards & Conceptual Framework: ISBD: Purpose and structure; AACR2: Structure, major rules and applications to books, serials and non-book materials; RDA: Background, objectives, core elements, vocabularies; Conceptual models: FRBR, FRAD, FRSAD; Classified Catalogue Code (CCC)	8	CO3, CO4	K2, K4
Unit 3:	Subject Cataloguing: Importance of subject cataloguing; Subject analysis and principles of assigning subject headings; Library of Congress Subject Headings	7	CO5	K2, K3

	(LCSH); Sears List of Subject Headings; Chain procedure; Keyword indexing; Filing rules and their application in catalogues.			
Unit 4:	Metadata and Encoding Standards: Need for metadata in digital libraries; Machine-Readable Cataloguing (MARC21): Structure and fields; Dublin Core; Metadata Object Description Schema (MODS); BIBFRAME as a linked-data model for bibliographic description.	8	CO6	K2, K4
Pedagogy:	The course will be taught through interactive lectures, conceptual explanations, use of real catalogue examples, demonstrations of OPAC and metadata formats, guided discussions, case studies, and learner participation to strengthen theoretical understanding and professional application.			
Texts:	AACR2 – Anglo-American Cataloguing Rules, 2nd ed. (ALA, 2002)			
References/ Readings:	1. Alemu, G. (2024). <i>The future of enriched, linked, open and filtered metadata: Making sense of IFLA LRM, RDA, linked data and BIBFRAME</i>. London: Routledge. 2. Baca, M. (Ed.). (2016). <i>Introduction to metadata</i> (3rd ed.). Los Angeles: Getty Research Institute. 3. Broughton, V. (2016). <i>Essential classification</i>. London: Facet Publishing. 4. Byrne, D. J. (1998). <i>MARC manual: Understanding and using MARC records</i>. Englewood, CO: Libraries Unlimited. 5. Chan, L. M. (2005). <i>Library of Congress subject headings: Principles and application</i> (4th ed.). Westport, CT: Libraries Unlimited. 6. Chan, L. M., & Hodges, T. (2007). <i>Cataloging and classification: Standards and rules</i>. Lanham, MD: Scarecrow Press. 7. Hepler, R., & Horalek, D. (2023). <i>Cataloging with MARC, RDA, and classification systems</i>. Twin Falls, ID: CSI Press. 8. Joint Steering Committee for Development of RDA. (2010). <i>Resource description and access (RDA)</i>. Chicago, IL: American Library Association. 9. Kumar, G., & Kumar, K. (2011). <i>Theory of cataloguing</i> (5th ed.). New Delhi: Vikas Publishing House. 10. Lihitkar, S., & Veeranjanyulu, K. (2015). <i>Cataloguing: Theory and practice</i>. Hyderabad: BS Publications. 11. Maxwell, R. L. (2013). <i>Maxwell's handbook for RDA: Explaining and illustrating RDA using MARC21</i>. Chicago, IL: American Library Association. 12. Raju, A. A. N. (2018). <i>Cataloguing practice</i>. New Delhi: Ess Ess Publications.			

	13. Salaba, A., & Chan, L. M. (2023). <i>Cataloging and classification: An introduction</i> (5th ed.). Lanham, MD: Rowman & Littlefield. 14. Welsh, A., & Batley, S. (2012). <i>Practical cataloging: AACR2, RDA and MARC21</i>. London: Facet Publishing. 15. Zeng, M. L., & Qin, J. (2020). <i>Metadata</i> (2nd ed.). Chicago, IL: ALA Neal-Schuman.
Web Resources:	https://www.loc.gov/marc/ModernMARC-index.html?utm

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Title of the Course	Knowledge Organization: Library Cataloguing Practice
Course Code	LIS-5013
Number of Credits	2P
Theory/Practical	Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

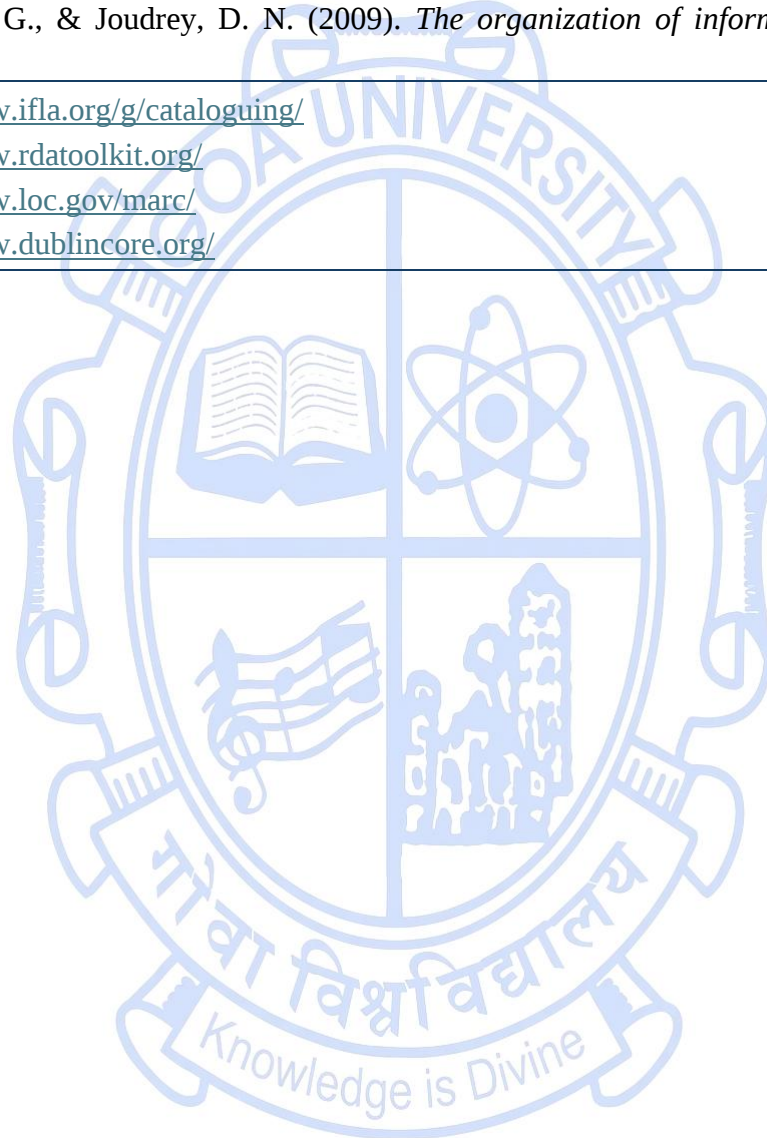
Pre-requisites for the Course:	Nil	
Course Objectives:	This course aims to: 1. To develop practical skills in preparing catalogue entries using AACR2 and RDA standards. 2. To train students in bibliographic description of print and non-print resources. 3. To provide hands-on experience in preparing MARC21 and Dublin Core metadata records. 4. To introduce cataloguing practices based on CCC. 5. To develop competency in creating subjects and adding entries. 6. To familiarize students with automated cataloguing tools and OPAC environments.	
Course Outcomes:	On successful completion of the course, the student will be able to:	Mapped to PSO
	CO1. Prepare main and added catalogue entries using AACR2 rules.	PSO1, PSO2, PSO3, PSO4, PSO6, PSO7, PSO8

	CO2. Construct bibliographic records using RDA elements and vocabularies.	PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7, PSO8		
	CO3. Create MARC21 records for various library resources.	PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7, PSO8		
	CO4. Prepare Dublin Core metadata records for digital resources.	PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7, PSO8		
	CO5. Apply CCC rules for preparation of catalogue entries.	PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7, PSO8		
	CO6. Demonstrate competency in preparing catalogue records using automated cataloguing tools.	PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7, PSO8		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Practical Cataloguing using AACR2: Preparation of main entries and added entries for: Single author books; Two and three author books; Corporate authors; Edited books; Translated works; Multi-volume publications; Conference proceedings; Serials; Non-book materials (maps, audiovisual materials, e-resources); Preparation of tracings; Preparation of catalogue cards in standard format	15	CO1, CO2, CO5	K2, K3, K4
Unit 2:	Practical Cataloguing using RDA: Identification of RDA core elements; Preparation of bibliographic description using RDA: Books; E-books; Serials; Audio-visual materials; Web resources; Statement of responsibility and relationships; Recording of publication, distribution, and carrier details; Authority control and relationship designators; Comparison between AACR2 and RDA entries.	10	CO2, CO3, CO6	K2, K3, K6
Unit 3:	MARC21 Bibliographic Record Preparation: Structure of MARC21 record; Leader, directory, and variable fields; Preparation of MARC21 records for: Monographs; Serials; Electronic resources; Input of records in library automation software	10	CO3, CO6	K2, K4, K6

Unit 4:	Dublin Core Metadata Preparation: Basic structure and application of Dublin Core; Creation of metadata records for: Digital documents; Institutional repository items; Multimedia resources; Use of simple and qualified Dublin Core elements; Comparison between MARC21 and Dublin Core	10	CO1, CO2, CO5	K2, K3, K4
Unit 5:	Cataloguing Practice using Classified Catalogue Code (CCC): Preparation of main entries according to CCC; Preparation of added entries; Chain procedure; Preparation of subject entries; Filing and arrangement of catalogue entries; Comparison between CCC and AACR2/RDA.	15	CO1, CO2, CO5	K2, K3, K4
Pedagogy:	Demonstration, supervised practical exercises, hands-on training using cataloguing tools and automation software, problem solving exercises, and practice assignments using real library materials.			
Texts:	1. Welsh, A., & Batley, S. <i>Practical Cataloguing: AACR2, RDA and MARC21</i>. 2. Maxwell, R. L. <i>Maxwell's Handbook for RDA</i>.			
References/ Readings:	1. Anglo-American Cataloguing Rules, Joint Steering Committee. (2005). <i>Anglo-American cataloguing rules</i> (2nd ed., Rev.). Chicago, IL: American Library Association. 2. Chan, L. M. (2007). <i>Cataloguing and classification: An introduction</i> (3rd ed.). Lanham, MD: Scarecrow Press. 3. Gorman, M., & Winkler, P. W. (2005). <i>Anglo-American cataloguing rules, 2nd revised edition, 2002 revision</i>. Chicago, IL: American Library Association. 4. Hider, P. (2012). <i>Information resource description: Creating and managing metadata</i>. London: Facet Publishing. 5. Hunter, E. J. (2009). <i>AACR2: An introduction to the Anglo-American cataloguing rules</i> (2nd ed.). London: Facet Publishing. 6. Kumar, G., & Kumar, K. (2011). <i>Theory of cataloguing</i> (5th ed.). New Delhi: Vikas Publishing House. 7. Kumar, K. (2010). <i>Library organization</i>. New Delhi: Vikas Publishing House. 8. Oliver, C. (2010). <i>Introducing RDA: A guide to the basics</i>. Chicago, IL: American Library Association. 9. Ranganathan, S. R. (1989). <i>Classified catalogue code</i> (5th ed.). Bangalore: Sarada Ranganathan Endowment for Library Science. 10. Ranganathan, S. R. (2006). <i>Prolegomena to library classification</i> (3rd ed.). New Delhi: Ess Ess Publications. 11. RDA Steering Committee. (2015). <i>Resource description and access</i>. Chicago, IL: American Library Association. 12. Rowley, J., & Hartley, R. (2008). <i>Organizing knowledge: An introduction to managing access to information</i> (4th ed.). London: Routledge. 13. Satija, M. P. (2014). <i>Manual of practical cataloguing</i>. New Delhi: Ess Ess Publications.			

	14. Svenonius, E. (2000). <i>The intellectual foundation of information organization</i>. Cambridge, MA: MIT Press. 15. Taylor, A. G., & Joudrey, D. N. (2009). <i>The organization of information</i> (3rd ed.). Westport, CT: Libraries Unlimited.
Web Resources:	1. https://www.ifla.org/g/cataloguing/ 2. https://www.rdatoolkit.org/ 3. https://www.loc.gov/marc/ 4. https://www.dublincore.org/

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Title of the Course	Fundamentals of Library Automation, Databases, and Networking: Theory
Course Code	LIS-5014
Number of Credits	2T
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Basic Knowledge of ICT
Course Objectives:	The course aims; 1. To bring understanding among the students about the concepts, need, scope, and historical development of library automation and its transformative role in library and information services. 2. Describe the modules, workflows, and standards involved in automating core library functions such as acquisition, cataloguing, circulation, and serials management to the students. 3. To make the students examine and compare integrated library systems (ILS) and library management software, and evaluate their suitability for different types of library environments. 4. Explain the theoretical foundations of database management systems, including data models, relational algebra, normalization, and query processing relevant to library databases, to the students. 5. To make the students analyze the design, architecture, and functioning of computer networks — including LAN, WAN, and the Internet — and assess their role in enabling resource sharing and networked library services.

	6. To make the students evaluate bibliographic standards, networking protocols, union catalogues, and cooperative library networks that facilitate interlibrary cooperation and resource sharing. 7. To appraise the students with the emerging trends in library automation and networking such as next-generation library systems, linked data, cloud-based ILS, and software-defined networking in library contexts.			
Course Outcomes:	At the end of the course, the students will be able to:			Mapped to PSO
	CO 1. Recall and explain the concepts, historical development, need, and scope of library automation and its impact on library operations.			PSO 1, PSO 4, PSO 8
	CO 2. Describe and relate the functional modules of an Integrated Library System (ILS) — including acquisition, cataloguing, OPAC, circulation, and serials — and the bibliographic standards that govern them.			PSO 1, PSO 3, PSO 4
	CO 3. Analyze the architecture, data models, normalization principles, and SQL querying of database management systems used in library and information services.			PSO 3, PSO 4, PSO 6
	CO 4. Explain computer network architectures, topologies, protocols, and the OSI/TCP-IP models and analyze their application in the design of networked library systems.			PSO 1, PSO 3, PSO 5
	CO 5. Evaluate cooperative library networks, union catalogues, bibliographic utilities, and interlibrary loan systems and assess their contribution to resource sharing and knowledge access.			PSO 4, PSO 6, PSO 8
	CO 6. Appraise emerging developments in library automation and networking — including next-generation ILS, linked data, cloud-based systems, and open-source platforms — and formulate informed recommendations for library technology adoption.			PSO 1, PSO 2, PSO 4, PSO 5, PSO 6, PSO 8
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Library Automation: Definition, meaning, and scope of library automation. Historical development: from manual to automated library systems. Need and objectives of library automation. Advantages and limitations of library automation. Levels of automation: standalone, networked, and integrated systems. Factors influencing automation decisions: type of library, collection size, budget, staff.	7	CO1, CO2	K1, K2, K4

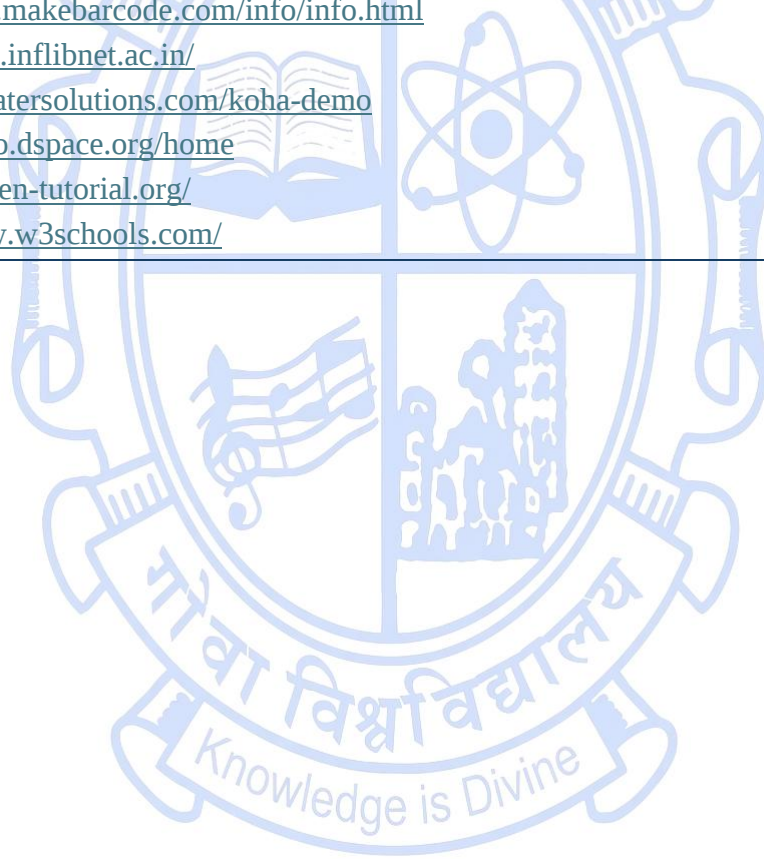
	Bibliographic Standards and Formats: MARC 21: structure, fields, indicators, and subfields; use in library automation. UNIMARC and Common Communication Format (CCF). RDA (Resource Description and Access): principles and comparison with AACR2. ISBD and its role in standardized bibliographic description. Z39.50 protocol: purpose, architecture, and application in library systems. Dublin Core and its role in metadata interoperability. Unicode and multilingual support in automated systems. Modules of an Integrated Library System (ILS): Acquisition module: ordering, receiving, invoicing, budget management. Cataloguing module: copy cataloguing, original cataloguing, authority control. Online Public Access Catalogue (OPAC): features, search interfaces, and user services. Circulation module: borrower registration, issue, return, renewal, and fine management. Serials management module: check-in, claiming, binding, and routing. Reports and administration module: statistical reporting and system management.			
Unit 2:	Library Automation Software: Open-source ILS: Koha — architecture, modules, features, and global adoption. Open-source ILS: NewGenLib, Evergreen — features and community support. Proprietary ILS: Ex Libris Alma, VTLIS Virtua, SirsiDynix Symphony — overview. Software evaluation criteria: functionality, scalability, interoperability, support, cost. Comparison of ILS solutions for academic, public, and special libraries. SaaS-based and cloud-hosted ILS: trends and implications. Library Automation Planning and Implementation: Feasibility study and needs assessment for automation projects. System selection: RFP (Request for Proposal) process and vendor evaluation. Data migration: retrospective conversion, data cleansing, and format mapping. Barcoding, RFID tagging, and inventory management in automated libraries. Staff training, change management, and user education during automation. Project management for library automation: phases, timelines, and stakeholders Next-Generation Library Systems (NGLS): Limitations of traditional ILS and the emergence of NGLS. Library Services Platforms (LSPs): Ex Libris Alma, OCLC WorldShare Management Services. Unified resource management: print, electronic, and digital resources in one platform. Discovery systems and web-scale discovery: EDS, Primo, Summon. Linked data and the semantic web in library systems: BIBFRAME, schema.org. Open-source NGLS initiatives and future directions.	7	CO2, CO3, CO5	K2, K3, K4, K6

Unit 3:	Foundations of Database Management: Distinction between data, information, and knowledge; database terminology. File system approach vs. database approach: advantages of DBMS. Components of DBMS: DDL, DML, DCL, and TCL. Database users and administrators: roles and responsibilities. Three-schema architecture: internal, conceptual, and external schemas. Data independence: logical and physical independence Data Models and Database Design: Hierarchical data model: structure, advantages, and limitations. Network data model: CODASYL model, sets, and records. Relational data model: relations, tuples, attributes, domains, and keys. Entity-Relationship (ER) model: entities, attributes, relationships, cardinality; ER diagrams. Normalization: functional dependencies, 1NF, 2NF, 3NF, and BCNF. Object-oriented and NoSQL databases: concepts and LIS relevance. Relational Algebra and SQL: Relational algebra: selection, projection, union, intersection, difference, Cartesian product, join. SQL fundamentals: DDL commands — CREATE, ALTER, DROP. SQL DML commands: SELECT, INSERT, UPDATE, DELETE. Advanced SQL: aggregate functions, GROUP BY, HAVING, ORDER BY. SQL joins: INNER, LEFT, RIGHT, FULL OUTER JOIN. Subqueries, views, and indexes in SQL. Library database schema design: examples using bibliographic and patron data. Database Security, Integrity, and Transactions; Transaction management: ACID properties (Atomicity, Consistency, Isolation, Durability). Concurrency control: locking mechanisms and deadlock. Database integrity constraints: domain, entity, referential integrity. Database security: user authentication, authorization, and access control. Backup and recovery strategies for library databases	8	CO1, CO2, CO3	K1, K2, K3, K5
Unit 4:	Computer Network Fundamentals for Libraries: Definition, need, and objectives of computer networks in library environments. Network types: LAN, MAN, WAN, PAN — characteristics and library applications. Network topologies: bus, ring, star, mesh, tree, and hybrid. Transmission media: twisted-pair, coaxial, fiber optic; wireless (Wi-Fi, Bluetooth, NFC). Network hardware: hubs, switches, routers, gateways, and access points. OSI Reference Model: function and significance of each of the 7 layers. TCP/IP protocol suite: IP addressing, subnetting, DNS, DHCP.	8	CO4, CO5 CO6	K3, K4, K5, K6

	Internet Technologies in Library Services: Internet connectivity options: leased lines, broadband, VSAT for remote libraries. Intranet and extranet: design and application in library networks. Network Information Services: email, FTP, VPN, and remote desktop for library staff. Web-based library services: e-resources access, proxy servers, and link resolvers. Wi-Fi infrastructure and network security in library environments. Bandwidth management and Quality of Service (QoS) in library networks. Cooperative Library Networks and Resource Sharing: Concept and objectives of library networks and consortia. National library networks: INFLIBNET, DELNET, CALIBNET, HELINET, MALIBNET. International library networks: OCLC, RLIN, BLAISE, and EURONET. Union catalogues: concept, types, and importance — OCLC WorldCat, INDCAT. Interlibrary Loan (ILL): principles, procedures, protocols, and ISO ILL standard. Bibliographic utilities: OCLC, RLG — role in cooperative cataloguing. Consortium-based e-resource licensing: INFLIBNET N-LIST, UGC-INFONET. Resource sharing agreements, reciprocal borrowing, and document delivery services Emerging Trends in Library Networking and Automation: Cloud computing in library services: IaaS, PaaS, SaaS — storage and ILS hosting. Software-defined networking (SDN) and its potential in library infrastructure. RFID-based library management: principles, tags, readers, and privacy concerns. Linked open data and the semantic web for interlinking library resources. Mobile library services: apps, responsive OPACs, and m-libraries. Artificial intelligence in ILS: recommendation systems, chatbots, and predictive analytics.			
Pedagogy:	Lectures, Presentations, Discussions, Blended Learning			
Texts:	1. Lucy, A. T. (2005). An Introduction to computer-based library systems (Ed.3 ed.). Chinchester: Wiley. 2. Malwad, N. (1996). Digital Libraries. Dynamics store-house of digitised information. New Delhi: New Age. 3. Patnaik, S. (2001). First textbook on Information Technology. New Delhi: Dhanpat Rai. 4. Rao, R. (1996). Library Automation. New Delhi: New age International.			
References/ Readings:	1. Carter, R. (1987). The Information Technology Hand Book. London: Henemann. 2. Jeanne, F. M. (2006). A Librarian's Guide to the Internet: A Guide to searching and evaluating information. Oxford: Chandos publishing. 3. Jones, R. (2006). The Institutional Repository. Oxford: Chandos publishing.			

	4. Kumar, P. (2004). Information Technology: applications (theory and practice). Delhi: B.R. Publication. 5. Lancaster, F. (1990). Electronic publishing and their implications for libraries and beyond. London: Clive bingley. 6. Rich, E. a. (1994). Artificial Intelligence (2nd Ed. ed.). New Delhi: T.M.H. 7. Vishwanathan., T. (1995). Communication Technology. New Delhi: T.M.H. 8. Zorkoczy, P. (2005). Information Technology: An introduction. London: Otiman. 9. Kentie, P. (2001). Web Design Tools and Techniques. Peachpit Press 10. Manvi, S. & Kakkasageri, M. (2016) Wireless and Mobile Networks: Concepts & Protocols. Wiley 11. Beighley, L. & Morrison, M. Head first : PHP & MySQL, OREILLY Publications.
Web Resources:	1. http://www.makebarcode.com/info/info.html 2. https://epgp.inflibnet.ac.in/ 3. https://bywatersolutions.com/koha-demo 4. https://demo.dspace.org/home 5. https://spoken-tutorial.org/ 6. https://www.w3schools.com/

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Title of the Course	Library Automation, Databases, and Networking: Practice
Course Code	LIS-5015
Number of Credits	2P
Theory/Practical	Practical
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Basic Knowledge of ICT
Course Objectives:	The course aims to teach students to: 1. Operate an integrated library system (ILS) — specifically Koha — to perform core library automation tasks including cataloguing, patron management, circulation, serials control, and report generation. 2. Use content management systems (CMS) and learning management systems (LMS) — specifically WordPress and Moodle — to design, publish, and manage digital library portals, subject guides, and online learning resources. 3. Design, query, and manage relational and bibliographic databases using MySQL and specialised library database tools, applying SQL and metadata standards to organise and retrieve information efficiently. 4. Apply AI-powered and intelligent tools for automated cataloguing, subject classification, metadata enrichment, chatbot-based reference services, and plagiarism detection in library and information environments. 5. Use data analysis and visualisation tools — including MS Excel (advanced), Google Sheets, Tableau Public, and Power BI — to analyse library statistics, generate meaningful reports, and communicate data-driven insights.

	6. Manage, organise, and share scholarly references and build bibliographies using professional reference management tools such as Zotero and Mendeley, integrated with word processors and citation styles. 7. Evaluate and select appropriate combinations of automation, AI, and data tools for specific library management challenges, demonstrating critical thinking and informed technology decision-making.		
Course Outcomes:	At the end of the course, the students will be able to:	Mapped to PSO	
	CO 1. Operate the Koha ILS to perform cataloguing (MARC21/RDA), patron registration, circulation transactions, serials management, and statistical report generation for a simulated library environment.	PSO 1, PSO 3, PSO 4, PSO 8	
	CO 2. Build and manage a digital library portal using WordPress (CMS) and design an online library instruction module using Moodle (LMS), integrating e-resources, subject guides, and interactive learning content.	PSO 1, PSO 3, PSO 4, PSO 6	
	CO 3. Use AI-powered tools for automated cataloguing, subject heading assignment, metadata enrichment, chatbot-based reference service, and plagiarism detection, and critically evaluate their accuracy and library applicability.	PSO 2, PSO 3, PSO 4, PSO 6, PSO 8	
	CO 4. Analyse library datasets using advanced Excel, Google Sheets, Tableau Public, and Power BI to produce interactive dashboards, statistical summaries, and visualisation reports for evidence-based library management.	PSO 1, PSO 3, PSO 4, PSO 5, PSO 7	
	CO 5. Manage scholarly references using Zotero and Mendeley, generate citations in multiple styles (APA, MLA, Chicago, Vancouver), create annotated bibliographies, and integrate reference managers with word processors and Google Docs.	PSO 2, PSO 3, PSO 4, PSO 6, PSO 8	
	CO 6. Integrate multiple library technology tools to plan, develop, and present a comprehensive technology solution for a real-world library automation or digital information management scenario.	PSO 1, PSO 2, PSO 3, PSO 7	
Content:		No of hours	Mapped to CO Cognitive Level

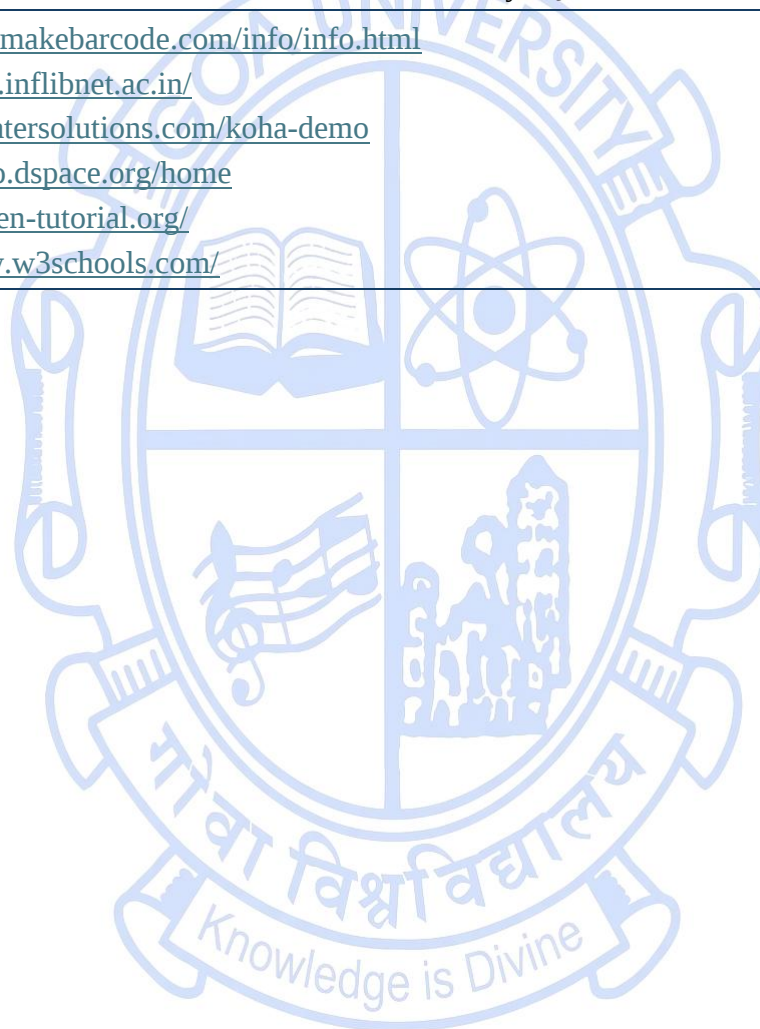
Unit 1:	Koha ILS — Installation, Configuration, and System Setup. Koha — Cataloguing with MARC21 and RDA. Koha — OPAC, Patron Management, and Circulation. Koha — Serials, Acquisitions, and Reports DSpace — Digital Repository Setup and Content Submission: Introduction to DSpace: architecture, communities, collections, and item hierarchy. Accessing a DSpace demo instance: navigating the interface and understanding metadata schemas. Creating communities and collections; assigning roles and access policies. Submitting items: uploading files, filling Dublin Core metadata, and completing the submission workflow. Configuring OAI-PMH: exposing metadata for harvesting and interoperability. Greenstone Digital Library — Collection Building: Greenstone interface: Librarian Interface (GLI) vs. web-based Greenstone. RFID and Barcode Systems in Library Automation (Conceptual Lab): RFID technology in libraries: tags, readers, antennas, and middleware — hands-on with RFID simulator or demo kit. Barcode scanning: types of barcodes (Code 39, Code 128, EAN-13), label printing in Koha. Self-check kiosks: workflow and patron interaction simulation. Inventory management using RFID/barcode: stocktaking and weeding support. Security gates, anti-theft systems, and privacy considerations in RFID deployment.	14	CO1, CO3	K1, K2, K4
Unit 2:	WordPress CMS — Setting Up a Library Website, Library Blog, Subject Guides, and Digital Content. E-Resource Portal and Site Security Learning Management Softwares (LMS): Moodle, Google Classroom, Canvas.	10	CO2, CO3, CO5	K2, K3, K4, K6
Unit 3:	MySQL — Database Design for Library Applications SQL Queries for Library Information Retrieval: DML queries: INSERT, UPDATE, DELETE — populating the library database with sample records. SELECT queries: filtering with WHERE, sorting with ORDER BY, limiting with LIMIT. Aggregate queries: COUNT, SUM, AVG, GROUP BY, and HAVING for library statistics. JOIN queries: INNER JOIN, LEFT JOIN to retrieve books with author and loan information. Subqueries and views: creating a view for 'currently issued books'	8	CO1, CO2, CO4	K1, K2, K3, K5

	Bibliographic Database Tools — MARC Records and MARCEdit Online Bibliographic Databases and INFLIBNET Resources: Searching OCLC WorldCat: advanced search, exporting records in MARC, Dublin Core, and RIS formats. INFLIBNET INDCAT (union catalogue): searching, record downloading, and contribution workflow. Shodhganga (ETD database): browsing, advanced search, and metadata download. PubMed Advanced Search: MeSH terms, filters, citation export, and MyNCBI alerts. Scopus / Web of Science (demo access): cited reference searching and bibliometric export.			
Unit 4:	AI-Assisted Cataloguing — Automated Metadata Generation: Overview of AI in cataloguing: machine learning, NLP, and rule-based classification. Using ChatGPT / Claude API to auto-generate descriptive metadata (title, summary, subject headings) for a batch of documents. Cataloguing AI tools: Ex Libris Metadata AI, OCLC's AI cataloguing assistant (concepts and demo). AI-based subject heading suggestion: using Annif (open-source tool) to suggest Library of Congress Subject Headings (LCSH) and Universal Decimal Classification (UDC) numbers. Evaluating AI-generated metadata: accuracy assessment, manual correction workflow, and quality control. AI Tools for Classification — Call Number Assignment: Dewey Decimal Classification (DDC) AI tools: using ClassifyIt and WebDewey for automated number assignment. Library of Congress Classification (LCC) using AI-assisted tools: concept and demonstration. Natural Language Processing (NLP) for automatic abstract and keyword extraction from full-text documents. Using AI APIs (OpenAI / Gemini) to assign Dewey numbers from book titles and descriptions — prompt engineering for cataloguing. Comparing AI classification accuracy across fiction, non-fiction, and interdisciplinary works AI-Powered Reference Services — Chatbots and Virtual Assistants: AI reference tools: LibAnswers (Springshare), LibChat, and AI-powered chatbots in library services. Building a simple library FAQ chatbot using Tidio, Chatbase, or Botpress (no-code). Feeding the chatbot a library knowledge base: hours, services, borrowing policies, and resource links. Testing chatbot responses for accuracy and library-	10	CO3 CO4, CO5	K3, K4, K5, K6

	appropriateness; refining the knowledge base. AI tools for patron recommendations: reading list generators using ChatGPT prompting. Plagiarism Detection and Academic Integrity Tools: Understanding plagiarism: types (verbatim, mosaic, self-plagiarism) and ethical dimensions. Turnitin: submitting a document, reading the similarity report, and interpreting colour-coded results. Unicheck and iThenticate: interface and use in library-based submission portals. Free plagiarism tools: Quetext, Grammarly Plagiarism Checker, PlagScan — comparison. Library's role in academic integrity: policies, awareness campaigns, and tool integration with LMS. AI Tools for Literature Review, Summarisation, and Research Support: AI literature review tools.			
Unit 5:	Data Analysis Tools: Advanced Excel and Google Sheets for Library Data Analysis. Tableau Public — Interactive Library Dashboards. Microsoft Power BI — Library Analytics and Reporting. Zotero — Reference Management for Library Professionals. Mendeley, EndNote Web, and Citation Analysis Tools (VOSViewer, Biblioshiny). Network Tools for Library Infrastructure Management. Library Data Security, Cloud Backup, and Digital Preservation Tools.	18	CO4, CO5, CO6	K3, K4, K5, K6
Pedagogy:	Hands-on Training, Lectures, Presentations, Discussions, Blended Learning			
Texts:	1. Lucy, A. T. (2005). An Introduction to computer-based library systems (Ed.3 ed.). Chinchester: Wiley. 2. Malwad, N. (1996). Digital Libraries. Dynamics store-house of digitised information. New Delhi: New Age. 3. Patnaik, S. (2001). First textbook on Information Technology. New Delhi: Dhanpat Rai. 4. Rao, R. (1996). Library Automation. New Delhi: New age International.			
References/ Readings:	1. Carter, R. (1987). The Information Technology Hand Book. London: Henemann. 2. Jeanne, F. M. (2006). A Librarian's Guide to the Internet: A Guide to searching and evaluating information. Oxford: Chandos publishing. 3. Jones, R. (2006). The Institutional Repository. Oxford: Chandos publishing. 4. Kumar, P. (2004). Information Technology: applications (theory and practice). Delhi: B.R. Publication. 5. Lancaster, F. (1990). Electronic publishing and their implications for libraries and beyond. London: Clive bingley. 6. Rich, E. a. (1994). Artificial Intelligence (2nd Ed. ed.). New Delhi: T.M.H. 7. Vishwanathan., T. (1995). Communication Technology. New Delhi: T.M.H.			

	8. Zorkoczy, P. (2005). Information Technology: An introduction. London: Otiman. 9. Kentie, P. (2001). Web Design Tools and Techniques. Peachpit Press 10. Manvi, S. & Kakkasageri, M. (2016) Wireless and Mobile Networks: Concepts & Protocols. Wiley 11. Beighley, L. & Morrison, M. Head first : PHP & MySQL, OREILLY Publications.
Web Resources:	1. http://www.makebarcode.com/info/info.html 2. https://epgp.inflibnet.ac.in/ 3. https://bywatersolutions.com/koha-demo 4. https://demo.dspace.org/home 5. https://spoken-tutorial.org/ 6. https://www.w3schools.com/

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Discipline Specific Elective (DSE) Courses

Title of the Course	Library System and Study Tour	
Course Code	LIS-5203	
Number of Credits	4T	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To explain the structure, functions, and evolving roles of academic libraries in supporting higher education and research. 2. To develop an understanding and need for library and information service support to different types of academic libraries. 3. To examine the governance, policy frameworks that influence the management of academic libraries. 4. To apply principles of collection development, user services, and digital resource management in academic library settings.	
Course Outcomes:	At the end of the course, students will be able to:	Mapped to PSO
	CO 1. Identify the key functions, services, and organizational structures of academic libraries.	PSO 1

	CO 2. Explain the role of academic libraries in higher education, and networking.	PSO 3		
	CO 3. Apply policies and procedures related to collection development, acquisitions, and information literacy.	PSO 4		
	CO 4. Analyze issues related to governance, staffing, budgeting, and performance evaluation in academic libraries.	PSO 7		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Library Systems: Evolution of Higher Education and Libraries in India. Meaning, Definition, Importance, Functions. Types of Libraries - Academic, Public, Special Libraries; Role of Libraries in Higher Education. - Higher Education and Libraries in India before independence and after independence. - Role of Libraries in the present electronic environment. - Challenges of Academic Libraries.	10	CO1, CO2	K1, K2
Unit 2:	Collection Development in Libraries: Policies and Guidelines Ideal Characteristics of 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.	10	CO3	K2, K3
Unit 3:	Services in Library Systems: Library Services - Digital Reference Services (DRS), Current Awareness and SDI Service (CAS & SDI), E-mail Altering Services, Electronic Document Delivery Services (EDDS), User Education and Information Literacy.	10	CO3	K3
Unit 4:	Library Study Tour	30	CO4	K3
Pedagogy:	Lectures, Discussions and presentations			
Texts:	Dayal, B. (2011). <i>Managing academic libraries: Principles and practice</i> . Delhi: Isha Books.			

References/ Readings:	1. Budd, J. M. (1998). <i>The academic library: Its context, its purpose and its operation</i>. Englewood, CO: Libraries Unlimited. 2. Dhiman, A. K. (2002). <i>Academic libraries</i>. New Delhi: Ess Ess Publications. 3. Flemming, H. (1990). <i>User education in academic libraries</i>. Chicago, IL: American Library Association. 4. Kaul, H. K. (1999). <i>Library resource sharing and networks</i>. New Delhi: Virgo Publications. 5. Kumar, A. (2023). <i>Public library systems in India</i>. New Delhi: Library Science Press. 6. Kumar, P. S. G. (2004). <i>Information sources and services: Theory and practice</i>. New Delhi: B. R. Publishing Corporation. 7. Mathews, B. (2009). <i>Marketing today's academic library: A bold new approach to communicating with students</i>. Chicago, IL: American Library Association. 8. Mitchell, E., & Seiden, P. (2015). <i>Reviewing the academic library: A guide to self-study</i>. Chicago, IL: Association of College and Research Libraries (ACRL). 9. Petruzzelli, B. W. (2006). <i>Real-life marketing and promotion strategies in college libraries: Connecting with campus and community</i>. New York, NY: Routledge. 10. Rajasekharan, K., & Nair, R. (1992). <i>Academic library effectiveness</i>. New Delhi: Ess Ess Publications.
Web Resources:	https://www.ala.org/acrl

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Title of the Course	Marketing of Library Information Products and Services
Course Code	LIS-5204
Number of Credits	4T
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Explain core marketing concepts and how they apply to library environments 2. Develop marketing recommendations and a marketing plan for a library or information services. 3. Analyze marketing strategies and trends to tailor library services accordingly. 4. Apply traditional and digital communication tools to effectively promote library services and increase user engagement.	
Course Outcomes:		Mapped to PSO
	CO 1. Explain fundamental marketing principles and their relevance to library and information services.	PSO1
	CO 2. Conduct market research to build library marketing strategies	PSO4
	CO 3. Design branding and repackaging techniques to enhance the visibility and value of library	PSO6

	services.			
	CO 4. Apply promotional materials to market information products and services		PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Information as a Resource: 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.)	10	CO1	K1, K2
Unit 2:	Theories and Strategies of Marketing: Marketing Theories. Marketing Strategies; Marketing concepts: Marketing Concept in Non-Profit Organisations: Portfolio Administration Product Market Matrix; Product Life Cycle, Pricing Information Marketing Mix; Kotler's Four C's; McCarthy's Four P's	10	CO2	K3
Unit 3:	Marketing research and pricing: Marketing Research, Corporate Identity, and Marketing Plans. Geographic and Demographic Segmentation; Behavioural and Psychographic Segmentation; User Behavior and Adoption; Market Segmentation and Targeting. costing and pricing of Information Products and Services. Pricing influencing factors, Pricing strategies.	20	CO2	K4
Unit 4:	Information Analysis, Consolidation and Re-Packaging: Information Analysis and Consolidation: Concept, Need and Purpose Packaging and Re-Packaging: Concept, Need, Purpose and Criteria Information Consolidation Products: Concept, Types, Design and Development	10	CO3	K3
Unit 5:	Promotion of LIS Products and Services: LIS Products and Services as a Marketable Commodity Pricing, Distribution Channels and Communication Strategies Advertising, Sales Promotion Public Relations	10	CO4	K3

Pedagogy:	Lectures, field visits, presentations, audio-visuals.	
Texts:	Gupta, D. K., Koontz, C., & Savard, R. (Eds.). (2006). <i>Marketing library and information services: International perspectives</i> . Munich: K. G. Saur.	
References/ Readings:	1. Armstrong, G., Kotler, P., & Opresnik, M. O. (2020). <i>Marketing: An introduction</i> (14th ed., Global ed.). Harlow, England: Pearson. 2. Cronin, B. (1981). <i>Marketing of library and information services</i>. London: Aslib. 3. Eileen, E. D. S. (2002). <i>Marketing concepts for libraries and information services</i> (2nd ed.). London: Facet Publishing. 4. IASLIC. (1988). <i>Marketing of library and information services (13th IASLIC Seminar papers)</i>. Calcutta: Indian Association of Special Libraries and Information Centres (IASLIC). 5. Jain, A. K., & Others (Eds.). (1995). <i>Marketing of information products and services</i>. Ahmedabad: Indian Institute of Management (IIM). 6. Kotler, P. (1975). <i>Marketing for non-profit organizations</i>. Englewood Cliffs, NJ: Prentice-Hall. 7. Kotler, P., Chernev, A., & Keller, K. L. (2022). <i>Marketing management</i> (16th ed.). Harlow, England: Pearson Education. 8. Saez, E. E. (1993). <i>Marketing concepts for libraries and information services</i>. London: Butterworth-Heinemann. 9. Scott, D. M. (2022). <i>The new rules of marketing and PR</i> (8th ed.). Hoboken, NJ: Wiley.	
Web Resources:	https://ebooks.inflibnet.ac.in/lisp6/chapter/marketing-of-library-and-information-services/	

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Title of the Course	Indian Knowledge Systems and Library Heritage Informatics
Course Code	LIS-5206
Number of Credits	4T
Theory/Practical	Theory
Level	400
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	This course aims to: 1. Introduce the foundations, philosophy, and evolution of Indian Knowledge Systems (IKS) in relation to Library and Information Science (LIS). 2. Familiarize students with traditional Indian systems of knowledge organization, classification, documentation, and transmission. 3. Examine Indian intellectual traditions, manuscripts, archives, and cultural heritage resources from the perspective of information management. 4. Develop understanding of preservation, conservation, digitization, metadata creation, and digital curation of IKS resources. 5. Explore the application of indigenous knowledge principles in modern library services, knowledge organization, archives, museums, and digital libraries.

	6. Promote interdisciplinary, decolonized, and culturally rooted approaches to information access, preservation, and dissemination in alignment with NEP 2020.			
Course Outcomes:	On successful completion of the course, the student will be able to:			Mapped to PSO
	CO1. Explain the meaning, scope, historical evolution, and contemporary relevance of Indian Knowledge Systems in Library and Information Science.			PSO1, PSO2, PSO3, PSO4
	CO2. . Describe major Indian philosophical traditions, epistemological concepts, and indigenous systems of knowledge validation relevant to information organization and retrieval.			PSO1, PSO2, PSO3, PSO5
	CO3. Identify traditional Indian knowledge domains, manuscript traditions, and indigenous knowledge organization systems, and compare them with modern LIS practices.			PSO1, PSO3, PSO4, PSO5
	CO4. Apply principles of manuscriptology, preservation, conservation, metadata creation, and digitization for managing cultural heritage resources and IKS collections.			PSO2, PSO3, PSO4, PSO5, PSO6.
	CO5. Design culturally responsive LIS services, digital repositories, and information literacy initiatives integrating Indian Knowledge Systems.			PSO1, PSO2, PSO4, PSO5, PSO6.
	CO6. Critically evaluate the role of IKS in decolonising knowledge systems, heritage informatics, digital humanities, and emerging career opportunities in LIS.			PSO1, PSO2, PSO3, PSO4, PSO5, PSO6
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Foundations of Indian Knowledge Systems and LIS: Meaning, scope, and significance of Indian Knowledge Systems; concepts of Jñāna, Vijñāna, Para Vidya, and Apra Vidya; evolution of knowledge traditions in India; oral and written traditions; Vedas, Upanishads, Smriti literature as sources of knowledge; knowledge transmission in Gurukulas, monasteries, temples, and traditional libraries; Indian Knowledge Systems in the context of NEP 2020; relevance of IKS to Library and Information Science, cultural heritage management, and knowledge preservation.	15	CO1, CO2, CO5, CO6	K1, K2, K4
Unit 2:	Indian Knowledge Organization and Indigenous Classification Systems: Indigenous approaches to knowledge organization; Vedangas as disciplinary frameworks; organization of knowledge in Puranas, Shastras, and classical literature; Panini's	15	CO2, CO3, CO5	K2, K3, K4

	Ashtadhyayi as a model of structured information system; Nyaya and epistemology: pramanas and knowledge validation; oral indexing and mnemonic traditions; Sanskrit, Pali, and Prakrit as knowledge languages; comparison of indigenous classification approaches with modern LIS systems such as DDC, Colon Classification, and metadata standards.			
Unit 3:	Manuscript Heritage, Archives, and Digital Preservation: Introduction to manuscriptology and palaeography; manuscript traditions in India (palm-leaf, birch bark, paper manuscripts); manuscript collections in libraries, monasteries, mutts, archives, and museums; cataloguing and descriptive metadata for manuscripts; preservation and conservation techniques for traditional materials; digitization workflows, digital preservation standards, OCR challenges for Indic scripts, and digital repositories; role of institutions such as National Mission for Manuscripts, Indira Gandhi National Centre for the Arts (IGNCA), Sarasvati Mahal Library, and Oriental Research Institutes.	15	CO3, CO4, CO5	K3, K4, K5
Unit 4	Contemporary Applications of IKS in Library and Information Science: Integration of IKS into library services and information systems; digital humanities and heritage informatics; community knowledge repositories and indigenous knowledge databases; ethical issues in preservation and access to traditional knowledge; intellectual property rights and traditional knowledge protection; LIS professionals as cultural archivists, digital curators, and heritage managers; case studies of digital libraries and archival projects related to Indian Knowledge Systems; decolonising knowledge organization and curriculum design in LIS.	15	CO4, CO5, CO6	K3, K4, K5, K6
Pedagogy:	Interactive lectures, Experiential and dialogic methods inspired by traditional Guru-Shishya Parampara, including shravana (listening), manana (reflection), and nididhyasana (contemplation); Student-centred activities such as group discussions, presentations on specific darshanas/domains. Multimedia integration.			
Texts:	1. Kapoor, K., & Singh, A. K. (Eds.). (2021). Indian knowledge systems (Vols. 1–2). D.K. Printworld. New Delhi, India. 2. Radhakrishnan, S. (2009). Indian philosophy: Volume I (2nd ed.). Oxford University Press. New Delhi, India. 3. Murthy, R. S. S. (1996). Introduction to manuscriptology. Sharada Publishing House. Delhi, India. 4. Nitonde, R. (2024). Introduction to Indian Knowledge System: A textbook for UG students as per NEP 2020. Notion Press. Chennai, India.			

References/ Readings:	1. Chatterjee, S., & Datta, D. M. (2007). <i>An introduction to Indian philosophy</i> (8th ed.). Rupa Publications. Kolkata, India. 2. Dewey, M. (2011). <i>Dewey decimal classification and relative index</i> (23rd ed.). OCLC Online Computer Library Center. Dublin, OH, United States. 3. Hiriyanna, M. (2015). <i>The essentials of Indian philosophy</i> (Reprint ed.). Motilal Banarsidass. New Delhi, India. 4. Hiriyanna, M. (2024). <i>Outlines of Indian philosophy</i> (Recent reprint ed.). Motilal Banarsidass Publishing House. New Delhi, India. 5. Kapoor, K., & Singh, A. K. (Eds.). (2021). <i>Indian knowledge systems</i> (Vols. 1–2). D.K. Printworld. New Delhi, India. 6. Kumar, A. (Recent; ~2020s). <i>Ancient Hindu science</i>. (Publisher via IKS list; Morgan & Claypool or similar). San Rafael, CA, United States. 7. Müller, F. M. (2003). <i>The six systems of Indian philosophy</i> (Reprint ed.). University Press of the Pacific. Honolulu, HI, United States. 8. Radhakrishnan, S. (2009). <i>Indian philosophy: Volume I</i> (2nd ed.). Oxford University Press. New Delhi, India. (Classic with recent reprints). 9. Ranganathan, S. R. (2007, reprint). <i>Colon Classification</i> (6th ed.). Sarada Ranganathan Endowment for Library Science. Bangalore, India. 10. Ranganathan, S. R. (2011, reprint). <i>Prolegomena to library classification</i> (3rd ed.). Bangalore, India: Sarada Ranganathan Endowment for Library Science. 11. Singh, S. (2017). <i>The educational heritage of ancient India: How an ecosystem of learning was laid to waste</i>. Bishma Prakashan. New Delhi, India.
Web Resources:	1. https://iksindia.org/ 2. https://ndl.iitkgp.ac.in/ 3. https://muktabodha.org/digital-library 4. https://vedicheritage.gov.in/

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SEMESTER III

Research Specific Elective (RSE) Courses

Title of the Course	Research Methodology
Course Code	LIS-6000
Number of Credits	4T
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. To introduce the fundamental principles and scope of research 2. To familiarize students with various research designs, approaches, and methodologies (qualitative, quantitative, and mixed methods). 3. To equip students with knowledge of data collection methods such as surveys, interviews, content analysis, bibliometrics, and digital tools. 4. To train the students in identifying research problem, hypotheses formulation, data analysis and interpretation using statistical and non-statistical techniques.

	5. To enhance academic writing skills for preparing research proposals, dissertations, and scholarly publications.			
Course Outcomes:	At the end of the course the students will be able to:			Mapped to PSO
	CO 1. Demonstrate an understanding of basic research concepts, processes, and methodologies.			PSO 1
	CO 2. Identify and formulate relevant research problems, questions, and hypotheses in the field.			PSO 5
	CO 3. Select appropriate research designs and methods for different types of research			PSO 5
	CO 4. Apply suitable data collection tools for gathering data and interpreting data using appropriate statistical tools			PSO 4, PSO 5
	CO 5. Adhere to ethical standards in conducting and reporting research, ensuring academic integrity.			PSO 2, PSO 5
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Research: 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	15	CO1, CO3	K1, K2
Unit 2:	Research Planning: 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.	15	CO2, CO3, CO5	K2, K3, K6
Unit 3:	Types of Research: 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	15	CO2, CO3, CO4	K2, K3, K4

	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 4:	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	15	CO4	K3, K4
Pedagogy:	Lecture method / assignments / self-study / practical learning / blended learning			
Texts:	Kothari, C. R. & Garg, G. (2023). Research Methodology: Methods and Techniques. 5 th ed. New Delhi: New Age International Publishers.			
References/ Readings:	1. Kalla, N., Tiwari, P. K., Tiwari, D., & Sharma, A. (2023). Introduction to research methodology: Methods and approaches. Lunawada: Redshine Publication 2. Agarwal, C & Sharma, V. (2022). Research Methodology in Library Science. New Delhi: Arjun Publishing House. 3. Sakharkar, S. M. (2024). Research techniques in library and information science. Lucknow: BFC Publications Pvt. Ltd. 4. Nasir, M. (2025). Research methods in library and Information Science: A systematic approach. Delhi: Shri Sai Printographers 5. Phanse, S. S. (2016). Research Methodology Logic, Methods, and Cases. New Delhi: OUP. 6. Kumar, R. (2015). Research Methodology: A step -by –step guide for beginners. New Delhi: Sage Publishing. 7. Kumar, C. R. (2012). Research Methodology. New Delhi: A P H Publishing Corporation.			
Web Resources:	1. https://www.apa.org/ 2. https://onlinecourses.nptel.ac.in/noc25_hs184/preview 3. socialresearchmethods.net			

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Title of the Course	Research Publication and Ethics
Course Code	LIS-6001
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

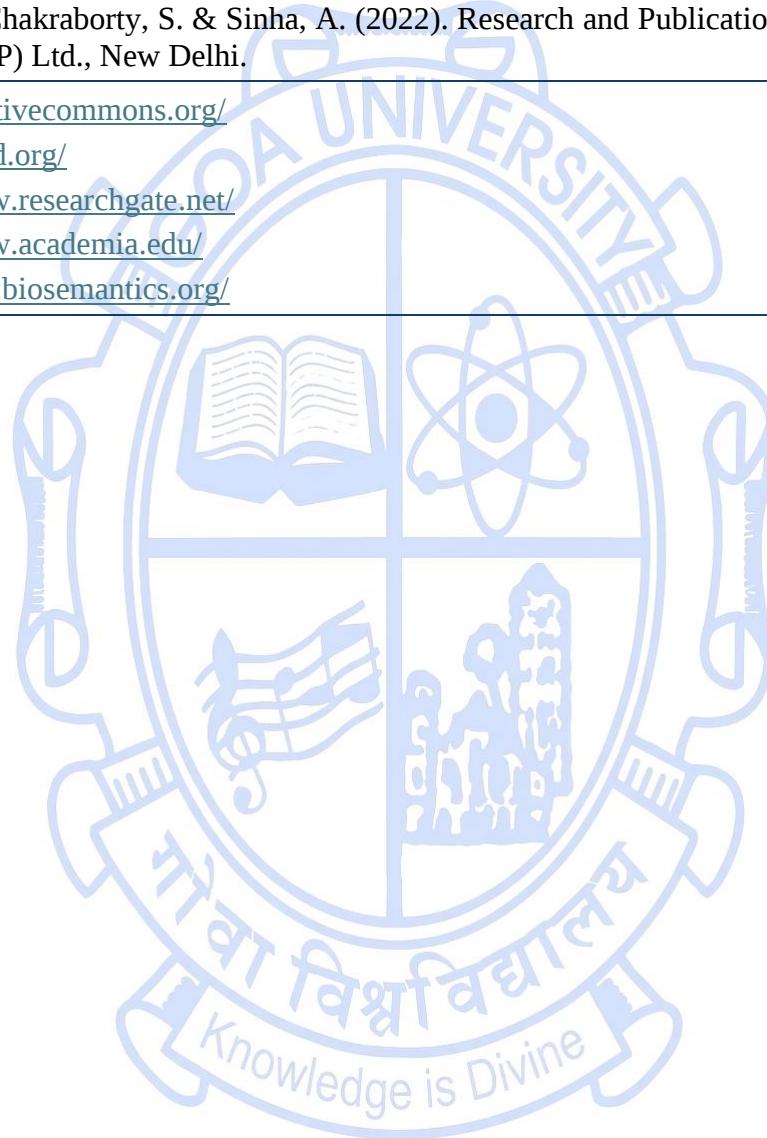
Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. To develop awareness of research ethics principles, rules, issues, and institutional requirements governing scholarly conduct among the students. 2. To acquire knowledge of scientific integrity, publication standards, and ethical frameworks in research and publishing. 3. To comprehend ethical decision-making processes and identify various forms of research misconduct and publication malpractices. 4. To apply practical skills in using plagiarism detection tools, reference management systems, open access platforms, and ethical compliance resources. 5. To analyze research metrics, citation databases, and evaluate scholarly output using appropriate bibliometric indicators.

	6. To foster a commitment to ethical research practices and continuous professional development in academic integrity.			
Course Outcomes:	At the end of the course the students will be able to:		Mapped to PSO	
	CO 1. Explain the fundamental concepts of philosophy, ethics, and moral reasoning in the context of research and scholarly communication.		PSO1, PSO2, PSO5, PSO8	
	CO 2. Identify and differentiate between various forms of research misconduct including falsification, fabrication, plagiarism, and redundant publications.		PSO1, PSO2, PSO5, PSO8	
	CO 3. Analyze publication ethics standards, authorship criteria, conflicts of interest, and institutional ethical review processes.		PSO1, PSO2, PSO5, PSO8	
	CO 4. Apply Creative Commons policies, Open Access principles, and utilize plagiarism detection and reference management tools effectively.		PSO2, PSO5, PSO7, PSO8	
	CO 5. Evaluate scholarly publications using citation databases and research metrics at the journal, author, and article levels.		PSO2, PSO4, PSO5, PSO8	
	CO 6. Demonstrate ethical decision-making skills and create strategies for maintaining research integrity in professional practice.		PSO2, PSO5, PSO6, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Research-Philosophy and Ethics: Definition, Nature and Scope of Philosophy. Concept and Branches of Philosophy. Definition of Ethics and Moral Philosophy. Nature of Moral Judgements and Reactions.	5	CO1, CO6	K1, K2, K4
Unit 2:	Scientific Conduct: Science and Research Ethics. Intellectual Honesty and Research Integrity. Research Data Management and FAIR principles. Falsification, Fabrication, and Plagiarism (FFP). Redundant Publications (Duplicate, Overlapping, Salami Slicing). Data Falsification and Misrepresentation. Selective Reporting. Collaborative research ethics and multi-institutional authorship. Ethics in AI-assisted research and ChatGPT usage in academic writing.	10	CO2, CO3, CO6	K2, K3, K4, K6

Unit 3:	Ethics of Publication: Definition, Introduction, Significance of Publication Ethics. Publication Standards/Initiatives. Conflicts of Interest: Definition, Concept, Types. Types of Publication Misconduct. Authorship and contributorship issues. Publishing Ethical Violations. Detection of Publication Malpractice. Complaints and Appeals. Predatory Journals and Publishers – Practice. Peer review ethics and reviewer responsibilities. Retraction practices and correction policies. Preprint servers and ethical considerations. COPE (Committee on Publication Ethics) guidelines. Predatory/ Cloned/ Hijacked Journals.	10	CO2, CO3, CO6	K2, K4, K5, K6
Unit 4:	CC, OA, Plagiarism, RM: Creative Commons (CC) Policies and licences. Open Access Initiatives. Open Access (OA) Publications and Projects. Publisher Copyright and Self-archiving Rules. Routes to Open Access. Repositories, Journals, NoteBooks. Plagiarism Detection Tools. Reference Management (RM) Tools. Paraphrasing Tools. Literature Review Grid. Journal Suggestion Tools. ORCID and persistent identifiers. Research funding acknowledgment ethics. Institutional repositories and mandates. Data availability statements. Preregistration of studies.	20	CO4, CO6	K2, K3, K5, K6
Unit 5:	Databases and Metrics: Databases and Research Metrics (Introduction). Citation Databases. Indexing Databases. Specific Subject Databases. Journal-level Metrics (IF, SNIP, SJR, IPP, Eigenfactor, CiteScore). Author-level Metrics (h-index, g-index, m-index, i10-index). Article-level Metrics (Altmetrics, PlumX). Responsible metrics and San Francisco Declaration on Research Assessment (DORA). Gender bias in citations. Limitations and misuse of metrics. Emerging metrics and open science indicators. Academic Visibility. Research Networking.	15	CO5, CO6	K2, K3, K4, K5, K6
Pedagogy:	Lectures, Presentations, Hands on Training, Discussions, Blended Learning, Case study analysis of real ethical violations, Mock ethical review board sessions, Hands-on workshops with Turnitin, iThenticate, Grammarly, Group projects on institutional ethics policy development			
Texts:	Datta, D. (2021). Good Practices and Ethics in Research and Publication. Ane Books Pvt. Ltd., India			
References/ Readings:	1. Dutta, S. (2023). Research & Publication Ethics in Social Science. 3rd Ed. Bharti Publications, New Delhi. 2. D'cruz, A. (2022). Research and Publication Ethics. 1st Ed. Pavanatma Publishers Pvt. Ltd. Kozhikode. 3. Singh, Y.K. & Dubey, B.K. (2022). Introduction of Research Methods and Publication Ethics. Friends Publications, New Delhi.			

	4. Ray, P.P. (2022). A Guide to Research and Publication Ethics. 1st Ed. New Delhi Publishers. 5. Basu, D.; Chakraborty, S. & Sinha, A. (2022). Research and Publication Ethics: A Textbook. Concept Publishing Company (P) Ltd., New Delhi.
Web Resources:	1. https://creativecommons.org/ 2. https://orcid.org/ 3. https://www.researchgate.net/ 4. https://www.academia.edu/ 5. https://jane.biosemantics.org/

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Title of the Course	Information Literacy
Course Code	LIS-6002
Number of Credits	4T
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce the concept and importance of information literacy as a core competency in library and information science. 2. To develop the ability to identify, locate, and access information resources effectively on print and various digital platforms. 3. To equip students with skills to evaluate information critically for accuracy, credibility, relevance, and ethical use. 4. To promote competencies in organizing, managing, and applying information for academic and research purposes. 5. To promote awareness of information ethics and intellectual property issues.	
Course Outcomes:	At the end of the course the students will be able to:	Mapped to PSO
	CO1. Explain the concept, scope, and importance of information literacy in academic, professional, and lifelong learning contexts.	PSO1, PSO8

	CO2. Identify and access appropriate information resources effectively using library catalogues, databases, search engines, and digital tools.		PSO4	
	CO3. Critically evaluate information for reliability, validity, authority, and ethical use.		PSO5	
	CO4. Apply strategies for organizing, synthesizing, and presenting information in academic and research, and workplace settings.		PSO3	
	CO5. Demonstrate awareness of ethical and legal aspects of information use, including plagiarism prevention, copyright compliance, and proper citation practices.		PSO2	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Information Literacy Basics Information literacy: Meaning, definition, need, evolution of the concept. Historical perspective of information literacy. Types of information literacy- Technology literacy, media literacy, computer literacy and digital literacy. Levels of information literacy – Entry level, mid-level, high level, advanced level. Lifelong learning and its components, implementing lifelong learning	15	CO1	K1, K2
Unit 2:	Models of Information Literacy Partners of Information Literacy. Standards and Models of Information Literacy – ACRL Standards, SCONUL Model	15	CO2, CO3, CO4, CO5	K3, K4, K5,
Unit 3:	Information Literacy Programmes 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.	15	CO1	K1, K2
Unit 4:	Current Trends in Information Literacy Current trends in Information Literacy.	15	CO2	K1, K2

	Challenges facing Information Literacy			
Pedagogy:	Lectures, discussions, presentations and case studies			
Texts:	Mishra, R. (2018). Information literacy: Essential skills for the information seekers in the digital age. New Delhi: Kaveri Books			
References/ Readings:	1. Shafack, R. (2020). Information literacy education and the role of libraries. Chennai: Notion Press. 2. Bilawar, P. B. (2018). Essentials of information literacy and E-Information Literacy for Information Seekers. New Delhi: Ess Ess Publications. 3. Thomas, N. P., Crow, S. R., Henning, J. A. & Donham, J. (2020). Information literacy and information skills instruction: New directions for school libraries. 4th ed., New Delhi: Bloomsbury Publishing 4. Lokse, M., Lag, T., Solberg, M., Andreassen, H. N. & Stenersen, M. (2017). Teaching Information Literacy in Higher Education: Effective Teaching and Active Learning. England: Chandos Publishing. 5. Taylor, N. G. & Jaeger, P. T. (2022). Foundations of Information literacy: Chicago: ALA Neal-Schuman. 6. Hicks, A., Lloyd, A. & Pilerot, O. (Eds.). (2023). Information literacy through theory. London: Facet Publishing 7. Widen, G. & Teixeira, J. (2023). Information literacy and the digitalization of the workplace. London: Facet Publishing.			
Web Resources:	1. https://www.ifla.org/information-literacy 2. https://libguides.seminolestate.edu/researchfoundations/informationliteracy			

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Title of the Course	Library Use and User Studies
Course Code	LIS-6003
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To understand the various categories of library users and their unique information needs. 2. To analyze how different users seek, access and use information. 3. To design effective methodologies for conducting user studies. 4. To evaluate library services based on findings from user studies to improve library programs and services. 5. To promote effective use of library resources through user education.	
Course Outcomes:	At the end of the course the students will able to:	Mapped to PSO
	CO1. Identify and classify different categories of library users and satisfy their information needs accurately.	PSO6
	CO2. Analyze and explain the diverse ways in which users seek, access, and utilize information in the library	PSO3
	CO3. Design and apply appropriate research methodologies to conduct comprehensive user	PSO5

	studies.			
	CO4. Critically evaluate library services using data from user studies, and recommend improvements to enhance library programs and services.		PSO4, PSO6	
	CO5. Develop and implement user education programs to promoting the effective use of library resources.		PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Information – An Introduction 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.	15	CO1, CO2	K1, K2
Unit 2:	User Study – Introduction 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	15	CO4	K2, K4
Unit 3:	User Study – Methods 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.	15	CO3	K3
Unit 4:	Library Use Study Techniques and Advantages Library Use Study: Meaning, Techniques and advantages	5	CO2, CO3	K3

Unit 5:	User Education- Concepts and Methods 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	10	CO5	K2, K3, K4
Pedagogy:	Lecture method / assignments / presentations / field Visits			
Texts:	Balasubramanian, P. Viji, P. & Kumar, E. S (2021). A textbook of user studies and informetrics. New Delhi: Ess Ess Publications			
References/ Readings:	1. Singh, G. (2022). User studies: A tool for measuring library performance. New Delhi: Ess Ess Publications 2. Creswell, J. W. & Cresswell, J. D. (2022). Research design: Qualitative, quantitative and mixed methods approaches. 6 th ed. California: Sage Publishers 3. Singh, S. P. (2018). User education in academic libraries: A practical approach. New Delhi: Manakin press. 4. Dorner, D. G., Gorman, G. E. & Calvert, P. J. (2014). Information needs analysis. London: Facet Publishing 5. Bhovi, S. Y. (2021). Use of library resources and services. Mumbai: Current Publications. 6. Balasubramanian, P. (2011). Users and uses of library. New Delhi: Deep & Deep Publications. 7. Daniel, A. (2015). User education, computer literacy and ICT Accessibility. Ahmedabad: Scholars Press			
Web Resources:	1. https://www.clir.org/pubs/reports/pub105/section2/ 2. https://ebooks.inflibnet.ac.in/lisp11/chapter/academic-library-users-use-and-user-studies/			

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Discipline Specific Vocational Elective (DSVE) Courses

Title of the Course	Metadata and Open Knowledge Database: Theory and Practice
Course Code	LIS-6401
Number of Credits	4 (2 Theory + 2 Practical)
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. Develop a comprehensive understanding of metadata concepts, structures, standards, and applications in information organization. 2. Introduce the principles of Open Knowledge, Open Data movements, licensing, and copyright frameworks. 3. Familiarize students with the Wikimedia ecosystem and its role in collaborative knowledge creation and dissemination. 4. Equip students with skills to create, manage, and model structured data using Wikidata and related platforms. 5. Provide hands-on training in metadata creation using standards such as MARC, Dublin Core, and MODS. 6. Develop competencies in dataset reconciliation, batch editing, data linking, and quality enhancement using tools like OpenRefine.

	7. Enable students to perform knowledge graph queries, data visualization, and explore advanced applications such as Wikibase and Abstract Wikipedia.			
Course Outcomes:	On successful completion of the course, the student will be able to:			Mapped to PSO
	CO1. Explain and apply concepts, structures, standards, and formats of metadata in theory and practice.			PSO1, PSO3
	CO2. Interpret and evaluate Open Knowledge and Open Data principles, including licensing and ethical use of information.			PSO1, PSO2, PSO6
	CO3. Analyze and effectively use the Wikimedia ecosystem and open knowledge platforms for information creation and access.			PSO1, PSO3, PSO4, PSO6
	CO4. Create, edit, and manage structured data and metadata records using standards and tools such as MARC, Dublin Core, MODS, and Wikidata.			PSO3, PSO4
	CO5. Perform dataset linking, reconciliation, batch editing, and ensure data quality using tools like Open Refine.			PSO3, PSO4, PSO5
	CO6. Execute knowledge graph queries, generate visualizations, and apply advanced open knowledge tools and applications.			PSO3, PSO4, PSO5
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1	Fundamentals of metadata, universal formats, applications etc.; 'Open Knowledge': various movements, Wikimedia ecosystem, licensing, copyrights etc	06	CO1	K2,
Unit 2	Fundamentals of 'Open Knowledge': various movements, Wikimedia ecosystem, licensing, copyrights etc	06	CO2, CO3	K2, K4
Unit 3	Fundamentals of Wikidata, structure of Wikidata, linking with knowledge platforms, qualifiers etc.	06	CO3, CO4	K3
Unit 4	Advanced Wikidata skills, mass linking of datasets, quality aspects, Open Refine tool	06	CO5	K3
Unit 5	Querying, Visualization, Advanced Applications like Wikibase, future applications such as Abstract Wikipedia	06	CO6	K3, K4

Unit 6	Metadata, universal formats, applications etc.- Hands-on tasks based on Unit 1 Module-Preparing metadata in different formats – MARC, Dublin Core, MODS.	10	CO1, CO4	K3
Unit 7	'Open Knowledge', various movements, Wikimedia ecosystem, licensing, copyrights etc.-Hands on tasks based on the Unit 2 module; Exploring the websites of open knowledge.	10	CO2, CO3	K2, K4
Unit 8	Fundamentals of Wikidata, structure of Wikidata, linking with knowledge platforms, qualifiers etc.- Hands on tasks based on Unit 3 module; suggested practical: Adding data of 25 documents/books on Wikidata	20	CO3, CO4	K3
Unit 9	Advanced Wikidata skills, mass linking of datasets, quality aspects, Open Refine tool. - Hands on tasks based on the Unit 4 Module.	10	CO5	K3, K4
Unit 10	Querying, Visualization, Advanced Applications like Wikibase, future applications such as Abstract Wikipedia. - Hands-on tasks based on the Unit 5 module.	10	CO6	K3, K4
Pedagogy:	Hands-on laboratory sessions, guided practical exercises, demonstrations, supervised data creation on Wikidata, dataset reconciliation tasks, and assignments using open knowledge tools.			
Texts:	Baca, M. (Ed.). (2016). <i>Introduction to metadata</i> (3rd ed.). Los Angeles, CA: Getty Research Institute.			
References/ Readings:	1. Caplan, P. (2003). <i>Metadata fundamentals for all librarians</i>. Chicago, IL: American Library Association. 2. Haynes, D. (2018). <i>Metadata for information management and retrieval: Understanding metadata and its use</i> (2nd ed.). London, UK: Facet Publishing. 3. Gilliland, A. J. (2016). <i>Setting the stage</i>. Los Angeles, CA: Getty Research Institute. 4. Riley, J. (2017). <i>Understanding metadata: What is metadata and what is it for?</i> Baltimore, MD: National Information Standards Organization. 5. Alemu, G., & Stevens, B. (2015). <i>Linked data for libraries, archives and museums: How to clean, link and publish your metadata</i>. London, UK: Facet Publishing. 6. Wood, D., Zaidman, M., & Ruth, L. (2014). <i>Linked data: Structured data on the web</i>. Shelter Island, NY: Manning Publications. 7. Heath, T., & Bizer, C. (2011). <i>Linked data: Evolving the web into a global data space</i>. San Rafael, CA: Morgan & Claypool Publishers. 8. Hooland, S. V., & Verborgh, R. (2014). <i>Linked data for libraries, archives and museums: How to clean, link and publish your metadata</i>. London, UK: Facet Publishing. 9. Burke, C. (2010). <i>The information professional's guide to metadata</i>. Oxford, UK: Chandos Publishing.			

	10. Robertson, T., & Giunchiglia, F. (2013). <i>Knowledge organization and the semantic web</i> . Amsterdam, Netherlands: Elsevier.
Web Resources:	1. https://groups.niso.org/higherlogic/ws/public/download/17446/Understanding%20Metadata.pdf 2. Open Data Handbook - https://opendatahandbook.org/guide/en/ 3. Creative Commons licenses - https://creativecommons.org/share-your-work/cclicenses/ 4. Wikimedia ecosystem - https://wikimediafoundation.org/what-we-do/wikimedia-projects/ 5. Good Faith Collaboration - https://direct.mit.edu/books/book/5341/Good-Faith-CollaborationThe-Culture-of-Wikipedia 6. Wikidata - https://www.wikidata.org/wiki/Wikidata:Main_Page ; https://www.wikidata.org/wiki/Wikidata:Introduction ; https://www.wikidata.org/wiki/Wikidata:Tours 7. Wikidata Tutorial - https://commons.wikimedia.org/wiki/File:A_Gentle_Introduction_to_Wikidata_for_Absolute_Beginners_(including_non-techies!).webm 8. Open Refine - https://www.wikidata.org/wiki/Wikidata:Tools/OpenRefine ; https://openrefine.org/docs ; https://commons.wikimedia.org/wiki/File:OpenRefine %2B Wikidata %3D Magic (Tutorial).pdf 9. Wikibase - https://wikiba.se/about-us/ 10. Abstract Wikipedia - https://meta.wikimedia.org/wiki/Abstract_Wikipedia

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Title of the Course	Technical Writing for Library Professionals
Course Code	LIS-6402
Number of Credits	4 (2T + 2P)
Theory/Practical	2 Credit Theory + 2 Credit Practical
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To comprehend the fundamental principles, characteristics, and functions of technical writing in library and information science contexts, including audience analysis and document production processes. 2. To develop proficiency in creating various technical documents essential for library professionals, including reports, proposals, and documentation with appropriate visual aids and design elements. 3. To apply appropriate technical writing styles and formats for scholarly and professional communications in library and information science, including research papers, journal articles, and theses. 4. To design and deliver effective oral presentations of technical and scientific information using multimedia tools relevant to library and information services. 5. To evaluate and implement contemporary trends in technical writing and documentation support for library operations, digital services, and information management systems.	
Course Outcomes:	At the end of the course, the students will be able to:	Mapped to PSO
	CO 1. Define and explain the principles of technical writing, analyze audience requirements,	PSO 1, PSO 2

	and demonstrate the complete document production cycle from planning to final output.			
	CO 2. Construct well-structured reports, proposals, and technical documents incorporating effective page design, visual aids, and information organization strategies applicable to library contexts.		PSO 3, PSO 7	
	CO 3. Analyze and apply appropriate structures and formats for various scholarly and professional documents required in library and information science practice.		PSO 5, PSO 8	
	CO 4. Create and deliver professional multimedia presentations for technical and scientific communications in library and information service environments.		PSO 4, PSO 6	
	CO 5. Evaluate current trends in technical writing, assess various documentation types, and create appropriate documentation for library systems and digital information services.		PSO 4, PSO 6, PSO 8	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1: Theory	Technical Writing – Introduction: Fundamentals of Communication. Types of Communication. Communication Models. Communication Contexts in Library Settings. Definition and scope of technical writing. Overview of technical communication in LIS contexts. Purpose of technical writing in libraries and information centers. Distinction between technical writing and other forms of writing. Historical evolution of technical writing in libraries. Types and Characteristics of Technical Writing. Characteristics of effective technical writing. Functions of Technical Writing. Audience Analysis. The Technical Writing Process. Aspects of Technical Writing. Editorial Tools and Resources. Information literacy and technical writing connections. Ethical considerations in technical documentation for libraries. Accessibility standards in technical writing (ADA compliance, WCAG guidelines). Cross-cultural communication in technical documents. Citation and reference management in technical writing. Copyright and intellectual property considerations	15	CO1, CO5	K1, K2, K3, K4, K5, K6
Unit 2: Theory	Technical Writing - Preparation and Presentation: Foundations of Oral Presentation. Presentation Structure and Content. Multimedia Presentation Tools. Presentation Delivery Techniques. Specialized Presentation Formats. Accessibility in	15	CO2	K2, K3, K4, K5,

	Presentations. Presentation Evaluation and Improvement. Trends In Technical Writing: Contemporary Technical Writing Landscape. Types of Modern Technical Writing (Digital documentation, Web content writing, Mobile-first documentation, Social media content for libraries, Blog and article writing, Email marketing content, Chatbot scripts and conversational UI, Video scripts and multimedia content). Reasons for Technical Writing in Modern Libraries. Structure and Writing of Articles. White Papers. Manuals and Guides. Online Help and Digital Documentation. Technical Specifications and Data Sheets. Errata and Updates. Newsletters. Documentation Support for Software Products. Emerging Trends and Future Directions (Artificial Intelligence in technical writing, Collaborative writing platforms, Augmented reality (AR) and virtual reality (VR) documentation, Voice-activated documentation, Agile documentation practices)			K6
Unit 3: Practical	Technical Writing Style: Scholarly Communication in LIS. Conference Papers. Journal Articles. Seminar Papers and Research Proposals. Technical Reports. Informal and Formal Reports. Recommendation and Feasibility Reports. Monographs. Dissertations and Theses. Review Articles. Systematic review and meta-analysis writing. Writing Style Considerations. Open access publishing and technical writing. Peer review process and responding to reviewer comments. Writing for library journals vs. interdisciplinary publications. Case study methodology and writing. Book review writing for library publications. Writing for professional library blogs and websites. Social media content creation for libraries. Policy and procedure manual development.	30	CO3	K2, K3, K4, K5, K6
Unit 4: Practical	Technical Writing Process - Reports and Proposals: Reports: Fundamentals. Types of Reports in Library Settings. Proposals and Project Reports. Information Searching and Gathering Skills. Page Design Elements. Developing a Style Sheet. Using Visual Aids. Grant proposal writing for library funding. Annual reports and strategic planning documents. Assessment and evaluation reports for library services. Community needs assessment reports. Data visualization best practices for library statistics. Infographic design for library advocacy. Dashboard creation for library metrics. Executive summaries for administrative reports.	30	CO4	K2, K3, K4, K5, K6
Pedagogy:	Lectures, Presentations, Hands-on Training, Discussions, Blended Learning, Flipped Classrooms			

Texts:	1. Panjwani, K. (2024). Technical Writing Simplified 2. Seetharama, S. (2015). Guidelines for Technical Writing for Librarians & Information Professionals. ESS ESS Publications: New Delhi. 3. Ramadass, P. & Wilson Aruni, A. (2010). Research and Writing Across the Disciplines. MJP Publishers: Chennai. 4. Hicks, T.G. (2018). Successful Technical Writing: Technical Articles, Papers, Reports, Instruction and Training Manuals, and Books. Forgotten Books: India. 5. Pachpande, A.M. (2023). Handbook of Technical Writing. AkiNik Publications. 6. Raman, M. & Sharma, S. (2022). Technical Communication. 4th Ed. Oxford University Press.
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. Manuja, S. (2007). Write Right. Macmillan India Ltd. 8. Netzley, M. & Snow, C. (2011). Guide to Report Writing. Pearson. 9. Atherton, T. (2020). Technical Report Writing and Style Guide: How to write even better technical reports. 10. Laan, K.V. & Hackos, J.T. (2022). The Insider's Guide to Technical Writing. 2nd Ed. XML Press: India.
Web Resources:	1. https://www.overleaf.com/ 2. https://sti.nasa.gov/writing-resources-and-style-guides/ 3. https://vskub.ac.in/wp-content/uploads/2020/04/Handbook-of-Technical-Writing-9th-Edition.pdf

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Title of the Course	Entrepreneurship Skills for Library and Information Science Professionals
Course Code	LIS-6403
Number of Credits	4 (2T + 2P)
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	The course aims to: 1. To introduce the fundamentals of entrepreneurship in the context of Library and Information Science. 2. To develop entrepreneurial thinking, problem-solving, and innovation skills 3. To prepare LIS professionals to identify opportunities and manage entrepreneurial ventures. 4. To equip students with practical tools for project development, business planning, and service innovation in libraries and information services.	
Course Outcomes:	By the end of the course, students will be able to:	Mapped to PSO
	CO 1. Explain and discuss fundamental concepts of entrepreneurship and their application within the context of Library and Information Science.	PSO 1, PSO 2

	CO 2. Demonstrate entrepreneurial thinking, problem-solving skills, and the ability to foster innovation in LIS environments.	PSO 2, PSO 4, PSO 8		
	CO 3. Identify, evaluate, and pursue opportunities for entrepreneurial ventures in libraries and information services, including both traditional and digital settings.	PSO 3, PSO 4, PSO 6		
	CO 4. Develop practical business plans, project proposals, and service innovations relevant to LIS.	PSO 4, PSO 6, PSO 7		
	CO 5. Apply marketing, financial management, and resource mobilization strategies in LIS.	PSO 4, PSO 7		
	CO 6. Exhibit leadership qualities to undertake entrepreneurial projects and achieving self-employment.	PSO 2, PSO 7, PSO 8		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Entrepreneurship: Concept, nature, and scope of entrepreneurship; Characteristics of successful entrepreneurs; Importance of entrepreneurship in knowledge societies; Models of entrepreneurship; skills needed for entrepreneurship Entrepreneurship in LIS Context: Emerging entrepreneurial opportunities in LIS: information brokerage, knowledge management consultancies, digital libraries, publishing, digital library services, book binding, book selling, content curation, creating websites, web-based education, freelance cataloguing & metadata creation	15	CO1, CO2, CO3	K1, K3, K2, K4
Unit 2:	Business Planning for LIS Services: Idea generation and business opportunity identification; Elements of a business plan (vision, mission, objectives, market analysis, marketing strategies, operations); Attributes of entrepreneurship in LIS (subscription-based, consultancy, digital start-ups, library cafés, skill development centers); Marketing mix in information services. Financial and Legal Aspects: Basic of financial planning and funding; Budgeting and costing of resources; Government initiatives for promoting entrepreneurship in LIS ; Case studies of LIS entrepreneurs and start-up	15	CO3, CO4, CO5, CO6	K3, K5, K6
Content	Practical component			

Unit 1:	Creating digital library; creating open access repository, developing a website, building MOOCs, content creation	30	CO4, CO5, CO6	K3, K4,
Unit 2:	Hands-on training: Book binding, book selling, book publishing	30	CO4, CO5, CO6	K3, K4, K5
Pedagogy:	The course will use a Lectures and interactive sessions, Group discussions, Case studies			
Texts:	1. Gupta, V. (2025). <i>Libraries as hubs of entrepreneurship: Support, AI experimentation, practical technologies, monitoring and evaluation</i>. Switzerland: Springer Cham. 2. Desai, V. (2011). <i>The Dynamics of Entrepreneurial Development and Management</i> (6th ed.). Mumbai: Himalaya Publishing House.			
References/ Readings:	1. Stueart, R. D., & Moran, B. B. (2007). <i>Library and information center management</i> (7th ed.). Libraries Unlimited. 2. Evans, G. E., & Alire, C. A. (2013). <i>Management basics for information professionals</i> (3rd ed.). American Library Association. 3. Koontz, H., & Weihrich, H. (2015). <i>Essentials of management: An international, innovation and leadership perspective</i> (10th ed.). McGraw-Hill Education. 4. Ranganathan, S. R. (1989). <i>Library administration</i> (2nd ed.). Sarada Ranganathan Endowment for Library Science. 5. Mittal, R. L. (2007). <i>Library administration: Theory and practice</i>. Ess Ess Publications. 6. Sinha, S. C., & Dhiman, A. K. (2002). <i>Academic library management</i>. Ess Ess Publications. 7. Roberts, S. A. (2004). <i>Library management: A handbook of principles and practice</i>. Chandos Publishing. 8. Rubin, R. E. (2020). <i>Foundations of library and information science</i> (4th ed.). ALA Neal-Schuman. 9. Hernon, P., & Matthews, J. R. (2013). <i>Reflecting on the future of academic and public libraries</i>. American Library Association. 10. Matthews, J. R. (2005). <i>Strategic planning and management for library managers</i>. Libraries Unlimited. 11. Rowley, J., & Hartley, R. (2008). <i>Organizing knowledge: An introduction to managing access to information</i> (4th ed.). Ashgate Publishing. 12. Johnson, P. (2018). <i>Fundamentals of collection development and management</i> (4th ed.). American Library Association.			

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SEMESTER IV

Generic Elective (GE) Courses

Title of the Course	Intellectual Property Rights
Course Code	LIS-6201
Number of Credits	4T
Theory/ Practical	4 Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

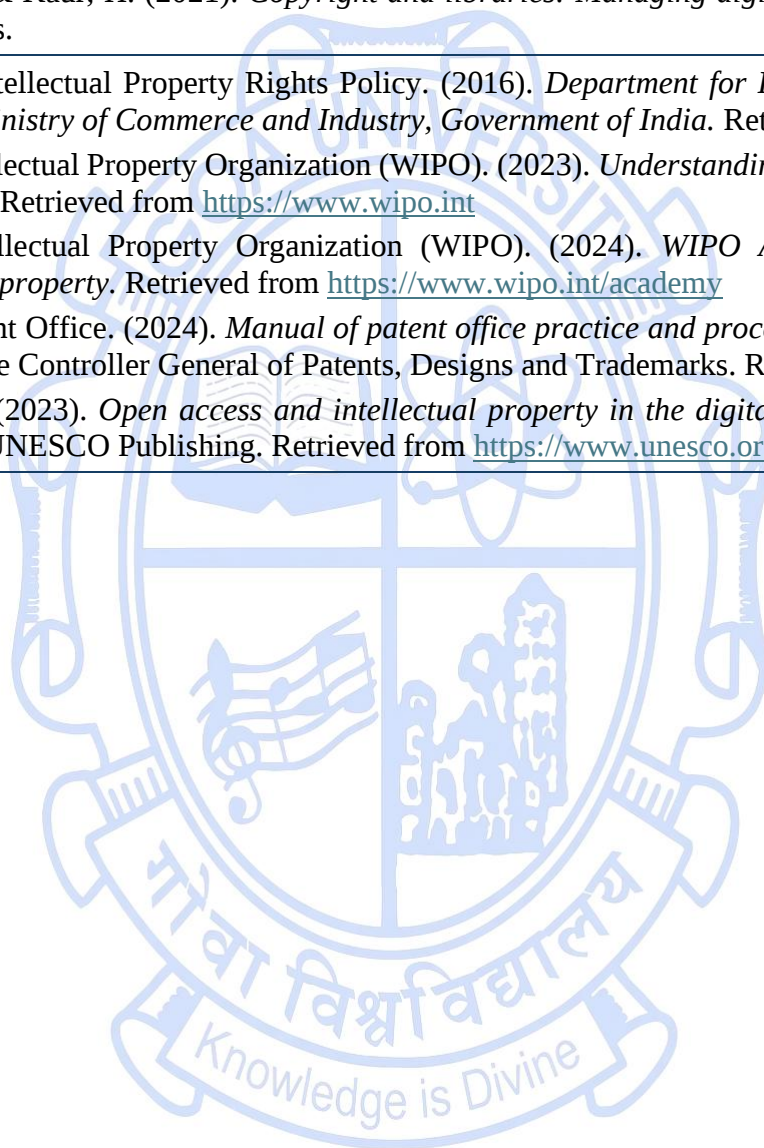
Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. To introduce students to the foundational concepts, history, and rationale of IPR, including international treaties and the Indian legal framework. 2. To explicate the classification and scope of various forms of IPR (copyright, patents, trademarks, design, GI, trade secret) in Indian and global contexts. 3. To examine in depth copyright and related rights in India, their limitations, exceptions, licensing, and relevance to libraries.

	4. To analyze the mechanics and legal framework of patents, trademarks, and geographical indications, including protection of traditional knowledge. 5. To explore the intersection of IPR with information access, open access, digital rights, and ethics in the modern information ecosystem. 6. To enable students to design institutional policies, advocacy strategies, and awareness programmes in the domain of IPR for libraries and information centres.			
Course Outcomes:	By the end of the course, learners will be able to:			Mapped to PSO
	CO1. The student will explain the basic principles, history, and rationale for IPR and its role in knowledge economies.			PSO1, PSO 5, PSO 8
	CO2. The student will identify and differentiate among the different types of IPR (copyright, patent, trademark, design, GI, trade secret), including their scope and legal provisions.			PSO 1, PSO 3, PSO 4
	CO3. The student will apply the Indian Copyright Act (and amendments), understand limitations, exceptions, and licensing models especially in the library domain.			PSO 2, PSO 4, PSO 3
	CO4. The student will analyze legal and practical issues related to patents, trademarks, geographical indications, and traditional knowledge through Indian case studies.			PSO 2, PSO 5, PSO 1
	CO5. The student will evaluate challenges and ethical implications in IPR vis-à-vis information access, open access publishing, DRM, AI-generated works, and plagiarism.			PSO 2, PSO 4, PSO 5, PSO 8
	CO6. The student will design / create institutional IPR strategies, advocacy modules, and policy recommendations suitable for libraries, institutions, and communities.			PSO 3, PSO 4, PSO 6, PSO 8
Content:		No of Hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Intellectual Property Rights: Concept and definition of IPR; Historical development and rationale for protection; Classification and scope of IPR: Copyright, Patent, Trademark, Design, Geographical Indication, Trade Secret; International conventions and treaties: WIPO, Berne Convention, Paris Convention, TRIPS Agreement; Indian IPR framework: evolution, legal provisions, and administrative structure; Role of IPR in knowledge economy and innovation	15	CO 1, CO 6	K1, K2

Unit 2:	Copyright and Related Rights: Concept of copyright and neighboring rights; The Indian Copyright Act, 1957 (as amended); Moral rights, economic rights, and limitations; Exceptions and fair use in libraries and education; Licensing, Creative Commons, and open access resources; Digital copyright, plagiarism, and electronic publishing; Role of libraries in copyright compliance and advocacy.	15	CO 2, CO 4	K2, K3, K4
Unit 3:	Patents, Trademarks, and Geographical Indications: Concept and process of patents: invention, novelty, and utility; Indian Patent Act, 1970 (and amendments); Role of the Indian Patent Office and Controller General of Patents; Trademark law and brand protection; Geographical Indications and protection of traditional knowledge; Protection of Indigenous Knowledge and Folklore in India; Case studies: Indian patent cases and controversies	15	CO 2, CO 3, CO 6	K2, K3, K4
Unit 4:	IPR, Information Access, and Ethics: Open access publishing and copyright challenges; Institutional repositories and intellectual property; Licensing and digital rights management (DRM); IPR in the digital age: software patents, e-content, AI-generated works; IPR and research ethics: plagiarism, citation, and academic integrity; Role of librarians and information professionals in IPR education and advocacy; Government initiatives and policies: National IPR Policy (2016), NISCAIR, IP India.	15	CO3, CO4, CO 5	K4, K5, K6
Pedagogy:	Lectures and interactive sessions; Case studies on copyright disputes and patent issues; Group discussions and role plays			
Texts:	1. Ganguli, P. (2021). <i>Intellectual property rights: Unleashing the knowledge economy</i> (6th ed.). McGraw-Hill Education. 2. Bansal, S. (2020). <i>Intellectual property rights: Law and practice</i>. LexisNexis.			
References/ Readings:	1. Bently, L., & Sherman, B. (2018). <i>Intellectual property law</i> (5th ed.). Oxford University Press. 2. Cornish, W. R., & Llewelyn, D. (2019). <i>Intellectual property: Patents, copyright, trademarks and allied rights</i> (9th ed.). Sweet & Maxwell. 3. Kumar, R. (2019). <i>Intellectual property rights: Law and practice</i>. LexisNexis India. 4. Narayanan, P. (2023). <i>Intellectual property law</i>. Eastern Law House.			

	5. Singh, A., & Kaur, H. (2021). <i>Copyright and libraries: Managing digital rights in information services</i> . Ess Ess Publications.
Web Resources:	1. National Intellectual Property Rights Policy. (2016). <i>Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Government of India</i>. Retrieved from https://dpiit.gov.in 2. World Intellectual Property Organization (WIPO). (2023). <i>Understanding intellectual property: WIPO publication no. 450(E)</i>. Retrieved from https://www.wipo.int 3. World Intellectual Property Organization (WIPO). (2024). <i>WIPO Academy: Distance learning courses on intellectual property</i>. Retrieved from https://www.wipo.int/academy 4. Indian Patent Office. (2024). <i>Manual of patent office practice and procedure (Version 4.0)</i>. Government of India, Office of the Controller General of Patents, Designs and Trademarks. Retrieved from https://ipindia.gov.in 5. UNESCO. (2023). <i>Open access and intellectual property in the digital age: Policy perspectives for developing countries</i>. UNESCO Publishing. Retrieved from https://www.unesco.org

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Title of the Course	Bibliometrics and Related Metrics
Course Code	LIS-6202
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

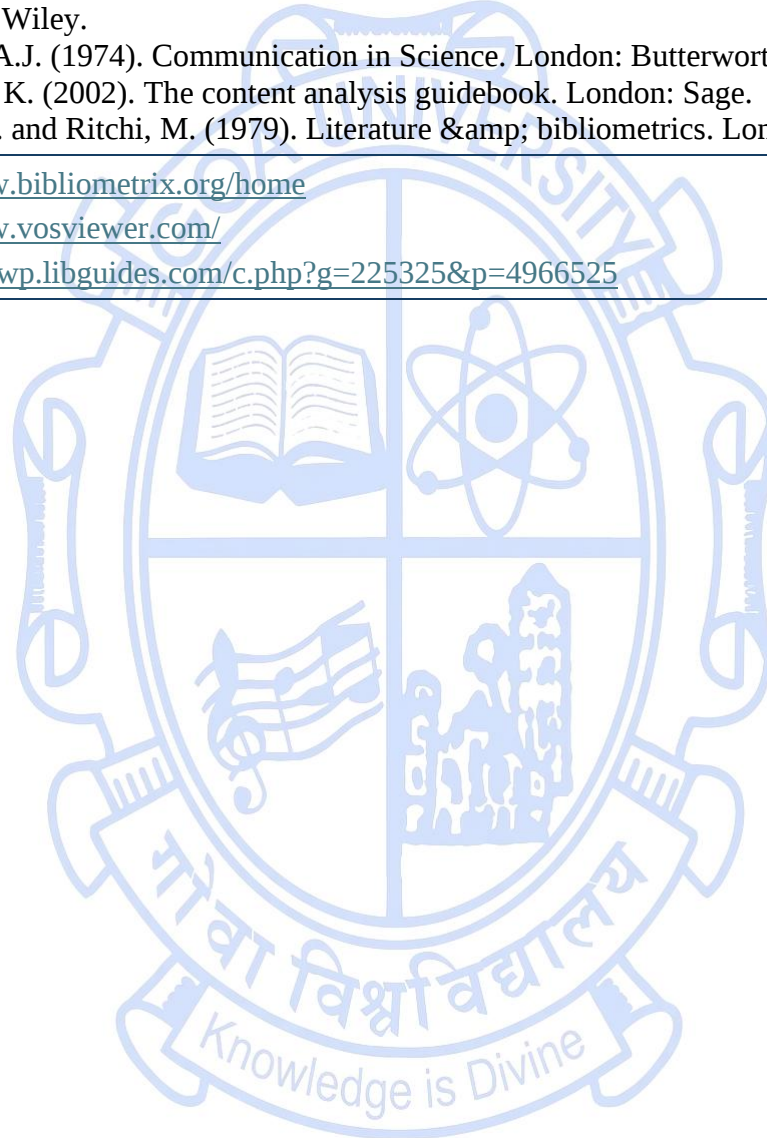
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To familiarize students with the fundamentals, concepts, theories, laws, and parameters of Bibliometrics, Scientometrics, Informetrics, and Webometrics. 2. To study various indicators of publication productivity and their applications. 3. To understand the significance of scientific collaborations and their measurement. 4. To learn about citation analysis and operation research techniques. 5. To understand the emerging trends in informatics and Scientometrics.	
Course Outcomes:	At the end of the course, the students will be able to:	Mapped to PSO
	CO 1. Define and differentiate various metric studies including Bibliometrics, Scientometrics, Informetrics, Webometrics, and Altmetrics, explaining their scope and applications in library and information science.	PSO1, PSO5, PSO8
	CO 2. Apply classical bibliometric laws (Lotka's, Bradford's, Zipf's) and other regularities to	PSO3, PSO4, PSO5

	analyze publication patterns and information distribution using appropriate databases and software tools.			
	CO 3. Analyze citation patterns, bibliographic coupling, and co-citation relationships to evaluate research impact using various metrics including Impact Factor, H-index, and other contemporary indices.		PSO4, PSO5, PSO7	
	CO 4. Evaluate the growth and obsolescence of literature using different growth models and half-life calculations to support collection development decisions.		PSO5, PSO7,	
	CO 5. Assess science indicators, collaboration patterns, and web impact metrics to inform science policy development and academic visibility enhancement strategies.		PSO 1, PSO 2, PSO5, PSO8	
	CO 6. Design comprehensive bibliometric and scientometric studies using modern metrics and tools to address research questions in library and information science.		PSO 1, PSO 2, PSO4, PSO5, PSO6, PSO8	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Basic Concepts: Metrics and Metric Studies. Bibliometrics - Meaning, Definitions, Scope. Informetrics - Meaning, Definitions, Scope. Scientometrics - Meaning, Definitions, Scope. Librametrics/Librarmetry. Cybermetrics/Webometrics. Altmetrics - Meaning, Definitions, Scope. Comparative analysis of different metrics. Historical development of metric studies. Patentometrics. Usage metrics. Attention metrics.	15	CO1	K1, K2, K3, K4
Unit 2:	Laws, Databases and Tools: Lotka's Law of Scientific Productivity. Bradford's Law of Scattering. Zipf's Law of Word Occurrence. 80/20 Rule (Pareto Principle). Success-Breeds-Success Model. Law of Price. Garfield's Empirical Law. Data sources for bibliometric studies. Databases: Web of Science, Scopus, Google Scholar. Software tools: VOSviewer, Biblioshiny, CiteSpace, Publish or Perish, BibExcel, Gephi. Practical exercises with bibliometric tools. R Programming for bibliometrics: Introduction to bibliometrix package. Python libraries: Scholarly, PyBibMetrics. Data cleaning and preprocessing techniques. Leimkuhler's Law: Another scattering law. Mandelbrot's extension of Zipf's Law.	15	CO1, CO2, CO6	K1, K2, K3, K4, K5, K6
Unit 3:	Citation Concepts & Productivity Measures: Citation Analysis principles. Citation	10	CO3,	K1, K2,

	Networks. Citation Matrix. Bibliographic Coupling. Co-citation Analysis. Journal Citation Reports (JCR). Impact Factor calculation and interpretation. H-index and its applications. I-index, G-index, M-index. Impact Per Paper (IPP). Source Normalised Impact per Paper (SNIP). Growth models of literature. Half-life Analogy. Determination of ageing factor. Real vs Apparent Half-life. Synchronous and Diachronous methods.		CO4	K3, K4, K5
Unit 4:	Science Indicators and Policy: Science Indicators - types and uses. Science Policy Development. Web Impact Assessment. Link Analysis techniques. Trends in metric studies. Technology-based indicators. Library-use studies. Mapping of science. Collaboration in science - patterns and analysis. Co-authorship networks. International collaboration patterns.	10	CO5, CO6	K1, K2, K3, K4, K5
Unit 5:	Modern Metrics: Scientometric studies in Science Policy. Challenges of Bibliometric studies. Challenges of Scientometric studies. Webometrics - concepts and applications. Cybermetrics - tools and techniques. Altmetrics - social media metrics. Nettometrics. Tools for enhancing academic visibility. Research profiling platforms (ORCID, ResearchGate, Academia.edu). Emerging trends in metric studies. Case studies and practical applications. AI and machine learning in bibliometric analysis.	10	CO5, CO6	K2, K3, K4, K5, K6
Pedagogy:	Lectures, Presentations, Hands-on Training, Discussions, Blended Learning, Flipped Classrooms			
Texts:	1. Deshmukh, P.P. (2019). Bibliometrics. Garima Prakashan: Kanpur. 2. Sudhier, K.G. (2017). Informetric Studies. B.R.Publishing Corporation: Delhi. 3. Tattersall, A. (2016). Altmetrics, A Practical guide for librarians, researchers and academics. Facet Publishing: UK. 4. Munnolli, S.S.; Mundgod, M.B.; Pujar, S.M.; Gawali, P.B. & Savanur, S.K. (2019). Scholarly Communication and Scientometrics. ACTREC: Navi Mumbai. 5. Mahapatra, G. (2022). Bibliometric Studies in the Internet Era. Indiana Publishing House. 6. Pal, A.; Sarkar, A. & Kar, S. (2020). Application of Webometricson Modern Information Research. ESS ESS Publications: New Delhi. 7. Saigal, A. (2023). Altmetrics, A Practical Guide for Librarians, Rsearchers and Academics. Random Publications.			
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
Web Resources:	1. https://www.bibliometrix.org/home 2. https://www.vosviewer.com/ 3. https://liu.cwp.libguides.com/c.php?g=225325&p=4966525

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Title of the Course	Web Technology
Course Code	LIS-6203
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. To critically evaluate the historical evolution of the Internet and World Wide Web, from Web 1.0 through Web 4.0, highlighting major technological milestones and their impact on information access and services. 2. To analyze the functionalities, features, and user interfaces of modern web browsers and search engines, including their underlying technologies and implications for information retrieval and user experience. 3. To differentiate and classify websites based on operational models and content types, examining static, dynamic, interactive, and semantic web portals, with attention to their applications in library and information science. 4. To explore current and emerging applications of artificial intelligence in library environments, focusing on intelligent content recommendation, automated metadata generation, user behavior prediction, and future AI utilities enhancing library services.

Course Outcomes:	By the end of the course, learners will be able to:	Mapped to PSO		
	CO 1 Critically examine the historical evolution of the Internet and Web technologies (Web 1.0 to Web 4.0), interpreting key milestones and their influence on digital information services.	PSO1, PSO4		
	CO 2 Analyze and compare the functionalities, architecture, and user interfaces of major web browsers and search engines to assess their efficiency in information retrieval.	PSO3, PSO4		
	CO 3 Classify and evaluate websites based on content type, interactivity, and technological framework, emphasizing their relevance and use in Library and Information Science contexts.	PSO1, PSO3, PSO6.		
	CO 4 Apply knowledge of artificial intelligence applications to propose innovative approaches for enhancing library services such as content recommendation, metadata generation, and user experience personalization.	PSO5, PSO8		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to Web Technologies - Overview of Internet and Web evolution (Web 1.0 to Web 4.0) - Basic web architecture and protocols (HTTP, HTTPS, FTP) - Role of web technology in LIS	15	CO1	K4, K5
Unit 2:	Web Browsers and Search Engines - Types and functionalities of web browsers - Search engines: working principles, indexing, ranking algorithms - Advanced search techniques and metadata for improved retrieval	15	CO2	K4
Unit 3:	Website Management and AI - Websites - Tools and Techniques; Types of Websites, Web Contents, Static Web Contents, Dynamic Web Contents Introduction to Artificial Intelligence in Libraries - AI concepts and technologies applied to LIS - Case studies on AI based library services	15	CO3, CO4	K2, K5, K6, K3

Unit 4:	Mobile Web, Cloud Technologies and Web Security • Cloud computing services for libraries • Mobile apps for information access • Internet of Things • Fundamentals of web security • Copyright and ethical issues in web content • User privacy and data protection	15	CO1, CO3, CO4	K2, K3, K5
Pedagogy:	The course will use a Lectures and interactive sessions, demonstrations, Group discussions, Case studies			
Texts:	1. Sharma, P. (2025). <i>Fundamentals of Web Technology</i>. S.K. Kataria & Sons. 2. Singh, M., Lata, N., & Sonkar, S. (2022). <i>Transformative Technologies for Libraries</i>. IBP Books.			
References/ Readings:	1. D. Tandel, K. (2017). <i>Web Technologies in library and Information</i>. Write & Print Publications. 2. Anandh, R., & Sekar, G. (2025). <i>Web Technology</i>. VR1 Publications. 3. Goel, L. (2021). <i>Artificial Intelligence: Concepts and Applications</i>. Noida Uttar Pradesh: Wiley India Pvt Ltd. 4. Barker, D. (2016). <i>Web Content Management: Systems, Features, And Best Practices</i>. O'Reilly Publications 5. Godbole, & Khate. (2017). <i>Web Technologies</i> (3rd ed.). McGraw Hill Education. 6. Elayidom, S., M Divakar, S., Mohan, L., Kumar Pandey, T., & Agrawal, S. (2025). <i>Cloud Computing & Big Data: From the Basics to Practical Use Cases</i> (1st ed.). Cengage India Pvt. Ltd. 7. Coller, M. (2025). <i>Web Development: Full Stack</i> (1st ed.). Cengage India Pvt. Ltd.			
Web Resources	https://archive.org/details/webtechnologiesc0000jack/page/n5/mode/2up?utm			

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Title of the Course	Public Libraries Systems
Course Code	LIS-6204
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. Explain the historical development and evolution of public libraries in India. 2. Examine public library legislation, policies, and governance structures at the national and state levels. 3. Analyze the organization, services, and functioning of public libraries in India. 4. Evaluate the role of digital technologies and e-resources in modern public library systems. 5. Develop user-centered programs and outreach initiatives for diverse communities. 6. Demonstrate management practices, including planning, staffing, budgeting, and community engagement, in public library administration.
Course Outcomes:	By the end of the course, students will be able to: Mapped to PSO

	CO 1. Explain the historical evolution of public libraries in India.	PSO 1, PSO 3		
	CO 2. Analyze public library legislation, policies, and governance frameworks.	PSO 1, PSO 3		
	CO 3. Evaluate the organizational structure, functions, and services of public libraries.	PSO 3, PSO 7		
	CO 4. Apply digital technologies and e-resources to enhance public library services	PSO 4, PSO 6,		
	CO 5. Design user-centric programs and outreach services for varied communities	PSO 6, PSO 7		
	CO 6. Implement ethical, professional, and managerial practices in public library administration.	PSO 2, PSO 8		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Public Libraries: Definition, objectives, types; History and evolution of public libraries in India; Role in social, educational, and cultural development.	10	CO1	K1, K2
Module 2:	Public Library Legislation and Policies: National and state-level public library acts; Library policies; Governance and funding models; Library advocacy.	10	CO2	K2, K3, K4
Module 3:	Organization and Services: Organizational structure; Staffing and administration; Reading rooms, lending, reference, outreach; Community-oriented services.	12	CO3	K2, K3, K4
Module 4:	Digital Public Libraries: ICT in public libraries; Digital collections, e-resources; Virtual reference and e-learning services; Social media for community engagement.	10	CO4	K3, K4, K5
Module 5:	User-Centric Programs and Outreach: Library programs for children, youth, and special communities; Information literacy; Community engagement and marketing; Literacy campaigns.	10	CO5	K3, K4, K5
Module 6:	Management, Ethics, and Professional Practice: Planning, budgeting, and human resource management; Performance evaluation; Ethics and professional standards in library service.	8	CO6	K4, K5, K6
Pedagogy:	The course will use a blend of lectures, case study analysis, group discussions, and presentations. Field visits to selected public libraries for experiential learning.			

Texts:	Kumar, M. G., & Sethunath, V. S. (2012). Public libraries. Crescent Publishing Corporation.
References/ Readings:	1. Bilal, D. (2014). <i>Library automation: Core concepts and practical systems analysis</i>. Libraries Unlimited. 2. Beardwell, I., & Holden, L. (Eds.). (1996). <i>Human resource management: A contemporary perspective</i>. Macmillan. 3. Evans, G. E., & Alire, C. A. (2013). <i>Management basics for information professionals</i> (3rd ed.). American Library Association. 4. Koontz, C., & Gubbin, B. (Eds.). (2010). <i>IFLA public library service guidelines</i> (2nd ed.). De Gruyter Saur. 5. Mittal, R. L. (1971). <i>Public library law: An international survey</i>. Metropolitan Book Co. 6. Ranganathan, S. R. (1950). <i>Library development plan: A thirty-year programme for India with draft library bills for the Union and the constituent states</i>. University of Delhi. 7. Rubin, R. E. (2020). <i>Foundations of library and information science</i> (4th ed.). ALA Neal-Schuman. 8. Venkatappaiah, V. (2007). <i>Public library legislation in the new millennium</i>. Bookwell.
Web Resources:	1. https://www.ifla.org/public-library-manifesto/ 2. https://www.rrrlf.gov.in/

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Title of the Course	Digital Media Literacy for Library and Information Science Professionals	
Course Code	LIS-6205	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-27	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	The course aims to: 1. To develop critical skills in reading, analyzing, and interpreting media and information texts across various platforms. 2. To understand the evolution and convergence of traditional and digital media technologies. 3. To explore the applications and implications of new media technologies in contemporary society. 4. To address ethical challenges, risks, and opportunities in virtual environments. 5. To promote information literacy competencies essential for academic and professional contexts. 6. To evaluate the role of media in shaping public opinion and democratic participation.	
Course Outcomes:	At the end of the course, the students will be able to:	Mapped to PSO
	CO 1. Critically analyze various forms of media and information texts to assess their credibility, purpose, and impact.	PSO 1, PSO 2, PSO5

	CO 2. Compare and contrast traditional and digital media platforms in terms of their characteristics, affordances, and societal implications.	PSO 4, PSO8		
	CO 3. Apply new media technologies and interactive multimedia tools to create information products and services.	PSO4, PSO6		
	CO 4. Evaluate the opportunities and challenges associated with virtual environments, including ethical, privacy, and security concerns.	PSO4, PSO6, PSO8		
	CO 5. Design and implement information literacy programs that address diverse user needs in various learning environments.	PSO 2, PSO3, PSO6, PSO7, PSO8		
	CO 6. Assess the role of targeted media in political communication and public discourse.	PSO1, PSO2, PSO5, PSO6, PSO8		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to media and information literacy; print & broadcast media; media ethics & bias analysis: Introduction to media literacy and information literacy concepts. Types of media texts: print, audio, visual, and multimedia. Elements of media texts: purpose, audience, form, and context. Critical reading strategies for evaluating information sources. Understanding bias, perspective, and representation in media. Fact vs. opinion: distinguishing between different types of content. The CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose). McLuhan's theory. Historical development of print media. Evolution of broadcast media. Characteristics and constraints of print vs. broadcast journalism. News production processes and gatekeeping. Editorial standards and journalistic ethics. Comparative analysis of news coverage across different media. Impact of medium on message delivery and reception.	10	CO1, CO2, CO6	K1, K2, K4, K5
Unit 2:	Media evolution, convergence, Web 1.0–3.0, social media, e-governance, digital activism, economic implications: Timeline of media evolution: from print to digital. Convergence of media technologies. Characteristics of digital media: interactivity, hypertextuality, multimedia. Web 1.0 vs. Web 2.0 vs. Web 3.0. Social media platforms and their impact on information dissemination. User-generated content and participatory culture. Disintermediation and democratization of information. Challenges of digital	10	CO2, CO4, CO8	K2, K3, K4, K5

	transition for traditional media organizations. Social media for communication, networking, and community building. E-governance and digital citizenship. Mobile technologies and ubiquitous access to information. Crowdsourcing and collaborative platforms. Digital activism and social movements. New media in education: MOOCs, e-learning platforms. Healthcare applications: telemedicine, health information systems. Economic impacts: e-commerce, sharing economy.			
Unit 3:	Multimedia elements, digital storytelling, youth and online behavior, virtual environments, influencer culture.: Definition and characteristics of multimedia. Types of multimedia elements: text, graphics, audio, video, animation. Interactive multimedia tools for content creation. Digital storytelling tools and platforms. Infographic design tools. Video editing software. Audio production tools. Presentation tools beyond PowerPoint. Principles of effective multimedia design. Digital natives vs. digital immigrants. Online behaviour patterns of youth. Social media usage among young people. Online identity formation and self-presentation. Virtual communities and peer interactions. Educational opportunities in virtual environments. Gaming culture and virtual worlds. Influencer culture and parasocial relationships. Digital literacy skills for young users. Positive aspects of youth engagement online.	10	CO3, CO4, CO7	K2, K3, K6
Unit 4:	Cyber ethics, online safety, digital wellness, alternative media, citizen journalism, community media: Cyberbullying, harassment, and online abuse. Privacy concerns and data protection. Digital footprint and reputation management. Misinformation, disinformation, and fake news. Online predators and safety concerns for minors. Addiction and excessive screen time. Cybersecurity threats: phishing, malware, identity theft. Filter bubbles and echo chambers. Strategies for safe and responsible online behaviour. Digital wellness and healthy technology use. Definition and characteristics of alternative media. Role of alternative media in democratic societies. Citizen journalism and grassroots media. Independent news platforms and blogs. Podcasting as alternative media. Community radio and television. Digital platforms for marginalized voices. Funding models for alternative media. Case studies of successful alternative media projects. Creating and distributing alternative media content.	10	CO4, CO7, CO8	K3, K4, K5, K6
Unit 5:	Information literacy frameworks, ethical use of information, database design, metadata, AI in information processing: Definitions and frameworks of information	10	CO5, CO3,	K1, K2, K3, K5,

	literacy. Information literacy competency standards. The information search process (Kuhlthau's model). Identifying information needs. Information seeking behaviors. Search strategies and techniques. Evaluating information sources. Ethical use of information: plagiarism, copyright, fair use. Citation styles and academic integrity. Information literacy across disciplines. Information literacy in academic libraries. School libraries and information literacy instruction. Public libraries as learning spaces. Workplace information literacy. Designing information literacy programs. Pedagogical approaches: constructivism, inquiry-based learning. Collaborative learning and information literacy. Assessment methods for information literacy skills. Online learning environments and digital literacy. Embedded librarianship and course-integrated instruction. Universal Design for Learning (UDL) principles. Information organization in digital environments. Metadata standards and schemas. Content management systems (CMS). Digital asset management. Database design and management. Information architecture principles. Taxonomy and folksonomy. Search engine optimization (SEO) basics. Data analytics and visualization tools. Artificial intelligence in information processing. Machine learning applications for information retrieval.		CO4	K6
Unit 6:	Film and advertising analysis, storytelling, political advertising, ethics, and democratic impact: Major film genres. Elements of cinematic storytelling. Narrative structures. Visual storytelling techniques. Film language. Sound design and music in film. Editing and montage. Character development and archetypes. Documentary filmmaking and truth claims. Analyzing film narratives for information content. History and evolution of advertising. Advertising as business model for media. Revenue streams. Types of advertising. Advertising agencies and the creative industry. Advertising standards and self-regulation. Government regulations on advertising (FTC, ASA guidelines). Truth in advertising laws. Advertising to children: ethical considerations. Disclosure requirements for sponsored content. The attention economy and advertising metrics. The advertising brief and creative strategy. Brainstorming and ideation techniques. Developing the big idea. Copywriting fundamentals. Art direction and visual concepts. Storyboarding for video advertisements. Photography and videography for ads. Typography and layout principles. Brand identity and consistency. Testing creative concepts. Production process. Behavioral targeting and psychographic profiling. Data collection and privacy concerns in targeted advertising. Political advertising: history	10	CO1, CO6, CO7, CO8	K2, K4, K5, K6

	and evolution. Digital political campaigns and social media. Microtargeting in political campaigns. Cambridge Analytica case study. Regulation of political advertising. Dark ads and transparency issues. Fact-checking political advertisements. Ethical implications of political microtargeting. Influence on democratic processes and voter behavior. Media literacy for evaluating political messages.			
Pedagogy:	Lectures, Presentations, Hands-on Training, Discussions, Blended Learning, Flipped Classrooms			
Texts:	1. Bajwa,S.S. (2023). Digital Media Literacy. K.K. Publications. 2. Hertz, M.B. (2019). Digital and Media Literacy in the Age of the Internet: Practical Classroom Applications. Rowman & Littlefield Publishers.			
References/ Readings:	1. Curie, S. (2023). Digital Literacy: What Is It and Why Does It Matter?. Referencepoint Pr Inc. 2. Beliveau, R. & Wiesinger, S. (2023). Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology. 2nd Ed. Peter Lang Pub Inc. 3. Sibanthi Padmanabha, K. V. (2024). Media Literacy in the Digital Era. Ankur Media Publications. 4. Roland,J. (2023). Recognizing Media Bias and Disinformation. Referencepoint Pr Inc.			
Web Resources:	1. https://edu.gcfglobal.org/en/digital-media-literacy/ 2. https://www.pdst.ie/sites/default/files/Connected-Resource.pdf 3. https://www.framerspace.com/course/media-literacy/?cid=64abaf08b7cd65b91e426c11 4. https://ctrl-f.ca/en/			

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Title of the Course	History of Books and Readings
Course Code	LIS-6206
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	The course aims to: 1. Trace the historical development of writing systems, books, and reading practices worldwide. 2. Explain the evolution of reading culture and the social life of books. 3. Analyze the history of books, printing, and reading in India, with special reference to Goa. 4. Examine the technological, cultural, and social factors shaping book production and dissemination. 5. Evaluate the impact of digital technology on reading and information consumption. 6. Develop research and analytical skills in the history of books and reading.	
Course Outcomes:	At the end of the course the students will able to:	Mapped to PSO
	CO 1. Describe the origin of writing and early forms of record-keeping.	PSO 1, PSO 3
	CO 2. Analyze the history of book production, manuscript culture, and print in global and Indian	PSO 1, PSO 3

	contexts.			
	CO 3. Examine reading practices, literacy, and book culture in India, including Goa.		PSO 1, PSO 6	
	CO 4. Evaluate the transformation of books and reading in the digital age.		PSO 4, PSO 6	
	CO 5. Conduct research and critical analysis of historical sources on books and reading.		PSO 5, PSO 8	
	CO 6. Demonstrate awareness of cultural, social, and ethical aspects of book production and dissemination.		PSO 2, PSO 6	
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Origins of Writing and Early Books: Pre-writing communication; Early scripts (cuneiform, hieroglyphs); Writing materials: Clay tablets, papyrus, parchment, stone, wax tablets; Cultural impact of writing.	10	CO1	K1, K2
Unit 2:	Manuscript Culture and Early Printing in the World: Manuscripts in different civilizations; Scriptoriums and copyists; Early printing techniques; Gutenberg revolution and its global impact. History of paper	10	CO2	K2
Unit 3:	History of Books and Reading in India: Oral traditions; Manuscript culture in Sanskrit, Pali, and regional languages; Arrival of printing press; Overview of printing in India, Key contributors and institutions- Serampore Press, Graham Shaw, William Carey,	10	CO2, CO3	K2, K3, K4
Unit 4:	History of Books and Reading in Goa: Pre-colonial literary culture; Portuguese printing press; Jesuit contributions; Periodicals; Local authors, translators, and literacy movements.	10	CO3	K2, K3, K4
Unit 5:	Reading Practices and Social Life of Books: Elite vs. popular reading; Libraries, book clubs, public education; Censorship, underground presses, and social impact of books	10	CO3, CO6	K3, K4, K5,
Unit 6:	Books and Reading in the Digital Age: E-books, audiobooks, digital archives; Hyper-reading, online reading behaviour; Digital libraries; AI and reading practices	10	CO4, CO5, CO6	K4, K5, K6
Pedagogy:	The course will use a Lectures and interactive sessions; Group discussions and seminars on reading culture and book			

	history; Field visits to libraries, archives, and museums.
Texts:	Mhamal, M. (2023). <i>History of Books and Reading</i> . Creative Books.
References/ Readings:	1. Febvre, L., & Martin, H. J. (2010). <i>The coming of the book: The impact of printing 1450–1800</i>. NLB. 2. Eisenstein, E. L. (2012). <i>The printing revolution in early modern Europe</i>. Cambridge University Press. 3. Blair, A. (2023). <i>Too much to know: Managing scholarly information before the modern age</i> (2nd ed.). New Haven, CT: Yale University Press. 4. Chartier, R. (2015). <i>The order of books: Readers, authors, and libraries in Europe between the 14th and 18th centuries</i>. Cambridge, UK: Polity Press. 5. Darnton, R. (2009). <i>The case for books: Past, present, and future</i>. New York, NY: PublicAffairs. 6. Dehaene, S. (2020). <i>Reading in the brain: The science and evolution of a human invention</i> (Updated ed.). New York, NY: Penguin Books. 7. Eisenstein, E. L. (1979). <i>The printing press as an agent of change: Communications and cultural transformations in early-modern Europe</i> (Vols. 1–2). Cambridge, UK: Cambridge University Press. 8. Febvre, L., & Martin, H.-J. (1976). <i>The coming of the book: The impact of printing, 1450–1800</i> (D. Gerard, Trans.). London, UK: Verso. 9. Gupta, A., & Chakravorty, S. (Eds.). (2004). <i>Print areas: Book history in India</i>. Permanent Black. 10. Houston, S. (Ed.). (2022). <i>The first writing: Script invention as history and process</i>. Cambridge, UK: Cambridge University Press. 11. Hunter, D. (1978). <i>Papermaking: The history and technique of an ancient craft</i>. Dover Publications. 12. Johns, A. (2023). <i>The nature of the book: Print and knowledge in the making</i> (25th Anniversary ed.). Chicago, IL: University of Chicago Press. 13. Krishnamurthy, R. (2022). <i>Print and power: Conflicts and contestations in early modern India</i>. London, UK: Routledge. 14. Lyons, M. (2011). <i>A history of reading and writing: In the Western world</i>. London, UK: Palgrave Macmillan. 15. Manguel, A. (2014). <i>A history of reading</i> (2nd ed.). London, UK: Penguin Books. 16. Nunberg, G. (Ed.). (2020). <i>The future of the book</i> (Reprint ed.). Berkeley, CA: University of California Press.
Web Resources:	https://library.unmas.ac.id/repository/EBK-00084.pdf?utm_source=chatgpt.com

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Title of the Course	Communication Skills in LIS
Course Code	LIS-6207
Number of Credits	4
Theory/ Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	The course aims to: 1. Introduce fundamental concepts, principles, and processes of communication in the LIS context. 2. Examine major communication models, patterns, and barriers relevant to library and information services. 3. Explain the role of ICT and digital media in modern library communication. 4. Explore interpersonal, organizational, and ethical dimensions of communication within LIS institutions. 5. Develop effective oral, written, and non-verbal communication skills for library professionals. 6. Provide hands-on experience in professional writing, presentation, and user interaction. 7. Train students to use ICT tools for communication, promotion, and user engagement. 8. Enable learners to design and implement user-centric communication and outreach programmes.

Course Outcomes:	By the end of the course, learners will be able to:	Mapped to PSO		
	CO 1. Define and explain key concepts, processes, and barriers of communication in LIS.	PSO 1, PSO 3		
	CO 2. Analyze communication models and flows for effective knowledge transfer in libraries.	PSO 1, PSO 3		
	CO 3. Evaluate the role of ICT, social media, and virtual tools in enhancing communication in LIS environments.	PSO 4, PSO 6		
	CO 4. Demonstrate understanding of ethical and organizational aspects of professional communication in LIS.	PSO 2, PSO 8		
	CO 5. Apply oral, written, and non-verbal communication techniques in library situations.	PSO 2, PSO 6		
	CO 6. Create professional documents, reports, minutes, and correspondence relevant to LIS.	PSO 3, PSO 6		
	CO 7. Use ICT-based communication tools and platforms for information services and virtual reference.	PSO 4, PSO 7		
	CO 8. Design and execute user-centric communication, orientation, and outreach programmes following ethical standards.	PSO 6, PSO 8		
Content:		No of Hours	Mapped to CO	Cognitive Level
Unit 1	Foundations of Communication in LIS: Meaning, nature, scope, and importance of communication in LIS; Types of communication: verbal, non-verbal, written, visual, and digital; Communication process: sender, message, channel, receiver, feedback; Barriers to communication: physical, psychological, semantic, cultural, technological; Communication and information behavior: user perception and interpretation	10	CO 1, CO 2	K1, K2, K3, K4
Unit 2	ICT and Organizational Communication in LIS: Communication models: Shannon-Weaver, Berlo's SMCR, Schramm, Lasswell; Flow of communication in library organizations: downward, upward, horizontal, diagonal; ICT-enabled communication: email, social media, chat reference, online helpdesks; Digital literacy, media literacy, and e-learning communication; Organizational communication, teamwork, leadership, and ethics in LIS environments.	10	CO 2, CO 3, CO 4	K3, K4, K5, K6

Unit 3	Oral and Non-verbal Communication Practice: Listening and speaking exercises; Public speaking and presentation skills; Group discussions and mock interviews; Body language, gestures, and visual communication; Role-plays in user interaction (reference desk, inquiry, complaint handling).	10	CO 5	K4, K5
Unit 4	Professional and Written Communication in LIS: Writing professional emails, notices, circulars; Drafting reports, meeting minutes, memos, and documentation; Preparing bibliographic annotations, summaries, and abstracts; Writing newsletters and announcements for libraries.	10	CO 6	K4, K5
Unit 5	ICT-based and Digital Communication Tools: Use of email etiquette and mailing lists; Creation of library blogs, social media pages, and online announcements; Virtual reference services: chat, video call, and collaborative tools (Zoom, Google Meet); Designing e-posters, infographics, and PowerPoint presentations for library promotion	10	CO 7	K4, K5
Unit 6	User Education, Outreach, and Ethical Communication: Designing and conducting library orientation programmes; Creating information literacy tutorials; Planning inclusive communication for diverse users; Ethics, confidentiality, and professionalism in user interaction; Feedback collection and assessment of communication effectiveness.	10	CO 8	K5, K6
Pedagogy:	Lectures and interactive sessions; ICT-based practice sessions (presentations, email drafting, virtual communication); Demonstrations and simulations; Role plays and group work; Field activities: library orientation or awareness event.			
Texts:	1. Kaul, A. (2015). <i>Effective Business Communication</i>. PHI Learning. 2. Raman, M., & Singh, P. (2012). <i>Business Communication</i>. Oxford University Press.			
References/ Readings:	1. Fallon, H., & Walton, G. (Eds.). (2021). <i>Librarian as communicator: Case studies and international perspectives</i>. Routledge. 2. Finnegan, L. (2022). <i>Communication skills: 8-in-1 guide to master body language, assertiveness, conversations, persuasion, humor, small talk, social skills & email writing</i>. Finnegan. 3. King, D. (2019). <i>Effective communication skills: A simple guide to developing training in the art of persuasion, social intelligence, verbal dexterity, relationship communication, and eloquence</i>. King. 4. Lesikar, R. V., Pettit, J. D., & Flately, M. E. (2018). <i>Business communication: Connecting in a digital world</i> (13th ed.). McGraw-Hill Education.			

	5. Mumby, D. K., & Kuhn, T. R. (2019). <i>Organizational communication: A critical introduction</i> (2nd ed.). SAGE. 6. Parkman, L. (2020). <i>Communication skills training: The definitive guide to communication skills master public speaking, daily conversations, workplace talk, relationship chats, and more</i>. Parkman. 7. Putnam, L. L., & Nicotera, A. M. (Eds.). (2020). <i>Building theories of organization: The constitutive role of communication</i>. Routledge. 8. Şeşen, E., Şeşen, H., & Şeşen, Y. (2021). <i>Communication skills of library staff: A cognitive study of Turks using library services in Canada</i>. Nova Science Publishers. 9. Sethi, D. (2023). <i>Impactful communication: Communicate to conquer</i>. Penguin Business. 10. Weisburg, H. K. (2022). <i>The art of communication: A librarian's guide for successful leadership, collaboration, and advocacy</i>. Bloomsbury Academic. 11. Worth, R. (2019). <i>Communication skills</i>. Ferguson Publishing.
Web Resources:	1. http://www.ala.org/tools 2. https://www.ifla.org/resources/professional-communication

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