

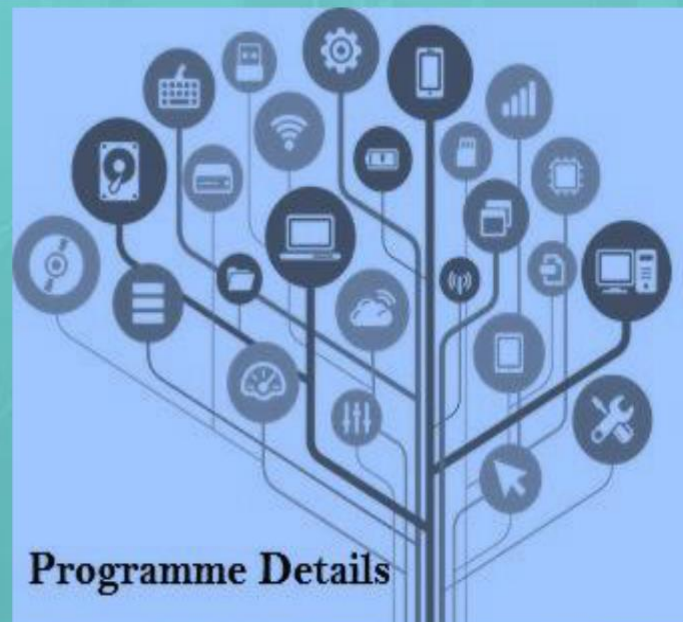


University of Mysore

(Estd.1916)

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

**Choice Based
Credit System
(CBCS)**





UNIVERSITY OF MYSORE
DEPARTMENT OF STUDIES IN LIBRARY AND INFORMATION SCIENCE
MANASAGANGOTRI, MYSURU- 570006
KARNATAKA, INDIA

Regulations and Syllabus
Master of Library and Information Science (M.L.I.Sc.)
(Two-year Semester Scheme)

Under
Choice Based Credit System (CBCS)

FROM 2018-19 ONWARDS

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS LEADING TO MASTER OF LIBRARY
AND INFORMATION SCIENCE (TWO YEARS- SEMESTER SCHEME
UNDER CBCS)

Course Details

Name of the Department	: Department of Studies in Library and Information Science
Subject	: Library and Information Science
Faculty	: Science and Technology
Name of the Course	: Master of Library and Information Science (MLISc)
Duration of the Course	: 2 years- divided into 4 semesters

Program Outcomes

- Obtain the knowledge and skills which helps them to provide leadership in creating, supporting and enhancing library and information services with a view to improving 'information literacy' and maintaining access to information for all.
- Perform administrative, service, and technical functions of professional practice in all types libraries and information centres (academic libraries, public libraries, special libraries, national libraries, and digital libraries) by demonstrating skills in information resources; reference and user service; administration and management; organization of recorded knowledge and information.
- Acquire the quality of critical thinking in LIS literature and related fields which equip them to carry out research in LIS domain.
- Acquire the ability promote high professionalism and service standards.
- Develop and evaluate resources and programs to suit the needs of many different kinds of users.
- Ready to use existing and emerging technologies to meet needs in libraries and information centres.
- Participate actively in the professional development, develop technology and promote positive social transformation.

Intake

The intake for admission shall not exceed the intake sanctioned by the University

Medium of Instruction

English

Attendance

The students shall be considered to have completed the course if he/she has attended not less than 75% of the total number of working periods (Lectures, seminars, practical, and dissertation taken together) during each semester.

Examination Marks

As per CBCS, the total marks for each paper will be 100. Out of that, 70 marks for main examination and 30 marks for continuous assessments.

Continuous Evaluation

The continuous evaluation marks awarded to a student shall be based on the evaluation of the performance of the student in respect of the following; attendance, performance in tests, assignments, seminars, practical records, minor projects etc.

The class test, assignment, seminar shall be conducted in respect of each theory and practical paper (wherever applicable) for the purpose of awarding continuous evaluation marks.

Scheme of Examination and Details of Course Patterns for MLISc. Degree Programme (CBCS) 2018-19 Onwards

First Semester							
Sl. No	Code	Title of the Paper	HC/SC/OE	Credit Pattern			Credit value
				L	T	P	
1	16061	Foundations of Library and Information Science	HC	3	1	0	4
2	16062	Information Sources	HC	3	1	0	4
3	16063	Information Processing: Cataloguing-I (Theory)	HC	3	1	0	4
4	16064	Knowledge Organisation: Classification-I (Theory)	HC	3	1	0	4
5		Information Processing: Cataloguing-II (Practice)	SC	0	1	3	4
6		Knowledge Organisation: Classification -II (Practice)	SC	0	1	3	4
7	16065	Personality Development & Communication Skills	SC	3	1	0	4
Second Semester							
1	16071	Management of Libraries and Information Centres	HC	3	1	0	4
2	16072	Information and Communication Technology	HC	3	1	0	4
3		Information Processing: Cataloguing-III (Practice)	HC	0	1	3	4
4		Knowledge Organisation: Classification- III (Practice)	HC	0	1	3	4

5	16073	Public Libraries and Information Centres	SC	3	1	0	4
6	16074	Academic Libraries and Information Centres	SC	3	1	0	4
7	16075	Industrial Libraries and Information Centres	SC	3	1	0	4
8	16076	Bio-Medical Libraries and Information Centres	SC	3	1	0	4
9	16077	Corporate Libraries and Information Centres	SC	3	1	0	4
10	16078	E- Publishing	OE	3	1	0	4
11	16079	Digital Information Management	OE	3	1	0	4
Third Semester							
1	16081	Information Retrieval Systems	HC	3	1	0	4
2	16082	Library Automation and Networks	HC	3	1	0	4
3		Library Automation Software (Practice)	HC	0	1	3	4
4	16083	Marketing of Information Products and Services	SC	3	1	0	4
5	16084	Conservation and Preservation of Information Resources	SC	3	1	0	4
6	16085	Users and User Studies	SC	3	1	0	4
7	16086	Internet and Search Engines	OE	3	1	0	4
8	16087	Electronic Information Sources and Services	OE	3	1	0	4
Fourth Semester							
1	16091	Information Systems and Services	HC	3	1	0	4
2	16092	Research Methodology	HC	3	1	0	4
3	16093	Digital Libraries and E-Publishing	SC	3	1	0	4
4		Digital Library Software(Practice)	SC	0	1	3	4
5	16094	Webometrics, Informetrics and Scientometrics	SC	3	1	0	4
6		Project Work/ Dissertation	SC	0	1	3	4
7	16095	Scholarly Communication	OE	3	1	0	4
8	16096	Information Literacy	OE	3	1	0	4
9	16097	Content Management Systems	OE	3	1	0	4

Note: Seminars, Case Study, Discussion and Round Tables etc., are all part of Tutorials.

First Semester

Hardcore

FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE

Course Outcomes

The students will be able to:

- explain the changing role of libraries in society,
- analyse the implications of five laws of library science,
- differentiate DIKW and describe the information communication framework,
- recognize the features of public library acts in India, and
- explain the role of professional associations in the development of LIS profession.

Pedagogy

- Lecturing is employed as the main teaching method.
- Informal discussions with the librarians and alumni on their visit to the department.
- Participation in the activities of local and regional library associations to learn about professional associations.
- Discussion with the teacher and among the students.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Libraries in social context, Social and historical foundations of library, Role libraries in formal and information education, Different types of libraries: functions, objectives and activities, Five laws of library science and their implications.

Library development, History of library movement, Growth and development of libraries in India.

Unit-2

Information and Communication, Information-Characteristics, nature and use, Conceptual differences between Data, Information and Knowledge, Information transfer cycle: Generation, collection, storage and retrieval, Information communication: channels, models and barriers. Information science -Evolution, definitions, scope and current status. Information science as a discipline.

Unit-3

Library Legislation – Need and importance, Library legislation in India. Study of Model Public Library Bill of S. R. Ranganathan, Karnataka Public Library Act, 1965, Intellectual Property Rights: Copyright Act, Delivery of Books and Newspapers (Public libraries) Act, Right to Information Act.

Unit-4

Library profession and professional associations, Attributes of profession: Librarianship as a profession, professional ethics in Librarianship, LIS education and research

in India, Professional Associations: Regional level -KALA, National level-ILA, IATLIS, IASLIC, Internationallevel -IFLA, ALA, CILIP and SLA.

Promoters of Library and Information services: RRRLF and UNESCO. Public relations and extension activities.

Selected Readings:

Burahohan, A. (2000). *Various aspects of librarianship and information science*. New Delhi: Ess Ess.

Chapman, E. A. & Lynden, F. C. (2000). *Advances in librarianship*. (Vol. 24). San Diego: Academic Press.

Isaac, K.A. (2004). *Library legislation in India: A critical and comparative study of state library acts book description*. New Delhi: Ess Ess.

Kumar, P. S. G. (1997). *Fundamentals of information Science*. Delhi: S. Chand.

Kumar, P. S. G. (2003) *Foundations of library and information science: Paper I of UGC model curriculum*. New Delhi: Manohar.

Ranganathan, S.R. (1999). *The five laws of library science*. 2nd ed. Bangalore: Sarada Ranganathan Endowment for Library Science.

Rout, R. K. (Ed.) (1999) *Library legislation in India*. New Delhi: Reliance.

Sen B. K. (2002). Five laws of library science. *IASLIC Bulletin*, 47(3), 121-140.

Sharma, P. S. K. (1992). *Library and society*. (2nd ed.). Delhi: Ess Ess.

Surendra S. & Sonal Singh (Eds.). (2002). *Library, information and science and society*. New Delhi: Ess Ess.

INFORMATION SOURCES

Course Outcomes

The students will be able to:

- compare and analyse the characteristics of different types of information sources available in both conventional and modern forms,
- exhibit the ability to select appropriate information sources for information query,
- use the electronic sources of information, and
- evaluate and select sources and develop reference services required for libraries.

Pedagogy

- Lecturing and demonstration are the main methods used for teaching this unit.
- Field work by visiting Mysore University Library to search for reference questions.
- Quizzing on the reference sources
- Discussion with the library staff about library reference collection and user interaction.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Information sources: Meaning, Definition, Nature, Evolution, Characteristics, Functions, Importance, and Criteria for evaluation. Types of sources - Primary, Secondary & Tertiary (print and electronic), Human and Institutional sources.

Primary sources- Structures and components - Journals; Patents; Technical reports, Standards and Specifications; Conference proceedings; Trade literature; Theses and Dissertations.

Unit-2

Secondary sources- Dictionaries, Encyclopaedias, Yearbooks and Almanacs, Biographical sources, Geographical sources, Bibliographical sources, Abstracting and Indexing periodicals, Handbooks and Manuals, Current sources, and Statistical Information sources.

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

Unit-3

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 / Organisational Sources: Government, Ministries and Departments, R& D organizations, Learned societies, Publishing houses, Press, Broadcasting stations, Museums, Archives, Data banks, Information analysis centres, Referral centres, Exhibitions & Trade fairs. Institutional web sites, etc.

Unit-4

Electronic sources: Internet information resources, Databases (Bibliographic, Numeric and Full text). E-books, Open Access Resources, Online Forums, Subject gateways.

Mini Project: Study of the features and functionality of any one source E.g. Dictionary. com, Encyclopaedia Britannica, Wikipedia, ACM digital Library, IEEE / IEE Electronic Library Online (IEL), Emerald, EBSCO, PsycINFO, Elsevier Science, PubMed Central, J-Gate, J-Store, Web of Science, SCOPUS, SciFinder Scholar, PLOS, DOAJ, DOAB, etc.

Selected Readings:

Chowdhury, G. G. & Chowdhury, S. (2001). *Searching CD-ROM and online information sources*. London: Facet Publishing.

Chowdhury, G. G. & Chowdhury, S. (2001). *Information sources and searching on the World Wide Web*. London: Facet Publishing.

Katz, W. A. (2000). *Introduction to reference work*. London: Butterworths.

Krishna Kumar (2003). *Reference service*. (3rd ed.). New Delhi: Vikas.

Kumar P. S. G.(Ed.).(2001). *Indian encyclopaedia of library and information science*. New Delhi: S. Chand & Co.

Rao, I. K. R. (2001). *Electronic sources of information*. Bangalore: DRTC.

Singh, S. (2001). *Handbook of international sources on reference and information*. New Delhi: Crest Publication.

Sharma, J. S & Grover, D. R (1998). *Reference service and sources of information*. New Delhi: Ess Ess.

Subramanyam, K. (1981). *Scientific and technical information resources*. New York: Marcel Dekkar.

Infoliberalian: Rely on our shoulders for quality information. (2018). Retrieved from <http://www.infoliberalian.com>

Library spot (2016). Retrieved from <http://www.Libraryspot.com>

Refdesk. (2019). Retrieved from <http://www.refdesk.com>

INFORMATION PROCESSING: CATALOGUING – I (THEORY)

Course Outcomes

The students will be able to:

- demonstrate their understanding of the theoretical underpinning of library cataloging concepts and practices,
- identify and differentiate the characteristics of the different cataloguing codes/standards,
- explain and apply the canons of cataloguing, and
- delineate the features of the metadata standards required for different types of information resources.

Pedagogy

- Lecturing and demonstrations are the predominant teaching methods.
- Tutorial plays an important role where the teacher illustrates cataloguing of variety of conventional and on-line sources.
- Discussion with the professional cataloguers at the Mysore University Library and other libraries in Mysore about the issues in cataloguing.
- Explaining the principles of cataloguing taking real examples from OPACs of international, national and regional libraries.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Resource description: Concepts and definition. Library Catalogue: Meaning, Definition, Need, Purpose, Objectives and functions. History and development of Catalogue codes and practices: Resource description standards: ISBD, AACR2R, RDA and FRBR.

Unit-2

Physical forms and Inner forms of Catalogues. Kinds of entries (Card Catalogue to OPAC), their structure and uses. Filing rules and procedures. Subject Cataloguing: Design and construction, SLSH and LCSH.

Unit-3

Normative principles of Cataloguing: Canons, Laws, Principles. Resource sharing of bibliographic data: Meaning and importance. Centralized Cataloguing, Co-operative Cataloguing, Cataloguing at Source, CIP and Union Catalogues.

Unit-4

Current developments: WebOPACs, and Z39.50, Metadata: Meaning, Definition, Purpose, Use and types. Metadata standards: MARC-21 & Dublin Core. TEI (Text Encoding initiative), METS, EAD, VRA Core etc. Consortia approach to metadata- OAI-PMH.

Selected Readings:

Anglo American Cataloguing Rules (2002). (2nd Rev ed.) New Delhi: Oxford.

Barbara, M. W. (Ed.).(1997). *Sears List of Subject Headings*. New York: HW Wilson.

Byrne, D. J. (1998). *MARC manual: Understanding and records*. Chicago: ACA.

Maxwell, R. & Maxwell, M. F. (1997). *Maxwell's handbook of AACR2R: Explaining and illustrating the Anglo American Cataloguing Rules and the 1993 amendments*. Chicago: ACA.

Maxwell, R. L. & Connell, T. H. (Eds.), (2000). *Future of cataloguing*. Chicago: ALA.

Ramalingam, M. S. (2000). *Library cataloguing and classification systems*. Delhi: Kalpaz.

Ranganathan, S R. (1950). *Library catalogue: Fundamentals and procedures*. Madras.

Ranganathan, S. R. (1955). *Headings and canons*. Madras: S Vishwanathan.

Ranganathan, S. R. (1998). *Classified Catalogue Code*. Madras: UBSPD.

KNOWLEDGE ORGANIZATION: CLASSIFICATION - I (THEORY)

Course Outcomes

The students will be able to:

- demonstrate their understanding of the theoretical underpinning of knowledge classification concepts and practices,
- identify and differentiate the characteristics of the different classification schemes,
- explain and apply the canons of classification, and
- examine the features of and approaches to the knowledge organization systems.
- Assignments and seminars are also used.

Pedagogy

- Concept building through lecturing is the major technique used for teaching the course.
- Discussion with teachers/experts in philosophy for understanding the facets of knowledge classification.

- Demonstrating the application of canons of classification taking examples from DDC in particular.
- Making the students to analyse the examples of classification numbers assigned to books in Mysore University library.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Concepts and definitions of Classification, Library classification, Knowledge classification. Functions of library classification. Knowledge classification vs. book classification.

Understanding the outlines of the main classes in knowledge classification schemes: Vedic, Greek, Scholastic classification, Baconian, Hobbe's, Kant's, Hegel's, Amte's, Ampere's, and Spencer's.

General theory of library classification: Importance and need for theory. Understanding the basic theories of library classification as propounded by: E.C. Richardson, H.E. Bliss, W.C. Berwick Sayer, J.D. Brown, E.W. Hulme, and CRG.

Species of schemes of library classification: Purely Enumerative Classification, Almost-Enumerative Classification, Almost-Faceted Classification, Fully but Rigidly Faceted Classification, Fully Faceted Classification

Unit-2

Basic concepts and terminology of library classification: Diagrammatic approach as given by Ranganathan, Universe, Class, Assortment, Array, Chain, Filiatory Sequence, Characteristic of division.

Dynamic theory of library classification and its advantages.

Ranganathan's contributions to library classification: Normative principles, Analytico-synthetic Classification, Basic Compound and Complex subjects, Three planes of work, Canons for classification, Facet analysis, Facet Sequence and its principles, Fundamental Categories, Phase relation, Common isolates, Mnemonics and Devices.

Modes of formation of subjects.

Unit-3

History of development of schemes of library classification including but not limited to Decimal Classification (DC); Expansive Classification (EC); Universal Decimal Classification (UDC); Library of Congress Classification (LC); Subject Classification (SC); Colon Classification (CC); Bibliographic Classification (BC); and Rider's International Classification (RIC). Detailed study of selected schemes of library classification - DDC, CC and UDC. Web Dewey.

Unit-4

Notational system: Meaning, need, functions and types. Concept of Call number. Study of various book number systems. Ranganathan's Book Number formula.

Approaches to knowledge organization/classification as given by Hjørland. Automatic document categorization: Techniques and applications. Knowledge organization systems: SKOS, Thesauri, Ontology.

Selected Readings:

- Berwick Sayers, W. C. (1950). *Introduction to library classification*. London: Andradautch.
- Broughton, V. (2004). *Essential classification*. London: Facet Publishing.
- Chan, Luis M. (1995). *Cataloguing and Classification*. (2nd ed.). New York: McGraw Hill.
- Dhiman, A. K. & Yashoda Rani. (2005). *Learn library classification*. New Delhi: ESS ESS.
- Dhyani, P. (1998). *Library classification: Theory and practice*. New Delhi: VishwaPrakashan.
- Foskett, A. C. (1977). *The subject approach to information*. (3rd ed.). London: Clive Bingley.
- Husain, S. (2004). *Library classification: Facets and analysis*. Delhi: B. R. Publishing.
- Krishan Kumar (1980). *Theory of library classification*. (2nd ed.). New Delhi: Vikas.
- Kumar, P. S. G. (2003). *Knowledge organization, information processing and retrieval theory*. Delhi: B. R. Publishing.
- Maltby, A. (1975). *Sayers manual of classification for librarians*, (5th ed.). London: Andre Deutsch.
- Mills, J. (1962). *Modern outline of library classification*. Bombay: Asia.
- Needham, C. D. (1971). *Organisation of knowledge in libraries*. (2nd Rev. ed.). London: Andre Deutsch.
- Parkhi, R.S. (1977). *Library classification: Evolution of a dynamic theory*. Bombay: Asia.
- Raju, A. A. N. (1984). *Decimal, Universal Decimal and Colon Classification: A study in comparison*. Delhi: Ajanta.
- Ranganathan, S. R. (1966). *Elements of library classification*. (2nd ed.). Bombay: UBS
- Ranganathan, S. R. (1967). *Prolegomena to library classification*. (3rd ed.). Bombay: UBS.
- Ranganathan, S. R. (2006). *Philosophy of library classification*. Bangalore: Ess Ess.
- Ranganathan, S. R. (1957 & 1965). *Prolegomena to library classification*. (2nd ed.). London: LA.
- Ranganathan, S.R. (1960). *Colon Classification*. (6th ed.). Bangalore: Sarada Ranganathan Endowment for Library Science.
- Singh, Sonal. (1998). *Universe of knowledge: Structure & development*. Jaipur: Raj Publishing.
- Sinha, S. C. & Dhiman, A. K. (2002). *Prolegomena to universe of knowledge*. New Delhi: Ess.
- Sood, S. P. (1998). *Universe of knowledge and universe of subjects*. Jaipur: G. Star Printers.
- Srivastava, A. P. (1993). *Theory of knowledge classification in Libraries*. New Delhi: Sage.
- Taylor, A. G. (2007). *Introduction to cataloguing and classification*. (10th ed.). New Delhi: Atlantic.

Softcore

INFORMATION PROCESSING: CATALOGUING –II (PRACTICE)

Course Outcomes

The students will be able to:

- prepare accurate and comprehensive catalogue records,
- apply the rules of cataloguing standards to prepare catalogue records – main entries, added entries and other entries - for simple documents, and
- demonstrate the ability to identify the subject content of the documents and prepare appropriate entries for effective subject retrieval.

Pedagogy

- Hands-on teaching of creation of catalogue records is the predominant method used.
- Application of catalogue codes in cataloguing is taught through lecturing and demonstration.
- Discussion with students – individually and in groups - in practical cataloguing is effectively used.
- Error analysis of the catalogue entries prepared by the students is also major method employed.
- Practical record writing is insisted.

Unit wise outline of the syllabus

Special note: Cataloguing of simple documents according to AACR2R, 2002/RDA and assign subject headings using at least one standard list of subject headings.

Unit-1

Cataloguing of single author and joint authored books.

Unit-2

Cataloguing of edited books, multivolume books, and pseudonymous authors.

Unit-3

Cataloguing of uniform titles and serials publications.

Unit-4

Cataloguing of corporate authors: Government publications, Institutional publications, Society publications, Conference/Seminar proceedings, Workshop materials etc.

Note: Each student shall compulsory maintain practical records.

Selected Readings:

- Anglo American Cataloguing Rules*. (2002). (2nd Rev. ed.). New Delhi: Oxford.
- Cristán, A. L., & Tillett, B. B. (2009). *IFLA cataloguing principles: The statement of international cataloguing principles (ICP) and its glossary: In 20 languages*. München: K. G. Saur.
- Kumar, G., & Kumar, K. (1983). *Theory of Library cataloguing*. New Delhi: Ess Ess publ.
- Liu, J. (2007). *Metadata and its applications in the digital library: Approaches and practices*. Westport, CT: Libraries Unlimited.
- Kao, M. L. (2010). *Cataloging and classification for library technicians*. New York: Routledge.
- Hider, P. (2013). *Information resource description. Creating and managing metadata*. Chicago: American Library Association.
- Caplan, P. (2003). *Metadata fundamentals for all librarians*. New Delhi: Indiana Pub. House.
- Ranganathan, S. R. (1989). *Classified catalogue code*. Bangalore: Sarada Ranganathan Endowment for Library Science.
- Lubas, R. L., Jackson, A. S., & Schneider, I. (2013). *The metadata manual: A practical workbook*. Oxford: Chandos Publishing.
- Smiraglia, R. P. (2005). *Metadata: A cataloger's primer*. New York: Routledge.
- Intner, S. S. (2009). *Beginning cataloging*. Santa Barbara, CA: Libraries Unlimited, an Imprint of ABC-CLIO, LLC.
- Miller, S. J. (2011). *Metadata for digital collections a how-to-do-it manual*. London: Facet Publishing.
- Viswanathan, C. G. (1983). *Cataloguing: Theory and practice*. Lucknow: Print House.
- Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC21*. London: Facet.

KNOWLEDGE ORGANIZATION: CLASSIFICATION – II (PRACTICE)

Course Outcomes

The students will be able to:

- practically apply the rules of classification scheme (DDC) to derive class numbers for all types of documents,
- demonstrate the ability to solve the difficulties in classification of complex documents, and
- prepare call number with the construction of book numbers.

Pedagogy

- Hands-on teaching is the predominant method used for building the class numbers using DDC.
- Introducing the concepts and structure of DDC is taught through lecturing and demonstration.
- Discussion with students – individually and in groups - in practical classification is effectively used.

- Error analysis of the class numbers and book numbers prepared by the students is a major method employed.
- Practical record writing is insisted.

Unit wise outline of the syllabus

Special Note: Classification the documents according to Dewey Decimal Classification (Preferably the latest edition)

Unit 1

Introduction to the structure of DDC including its relative index. Classification of documents representing simple subjects.

Unit 2

Classification of documents with Tables 1 and 2.

Unit 3

Classification of documents with Tables 3 to 6.

Unit 4

Classification of documents representing complex subjects. Assigning Book Number.

Note: Each student shall compulsorily maintain practical record.

Selected Readings:

Chan, Lois Mai & others: *Dewey Decimal Classification. A practical guide*. 2nd ed. Albany, New York: OCLC.

Mitchell, J. S., Beall, J., Green, R., Martin, G., & Panzer, M. (Eds), (2011). *Dewey Decimal Classification and Relative Index*. OCLC Online Computer Library Centre, Inc.

Satija, M.P. & Comaromi, J.P. (1998). *Exercises in the 21st Ed. of Dewey Decimal Classification*. New Delhi: Concept

PERSONALITY DEVELOPMENT & COMMUNICATION SKILLS

Course Outcomes

The students will be able to:

- illustrate the facets of personality,
- demonstrate increased ability in communication – speaking and writing, and
- exhibit the traits required for team work, leadership, and negotiation.

Pedagogy

- Activity based teaching is predominantly used.
- Participation in team-building activity is used effectively.
- Stories of influencing personalities, leaders in general and library profession are used.
- Students are encouraged to participate and take leadership in the student association (MULISSA) events and departmental activities.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit 1

Understanding self – ‘Know yourself’. Personality types – Four temperaments and personality. MBTI. Understanding personal strengths and weaknesses. Emotional Intelligence and competence. Stress management. Time management.

Unit 2

Communication skills – Effective speaking. Improving vocabulary and grammar. Elements of effective speaking. Types of speaking – Briefing, teaching, lectures, speeches and others.

Stages in the preparation - understanding the audience, audience analysis, subject, gathering materials, evaluating materials, presenting a talk, and other processes. Non-verbal communication and body language

Unit 3

Writing skills. Principles of presentation of ideas. Techniques, skills and tools for effective writing.

Unit 4

Work and organisation psychology. Leadership and working in teams. Working collaboratively. Working and sharing knowledge and experience. Team development.

Meetings and negotiation skills. Different types of meetings including video conferencing, conference calls. Conducting a meeting. Getting the best out of negotiation. Negotiation strategies.

Selected Readings:

Barker, L. Larry (1978). *Communication*. New Jersey: Prentice Hall.

Cartwright, D. S. (1974). *Introduction to personality*. Oxford, England: Rand McNally.

Dominick Joseph, R (1993). *The dynamics of communication*. New York: McGraw Hill Inc.

Gladis, S. D. (1993). *Write type, personality types and writing styles*. Amherst, Mass.: Human Resource Development Press.

Gupta, S. (2009). *Personality development and communication skills*. Jaipur, India: Book Enclave.

Karten, N. (2010). *Presentation skills for technical professionals achieving excellence*. Ely: IT Governance Publications.

Masters, L. A., Wallace, H. R., & Harwood, L. (2011). *Personal development for life and work*. (10th ed.). Australia: South-Western Cengage Learning.

McMurry, J. H. (2002). *The etiquette advantage: Personal skills for social success*. Wilmington, NC: Stellar Publications.

Second Semester

Hardcore

MANAGEMENT OF LIBRARIES AND INFORMATION CENTRES

Course Outcomes

The students will be able to:

- recognize the management principles and apply these to one's own work in library environment,
- identify different sections of library and illustrates their functions,
- define the principles of collection development, and
- identify the intricacies involved in human resource management.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting libraries to understand their working is employed.
- Case study of a few libraries is a teaching method used.
- Visiting Mysore University Library to study the selection tools is effective method.
- Discussion with teachers/experts in management and librarians is organized to understand the management issues including HRM.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Management – meaning and definitions. Role, functions and principles of management. Schools of thought in management. Levels of management. Functions and principles of management; Application to Library and Information Centres. Organizational structure.

Unit-2

Different functional units of Library and Information Centre: -Acquisitions section: Functions and procedures – Technical section: Functions and procedures - Circulation section: Functions. Methods of charging and discharging systems - Periodical section: Functions and activities, and -Reference and customer care services.

Unit-3

Collection development – Book selection policies and principles for print and electronic resources. Problems of Collection development for print and electronic resources (including licensing). Online Bookstores – Identification, Advantages. Online book shops Vs. Traditional book shops. URLs.

Collection management: Stock rectification. Weeding of resources. Conservation and preservation of Library resources.

Financial and records management, Importance. Sources of finance. Mobilisation of financial resources. Budgeting - methods and techniques. Budgetary Control, PERT & CPM,

Unit-4

Human Resource Management: Job Analysis and Description, Job Evaluation; Inter-personal Relations; Staff selection and recruitment; Motivation, Delegation, Decision Making; Education, Training and Development; Job evaluation and Performance Appraisal; Leadership Qualities.

Library Buildings and Equipments.

Performance Evaluation of Library and Information Centres,

Total Quality Management (TQM).

Library Committee. Library rules and regulations. Library statistics. Annual reports.

Selected Readings:

Beardwell, I. & Holden, L. (Eds.). (1996). *Human resource management: Contemporary perspective*. New Delhi: McMillan.

Bratton, J. and Gold, J. (1994). *Human resource management: Theory and practice*. Basingstoke: Mac Millan.

Brophy, P. and Courling, K. (1997). *Quality management for information and library managers*. Bombay: Jaico.

Bryson, J. O. (1996). *Effective library and information management*. Bombay: Jaico.

Edward, E. G. (1982). *Techniques for librarians*. NY: Academic.

Evans, E. G. (Ed.). (1986). *Management information systems*. New Delhi: S. Chand & Co.

IASLIC (1979). *Application of management techniques in library and information systems*. Paper presented at IASLIC. Kolkata.

Katz, W. A. (1980). *Collection development selection of materials for libraries*. New York: HRW.

Krishna Kumar (1987). *Library administration and management*. Delhi: Viaks.

Kumar, P. S. G. (2003). *Management of library and information centres*. Delhi: B. R. Publishing corporation.

Mahapatra, P. (1997). *Library management*. Calcutta: World Press.

Mittal, R. L. (1984). *Library administration: Theory and practice*. (4th ed.). New Delhi: Metropolitan.

Paliwal, P. K. (2000). *Compendium of library administration*. New Delhi: Ess Ess.

Paranjpe, V. (1997). *Strategic human resource management*. New Delhi: Allied.

Parker, C. & Cafe, T. (1993). *Management information systems: Strategy and action*. New York: McGraw Hill.

Pearson, R. J. (Ed.). (1983). *Management process: Selection of readings for librarians*. Chicago: ALA.

Ranganathan, S. R. (1954). *Library administration*. Bangalore: Sharada Ranganathan Endowment for Library Science.

Siwatch, A. S. (2004). *Library management: Leadership style strategies and organizational climate*. New Delhi: Shree.

Stuert, R. D. & Moran, B. B. (2004). *Library and information centre management*. Colorado: Libraries Unlimited.

INFORMATION AND COMMUNICATION TECHNOLOGY

Course outcomes

The students will be able to:

- describe the concepts, theories, components and models of information and communication technology in general and computers in particular,
- solve the problems in number systems including binary number system,
- delineate the role and principles of computer software,
- explain the basic telecommunication concepts and principles.

Pedagogy

- Lecturing and demonstration are the major methods.
- Problem solving in number systems is predominant method used.
- Tutorials on use of software is a method.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Information and Communication Technology -Meaning, Definition, Components, Evolution and applications.

Computers: Types, Generations and Classification: Capabilities and limitations.

Computer Hardware: Components of a Computer; Memory -Internal Storage: ROM and RAM, External Storage Devices: Magnetic Devices - Hard Disk and Floppy Disk; Optical Devices: CD, DVD; Pen drive; Input/output Devices.

Applications of computers.

Unit-2

Data representation in computers: Bits, Bytes, Number systems, Binary numbers: Binary addition (1's and 2's complement methods), Subtraction, Multiplication and Division. Representation of integers, Fractions. Logic gates: AND, OR, NOT, NAND, NOR

Unit-3

Computer software: Types and categories. Programming concepts: system analysis, algorithms and flow charts, Open source and proprietary software. System software: Purpose, Operating systems: MS-DOS, Microsoft Windows, UNIX, Linux, Application software: Word processors, Spreadsheets, Presentation packages and Database Management Systems, Internet browsers, Software suites, Anti-virus programs, Sharewares, Web design tools, HTML Editors.

File Organization- Concept, Types and their advantages and disadvantages

Unit-4

Fundamentals of telecommunication – Concepts, Data transmission, Signals, Media, Modes and Devices, Circuit switching and Packet switching, Computer networks: Types and topologies.

Network architectures: OSI and TCP/IP Reference models. Protocols and its functions.

Network Security Issues and Measures: Security requirements and attacks, Confidentiality in encryption, Message authentication and hash functions, Public-key encryption and Digital signatures. Digital certificates, Firewall and anti- virus software.

Wireless Networks – Mobile telephones. Internet: Evolution, Importance and applications.

Selected Readings:

Arvind Kumar. (Ed.). (2006). *Information technology for all* (Vol. 2). New Delhi: Anmol.

Balakrishnan, S. (2000). *Networking and the future of libraries*. New Delhi: Ess Ess.

Bansal, S. K. (2005). *Information technology and globalisation*. New Delhi: A.P.H. Publishing Corporation.

Basandra , S. K. (2002). *Computers today*. New Delhi: Golgotia.

Carter, R. (1987). *The information technology hand book*. London: Heinemann.

Chapman, E. A. (1970). *Library systems analysis guidelines*. New York: John Wiley.

Chowdhury, G. G., & Chowdhury, S. (2001). *Information sources and searching on the World Wide Web*. London: Library Association.

Collier, M. (1984). *Local area networks: The implications for library and information science*. London: British Library.

Croucher, P. (1996). *Communications and networks*. (2nd ed.). New Delhi: Affiliated East West.

Decson, E. (2000). *Managing with information technology*. Great Britan: Koganpage Ltd.

Dhiman, A.K. (2003). *Basics of Information technology for librarians and information scientists*. ESS ESS.

Forrester W. H. & Rowlands, J. L. (2002). *The online searcher's companion*. London: LA.

Gupta, V. (2005). *Rapidix computer course*. New Delhi: Pustak Mahal.

Hunter & Shelly (2002). *Computers and common sense*. New Delhi: Prentice-Hall.

Jain, V. K. (1994). *O level module I: Computer fundamentals*. Delhi: BPB Publications.

Jeanne, F. M. (2006). *A librarian's guide to the Internet: A guide to searching and evaluating information*. Oxford: Chandos Publishing.

Johri, A. & Jauhari, B. S. (1993). *Computers today*. (Vol.1). Mumbai: Himalaya.

Kashyap, M. M. (2003). *Database systems*. New Delhi: Vikas.

Kaul, H. K (1992). *Library networks: An Indian experience*. New Delhi: DELNET.

- Kraynak, J., & Habraken, J. W. (1997). *Internet 6 in 1*. Indianapolis, IN: Que
- Kumar, P. S. G. (2004). *Information technology: Applications, theory and practice*. Delhi: B.R. Publishing.
- Lucy, A. T. (2005). *An introduction to computer based library system*. (3rd ed.) Chichester: Wiley.
- Naik, D. C. (1998). *Internet standards and protocols*. Redmond: Microsoft Press.
- Page, A. J. (1990). *Relational databases: Concepts, selection and implementation*. Wilmslow: Sigma Press.
- Patnaik, S. (2001). *First text book on information technology*. New Delhi: Dhanpat Rai.
- Rajaraman, V. (1995). *Fundamentals of computers*. New Delhi: PHI.
- Satyanarayana, R. (2005). *Information technology and its facets*. Delhi: Manak.
- Saxena, S. (2001). *A first course in computers*. New Delhi: Vikas publishing House.
- Shrivastava, R. K. (2001). *A text book of information technology*. Delhi: Dominant Publishers.
- Shroff, R. (2000). *Computer systems and applications*. Mumbai: Himalaya, 2000.
- Sinha, P. K. (1992). *Computer fundamentals: Concept, systems and applications*. (2nd ed.). New Delhi: BPB Publications.
- Tanenbaum, A. S. (2010). *Computer networks*. Upper Saddle River, NJ: Pearson Education.
- Tanenbaum, A. S., & Wetherall, D. (2014). *Computer networks*. Harlow: Pearson Longman
- Tseng, G., Hiom, D., & Poulter, A. (1997). *The library and information professional s guide to the Internet*. London: Library Association.
- Vishwanathan, T. (1995). *Communication technology*. New Delhi: T.M.H.
- Warland, J. & Varaiya, P. (2000). *High performance communication networks*. UBSD. Xavier,
- C. (2001). *World Wide Web design with HTML*. Boston: McGraw-Hill.
- Zorkoczy, P. (2005). *Information technology: An introduction*. London: Pitman.

INFORMATION PROCESSING: CATALOGUING-III(PRACTICE)

Course Outcomes

The students will be able to:

- prepare accurate and comprehensive catalogue records for non-book materials,
- apply the rules of cataloguing standards to prepare catalogue records – main entries, added entries and other entries - for non-book documents, and
- demonstrate the ability to identify the subject content of the documents and prepare appropriate entries for effective subject retrieval for non-book materials.

Pedagogy

- Hands-on teaching of creation of catalogue records is the predominant method used.

- Application of catalogue codes in cataloguing is taught through lecturing and demonstration.
- Discussion with students – individually and in groups - in practical cataloguing is effectively used.
- Error analysis of the catalogue entries prepared by the students is also major method employed.
- Error analysis of the catalogue entries prepared by the students is also major method employed.
- Practical record keeping is insisted.

Unit wise outline of the syllabus

Special Note: Cataloguing of non-book materials according to AACR2R/RDA and creating records using MARC21 and Dublin Core.

Unit-1

Cataloguing of cartographic, microforms, sound recordings, motion pictures, video recordings and electronic resources by using the latest edition of AACR/RDA:

Unit-2

Creating MARC21 records for simple print documents.

Creating MARC21 records for simple electronic resources.

Creating MARC21 records for complex documents–print and e-resources.

Unit-3

Preparing Simple and Qualified Dublin Core records in HTML.

Unit-4

Preparing Simple and Qualified Dublin Core records in XML.

Preparing Simple and Qualified Dublin Core records in RDF.

Selected Readings:

Anglo-American cataloguing rules. (2002). (2nd Rev. ed.). Ottawa, Ont.: Canadian Library Association.

MARC 21 and Related standards for bibliographic records (2002). New York: LC. <http://dublincore.org>

The Dublin Core Metadata Element Set: An American national standard. (2013). Bethesda, MD: NISO Press.

MARC 21 format for bibliographic data: Update no. 6, October 2005. (2005). Washington, D.C.: Library of Congress, Cataloging Distribution Service.

KNOWLEDGE ORGANISATION: CLASSIFICATION - III (PRACTICE)

Course Outcomes

The students will be able to:

- practically apply the rules of classification scheme (UDC) to derive class numbers for all types of documents,
- demonstrate the ability to solve the difficulties in classification of complex documents, and
- classify the documents according to Universal Decimal Classification (Latest edition).

Pedagogy

- Hands-on teaching is the predominant method used for building class numbers using UDC.
- Introducing the concepts and structure of UDC is taught through lecturing and demonstration.
- Discussion with students – individually and in groups - in practical classification is effectively used.
- Error analysis of the class numbers and book numbers prepared by the students is a major method employed.
- Practical record keeping is insisted.

Unit wise outline of the syllabus

Special Note: Classification the documents according to Universal Decimal Classification (Preferably the latest edition)

Unit-1

Classification of simple documents.

Unit-2

Classification of documents using common auxiliary tables.

Unit-3

Classification of documents using special auxiliary tables.

Unit-4

Classification of complex documents.

Selected Readings:

Raju., A.A.N. (1985). Universal Decimal and Colon Classification.

Sehgal, R.L. An Introduction to Universal Decimal Classification, New Delhi: K.K. Publications

Universal Decimal Classification. Medium English Edition. 2 Vols.

Softcore

PUBLIC LIBRARIES AND INFORMATION CENTERS

Course Outcomes

The students will be able to:

- recognize the importance, principles and role of public libraries in society,
- identify public library finance and delineate the public library movements,
- identify different sections of academic library and illustrates their functions,
- define the principles of collection development in academic libraries, and
- describe the academic library services and networks.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting public libraries to understand their working is employed.
- Visiting public libraries to study the selection tools is effective method used.
- Discussion with public librarians is occasionally organised.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Meaning and definition, origin, objectives, and functions of Public Libraries, History and Development of Public Libraries in India and other countries. Role of Public Libraries in 21st century. Role of government and non-government agencies in the development of public Libraries. Role of public Library in literacy and mass education. Public Library users.

Unit-2

Public Library Finance and Budgeting: Source of public Library finance, Administration of Budget. Study of public Library legislation: Need and importance. An overview of Public Library Acts in UK, USA, and other countries. Public Library Acts in different states with emphasis on Karnataka State Public Library Act, 1965.

Unit-3

Public Library Services: Planning and Organization of various types of Information services to the different categories of users including the physically and mentally challenged persons and special groups: women and children. Rural Library Services; Need and importance; Library users in rural areas. Library services to rural public. Library publicity, exhibition, seminar, book talks, A.V. programs; Mobile Library Services; user awareness programmes. Outreach activities.

Unit-4

Role of national and international associations and organizations in the promotion of public Libraries. Raja Ram Mohan Roy Library Foundation, UNESCO, IFLA etc. Internet Public Library

Selected Readings:

American Library Association (1966). *Minimum standards for public library system*. Chicago: ALA.

- Atman, E. (Ed.). (1980). *Local library administration in association with International city management association*. (2nd ed.). Chicago: ALA.
- Esdails, A. (1957). *National libraries of the World*. London: Library Association.
- Ministry of Education (1959). *Standards of public library services in England and Wales*. London: HMSO.
- Kesavan, B. S. (1961). *National Library of India*. Calcutta: National Library.
- McCloven, L. R. (1951). *Public library extension*. Paris: UNESCO.
- McCloven, L. R. (1942). *Public library system of Great Britain: Report on its present conditions with proposals for reorganization*. London: Library Association
- Mittal, R. L. (1971). *Public library law*. Delhi: Metropolitan.
- Penna, C. A. et.al. (1977). *National library and information services, handbook for planners*. London: Butterworths.
- Ranganathan, S. R. (1950). *Library development plan: A 30-year programme for India with draft library bill*. Delhi: Delhi University.
- White, Carl, M. (Ed.). (1964). *Bases of modern librarianship*. New York: Pergmon.

ACADEMIC LIBRARIES AND INFORMATION CENTERS

Course Outcomes

The students will be able to:

- recognize the principles and role of academic libraries,
- identify different sections of academic library and illustrates their functions,
- define the principles of collection development in academic libraries, and
- describe the academic library services and networks.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting university and college libraries to understand their working is employed.
- Visiting university and college libraries to study the selection tools is an effective method employed.
- Discussion with university and college librarians is occasionally organized.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Academic Libraries. Meaning, Objectives and Functions. Types of academic Libraries. Role of UGC in academic Library development. Collection development and collection management – Book selection principles and policies, procedures and problem.

Unit -2

Academic Library services: Virtual Reference Services, Documentation and Information services, Current awareness services, SDI services. Abstracting and Indexing services, Information product development services, ILL document delivery services.

Unit-3

Academic Library Finance and Budgeting.

Human Resource Management.

Library Buildings and Equipments.

Unit-4

Academic Library networks. Library co-operations: Resource sharing, networks and consortia. International and National scenario. Academic networks: INFLIBNET and its services and activities. OCLC – Its activities and functions. Institutional repositories: Meaning, definitions, need, and benefits.

Selected Readings:

Bavakutty, M. (1988). *Libraries in higher education*. New Delhi: Ess Ess.

Gelfand, M. A. (1968). *University libraries for developing countries*. Paris: UNESCO.

Henry, M. & Morgan, S. (2002). *Practical strategies for modern academic library*. London: Aslib-IMI.

Inamdar, N. B., Isaac, D., Ramaiah, L. S., & Rao, K. R. (1993). *Academic libraries: Role in the national development*. Madras: T.R. Publications.

Jenkins, C., & Mary, M. (1996). *Collection development in academic libraries*. New Delhi: Shree.

Applegate, R. (2010). *Managing the small college library*. Santa Barbara (California): Libraries Unlimited, an imprint of ABC-CLIO.

Srivastava, S. N., & Verma, S. C. (1980). *University libraries in India*. New Delhi: Vikas.

INDUSTRIAL LIBRARIES AND INFORMATION CENTERS

Course Outcomes

The students will be able to:

- recognize the principles and role of industrial libraries and information centres,
- identify different sections of industrial library to illustrates its functions,
- define the principles of collection development in industrial libraries and information centres, and
- describe the library services in industrial libraries and information centres.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting industrial and special libraries to understand their working is employed.

- Visiting industrial and special libraries to study the selection tools is effective method is employed.
- Discussion with industrial and special librarians is occasionally organized.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

The industry –Features, Objectives, Types and structure, Industrial policies, Industrial Information and its impotence, Roles of industrial Libraries, Function and services Industrial Library. Development of Library systems in different countries such as USA, UK and India. Industrial Library users- Types, Need, User study and techniques. User education – Importance and implications.

Unit-2

Collection development policies and procedures. Management of industrial Library collection. Industrial Library Collection - Types, Features and procurement with special reference to parents and specifications; Standards and specifications and trade literature. Problems in collection development.

Unit-3

Human Resource Management- Characteristic of personnel manager, Functional areas of personnel management, Personnel policies. Industrial Library personnel - Kinds, Qualifications, Duties and Responsibilities, Knowledge and skills. Selection and recruitment and performance. Training, Education and performance evaluation. Human Resource Development for management of industrial Information systems and services.

Unit-4

Library and Information Services: Reference services, CAS and SDI services, Abstraction/condensation and Indexing service, Bibliographic service, Document supply service, Information product development service, and Marketing service, On-line Information service. Resource sharing and networking among industrial Libraries. Example of industrial Library networks in different countries. Activities and services if Industrial Support Organisations and Documentation Centres.

Selected Readings:

Ashworth, W. (1985). *Handbook of special librarianship and information work*. (4th ed.). London: ASLIB.

Bakewell, K. G. B. (1969). *Industrial libraries throughout the world*. Oxford: Pergaman.

Conkling, T. W., & Musser, L. R. (2001). *Engineering libraries: building collections and delivering services*. New York: Haworth Information Press.

Hurt, C. D. (1998). *Information sources in science and technology*. (3rd ed.). London: Libraries Unlimited.

Jackson, E. B. (1985). *Special librarianship: A new reader*. Metuchen: Scarecrow Press.

Krishan K. (1973). *Research libraries in the developing countries*. Delhi: Vikas.

Macleod, R. A. & Corlett, J. (Ed.). (2005). *Information sources in engineering: Guides to information Sources*. New Delhi: K. G.Saur Publications.

Malinowsky, H. R. (1994). *Reference sources in science, engineering, medicine and agriculture*. Oryx Press.

Mount, E. (1984). *Management of scientific and technical Libraries*. New York: Haworth.

Pruett, N. J. (1986). *Scientific and technical libraries*. Orlando: Academic.

Singh, S. P and Krishan K. (2005). *Special libraries in the electronic environment*. New Delhi: Bookwell.

BIO-MEDICAL LIBRARIES AND INFORMATION CENTERS

Course Outcomes

The students will be able to:

- recognize the principles and role of bio-medical libraries and information centres,
- identify different sections of bio-medical libraries and information centres and illustrates their functions,
- define the principles of collection development in bio-medical libraries and information centres, and
- describe the bio-medical libraries and information centres services and networks.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting bio-medical libraries to understand their working is employed.
- Visiting bio-medical libraries to study the selection tools is an effective method used.
- Discussion with bio-medical librarians is occasionally organized.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Introduction to health Science Libraries: Growth and development of health Science Libraries. Types of health Science Libraries/Information centres.

Information services: Current Awareness Service, SDI service, Indexing and abstracting service, Literature search. Users of health Science Information.

Unit-2

Health Science Information sources: Sources of Information - Print, Non-print and Electronic media, Institutional Sources of Information. Electronic Sources—e-journals, e-books, databases, Websites-identification, Selection and access. Open Access Sources

Unit-3

Health Science Information Institutions: National Medical Library. WHO. UNICEF, ICMR. Department of Biotechnology. Council of Ayurveda and Siddha. Council of Homeopathy. National Institute of Health and Family Welfare. CDRI. CFRI. CFTRI. NIN.NII. NIC

Unit-4

Information Systems and Networks: HELLIS, MEDLARS, BIOSIS. Trends in Health Science Information System. Application of Hypertext, Hypermedia, Multimedia. Expert System and Artificial Intelligence-PubMed, Open access in Biomedical. Health Information Networks and Resource Sharing and Consortia approaches. HELINET Consortium, HeLLIS, Northeast Florida.

Selected Readings

Carmel, M. (Ed.). (1995). *Health care librarianship and information work*. (2nd ed.) London: LA.

Dixit, R. P. (1995). *Information management in Indian medical libraries*. New Delhi: New Concepts.

Gupta, S. P. (1993). *Information technology and health science libraries*. New Delhi: Medical Library Association of India.

Malinowsky, H. R. (1994). *Reference Sources in Science, Engineering, Medicine, and Agriculture*. Phoenix: The Oryx Press.

Prudence W. (Ed.). (1993). *Library trends: Libraries and information services in the health sciences*. University of Illinois Graduate School.

Sasikala, C. (1994). *Industrial library systems*. New Delhi: Reliance Publishing House.

Wood, M. S. (1994). *Reference and information services in health sciences libraries*. Metuchen, NJ: Medical Library Association.

CORPORATE LIBRARIES AND INFORMATION CENTERS

Course Outcomes

The students will be able to:

- recognize the principles and role of corporate libraries and information centres,
- identify different sections of corporate libraries and information centres and illustrates their functions,
- define the principles of collection development in corporate libraries and information centres, and
- describe the corporate libraries and information centres services, products and networks.

Pedagogy

- Lecturing is a major method used.
- Field work by way of visiting corporate libraries to understand their working is employed.
- Visiting corporate libraries to study the selection tools is an effective method employed.
- Discussion with university and college librarians is occasionally organized.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Introduction- Definition, Need, Nature and Functions of corporate Libraries and Information centres. Learning resources, Types of corporate Libraries and types of users and their Information need. Business school Libraries case analysis.

Unit-2

Collection Development: Objectives and Purpose. Advantages of collection development planning, Implementation and evaluation. Book selection principles and policies, Procedures and problems. Information searching and access. Use of various search techniques

Unit-3

Web based Information services, Corporate librarian 2.0 and Social networks- Blogs, Twitters, Face book, Google buzz etc. for communication. Information analysis and consolidation. Packaging and delivery.

Unit-4

Corporate communications systems and tools-newsletter. Bulletins, preparing for organizing events, Social talks, Conference, News briefs, Press releases, Editing, Reporting. Knowledge management in Corporate Libraries.

Selected Readings:

Bates, M. E., & Basch, R. (2003). *Building and running a successful research business: A guide for the independent information professional*. Information Today, Inc.

Bopp, R. E., & Smith, L. C. (2011). *Reference and information services: An introduction*. (4th ed.). Santa Barbara, Calif.: Libraries Unlimited.

Campbell, M. J. (1982). *Business information services: Some aspects of structure, organisation and problems*. London: Clive Bingley.

Daniells, L. M. (1993). *Business information sources*. (3rd ed.). University of California Press.

Greasley, A. et al. (2002). *Business information systems: Technology, development and management for the E-Business*. Financial Times Management.

Gunningham, N. (2009). *Corporate environmental responsibility*. Farnham, Surrey, England: Ashgate. Hampshire, England: Gower.

Lavin, M. R. (2002). *Business information: how to find it, how to use it*. Phoenix, AZ: Oryx Press.

Malone, S. A. (2007). *How to Set Up and Manage a Corporate Learning Centre*.

Matarazzo, J. M. (1999). *Knowledge and special libraries*. Boston: Butterworth-Heinemann.

Mitchell, L. E. (2009). *Corporate governance*. Farnham, Surrey, England: Ashgate.

Moss, R. W. (2003). *Strauss's handbook of business information: A guide for librarians, students and researchers*. (2nd ed.). Santa Barbara, Calif.: Libraries Unlimited.

Taylor, A. & Farrel, S. (1994). *Information management for business*. London: ASLIB.

Thwaite, J. H. (1990). *The business information maze: An essential guide*. London: ASLIB.

Zaqorsky, J. L. (2002). *Business information: Finding and using data in the digital age*. McGraw-Hill/Irwin.

Open Elective

E-Publishing

Course Outcomes

The students will be able to:

- illustrate types of digital content types,
- explain major encoding standards and principles of web-page designing,
- develop simple webpages in different mark-up languages, and
- demonstrate the use of scripting languages for web page designing

Pedagogy

- Lecturing and demonstration are the major methods used.
- Hands-on teaching is also employed for metadata creation and web-page designing.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Content: Types of content. Digital content types, File formats, Encoding systems ASCII, UNICODE and ISCII.

Unit-2

Markup Languages, SGML, HTML and XML.

Unit-3

Concepts in digitization: Born digital Vs. being digitized, Digitization. Steps involved in digitization: Identification of uses, Factors to be considered (Intellectual value of the resource, legal restrictions – Copyright, Fair use, Orphan works, Finance, Preservation, Technical feasibility), Selecting materials for digitization, Actions for digitizing, Processing for use.

Unit-4

Metadata: Importance, Definition, and Types. Dublin Core. Interoperability - Federation, Harvesting, and Crosswalk. Semantic Web.

Electronic Publishing and scholarly communication, E-journals and e-books.

World Wide Web: History and Evolution, Uniform Resource Locator (URL), Web Servers. Web Browser and Search Engines.

Web Design and Scripting; Introduction to Mark Up languages: SGML, HTML and XML. Scripting languages: Client-side Scripting – VB Script and Java Script: Server-side Scripting – ASP and JSP;

HTML, Open source Web design. Web Tools and apps; Identification, Selection and Criteria for evaluation of websites. Web Tool and Apps for LIS.

Selected Readings:

Karen S. W., Marilyn B, & Stone, T. A. (2003). *Electronic publishing: The definitive guide*. UK: Hard Shell Word Factory.

Klostermann, D. (2011). *The e-book handbook: A thoroughly practical guide to formatting, publishing, marketing, and selling your e-book*. Cambridge: Full Stop.

Loton, T. (2011). *E-book publishing DIY: the do it yourself guide to publishing e-books*. (2nd ed.). United States: LOTONtech.

Meckler, L. (2011). *E-book formatting, self-publishing, marketing tips updated*. USA: Linda E meckler on smash words.

Sahida, F. K. (2010). *Publishing e-book for dummies*. USA: CreateSpace.

Schuster, C. (2011). *E-publishing for writers: Trends and opportunities*. UK: Books to Go Now.

DIGITAL INFORMATION MANAGEMENT

Course Outcomes

The students will be able to:

- differentiate DIKW,
- explain the basic principles of e-publishing and social media,
- demonstrate the ability to use simple and advanced features in web search engines,
- demonstrate the ability to use bibliographic databases, and
- demonstrate increased ability in use of standards and styles for technical writing.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Hands-on teaching is another predominant method employed.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Notion and Nature of Information: Data, Information, Knowledge and Wisdom. Information Life Cycle. Information explosion in modern world and need for Information organization. Introduction to digital Libraries. Electronic documents - Files and file formats. Electronic Publishing and scholarly communication, Web 2.0 concepts and applications – Wikis, RSS, Blogs, Social book marking, Tags, Folksonomy, Meshups, Social Networking.

Unit-2

Search through general Search Engines, Search engines for scholarly literature, Meta Search Engines, Web Indexes, Advanced Search Techniques –Keyword search, Boolean operators, Proximity search,

Phrase search, Field searching, concept searching, Wild Card search, Truncation, Searching of databases, Catalogues etc.

Tools of Internet search: Local search. Vertical search. Search engine optimization. Search oriented architecture. Selection-based search. Social search. Document retrieval. Text mining. Web crawler. Multi search. Federated search. Search aggregator. Index/Web Indexing. Focused crawler. Spider trap. Robots exclusion standard. Distributed web crawling. Web archiving. Website mirroring software. Web search query. Voice search. Natural language search engines. Web query Classification. Image search. Video search engine. Semantic search.

Unit-3

Practical component: Searching of databases, Catalogues. Searching in general search engines and meta search engines. Studying the searching features of the search engines. Searching ProQuest, PubMed, Emerald, EBSCO, JCCC.

Unit-4

Technical Writing and Presentation –Tools, techniques and standards. Writing a technical paper, Making PPT. Foot notes and references. Study of citation style manuals- APA, MLA, and Chicago. Citation Machines, Automatic citation builder, Endnote, Refwork.

Selected Readings:

Alan S. P. & Sarah, S. O. (2009). *Technical writing 101: A real-world guide to planning and writing technical content*. London: Scriptorium Publishing Services.

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

Chowdhury, G. G. & Chowdhury, S. (2002). *Introduction to digital Libraries*. London: Facet publishing.

Chowdhury, G G. (1999). *Introduction to modern information retrieval*. London: Library Association.

Forrester, W. H. & Rowlands, J. L. (1999). *The online searcher's companion*. London: Library Association.

American Psychology Association (2019). Retrieved from <http://www.apastyle.org/>

The Chicago Manual of Style. (2017). Retrieved from <http://www.chicagomanualofstyle.org/>

Modern Language Association (n.d.). Retrieved from <http://www.mla.org/style>

Third Semester

Hardcore

INFORMATION RETRIEVAL SYSTEMS

Course Outcomes

The students will be able to:

- illustrate the basic concepts and processes of information retrieval systems,

- explain the role of subject representation and compare indexing languages,
- demonstrate the ability to derive subject headings through various indexing systems,
- demonstrate the ability to use citation databases, and
- explain and evaluate the information retrieval models.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Hands-on teaching is another effective method used.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit -1

Information retrieval: Definition. History of IR. Functions of information retrieval systems (IRS). Components of information retrieval systems (Lancaster's diagram). Approaches to information retrieval: System-Centered Approach and User-Centered Approach. Kinds of IRS: OPACs, Online databases, Digital libraries and web-based information services and Web Search Engines. Data retrieval Vs. information retrieval.

Search engines as IRS. Meta search engines. Features of Google. Search techniques: Keyword and Phrase search, Boolean search, Truncation search, Proximity search, field-specific search, range search, and federated search.

Unit -2

Subject representation and indexing languages. Need for indexing language. Significance of citation order. An overview of historical development of indexing including but not limited to the contributions of Cutter, Kaiser, Ranganathan, Farradane and Coates.

Pre-coordinate indexing and Post-coordinate indexing. Detailed study of Chain indexing, PRECIS, POPSI, Uniterm, Peek-a-boo, Edge-notched cards.

Unit -3

Understanding derived subject indexing systems: Title based (KWIC, KWOC and KWAC), Citation based (SCI, SSCI, etc.) and Full-Text (STAIRS, LEXIS-NEXIS, etc.). Automatic Indexing: COMPass.

Vocabulary control: Meaning, Need and Importance. Vocabulary control tools – Subject heading Lists and Thesauri. Thesaurus Construction. Case Study of Controlled vocabularies/ Ontologies including but not limited to ERIC, MeSH, SLSH, LCSH, and Getty.

Unit -4

IR models. Concepts of Ranking, Term weight, Document frequency (DF), Inverse Document Frequency (IDF). Study of structural models – Boolean model and vector space model.

Need for evaluation of information retrieval systems. Understanding the criteria for evaluation including but not limited to recall, precision, specificity and exhaustivity.

Evaluation studies: Aslib/Cranfield, MEDLARS, TREC, SMART.

Selected Readings

- Atchison, J. & Gilchrist, A (1972). *Thesaurus construction, a practical manual*. London: Aslib.
- Austin, D. (1984). *PRECIS: A manual of concept analysis and subject indexing*. (2nd ed.)
- Chernyi, A. I. (1973). *Introduction to information retrieval theory*. Viniti.
- Chowdhury, G. G. (2010). *Introduction to modern information retrieval*. Facet.
- Cleveland, D. B., & Cleveland, A. D. (1983). *Introduction to indexing and abstracting*.
- Foskett, A.C. (1982). *The subject approach to information*. (4th ed.) London: Bingley.
- Jennifer E. Rowley. (1987). *Organising knowledge: An introduction to information retrieval*. Aldershot: Gower.
- Kochen, M. (Ed.). (1974). *Principles of information retrieval*.
- Lancaster, F. W. (1979). *Information retrieval systems: characteristics, testing, and evaluation*. (2nd ed.). New York, John Wiley.
- Lancaster, F. W. (2003). *Indexing and abstracting in theory and practice*. London: Facet Publishing,
- Rowley, J. E. (1994). The controlled versus natural indexing language debate revisited: A perspective on information retrieval practice and research. *Journal of Information Science*, 20(2), 108-119.
- Vickery, B. C. (1970). *Techniques of information retrieval*. London: Butterworths.

LIBRARY AUTOMATION AND NETWORKS

Course Outcomes

The students will be able to:

- illustrate the basic concepts, processes and development of library automation systems,
- identify the functional features of automated housekeeping operations,
- explain the standards and protocols used for automated library systems,
- delineate the library automation software and tools, and
- explain the library automation networks and consortia.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Hands-on teaching is another effective method used.
- Fieldwork by visiting libraries to observe library automation systems is a method used.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Library automation: Meaning and Definition, Need, Purpose and Advantages. Historical development.

Automation of housekeeping operations: Acquisitions, Cataloguing, OPACs, Circulation and Serials control.

Planning for Library automation: Strategies for Library Automation: Factors- Internal and External, Prerequisites, Library Automation Tasks. Retrospective Conversion: Strategies and Techniques.

Infrastructure Requirements for library automation: Manpower, Hardware, Software, Cost, Physicalequipment and Furniture.

Unit-2

Criteria for evaluation of library automation systems. Evaluation techniques, Study of standards relevant to library automation- MARC21, Dublin Core, ISO 2709, and Z39.50.

Salient features of ILMS software – Koha, Libsys, EasyLib etc.

Application of Barcode and RFID Technology for Library Functions.

Unit-3

Historical developments of library cooperation, resource sharing and networks:

Library and information networks - Study of the objectives, functions, services and activities – NICNET, ERNET. INFLIBNET, DELNET,CALIBNET, PUNENET, ADINET, MALIBNET, BONET, BALNET, OCLC, RLIN, BLAISE, JANET, AARLN

Unit-4

Library consortia- Need, importance and objectives, types, issues, prospects and limitations

Library consortia in India: FORSA,TIFR Libraries Consortium, DAE Consortium, IIM Libraries Consortia, National Knowledge Resource Consortium (NKRC), INDEST Consortium, HELINET, UGC- E-Shodhsindhu Digital Library Consortium, MCIT Library Consortium, CeRA, ERMED, DRDO Consortium, DeLCON Consortium, SPACENET, ICMR e-Consortia,N-List, VTU Consortium, and ICICI Knowledge Park

Library Consortia in abroad: CARLI, CONCERT,CURL,EIFL and ICOLC

Selected Readings:

Balakrishnan, S. (2000). *Networking and the future of libraries*. New Delhi: Ess Ess.

Bose, K. (1994). *Information networks in India: problems and prospects*. New Delhi: Ess Ess Publication.

Cohn, J. M., Kelsey, A. L., Fiels, K. M., &Muirhead, G. (1998). *Planning for library automation:A practical handbook*. London: Library Association.

Haravu, L. J. (2004). *Library automation: Design, principles and practice*. London: Allied publishing.

Harries, S. (1993). *Networking and telecommunications for information systems: Anintroduction to information networking*. London: Library Association Publishing.

Kaul, H. K. (1992). *Library networks, an Indian experience*. New Delhi: Virgo Publications.

Pedley, P. (2001). *The invisible web: searching the hidden parts of the Internet*. London:Aslib-IMI.

Ramamurthy, C.R. (2003). *Globalisation and library information networking*. NewDelhi:Author Press.

Reynolds, D. (1985). *Library automation: Issues and applications*. New York: Bowker. Saffady, W. (1999). *Introduction to automation for librarians*. American Library Association.

Satyanarayana, N. R. (1995). *A manual of computerization in libraries*. New Delhi:WishwaPrakashan.

Satyanarayana, R. & Rajan, T. N (1984). *Information networks: Structure and operation with reference to India*. International Information Communication and Education

Tracy, J. I. (1986). *Library automation for library technicians: An introduction*. Metuchen, NJ:Scarecrow Press.

LIBRARY AUTOMATION SOFTWARE (PRACTICE)

Course Outcomes

The students will be able to:

- use the library automation software for library automation activities,
- demonstrate the skills for search OPACs and search engines,
- demonstrate the skills in searching and using of citation databases.

Pedagogy

- Hands-on teaching is the predominant method employed.
- Practical record keeping is also used.
- Field work by visiting libraries to observe the implementation of automation systems is a method used.

Unit wise outline of the syllabus

Unit-1

Creation of Database: CDSISIS / WINISIS.

Unit-2

Extensive training in any one of the popular library software: Koha/Libsys/SOUL/EasyLib, etc., whichever is available

Unit-3

Training for searching OPACs - Library of Congress, Mysore University Library

Training for searching search engines - Google, Google Scholar

Unit-4

Searching Citation Databases (WoS/Scopus)

Softcore

MARKETING OF INFORMATION PRODUCTS AND SERVICES

Course Outcomes

The students will be able to:

- explain the role and importance of information industry in the modern society,
- illustrate the basic concepts and processes involved in marketing of information,
- apply the basic marketing principles and processes to library and information science products, and
- assess the marketing tools and techniques applicable to information products.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Fieldwork by visiting libraries is another effective method used.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Emergence of Information Society and Knowledge Society and conceptualization of Information as a Resource: as a commodity and Information economics, Economics of Information; Growth of Information Industry and Implications on Library and Information Services and Products. Trans border data flow: agencies in TBDF, types of TBDF, barriers in BDF – access, linguistic, legal, economic and cultural (Information Consolidators, Aggregators, and Consortia etc.)

Unit-2

Marketing concepts; - Corporate Mission; Marketing Strategies. Concept of Marketing in Non-profit Organizations. Portfolio Management BCG Matrix Model; Product Market Matrix; Product Life Cycle, Pricing Information.

Unit-3

Marketing Mix; Kotler's Four C's; McCarthy's Four P's. Packing, Branding and Advertising

Unit-4

Marketing Plan & Research: Corporate Identity, Marketing plans: Marketing Research. Market Segmentation and Targeting; Geographic and Demographic Segmentation; Behavioural and Psychographics Segmentation; User Behaviour and Adoption. Costing and Pricing of Information products and service – objectives and Importance. Influencing factors in pricing. Techniques of pricing Marketing Information Products & Services.

Selected Readings:

Cawkell, A. E., (Ed.). (1987). *Evolution of an information society*. London: ASLIB.

Cronin, B. (1981). *Marketing of library and information services*. London: ASLIB.

Eileen, E. D. S. (2002). *Marketing concepts for libraries and information services*. (2nd ed.). London: Facet Publishing.

IASLIC (1988). *Marketing of library and information services*. Paper presented at 13th IASLIC Seminar. Calcutta.

Jain, A. K. et al. (Eds.). (1995). *Marketing of information products and services*. Ahmedabad: IIM.

Kotler, P. (1975). *Marketing for non-profit organization*. New Delhi: Prentice-Hall.

CONSERVATION AND PRESERVATION OF INFORMATION RESOURCES

Course Outcomes

The students will be able to:

- illustrate the basic concepts and processes of conservation and preservation of information resources,
- delineate the environmental, biological and human hazards to library materials,
- explain the methods of conservation and preservation, and
- exhibit the ability of applying digital conservation and preservation procedures.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Fieldwork by visiting libraries is another effective method used.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Introduction to concepts of archiving, Preservation and Conservation. Need and significance of Archiving, Preservation and Conservation of Information Resources.

Evolution of writing materials: Clay, Papyrus, Metallic plates, Skin, Parchment, Vellum, Palm leaves, etc. - Their history, nature, use as writing materials and their preservation. History of paper making, Different types of paper and their nature.

Unit-2

Different types of Library materials, their preservation and maintenance: Paper Based materials- Book and Non-Book materials, Library Binding, Binding Standards. Other Materials: AN records, Magnetic Plates, Tapes & Diskettes, Microforms, Optical media, Magneto Optical Discs, etc.

Unit-3

Hazards to Library materials and their preservation: Environmental hazards, Biological hazards and Human being as an enemy of Library materials. Disaster prevention and recovery. To study various National Archival Initiatives of different countries: NARA of US, Australian National initiatives, Public archives of Canada etc.

Unit-4

Records Management: Concepts and issues involved. Information Resource Management.(include Electronic Resource Management), Code of Ethics for Archivists. Digital Preservation

Selected Readings:

Baloffet, N., Hille, J., & Reed, J. A. (2005). *Preservation and conservation for libraries and archives*. Chicago: American Library Association.

Belicove, M. E., & Kraynak, J. (2007). *Internet yellow pages: the fun, fast, and easy way to get productive online*. Indianapolis, Ind.: Que.

Henderson, K. L. (1983). *Conserving and preserving library materials*. Urbana-Champaign, Ill.: University of Illinois, Graduate School of Library and Information Science.

Johnson, P. (2009). *Fundamentals of collection development and management*. 2nd Ed. Chicago: American Library Association.

Wynar, B. S., Strickland, S. D., & Graff, S. M. (1999). *Library and information science annual*. Englewood, Colo.: Libraries Unlimited.

USERS AND USER STUDIES

Course Outcomes

The students will be able to:

- interpret the concepts involved in information seeking and use,
- explain the concepts, types, levels and factors involved in information need,
- identify the characteristics of information users,
- delineate the user studies and the methodology.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Fieldwork by visiting libraries is another effective method used.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Information seeking and use: Need for a conceptual framework; Theory of Information seeking; the desired characteristics of the theory: integrating theories of. Information seeking with broader theories and framework study of attempts towards developing conceptual frameworks; Classification of approaches to conceptual framework; sources of theory; contributions of Mensal, Paisley, T.J. Allen, Dervin and Crane.

Unit-2

Information need: Definitional and conceptual problems. Distinction between needs, wants, demands and requirements; Levels of Information need -Taylor's model, Lancaster's four levels, Cronin's three levels; Koikela's two levels of Information need; Kinds of Information needs: Continuous and Discreet needs; Application needs and Nutritional needs. Factors affecting Information need: Classification of factors, Dynamics of Information need situation; Paisley's schema of factors, Wilson's categorization of factors. Mick et.al's model of factors. Taylor's variables of Information need.

Unit-3

User: -Understanding the psychology of Information user; categorization of user; Identifying users and potential users; users by professional groups-industrial, commercial etc., Information use & user studies: Origin, development and evolution of user studies, the two generations of user studies: The first generation studies- their characteristics, contributions and limitations; The second generation user studies: Their characteristics and contributions, Usage study.

Unit-4

Methodology of user studies: Study of various methods and tools: Quantitative and Qualitative methodologies; survey methods and experimental approach; Questionnaire, interview and other traditional tools/methods: Participant observation, Diary method, time-line series method of Dervin and others; use of psychometric methods; the promise of quantitative methods and psychometric methods.

Selected Readings:

Brittain, J. M. (1970). *Information and its users: a review with special reference to the social sciences*. Bath: Bath University Press.

Chowdhury, G. G., & Chowdhury, S. (2011). *Information users and usability in the digital age*. New York: Neal-Schuman Publishers, Inc.

Dobрева, M., ODwyer, A., & Feliciati, P. (2012). *User studies for digital library development*. London: Facet Publishing.

Kim, C. H., & Little, R. D. (1987). *Public library users and uses: A market research handbook*. Metuchen, N.J.: Scarecrow Press.

Kopycinski, D., & Sando, K. (2007). *User surveys in college libraries*. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries.

Sridhar, M. S. (2002). *Library use and user research: With twenty case studies*. New Delhi: Concept Pub. Co.

Open Elective

INTERNET AND SEARCH ENGINES

Course Outcomes

The students will be able to:

- illustrate the basic concepts and processes of Internet, search engines and web technologies,
- explain principles of and protocols in search engines and web technologies, and
- demonstrate the using of social networking tools.

Pedagogy

- Lecturing and demonstration are the major methods used.
- Hands-on teaching is another effective method used.
- Engaging and interacting with the students through online and social media platforms.

- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Internet: Origin, History and Evolution. Internet based library and information services. Web Browsers-Internet explorer, Google chrome, Firefox. Search engines and metasearch engines: Search strategies.

Unit-2

Search Engines and Crawlers: need, objectives, types; Web: structural and evolutionary characteristics, Evolution of web: Web 1.0, 2.0, and 3.0; Measuring the quality of a search engine, Precision/recall Internet and Search Engine Retrieval; Search tools and techniques.

Unit-3

Electronic communication: TCP/IP. E-mail. E-commerce. Cybercrimes and Laws: Regulation of Cyber Laws, IT Bill 2001 (Govt. of India) and its Amendments. Internet Security (Firewalls, Hacking etc.)

Unit-4

Social networks: Wikis, LinkedIn, Facebook, Google+, Twitter, Web Designing Tools- Mark-up Languages (HTML) Evaluation of Web Sites and Web Resources

Selected Readings:

Alfred & Glossbrenner, E. (2001). *Search engines for the World Wide Web*. (3rd ed.). Peachpit Press.

Heydon, A., & Najork, M. (1999). Mercator: A scalable, extensible web crawler, *World Wide Web*, 2(4), 219-229.

Yates R. B., & Neto, R. B. (1999). *Modern information*. (Rev ed.). Wesley.

Arasu, A., et al., (2001). *Searching the Web ACM transactions on Internet technology*.

Chakrabarti, S. (2003). *Mining the web: Discovering knowledge from hypertext data*. Amsterdam: Morgan Kaufmann.

Ellen, S., & Stein, L. A. (2000). Squeal: A structured query language for the web. *Computer Networks*, 33(1-6), 95-103,

Brin, S. & Page L. (1998). *The Anatomy of a Large Scale Hyper textual Web Search Engine*. Paper presented at Seventh International World Wide Web Conference.

Bergman, M. K. (2001). White paper: The deep web: Surfacing hidden value. *The Journal of Electronic Publishing*, 7(1). doi:10.3998/3336451.0007.104

ELECTRONIC INFORMATION SOURCES AND SERVICES

Course Outcomes

The students will be able to:

- compare and analyse the characteristics of different types of electronic information sources,
- exhibit the ability to select appropriate electronic information sources for information query,
- exhibit the using of bibliographic and full text databases and directory services, and
- explain the characteristic features of information systems.

Pedagogy

- Lecturing and demonstration are the main methods used for teaching this unit.
- Visiting Mysore University Library websites and other library websites to search e-sources for reference questions.
- Quizzing on the e-reference sources
- Discussion with the library staff about library reference collection and user interaction.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Information Sources: Concept, Types/ Kinds, Characteristic features and use. Types of sources (Primary, Secondary, Tertiary and Non- Documentary Sources) Evaluation of Information Sources.

Unit-2

Electronic Information resources: Meaning and definition, Growth and development, Types. E-Journals, e-Books, e-Theses, e-newspapers, Blogs, Wikis. Free online Dictionaries, Non-free online dictionaries, Free Thesauri. Encyclopaedia, Virtual Libraries, Subject gateways and Portals

Unit-3

Free databases and fee based bibliographical and full text databases, subject related websites, Institutional repositories, Open Archives and digital Libraries. Resource Sharing and Networks: Consortia- Importance and objectives. Study of Information networks and Digital Library Consortia.

Unit-4

Components of Information System: Libraries, Documentation Centres, Information centres, Data centres, Data Banks, Museums, Memories, Publishing Houses. Virtual Reference Desk.

Selected Readings:

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

Cooper, M. D. (1996). *Design of Library automation systems: File structures, data structures and tools*. New York: John Wiley.

Dickson, G. W., & DeSanctis, G. (2003). *Information technology and the future enterprise: New models for managers*. Taipei: Pearson Education Taiwan Ltd.

Ferris, Jeffrey A. (2000). *Windows 2000: Development and desktop management*. Indiana: New Riders.

Gallimore, A. (1997). *Developing on IT strategy for your library*. London: Library Association.

Krishan Kumar (1996). *Reference service*. (5th ed.). New Delhi: Vikas,

Lesk, Michael (1997). *Practical digital Libraries: Books, bytes and bucks*. San Francisco: Morgan Kaufmann.

Ormes, S., & Dempsey, L. (Eds.). (1997). *The internet, networking and the public Library*. London: Library Association.

Sharma, K. J. (2003). *Print media and electronic media: Implications for the future*. Delhi, Authorspress.

Infolibrarian: Rely on our shoulders for quality information. (2018). Retrieved from <http://www.infolibrarian.com>

Library spot (2016). Retrieved from <http://www.Libraryspot.com>

Refdesk. (2019). Retrieved from <http://www.refdesk.com>

Fourth Semester

Hardcore

INFORMATION SYSTEMS AND SERVICES

Course Outcomes

The students will be able to:

- compare and analyse the characteristics and components of information systems,
- explain the concepts involved in information seeking behaviour,
- explain the functions of national and international information systems, and
- delineate the information services.

Pedagogy

- Lecturing is the main methods used for teaching this unit.
- Visiting the websites of information systems by the students is encouraged.
- Visiting a few libraries to practically see the information services.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

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

Unit-2

Understanding the different systems and their services. Understanding the user communities- Identification of user communities; Introduction to the user centered approach to Information seeking behavior. User Education - methods and techniques. User studies.

Unit-3

Study of National Documentation Centres, Information Systems and programmes- NISCAIR, DESIDOC, NASSDOC. Study of International Information Systems and programmes- CAS, INSPEC, AGRIS, BIOSIS, INIS, MEDLARS, ASINFO, COMPENDEX. ISI.

Information policies and programmes. Planning, Design and Evaluation of Information systems.

Unit-4

Information Services- Reference and Documentation Services: Introduction to references services, Examination of reference collection for various types of Libraries. Current Awareness Services (CAS): SDI service. Abstracting service - Abstracting techniques, Types of abstract, abstracting writing (style, content) Abstracting bulletins. Indexing services. Alerting services- List Servs and other email based services. Survey of List servs in different disciplines. FAQs –Developing FAQs- methods and techniques. Virtual Reference Desk. VRD- Management, technology and resources. The evolution of VRD. Major VRD projects. Virtual Libraries. Developing portals and virtual Libraries. Data mining for Information.

Selected Readings:

Guha, B. (1983). *Documentation and information: Services, techniques and systems*. Calcutta: World Press.

Gupta, B. M. et al. (1991). *Handbook of libraries, archives, information centres in India*. New Delhi: Aditya Prakshan.

Krishan Kumar (1990). *Reference service*. New Delhi, Vikas.

Lucas, Amy. (Ed.). (1989). *Encyclopaedia of information systems and services*. Detroit: Gale Research.

Neelameghan A. & Prasad, K. N. (Eds.). (2005). *Information systems and services in India*. Bangalore: SRELS.

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

Vickery, B. (1987). *Information systems*. London: Butterworths.

OCLC. (2019). Retrieved from <http://www.oclc.org>

DELNET (Developing Library Network). (2019). Retrieved from <http://www.delnet.in/>

INFLIBNET. (2019). Retrieved from <http://www.inflibnet.ac.in>

RESEARCH METHODOLOGY

Course Outcomes

The students will be able to:

- develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling,
- explain the concepts in qualitative research techniques,
- exhibit the skills measurement & scaling techniques as well as the quantitative data analysis, and
- demonstrate the skills in application of statistics for data analysis and hypothesis testing.

Pedagogy

- Lecturing is employed as the main teaching method.
- Demonstration of research design, process and formats through the theses available on Shodhganga and other e-theses portals.
- Hands-on teaching for problems in application of statistics.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Foundations of research: Meaning and definition, Nature, and objectives of research, Types of research, Basic concepts of research. Areas of research in Library and Information Science. Role of research in the development of scholarship.

Unit-2

Planning of research, The Planning process; Review of literature. Selection of a problem for research - Mode of selection, Sources of problems, Process of identification, Criteria of selection, Formulation of the selected problem. Hypothesis – Meaning, Types, Sources, Functions, Research design - Essentials of good research design & its importance, Ethical aspects of research; Literature search – print, non-print and electronic sources. Research design / writing the research proposal.

Unit-3

Research methods: Quantitative and qualitative methods of LIS research - Scientific Method, Historical method, Descriptive Method, Survey method, Observation method, Experimental method, Case-Study method. Delphi method and Interview method. Research techniques and tools: Questionnaire - Types of questions, Structured and unstructured questions, Cautions regarding questions & questionnaires. Interview schedule – Types, Merits & limitations; Measurements indices, Pilot studies. Rating scales and check lists.

Unit-4

Sampling & data collection: Sampling techniques, Sample design or choice of sampling techniques, sample size, Sampling and non-sampling errors. Meaning and importance of data, Sources of data, Types of data, Use of secondary data. Statistical analysis of data: Descriptive Statistics – Measures of central tendency, Mean, Median and Mode; Tabulation and Generalization; Measures of dispersion – Range, Intermediate ranges, Measures of aggregate dispersion, Mean-absolute deviation, The variance and covariance, and Standard deviation & Normal distribution. Chi-square test.

Graphical presentation of data and report writing: Meaning & importance, commonly used graphics forms-line graphs or charts. Histograms, Frequency polygons, Ogive bar charts, pie charts & pictogram. Sociometry, Statistical Packages – SPSS.

Research reporting: Organisation of report, Structure, Style, Contents, Guidelines of Research

Reports, Style Manual – Chicago, MLA, APA etc. E-Citation and Methods of Research Evaluation.

Selected Readings

Busha, C. and Harter, S. S. (1980). *Research methods in librarianship: Techniques and interpretation*. Orlando, Academic press.

Charles, H. et.al.(1993). *Research methods in librarianship: Techniques and interpretations*, New Delhi: Sage.

Fowler, F. J. (1993). *Survey research methods*. New Delhi: Sage.

Goode, W. J. &Hatt, P.K. (1986). *Methods in social Science research*. New Delhi: McGraw Hill.

Krishan Kumar (1992). *Research methods in library and information science*. New Delhi: Vikas.

Krishnaswami, O. R. (1993). *Methodology of research in social sciences*. Bombay: Himalaya.

Leddy, P. D. (1980). *Practical research: Planning design*. London: Clive-Bingley.

Line, M.B. (1967). *Library surveys*. London: Clive Bingley.

Nicholas D. &Ritchil, M. (1979). *Literature and bibliometrics*. London: Clive Bingley.

Ravichandra Rao, I. K. (1985). *Quantitative methods for library and information science*. New Delhi: Wiley Eastern.

Slater, M. (1990). *Research methods in library and information studies*. London: L.A.

Stevens, R.E. (Ed.). (1971). *Research methods in librarianship*. London: Clive Bingley.

Softcore

DIGITAL LIBRARIES AND E-PUBLISHING

Course Outcomes

The students will be able to:

- explain the concepts, components, frameworks and models of digital libraries,
- illustrate digital library architecture, protocols and types of digital contents,
- exhibit the skills in digitization of resources,
- explain major issues involved in the digitization process, and
- develop simple webpages in different mark-up languages.

Pedagogy

- Lecturing and demonstration are employed as the main teaching methods.

- Informal discussions with the librarians and alumni on their visit to the department on the development of digital libraries.
- Visiting of digital library and institutional repository webportals.
- Assignments and seminars are also used.

Unit wise outline of the syllabus

Unit-1

Digital libraries: Definition and Need. Traditional libraries Vs. Digital libraries. Characteristics of digital libraries. Study of historical evolution of digital libraries including but not limited to DLI, DLI-2, NSDL, the origin of other long-term DL projects.

Understanding the outline of conceptual models for Digital libraries: Digital Libraries Reference Model-DLRM, 5S Framework for Digital Libraries, DELOS Classification and Evaluation Scheme, CIDOC Conceptual Reference Model, and DOLCE-based Ontologies for Large Software Systems.

Unit-2

Digital library architecture: Federated architecture, Distributed architecture and Service Oriented Architecture (SoA). Components of digital library.

Digital library protocols: OAI-PMH, SOA, P2P, VIDI, Z39.50, DLIOP.

Content creation and archiving: File formats (XML, PDF, PDF/A, IFF, GIF, JPEG, JP2, Flashpix, ImagePac, PNG), File name extensions, Bitstream copying, Emulation, Transformation, Migration, Refreshing – copying content to new media periodically, Modified Refreshing.

Unit-3

Concepts in digitization: Born digital Vs. being digitized, Digitization. Steps involved in digitization: Identification of uses, Factors to be considered (Intellectual value of the resource, legal restrictions – Copyright, Fair use, Orphan works, Finance, Preservation, Technical feasibility), Selecting materials for digitization, Actions for digitizing, Processing for use.

Case study of digitization projects: Google books library project, Open content alliance (OCA), American memory, Universal Digital Library. Indian Digital Library Initiatives (IDLI): National Digital Library of India, Shodhganga, Million Book Digital Library Project.

Evaluation of digital libraries: Criteria and steps in evaluation.

Unit-4

Creating Web documents- Mark Up Languages- SGML, HTML and XML. Creating documents in HTML. HTML editors and tools. XML and its features- XML tools.

Metadata: Importance, Definition, and Types. Dublin Core. Interoperability - Federation, Harvesting, and Crosswalk. Semantic Web.

Selected Readings:

Andrew, C. (2010). Introduction to digital library management. London: Facet Publishing.

Arms, W. Y. (1995). Key concepts in the architecture of the digital library. *D-Lib magazine*, 1(1). <http://dx.doi.org/cnri.dlib/july95-arms>

- Chowdhury, G. G. & Chowdhury, S. (2003). *Introduction to digital libraries*. London: Facet.
- Deegan, M. & Tanner, S. (2006). *Digital preservation*. London: Facet Publishing.
- Deegan, M. & Tanner, S. (2010). *Digital futures strategies for the information age*. London: Facet Publishing.
- Iglezakis, I., Synodinou, T., & Kapidakis, S. (2011). *E-publishing and digital libraries: legal and organizational issues*. Hershey, PA: Information Science Reference.
- Jones, R. et al... (2006). *The institutional repository*. Oxford: Chandos Publishing.
- Judith, A. & Derek, L. (2004). *Digital Libraries*. Hants: Ashgate.
- Karen S. W. Marilyn B, Stone, T. A. (2003). *Electronic publishing: The definitive guide*. UK: Hard Shell Word Factory.
- Nicholas, D. & Rowlands, I. (2010). *Digital consumers reshaping the information professions*. London: Facet Publishing.
- Rao, R. (1996). *Library automation*. New Delhi: New Age International.
- Richard, J. (2006). *The institutional repository*. Oxford: Chandos Publishing.

Digital Library Software(PRACTICE)

Course Outcomes

The students will be able to:

- use the digital library software,
- demonstrate the skills for installation of digital library software and digitization process.

Pedagogy

- Hands-on teaching is the predominant method employed.
- Practical record keeping is also used.
- Field work by visiting libraries to observe the implementation of digital library systems is a method used.

Unit wise outline of the syllabus

Unit-1

Installation of Greenstone. Creating collection. Building a small collection of HTML files, Image Collection

Unit-2

Building collection: Word and PDF files, Multimedia collection. Formatting the Word and PDF collection.

Unit-3

Building communities and collections in DSpace.

Unit-4

Searching in digital libraries: National Digital Library of India, Shodhganga, NDLTD.

WEBOMETRICS, INFORMETRICS & SCIENTOMETRICS

Course Outcomes

The students will be able to:

- explain the concepts of bibliometrics, informetrics and scientometrics,
- exhibit the skills to apply the classical bibliometric laws and other notable regularities,
- demonstrate the skills in searching and using of citation databases,
- demonstrate the ability to use citation analysis methods,
- delineate the bibliometric and citation indicators.

Pedagogy

- Lecturing and demonstrations are the major methods used.
- Hands-on teaching is used to solve the problems in bibliometric laws.
- Hands-on for searching and data collection from citation databases and other bibliographic databases is encouraged.

Unit wise outline of the syllabus

Unit-1

Basic concepts: Bibliometrics, Informetrics, Scientometrics – Meaning, definitions and scope. Historical development.

Unit-2

Study and application of Classical Bibliometric Laws – Lotka's law of scientific productivity, Bradford's law of scatter, and Zipf's law of word occurrence. Other notable regularities: 80/20 rule, Success-breeds-success model, law of Price.

Unit-3

Study of the citation concepts: citation analysis, citation network, citation matrix, bibliographic coupling, co-citation analysis, Journal Citation Reports.

Growth and obsolescence of literature. Various growth models, the half-life analogy, determination of aging factor and half-life, real vs apparent, synchronous and diachronous.

Unit-4

Bibliometric Indicators: Publication indicators, Journal indicators (including but not limited to impact factor, immediacy index, cited half-life, scimago journal rank), and citation indicators (including but not limited to h-index, g-index, w-index, i10 index, citation index, self-citation)

Science Indicators. Web Impact Assessment. Link Analysis. Trends in informetrics – altmetrics.

Selected Readings

Egghe, L. & Rousseau, R. (2001). *Elementary statistics for effective library and information services management*. London: Aslib,

Garfield, E. (1979). *Citation indexing: Its theory and applications in science, technology and humanities*. New York: John Wiley.

Meadows, A. J. (1974). *Communication in science*. London: Butterworths.

Neuendorf, K. (2002). *The content analysis guide book*. London: Sage.

Nicholas D. & Ritchi, M. (1979). *Literature & bibliometrics*. London: Clive Bingley.

Ravichandra Rao, I. K. (1985). *Quantitative methods for library and information science*. New Delhi: Wiley Eastern.

Thelwall, M. A. (2009). *Introduction to webometrics: quantitative web research for the social sciences*. San Rafael: Morgan & Claypool.

PROJECT WORK/ DISSERTATION

Course Outcomes

The students will be able to:

- acquire the ability to select topics for research/project,
- conduct literature review on the topic selected,
- develop the research design and hypotheses for the topic selected,
- analyse the data and report the findings, and
- compile bibliography using standard style manual.

Pedagogy

- Discussion is the main method employed.
- Hands-on with databases for searching literature.
- Group interaction with research students in the department.
- Exploring the theses and dissertations from ETD portals.

Candidate has to prepare a project report/dissertation under the supervision of the faculty of the department.

Open Elective

SCHOLARLY COMMUNICATION

Course Outcomes

The students will be able to:

- explain the concepts and principles of scientific scholarship and communication,
- illustrate the influencing factors on scientific scholarship and communication, and

- delineate the open content and implications of intellectual property rights.

Pedagogy

- Lecturing and demonstrations are the major methods used.
- Hands-on with Internet and social media platforms is also used.
- Visiting appropriate websites and collating the nascent ideas is also a method employed.
- Seminars and assignments is also used as a method of imparting skills in the students.

Unit wise outline of the syllabus

Unit-1

Republic of Science and Scholarship: Foundations of Science and scholarship. Principles and paradigms of scientific culture/scholarship: Historical perspective of scholarly communication systems. Scholarship and scholarly traditions. Study of journals, their functions, working and processes. The importance of scientific and professional societies in journal publishing; the peer review process; the migration of peer review journals from print to Web-based; Serials pricing crisis phenomena.

Unit-2

Rise of Internet as game changer in scholarship, communication, and daily lives.

Evolution of Internet/Electronic publishing; Web 2.0 and the emergence of Wikipedia; slideshare; You Tube; blogs and others as mainstream media. E-Science, Open Data and cyberInfrastructure.

Unit-3

Open Access Movement: understanding OA—concepts, principles, ideology and philosophy of Open Source, Open Content; Open Educational Materials and Open Access to scientific literature; the Green and Gold route to OA. Familiarity with the people and organisations behind the OA movement. Study of Open source software for IR and DL: DSpace; Eprints; Fedora; Kete.

Unit-4

Copyrights issues. Understanding copyrights. Creative Commons. Licensing issues. Scientometrics and metrics of scholarly communication. Innovations in measuring Science and scholarship. Mapping Science and tools and parameters: usage and influence factors.

Selected Readings:

Andersen, D. L. (2004). *Digital scholarship in the tenure, promotion, and review process*. Armonk, N.Y.: M.E. Sharpe.

Derricourt, R. (1996). *An author's guide to scholarly publishing*, Princeton. N.J.: Princeton University Press.

Donohue, J. C. (1974). *Understanding scientific literatures: Bibliometric approach*. Cambridge, MIT Press.

Gabriel, Michael. (1989). *A guide to the literature of electronic publishing: CD-ROM, desktop publishing, and electronic mail, books and journals*. Conn.: Jai Press.

<http://www.Library.cornell.edu/scholarlycomm/openaccessday.html>

Machlup, F. et al.(Eds.). (1980). *Information through the printed word: The dissemination of scholarly, scientific, and intellectual knowledge*. New York: Praeger Publishers.

Nisonger, T. E. (2007). Journals in the core collection: Definition, identification, and applications. *The Serials Librarian*, 51(3-4), 51-73.

INFORMATION LITERACY

Course Outcomes

The students will be able to:

- illustrate the concepts of information literacy and user education,
- explain the types, models, standards and guidelines in information literacy,
- delineate the impact of information literacy on higher education, and
- explain the issues and trends in information literacy.

Pedagogy

- Lecturing and demonstrations are the major methods used.
- Visiting the appropriate websites and collating the nascent information and ideas is also a method employed.
- Seminars and assignments is also used as a method of imparting skills in the students.

Unit wise outline of the syllabus

Unit-1

Basics of Information Literacy, Information literacy: Meaning, Definition, Need, Importance. Historical perspective of Information literacy. User education to information literacy. Types of Information Literacy: Technology literacy, media literacy, computer and digital literacy.

Unit-2

Types of Information Literacy, Types of Information Literacy: Library Literacy, Technology literacy, media literacy, computer and digital literacy. Information literacy Models and Standards, Models of Information literacy: SCONUL model and Empowering 8 model. B-6, Seven Pillar, ELLIS. Guidelines and standards for Information literacy programs: ALA, IFLA, ACRL. Taskforces and forums.

Unit-3

Information Literacy and higher education, Information Literacy and Higher Education; Role of Libraries in Information literacy. Information literacy in India, LIS profession. Information Literacy methods, Information Literacy Competencies, Challenges of Information literacy. Information literacy instructions in different types of Library and Information centers. Biblion.

Unit-4

Trends in Information Literacy, Current trends in Information literacy. Information Literacy and Lifelong learning, Study of Information literacy programs in the world including India.

Selected Readings:

American Library Association Presidential Committee on Information Literacy. Final Report. (n.d.).

Barker, K. and Lonsdale, R. (Ed.). (1994). *Skills for life: The value and meaning of literacy*. London: Taylor Graham.

Bawden, D. (2001). *Information and digital literacies: A review of concepts*.

Eisenberg, M. B., Lowe, C. A., & Spitzer, K. L. (2004). *Information literacy: Essential skills for information age*. London: Libraries unlimited.

Meadows, A.J. (Ed.), (1991). *Knowledge and communication: Essays on the information chain*. London: Library Association.

Pantry, S., & Griffiths, P. (2002). *Creating a successful e-Information service*. London: Facet.

Zorana, E. (2008). *Information literacy: Search strategies, tools & resources for high school students and college freshmen*. California: ABC-CLIO

American Library Association. (2019). Retrieved from <http://www.ala.org/at/nill/litt1sthtml>

CONTENT MANAGEMENT SYSTEMS

Course Outcomes

The students will be able to:

- explain the concepts, principles and functions of CMS,
- exhibit the skills to use CMS software packages, and
- compare CMS software packages with respect to their functionality and features.

Pedagogy

- Lecturing and demonstrations are the major methods used.
- Hands-on with CMS platforms is also used.
- Visiting appropriate websites and collating the nascent information and ideas is also a method employed.
- Seminars and assignments are also used as a method of imparting skills in the students.

Unit wise outline of the syllabus

Unit-1

Understanding content and content management systems. Roots and Branches of CMS; CMS elements, issues, and challenges; Functionality and Interaction issues; Studying Information Architecture, Content tagging and Metatoring, and Interaction.

Unit-2

Study of CMS software packages. CMS software and platforms – Joomla, Drupal, WordPress and Moodle.

Unit-3

Joomla and Drupal: study of features and functionalities and practical implementation.

Unit-4

Wordpress and Moodle: study of features and functionalities and practical implementation.

Selected Readings:

Arthur, M. H. (2006). *Expanding a digital content management system: For the growing digital media enterprise*. Boston: Elsevier Focal Press.

Barrie, M. N. (2009). Joomla! 1.5: A user's guide: Building a successful Joomla. *Powered website*.

Bradford L. E. (2008). *Content management systems in libraries: Case studies*. Lanham, Md.: Scarecrow Press.

Stern H., Williams B., & Damstra, D. (2010). *Professional WordPress: design and development*. Indianapolis, IN: Wiley Pub., Inc.

Janet Majure (2010). *Teach yourself visually WordPress*. Indianapolis, IN: Wiley Pub., Inc.

Jason, C. & Helen F. (2008). *Using Moodle*. Sebastopol, CA: O'Reilly Community Press.

Jason, C. (2005). *Using Moodle: Teaching with the popular open source course management system*. Sebastopol, CA: O'Reilly Community Press.

Jen K. P. & Sarah E. (2010). *Joomla! Start to finish*. Indianapolis, IN: Wiley Pub., Inc.

Marriott, J., & Waring E. (2011). *The official Joomla! Book*. Upper Saddle River, NJ: Addison-Wesley.

Mauthe, A. & Thomas, P. (2004). *Professional content management systems: Handling digital media assets*. John Wiley & Sons.