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MASTER OF LIBRARY AND INFORMATION SCIENCE

SYLLABUS

2YEAR (4– SEMESTER) CBCS BASED PROGRAMME

Department of Library and Information Science
Assam Women's University
Rowriah, Jorhat
785004

Department of Library and Information Science

The Department of Library and Information Science, Assam Women's University, was established in the year 2015, under the School of Engineering and Technology, with a view to equip the libraries with trained manpower. It offers two years course, Master of Library and Information Science (M.Lib.I.Sc). This programme prepares the student with professional competencies, opportunities in wide spectrum of jobs in libraries, archives, publishing firms, the corporate sector, and firms associated with information products and services. Since its inception, the department has witnessed many bright students and has been successful in contributing to the cause of society by producing efficient human resources. The department supports postgraduate programme which draws a huge number of applicants from all over the North-Eastern states of India. The programme has a strong theoretical and quantitative focus with an emphasis on empirical applications. The department is proud of its many past faculty members who have made significant contributions to the department and other higher educational institutions of the state along with various agencies of Government of Assam. The department is also proud of its numerous alumni who have gone on to distinguished academic careers. Department alumni can be found in the colleges and other non-governmental organizations. The department is hopeful of future achievements in producing rational economic agents for society and provides policies and framework for the development of the discipline.

1. Choice Based Credit System

Introduction:

The Choice based credit system (henceforth, CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising the core, elective, and skill-based courses. The courses can be evaluated following the grading system, which is better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables potential employers to assess the performance of the candidates.

Definitions

1. **'Academic programme'** means the entire course of study comprising its structure, course details, evaluation schemes,etc.

2. **'Course'** means a segment of a subject that is part of an Academic Programme.

3. **'Programme structure'** means a list of courses (Core, Elective, Generic Elective) that makes up an Academic programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme, etc., prepared in conformity with Assam Women's University rules.

4. **'Core course'** means a course that a student admitted to the Library and Information Scienceprogramme must successfully complete receiving the degree and which cannot be substituted by any other course.

5. **'Elective course'** means an optional course that is to be selected by a student out of a menu of such courses offered by the Library and Information Science Department.

6. **'Generic Elective'** means an elective course. Students of other departments may opt for these courses, subject to fulfillment of eligibility criteria as laid down by the Library and Information Science department.

7. **'Ability Enhancement Course(s)'**: Ability enhancement courses are the courses based upon the content that leads to Knowledge Enhancement. These courses may be of two kinds: Ability Enhancement Compulsory courses (AECC) and Skill Enhancement Courses (SEC). These are mandatory for all disciplines. It is a Non CGPA course.

8. **'Skill Enhancement Course(s)'**: These courses are designed to provide value-based/or skill bases knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands on mode so as to increase their employability. It is a Non CGPA course.

9. **Gender Sensitization Course**:

10. **'Credit'** means the value assigned to a course indicating the level and quantity of instruction as measured by instructor-student interaction.

11. **'SGPA'** means Semester Grade Point Average calculated for individual semester.

12. **'CGPA'** is the Cumulative Grade Points Average calculated for all courses completed by the students at any point in time. CGPA is calculated each year for both the semesters clubbed together.

Programme Objective:

1. To provide an understanding of the vital and pervasive role of information as an essential resource in all developmental activities.
2. To acquaint the students with the application of modern management techniques and ideas essential for Library and Information Science.

3. To provide a thorough insight in to all techniques of information handling with special emphasis on the application of information technology.
4. To train the students to develop their insight and skills in recent trends in collection, organization and disseminationof information by using emerging technologies.
5. To provide necessary skills and ICT background for designing, implementing, operating and managing Libraries and Information Centres.

Programme Outcomes:

PO1: Capable of demonstrating comprehensive knowledge and understanding of major concepts, principles, theories and laws of various subjects in Library and Information Science.

PO2: Ability to understand and classify simple, compound and complex documents using standard classification schemes; capability to catalogue all types of documents using standard catalogue codes and meta-data standards; ability to carry out library housekeeping operations and to provide library and information services by standard procedures.

PO3: Capability to critically analyze subjects of documents to derive subject headings for subject cataloguing, indexing purposes and ability to think critically for solving various problems pertaining to the management of Libraries and Information Centers.

PO4: Capable of demonstrating the ability to identify ethical issues related with Intellectual Property Rights while providing library services and able to understand basic philosophy and ethics of librarianship to make them conscientious librarians..

PO5: Understanding of concepts of information technology and its application to libraries and capable of using digital technology for communication purpose, for library housekeeping operations, and for searching information from OPAC, Internet and online databases.

PO6: Ability to communicate effectively in oral and written forms with users, colleagues and authorities in an effective manner.Ability to seek job opportunities as library professionals; capable of self-paced and self-directed learning aimed at personal and professional development; for improving knowledge and skills and for re skilling through continuing educational opportunities.

Structure

The M.Lib.I.Sc programme is spread over two years. Each year is divided into two semesters. The programme requires students to take a combination of Core Courses, Elective Courses, Generic Elective Courses, Ability Enhancement Courses, Skill Enhancement Courses and Gender Sensitization Course. A student is required to complete a minimum of 82 credits for the completion of the programme and the award of the degree. Depending on the nature of the course, instruction consists of lectures combined with computer labs, tutorials. The labs provide students with the opportunity for hands-on learning of programming and library software. Tutorials are small-group interactions in a classroom setting that complement the lectures and support problem-solving related to the lectures.

Details of courses in M.L.I.S programme

Semester	Core Courses(CC)	Discipline Specific Elective Courses(DSE)	Generic Elective Courses(GEC)	Foundation Courses:Skill Enhancement Course(SEC) and AbilityEnhancement Course (AEC)	
I	CC-1 CC-2 CC-3 GSC (Gender Sensitization Course)	DSEC-1 (Students will choose one course from a pool of courses)		SEC (Non CGPA course)	AEC (Non CGPA course)
II	CC-4 CC-5 CC-6	DSEC-2(Students will choose one course from a pool of courses)		SEC (Non CGPA Course)	AEC (Non CGPA Course)
III	CC-7 CC-8 CC-9	DSEC-3(Students will choose one course from a pool of courses)	GEC-1(Students will opt a course from other departments)		
IV	CC-10 CC-11 CC-12	DSEC-4(Students will choose one course from a pool of courses)	OEC/GEC-2(Students will opt a course from other departments)		

Credit Distribution of Courses

Semester	Core Course		Discipline Specific Course		Generic Elective Course		Ability Enhancement Course (Non GGPA)		Skill Enhancement Course (Non CGPA)		Total Credit
	Course	Credit	Course (Any one)	Credit	Course	Credit	Course	Credit	Course	Credit	
1st Sem	3	4	1	4			1	2	1	2	22
Gender Sensitization Course	1	2									
2nd Sem	3	4	1	4			1	2	1	2	20
3rd Sem	3	4	1	4	1	4					20
4th Sem	3	4	1	4	1	4					20
											82

Total Credit: 82

S.NO	Program structure	COURSE CODE	COURSE TITLE	SEMESTER	CREDITS	L	T	P	Total
1	CORE	MLIC 1401	Foundation of Library and Information Science	I	4	3	1	0	4
2	CORE	MLIC 1402	Organization of Knowledge (Theory) (Classification & Cataloguing)	I	4	3	1	0	4
3	CORE	MLIC 1403	Reference, Information Sources and Services	I	4	3	1	0	4
4	Discipline Specific Course	MLIE 1406	Fundamentals of Information Communication Technology	I	4	2	1	1	4
5	Ability Enhancement Course	MLIA 1208	Communicative English	I	2	2	0	0	2
6	Skill Enhancement Course	MLISE 1209	Research Report Writings	I	2	2	0	0	2
7	CORE	MLIC 2401	Management of Library and Information Centre	II	4	3	1	0	4
8	CORE	MLIC 2402	Organization of Knowledge (Practice) (Classification & Cataloguing)	II	4	0	0	4	4
9	CORE	MLIC 2403	Library Automation – Theory & Practice	II	4	2	0	2	4
10	Discipline Specific Course	MLIE 2404	ICT Applications in Library and Information System	II	4	3	1	0	4
11	Ability Enhancement Course	MLIA 2208	Personality Development & Communication Skill	II	2	2	0	0	2
12	Skill Enhancement Course	MLISE 2209	Job Diary	II	2	0	0	2	2
13	CORE	MLIC 3401	Research Methodology	III	4	3	1	0	4
14	CORE	MLIC 3402	Bibliographic Project and Study Tour	III	4	0	0	4	4
15	CORE	MLIC 3403	Preservation and Conservation	III	4	3	1	0	4
16	Discipline Specific Course	MLIE 3404	Web Resources Management and Metrics Studies in LIS	III	4	3	1	0	4
17	Generic Elective Course	MLIG 3408	Information Literacy on Library and Information Science	III	4	3	1	0	4
18	CORE	MLIC 4401	Information Storage and Retrieval System	IV	4	3	1	0	4
19	CORE	MLIC 4402	Digital Library System – Theory and Practice	IV	4	2	0	2	4
20	CORE	MLIC 4403	Dissertation	IV	4	0	0	4	4
21	Discipline Specific Course	MLIE 4404	Web Technologies in Library and Information Service	IV	4	2	1	1	4
22	Generic Elective Course	MLIG 4408	Management of Electronic Resources	IV	4	3	1	0	4

POOL of DISCIPLINE SPECIFIC COURSE

COURSE CODE	COURSE TITLE	SEMESTER	CREDITS	L	T	P	Total
MLIE 1404	Academic Library System	I	4	3	1	0	4
MLIE 1405	Public Library System	I	4	3	1	0	4
MLIE 1406	Fundamentals of Information Communication and Technology	I	4	3	1	0	4
MLIE 1407	Special Library System	I	4	3	1	0	4
MLIE 2404	ICT Applications in Library and Information System	II	4	3	1	0	4
MLIE 2405	Marketing of Information Products and Services	II	4	3	1	0	4
MLIE 2406	Information Communication and Information System	II	4	3	1	0	4
MLIE 2407	Health Information System	II	4	3	1	0	4
MLIE 3404	Web Resources Management and Metrics Studies in LIS	III	4	3	1	0	4
MLIE 3405	System Analysis and Design	III	4	3	1	0	4
MLIE 3406	Electronic Publishing	III	4	3	1	0	4
MLIE 3407	Social Science Information System	III	4	3	1	0	4
MLIE 4404	Web Technologies in Library and Information Service	IV	4	3	1	0	4
MLIE 4405	Agriculture Library & Information Systems and Services	IV	4	3	1	0	4
MLIE 4406	Science Information System	IV	4	3	1	0	4
MLIE 4407	Intellectual Property Rights and Copyrights	IV	4	3	1	0	4

DETAIL SYLLABUS SEMESTER-WISE:

FIRST SEMESTER

MLIC 1401:
Foundation of Library and Information Science

(Core Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To make students familiar with the notion of information and other concepts related to it;
- To acquaint them about the library system;
- To make them learn about different acts and policies related to information;
- To make students familiar with different information institutions and associations.

Course Outcome : After the completion of this course, the student will be able to:

CO1: Get acquainted with the services of the library to a variety of information needs of

CO2: Use in different contexts in an information society;

CO3: Trace the progress of libraries and library services in India;

CO4: Make use of the Five Laws as a set of logical principles to initiate any new activity

CO5: Make better use of the library, documentation, information work and services;

CO6: Appreciate the contributions of library associations in professional activities.

Module 1: Data, Information and Knowledge: Types, Nature, Properties and Scope, Information as economic resource / Commodity, Information Communication: Channels, Process, Models: Shanon& Weaver, Lasswell, Schramm and Garbner; Barriers of communication ; Information Transfer Cycle, Information Society, Information Science: Definition, Scope and objectives; Brookes fundamental equation of Information Science

Module 2: Library - Definition, Need and Scope, Library as a Social Institution, Types of Libraries: Public,Academic, Special and National - objectives, functions, services, Library Science Education in India: Historical perspective, Five Laws of Library Science - their Relevance in Present Environment

Module 3: UNESCO Public Library Manifesto, Library Movement in India, Library Legislation: Need & Purpose, Library Acts in India – Features, Library Associations in India: their Role; ILA, IASLIC & IATLIS, Assam Library Association.

Module 4: Delivery of Books Act; Press & Registration Act, Right to Information (RTI) Act, IPR, National Knowledge Commission: Recommendations and Implication in LIS.

Suggested Readings:

Buragohain, Alka. Various Aspects of Librarianship and Information Science. New Delhi: EssEss, 2000.

Kumar, P.S.G. Fundamentals of information science. Delhi: S. Chand, 1997.

Matthews, Duncan. (2013). *Globalising intellectual property rights*. Retrieved from books.google.co.in

Panella, Deborah., & Mount, Ellis. (2012). *Basics of law librarianship*. Retrieved from books.google.co.in

Ranganathan, S. R. (1988). *The five laws of library science*. New Delhi: SaradaRanganathan Endowment for Library Science.

Ramage, Magnus.,& Chapman, David.(Eds.). (2011). *Prespective on information*. Retrieved from bookos.org/book/1450786

Venkatappaiah, Velaga. (1994). *Model library legislation: Model Public Library Act and rules made therein for the constituents States and Union Territories*. New Delhi: Concept

Publishing Co.

MLIC 1402:

Organization of Knowledge (Theory) (Classification & Cataloguing)

(Core Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce students with library classification;
- To enable students to get the basic idea about the theory of library classification;
- To introduce students with different classification schemes.
- To introduce students with library catalogue and the cataloguing process;
- To explain them different cataloguing standards.

Course Outcome : After the completion of this course, the student will be able to:

CO1: Identify and describe the need, purpose and function of library classification and cataloguing;

CO2: Adapt existing normative principles of library service to knowledge resources;

CO3: Describe the structure, identify main classes, notation and characteristic features of a library classification;

CO4: Define and describe a library catalogue;

CO5: Distinguish different approaches of readers for documents.

Part A – Library Classification

Module 1: Library classification: Meaning, history, need and purpose, Universe of Knowledge: Modes of Formation of Subjects; Planes of work: Idea plane, Verbal plane and Notational Plane, Facet Analysis: Five Fundamental Categories, Isolates: Common Isolates and Special Isolates, Phase Relation.

Module 2: Normative principles of Library Classification: Laws, Cannons, Principles and Postulates, Notational System: Definition, structures, and needs, Mnemonics: Meaning and Types; Concept of Call Number: Class Number, Book Number and Collection Number, Standard schemes of classification and their features with comparison: DDC, UDC and CC.

Part B – Library Cataloguing

Module 3: Library Catalogue: Definition, Objectives and Need, Bibliographic Tools: Bibliographies, Publisher's catalogue, Accession list and Shelf list, Physical forms of Catalogue- Sheaf, Card, Register and Book, Inner Forms of Catalogue- Alphabetical Catalogue: Author, Name, Title, Subject, Dictionary ; Classified catalogue: classified part and Alphabetical index; Simplified, Centralized, Cooperative Cataloguing, Union Catalogues and Cataloguing in Publication (CIP), Online Catalogue- OPAC and Web OPAC, ISBN and ISSN, Chain Procedure,

Module 4: Catalogue Entries: Kinds of Entries and their functions, LCSH and Sear's list of Subject Headings, Cataloging Codes : History, Salient features in AACR II and CCC, Normative Principles ,Laws of Library Cataloguing ,Canons and Principles of Cataloguing; Standardization in Cataloguing – Need and Purpose, Standards - ISBD, CCF, ISO-2709 and Z39.50, Metadata- MARC and Dublin Core, Trends in Library Cataloguing.

Suggested Readings:

Bowman, J.H. (2003). *Essential cataloguing*. London: Facet.

Kao, Mary L. (2001). *Cataloguing and classification for library technicians* (2nd Ed.). New York: Haworth Press.
Krishan Kumar (2000). *Theory of cataloguing*. New Delhi: Vikas
Publication. Krishan Kumar (2000). *Theory of classification*. New Delhi:
Vikas Publication.
Ranganathan, S.R. (1989). *Elements of library classification*. (3rd.ed.). Bangalore: SaradaRanganathan Endowment.
Ranganathan, S.R. (1989). *Prolegomena to library classification*. (3rd. Ed.). Bangalore: SaradaRanganathan Endowment.

MLIC 1403:

Reference, Information Sources and Services

(Core Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To enable students to identify, instruct, and evaluate the reference and information sources and services.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Describe the structure of different kinds of documentary resources useful and accessible to variety of users;

CO2: Describe the need, use and functions of bibliography;

- Explain the concept of bibliographical control;
- Enumerate different types of Indexing &Abstracting periodicals with examples.

Part A - Reference and Information Sources

Module 1: Reference and Information Sources - Definitions and characteristics; Types of Information Sources: Non-Documentary and Documentary - Primary, Secondary and Tertiary; Dictionaries, Encyclopedias, Almanacs, Yearbooks, Directories, Handbooks, Manuals, News summaries, Concordances, Biographical and Geographical sources; Bibliographies: National bibliography, Subject bibliography, Union list, Publishers bibliographies.

Module 2: Evaluation of basic reference sources; Electronic resources: Offline and Online.

Part B - References and Information Services

Module1: References and Information Service – Definition and need; Types of Reference Services - Long Range and Ready Reference Service; CAS and SDI.

Module2: Referral service, Translation service, Reprographic service, Newspaper Clipping Service, Document Delivery Service; Documentation and bibliographic services, Indexing and abstracting services, Indicative and informative abstracts, Literature search (Off Line/ On Line); Content analysis, auto indexing and abstracting, Digest service, Trend Report; Digital reference service: Meaning and modes.

Suggested Readings:

Bopp, Richard E. & Smith, Linda C. (Eds). 2011. *Reference and Information Services: An Introduction.* (4th ed.) Libraries Unlimited.
Krishan Kumar. (1996). *Reference Service*. (5th rev. ed.) New Delhi: Vikas Publishing.
Ranganathan, S.R. (1989). *Reference Service*. (2nd ed.) Bangalore: Ranganthan Endowment for Library Science.

Sharma, C. K. (2006). *Reference Service and Sources.* New Delhi: Atlantic Publishers and Distributors. Singh, Gurdev. (2013). *Information Sources, Services and Systems.* Delhi: Prentice Hall of India.
Nicholas, D. (2000). *Accessing Information Needs: Tools, techniques and concepts for the internet age* (2nd ed). London: ASLIB.
Hillard, J. M. (2000). *Where to find what: A handbook to Reference Service,* (4th ed.). Lanham, Md.: Scarecrow Press.

MLIE 1404:

Academic Library System

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce with the academic library system;
- Identify the different role HRM;
- Make familiar with resource sharing and consortia.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Get acquainted with the academic library system;

CO2: Identify the different role of library staff;

CO3: Learn the recent development in Academic libraries in India.

Module1: Academic Libraries: Objectives and Functions and Services; Role of UGC and other Bodies in Promoting Academic Libraries; Monitoring/ Accreditation Agencies in Academic library (UGC, NAAC); Selection of Books; Collection Development: - Nature, Types and Policies; Problems in Collection Organization.

Module 2: Human Resource Management in Academic Libraries; Continuing Education Programmes Academic Libraries; Staffing pattern in Academic Libraries; Role and Status of the Library Staff.

Module 3: Resource Sharing: Need and Objectives; Information and Library Network (INFLIBNET); Academic Library Networks; E- Resource Consortia: Indian Initiatives.

Module 4: Academic Library Administration; Financial Management of Academic Libraries; Recent Development in Academic Libraries in India; Quality Indicators (Best Practices in Academic libraries).

Suggested Readings:

Dowler, L. (Ed.) (1998) Gateways to knowledge: the role of academic libraries in teaching, learning and research. London: The MIT Press.
Jordon, Peter. (1998). The academic library and its users. London: Gower Publishing Limited.
Line, Maurice B. (Ed) (1990). Academic library management. London: Library Association.
Ranganathan, S. R. (1942). School and college libraries. Madras: Madras Library Association. Webb, Sylvia P. (Ed.) (1991) Personal development in information work. London: ASLIB.

MLIE 1405:
Public Library System
(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce with the Public library system;
- Focus on the services to the special groups of people
- Working flow of Public Library

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Get acquainted with the public library system;

CO2: Learn the recent development in public libraries in India.

Module 1: Public Library: meaning, importance, functions; Role of Public Library in literacy and mass education; Public Library Movement in India; Role of Raja Ram mohun Roy Library Foundation (RRRLF) and National Library and Ministry of Culture, Govt. of India; Public Library legislation in India.

Module 2: Manpower Development: Qualifications, job description, job analysis; Public Library Finance: Sources, budgeting, accounting and auditing; Library Building: Planning; Library Furniture; Collection Development: Print, Non Print (including Electronic documents).

Module 3: Networking, Integrated public library system; Library Automation: Automating the house- keeping services in various sections in the public libraries; Library services to special groups of people including Physically handicapped, mentally challenged, Visually impaired, Prisoners and Children;

Module 4: Public Library Administration; Financial Management of Public Libraries; Recent Development in Public Libraries in India; Library & Information Policy: national and International.

Suggested readings:

Bhatt, R K. (2004). Unesco: development of libraries and documentation centres in developing countries. New Delhi: K K Publications.

Higgins, S. E. (2007). Youth services and public libraries. Oxford: Chandos

Publishing. IFLA (2000). IFLA guidelines for public libraries (revised). The Hague,

IFLA.

Patel, Jashu and Krishan Kumar. (2001). Libraries and librarianship in India. Westport, Connecticut:. Greenwood Press.

Thomas, V. K. (1997). Public libraries in India: development and finance.New Delhi: Vikas. Publication.

MLIE 1406:
Fundamentals of Information Communication Technology
(Discipline Specific Course)
Credit: L + T + P = 2+1+1 = 4

Course Objectives:

- To introduce students with the basic information and communication technologies.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Distinguish between categories and types of computers and identify the characteristics of each;

CO2: Identify the functional components of a modern computer system;

CO3: Explain the functions of different kinds of software.

Module 1: Definition of ICT; impact of ICT in society; Computer, block diagram of computer, parts of computer; data representation in computer; computer generation; computer classification; Processor**,** computer memory**,** input/output devices, storage devices.

Module 2: System Software; hardware vs. Software; programs, flowchart; machine and assembly language; programming language concepts and tool, compiler, interpreter; open source and proprietary library software; System software vs. application software.

Module 3: Operating system concepts; function of operating system; Some popular operation, systems - UNIX, MS-DOS, Microsoft windows; Command interpretation shell, Utility program, some popular application software package-word processing package, spreadsheet package library management software.

Module 4: Multimedia definition; multimedia types; data compression; multimedia application; graphics packages.

***Practical:**

Practical classes will be conducted for students to make them familiar with software packages like Microsoft Office-Microsoft Word, Power Point, Excel, and Paint.

Suggested Readings:

Ahmad, Shamim (2008). Computer in Library Management. New Delhi: A.P.H. Publishing Corporation.

Mano, Moris M (2013). Digital Logic and Computer Design. New Delhi: McGraw-Hill.

Rajaraman, V and Adabala, N. Fundamentals of Computers, 6th Ed. Delhi: PHI Learning Pvt Ltd.

Singh, Sanjay Kumar (2014). Impact of ICT on management of library operations. New Delhi: Avon Publications.

MLIE 1407:
Special Library System
(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce with the Special library system;
- Focus on the services to the special groups of people
- Working flow of Special Library

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Get acquainted with the special library system;

CO2: Learn the recent development in special libraries in India

Module 1: Types of Special Libraries; Special Library Management; Case Studies- CSIR, ICAR, ICMR, DRDO, ICSSR etc.

Module 2: Reference and Referral services, Alert services, Web based services: application tools and techniques

Module 3: Intellectual Resources; Physical Resources including ICT , E-resources access, Infrastructure; Human Resources and Manpower planning; Financial Resource; Planning of Technical Information Units / centers.

Module 4: Library Networks and Consortia Mission related to special libraries.

Suggested readings

Matarazzo , James M .(2013). *Toby Pearlstein Special Libraries: A Survival Guide* .

Libraries Unlimited**.**

Mishra R. K. (2013) *Special Library System and Information Services*. Anmol.

Mount, Ellis, & Renée Massoud. (1999) *Special Libraries and Information Centers: An Introductory Text*. . Washington, DC: SLA Publishing,

Semertzaki, Eva (2011). *Special Libraries as Knowledge Management Centres*, Chandos Publishing.

Shumaker, David. (2011). Special Libraries. *In Encyclopedia of Library and Information Sciences,* New York: Taylor and Francis.

MLIA 1208
COMMUNICATIVE ENGLISH

(Ability Enhancement Course)

Credit: L + T + P = 2+0+0 = 2

Course Objectives:

- To introduce students with the basics of communication including morphemes and morphology.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Develop writing skills for various purposes

CO2: Knowledge on public speaking.

Module 1: Communication:Definition,Process and Significance of communication,Effective communication, Objectives of communication, Essential of Effective Communication

Module 2: Morphemes and morphology,Word and their formation,Grammar and its application for effective speaking,Use of articles, preposition, conjunctions, auxiliaries and tenses,Sentences: type, structure and function

Module 3: Vocabulary:one word substitution,homophone,Synonyms&Antonyms,Words often confused and misused

Module 4: Written communication,Letter writing(format, organization, presentation, style and tone) Business writing, Report Writing, Preparing CV and resumes, Job applications,Notices, Minutes

Suggested Readings

Leech, Geoffrey and Jan Svartvik (2003). A communicative Grammar of English. 3 rd ed. Longman. 456p.

O'Connor, J.D.(1980). Better English Pronunciation, UK, Cambridge, Cambridge University Press

Sarah, Jasmin, Jagat Guru and Bright, J.S. (1971) Business Letter writing. Delhi, Universal Pub. 264p.

Subramaniam, T B. A Textbook of English Phonetics for Indian Students. MacMillan, Chennai.

Swan, Michael (1984). Basic English Language U.K., Oxford University Press. 288p

Wood, Frederick T. (1970) Remedial English Grammar. London, Macmillan (ELBS)

MLISE 1209:
Research Report Writings

(Skill Enhancement Course)
Credit: L + T + P = 2+0+0 = 2

Course Outcomes: To make students aware about the basics of report writing following the reference style manuals, and the guidelines for report writing.

Course Outcomes: After completion of this course, you will be able to:

CO1: Understand report writing;

CO2: Get familiar with tools citation tools.

Module 1: Basics of report writing, : Structure, style, reference style manuals –Chicago, MLA, APA.
Module 2: Structure, Style, Contents, Guidelines; Style Manuals; Online Citation Tools; Reference Style Management Tools;
Module 3: Antiplagiarism Tools; Evaluation of Research Report. Current trends in Library and Information Science research, Ethical aspects of research,
Module 4: Use of Standards (Style Manual), Guidelines for report writing.

Suggested Readings:

Best, J. W. (2016). Research in Education. New Delhi: Pearson Education.
Krishnaswami, O. R. (1993). *Methodology of Research in Social Sciences*. Bombay: Himalaya.

SECOND
SEMESTER

MLIC 2401:
Management of Library and Information Centre

(Core Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives: To make the students understand the management techniques in organization of library& information centers

Course Outcomes: After completion of this course, you will be able to:

CO1:Explain different theories of management;

CO2: Define and comprehend the components of human resources management;

CO3: Formulate the budget proposal keeping in view both budgeting aspects and functions of a library;

CO4: Identify and describe the functions of different sections of the libraries.

Module 1: Management: Concept, definition, need and scope; Management schools of thought; Scientific management: functions and principles; POSDCORB; Concept of PERT CPM, MBO, TQM; Principles of management and their applications in Library and Information Centers**;** Book selection: concept, need, methods, principles and tools; Acquisition: Policies and Programmes, Good Offices Committees (GOC); Acquisition of Books, Periodicals and Non-book materials; Recent trends in Acquisition: Web based / online acquisition of reading materials.

Module 2: Technical Processing; Serial Control; Circulation Methods; Shelving, Maintenance, Stock Verification & Shelf Rectification Methods; Preservation, Conservation and Restoration of reading materials; Archiving – Concept; Resource mobilization; Budgeting: techniques and methods; budgetary control; Cost effectiveness and cost benefit analysis; Outsourcing: problems and prospects.

Module 3: HRM: concept, need and purpose, Library Advisory Committee and its role in the library management, Planning, Policies & Issues; Staffing: Recruitment methods, Staff training and Development, Staff formula and Manual; Supervision, Motivation and control, Leadership, Interpersonal relations; Job Analysis, Job Description, Job Evaluation & Performance appraisal.

Module 4: Reporting: Types of reports, Annual report; Library Statistics: Concept, need and purpose; Fittings and furniture, Space Management; Library Committee: Concept, Importance, Function, Types of committees, rules and regulations.

Suggested Readings:

Krishna Kumar. (1987). Library Administration and Management. Delhi: Vikas.

Kumar, P.S.G. (2003). Management of Library and Information Centres. Delhi: B. R. Publishing Corporation.

Mittal, R. L. (2007). Library Administration: Theory and Practice. New Delhi: EssEsss Publications.

Ranganathan, S R. (1959). Library Administration. Bombay: Asia.

Ranganathan, S. R. (2006). Library Administration. New Delhi: EssEss

Publications. Redfern, B. (1995). Studies in library management. London: Clive Bingley.

Sehy, K. (1976). Problems in library management. New Delhi: Vikas Publishing House.

MLIC 2402:
Organization of Knowledge (Practice) (Classification & Cataloguing)

(Core Course)

Credit: L + T + P = 0+0+4 = 4

Course Objective:

- To enable students to use Dewey Decimal Classification (DDC) Scheme to classify documents representing basic and compound subjects.
- To introduce basic practices of library cataloguing according to AACR2.

Course Outcomes (COs): After completion of this course, you will be able to:

CO1: Identify the different types of common isolates and their use in DDC.

CO2: Classify documents according to Dewey Decimal Classification, 23rd Edition.

CO3: Catalogue a reading material.

Part A – Library Classification

Module 1: Classification of Documents representing basic and compound subjects according to DDC (Latest available edition).

Module 2: Classification of Documents requiring use of Common Subdivisions and other auxiliaries, Complex subjects according to DDC (Latest available edition).

Part A – Library Cataloguing

Module 1: Main entries for personal author(s), shared responsibility, mixed responsibility, editorial publications, periodicals and other serial publications, multivolume,

pseudonyms, corporate bodies and non-book materials according to AACR- 2R (latest edition).

Module 2: Assigning Subject Headings using SLSH or LCSH (Latest available edition).

Suggested Readings:

Cham, Lois Mai and others. (1996). Dewey Decimal Classification: A practical guide. New York: Forest Press.

Dewey, Melville (1971). Dewey Decimal Classification and Relative Index. 22nd ed. 4V. New York: Forest Press.

Dhiman, Anil Kumar & Rani, Yashoda (2005). Learn Library Cataloguing: Learning Library Science Series. New Delhi: EssEss Publications.

Kumar, Krishan& Garg, B.S. (2005). Advanced Cataloguing Practice: Based on AngloAmerican Cataloguing Rules. New Delhi: Har-Anand Publications Pvt. Ltd.

Raju, A.A.N. (1995). Dewey Decimal Classification (DDC 20): Theory and practice: a practical self instructional manual. Madras: T. R. Pub.

MLIC 2403:

Library Automation – Theory & Practice

(Core Course)

Credit: L + T + P = 2+0+2 = 4

Course Objectives:

- Help in understanding automated library house-keeping operations;
- To provide basic concepts related to library automation;
- To help in understanding automated library house-keeping operations; and
- To explore the need and techniques of RFID technology and retrospective conversion.

Course Outcome: After the completion of this course, the student will be able to:

CO1: Work on automated library house-keeping operations;

CO2: Use RFID technology and retrospective conversion;

CO3: Perform works on different modules of Library Management Software (LMS) package;

CO4: Develop skills to design and manage library holdings through LMS.

Part A – Library Automation (Theory)

Module 1: Library Automation: Meaning, importance and purposes; Advantages; Manual Vs Automated Systems; Library automation scenario in India with special reference to NE India.

Module 2: Library Automation: Planning and Implementation; Automatic Identification Methods: Barcode; Artificial Intelligence; Library Management Software: SOUL and Open Source Software; House-keeping operations: Automated Acquisition Control, Circulation Control, Serials Control, Library Administration and Report Generation.

Module 3: RFID technology- Meaning, needs and features; RFID Components, Planning and Policies, Report Generation; Retrospective Conversion: Concept, Need and Purpose, Techniques; Outsourcing: Planning and Prospects; Retrospective Conversion of print thesis and dissertations; ETD; Initiative of INFLIBNET centre.

Part B – Library Automation (Practical)

Module 1: SOUL and KOHA: All available modules (Latest version) Installation, Database Creation and Use.

Suggested Readings:

Haravu, L. J. (2004). *Library automation design principles and practice (with CDROM)*. New Delhi: Allied Publishers.

INFLIBNET (2014). SOUL. Rerieved from https://www.inflibnet.ac.in/soul/

LibLime (2016). Koha - Open Source ILS - Integrated Library System. Retrieved from: http://www.koha.org

Mukhopadhyay, P. (2008). *Library automation through Koha*. Kolkata:

ProvaPrakashani. Ravichandrarao, I. K. (1992). *Library automation.* New Delhi: New

Age International.

Saffady, W. (1989) *Introduction to automation for librarians.* 2nd ed. Chicago, USA: American Library Association.

Sirohi, S., & Gupta, A. (2010). *Koha 3 library management system*. Birmingham: Packt.

MLIE 2404:
ICT Applications in Library and Information System

(Discipline Specific Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To familiarize the students with the basics structure of Information and Communication Technology.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Describe different components of ICT;

CO2: Visualize the importance of ICT to provide different kinds of library and information services;

CO3: Comprehend the uses of ICT for storage and retrieval of information.

Module 1: Data vs. Information; data storage hierarchy, file oriented and database oriented approach of organizing data; file type, file organization and file utilities; Database management systems- database models; Main components of DBMS, RDBMS packages; database security; KDD; Data warehousing and data mining concepts.

Module 2: Basic concepts of computer networks; data transmission mode, speed and media, digital and analog transmission, modulation techniques, bandwidth, multiplexing, switching and routing techniques; Network topologies; network type - LAN, MAN and WAN; communication protocol, Wireless network; FAX, tele-conference; video-conferencing; teletext, videotext, voice mail.

Module 3: World Wide Web, Browser, URL, webpage designing - HTML, website hosting, search engines.

Module 4: Library Network - Meaning and Scope; Library Networking in Indian perspectives: INFLIBNET, DELNET; Library consortia in Indian context E-Shodhsindhu, INDEST, CSIR Library Consortia and E-Resources Consortia; Overview of Library Application Software.

Suggested Readings:

Devaranjan, G. (1999). Information technology for libraries. New Delhi: EssEss.

Lahkar, Narendra & Singh, Sanjay Kumar (Eds.) (2014). North East India Library Network Challenges and Opportunities. Guwahati: Department of Library & Information Science, Gauhati University.

Tannenbaum, Andrew (2013). Computer Networks. New Delhi: Prentice Hall.

MLIE 2405:

Marketing of Information Products and Services

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives: To make the students aware about marketing in LIS

Course Outcome (CO): After the completion of this course, the student will be able to:
CO1: Utilize marketing strategies in the information industry.

Module 1: Information as a Resource: Economics of Information; Marketing concepts: Corporate Mission; Marketing Strategies.
Module 2: Portfolio Management BCG Matrix Model; Product Market Matrix; Product Life Cycle, Pricing Information; Marketing Mix; Kotler's Four Cs; McCarthy's Four Ps.
Module 3: Marketing Plan & Research: Corporate Identity, marketing plan: Marketing Research. Market Segmentation and Targeting; Geographic and Demographic Segmentation; Behavioral and Psychographics Segmentation; User Behavior and Adoption.
Module 4: Information industry, Marketing of Information Products & Services.

Suggested Readings:

Anderson, A. R. (1980). Advancing library marketing. *Journal of Library Administration.* 1(3). 17-32 Anderson, W. T. Jr., Bentley, C. C. & Sharpe, L. K. (1976). *Multi-dimensional marketing: Managerial, societal, and philosophical.* Austin TX: Austin Press.
Bellardo, T. &Waldhart, T. J. (1977). Marketing products and services in academic libraries. *Libri*. 27(3). 181-194.
Berry, J. (1979). The test of the marketplace. *Library Journal*. 104.
Dragon, A. C. (1979). Marketing the library. *Wilson library bulletin*. 53. 498-500.

MLIE 2406:

Information Communication and Information System

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives: To make the students aware about data, information, knowledge and wisdom; regional and global information system.

Course Outcome (CO): After the completion of this course, the student will be able to:
CO1: Distinguish between seemingly synonymous words, such as data, information, knowledge and wisdom;
CO2: Appreciate the role of information systems;
CO3: Comprehend the sources for different types of information.

Module 1: Data, information, knowledge – definition, characteristics; information explosion; invisible college; Changing role of information institutions and information professionals; Universal data flow; Free flow of information; Information poverty; Digital divide; Recent trends in Information Communication.

Module 2: Information system – objectives, scope, characteristics, features and components; Types

and Categories (Mission-oriented, Disciple-oriented and Problem-oriented); Library as an information system; Information Systems and Networking: Meaning, Importance and Structure.

Module 3: Information system at National, Regional and International levels; Information system at sectoral level; CSIR, NISCAIR, NASSDOC, DESIDOC, SENDOC, SAARC, APINESS, AGRIS, MEDLARS.

Module 4: Structure and Services of Global and Regional Information Systems and Networks like UNISIST, INIS, DEVSIS, HELLIS, OCLC Inc., DIALOG, BLDSC etc.

Sugested Readings:

Atherton, P. (1977). Handbook of Information Systems and Services. Paris:
UNESCO. Burch, J. C. &Stretev, F. R. (1974). Information Systems: Theory and Practice.
Colin, H. Ed. (1989). Management Information Systems in Libraries and Information Services. London: Tayler Graham.
Guha, B. (1983). Information and Documentation. Calcutta: World Press.
Gupta, B. M. et.al. (1991). Handbook of Libraries, Archives, Information Centres in India. New Delhi: Aditya Prakashan.

MLIE 2407:
Health Information System

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce with the health library system;
- Focus on the services to the special groups of people

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Get acquainted with the Healthinformation s stakeholders.

CO2: Learn the recent development in Health information systems and services

Module 1: Categories of users and their needs; Overview of Health information s stakeholders.

Module 2: Documentary and Institutional sources**.**

Module 3: MEDLARS, PubMed, EMBASE, Medical Information Resources and services in India, National Medical Library (India). PLOS

Module 4: Current trends and Development in Health information systems and services.

Suggested readings

Balgrosky, Jean A .(2015*). Essentials of health information systems and technology*. Jones & Bartlett.

Dixon, Brian .(2016). *Health Information Exchange : Navigating and Managing a Network of Health Information Systems*. Academic Press

Kourouthanassis, Panos&Giaglis, George M .(2008).*Pervasive information systems*. Armonk.

Kushniruk, Andre W &BoryckiHuman, Elizabeth (2012). *Social, and organizational aspects of health*

information systems.Hershey

McGlynn, Elizabeth A ; Brook, Robert H & Kerr, Eve A .(1999).*Health Information Systems : Design Issues and Analytic Applications*.Rand

Michelsen, Kai.(2015).*Promoting better integration of health information systems : best practices and challenges*. WHO

O'Carroll, Patrick W. (2010). *Public health informatics and information systems*. Springer

MLIA 2208

Personality Development & Communication Skill

(Ability Enhancement Course)

Credit: L + T + P = 2+0+0 = 2

Course Objective: To make the students familiarize personality and communication skills.

Course Outcome:

CO1: After completion of the course, students will be able to develop their personality, communication and marketing skills effectively.

Module 1: Personality and its Characteristics, Personality: Meaning definition and Characteristics, Personality: Types and Traits, Social, Soft and Influencing Skill Development Attitude, Appearance, Time and Stress Management Skill.

Module 2: Communication Skill, Professional Communication Skills(Verbal and Non-Verbal) Communication: Understanding the Audience, Presentation, Body Language, Interpersonal Skills and ability to listening Skill, Technical Communication Skills,Editorial Tools

Module 3: Marketing Skills & Public Relations, Marketing Planning and Strategy ,Publicity and Promotion ,Public Relations, Relation with Library Authority and Users

Module 4: Leadership and Vision,Organizational Ability,Team Leadership and Problem Solving, Project Management, Disaster Management, Negotiation Skills and Strategies

Suggested Readings

Aitchison, J. (1988). Teach Yourself Linguistics. Hodder and Stoughton. Booth, P. F. (1991). Report Writing. 2nd ed. Kings Ripton: Huntington. Chandler, B. E. (1983). Technical Writer's Handbook. Ohio: American Society for Metals.

Chandra, A. and Saxena, T. P. (1979).Style Manual. New Delhi: Metropolitan Books.

Cooper, B. M. (1986). Writing Technical Reports. New York: Penguin.

Gerson, S. J. and Gerson, S. M. (1992).Technical Writing, Process and Product. Englewood Cliff's: Prentice Hall

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.

MLISE 2209:
Job Diary
(Skill Enhancement Course)
Credit: L + T + P = 0+0+2 = 2

Course Outcomes: To know about the working environment of a library and explore various sections and explore various libraries and get acquainted with the different working procedure.

Course Outcomes: After completion of this course, you will be able to:

CO1: Explain the flow of document in libraries and its working environment;

CO2: Acquainted with the working of different sections of the library and work effectively in the library.

Each student will have to prepare a job diary by visiting a modern library within the city as assigned by the department. The diary will be based on the daily visit to the library and study the various routines and work-flow involved in different jobs within a modern library. The students have to get the diary evaluated by the concerned teacher daily. At the end the student shall have to submit the handwritten diary duly checked by concerned teacher to the department for final evaluation and marking. There shall be a viva-voce to be conducted by the Department with one external examiner. They shall award marks based on the diary submitted and also performance of the candidate during the viva

THIRD SEMESTER

MLIC 3401:

Research Methodology

(Core Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To introduce application of Research Methodology in LIS and inculcate research skills among the students;
- To understand the use of various data collection tools & statistical techniques for research;
- To give exposure to current trends of Research in LIS.

Course Outcomes: After completion of this course, you will be able to:

CO1: Develop ability to apply multidisciplinary concepts, tools and techniques in research;

CO2: Identify and formulate research problems;

CO3: Write a good research proposal;

CO4: Identify and use appropriate research methodology;

CO5: Collect and analyse data;

CO6: Apply appropriate tools, techniques and methods and statistics to the field of library and information science.

Module 1: Research: concept, meaning, need and process; Types of research: Basic and Applied; Inter- disciplinary and Multi-disciplinary; Qualitative and Quantitative approaches; Research Methods: scientific method, historical method, descriptive method, survey method, case study method, experimental method and Delphi method.

Module 2: Research Design: types of research design; Designing research proposal; Identification and formulation of problem; Hypothesis: meaning and types; Variables – dependent and independent; Literature search: Print, non-print and electronic sources; Library records and reports; Research Techniques and Tools: questionnaire, schedule, interview, observation, scales and check lists; Sampling techniques.

Module 3: Data Analysis and Interpretation: descriptive statistics; Measures of Central Tendency; Tabulation and generalization; Measures of dispersion, variance and covariance;

Module 4: Standard Deviation; Presentation of data; -bar, pie-line graphs, histograms; Correlation; Regression: linear and non-linear;

Suggested Readings:

H. Busha, Charles & Harter, Stephen P. (1980). *Research Methods in Librarianship Techniques and Interpretation.* New York: Academic Press.

Gopal, M. H. (1992). *An Introduction to Research Procedure in Social Science*. New Delhi:

Vikas. Kothari, C. R. (2006). *Research methodology: methods and techniques*. New Delhi:

Wilson Prakashan.

Krishnaswami, O. R. (1993). *Methodology of Research in Social Sciences*. Bombay:

Himalaya. Lewis - Beck, Michael S. (1995). *Data analysis: an introduction*. Thousand Oaks: Sage.

Line, Maurice B. (1982). *Library Surveys: an introduction to the use, planning procedure and presentation of surveys.* 2nd ed. London: Bingley.

Norris G., Qureshi, F. & Howitt D. (2012). *Introduction to Statistics with SPSS for Social Science*. London: Pearson.

MLIC 3402:
Bibliographic Project and Study Tour

(Core Course)
Credit: L + T + P = 0+0+4 = 4

Course Objective:

- To know about the working environment of a library and explore various sections.
- Explore various libraries and get acquainted with the different working procedure.

Course Outcome: After the completion of this course, the student will be able to:

CO1: Collect and systematically organize the records for bibliographies;

CO2: Develop the writing, presentation skill to prepare bibliography;

CO3: Explain the flow of document in libraries and its working environment;

CO4: Develop the writing, presentation skill to present an observation;

Part A - Bibliographic Project

Topics relevant to the principles and practice in different areas of LIS will be assigned to the students to prepare a bibliographic project

Part B - Study Tour

There shall be a study tour during the semester where each student shall compulsorily attend the tour, prepare and submit a detailed "tour observation report". The teacher in charge of the study tour shall evaluate the tour report.

Suggested Readings:

Chakrabarti, M. L. (1987). Bibliography: Theory and Practice. 3rd ed. Kolkata: Word Press. Guha, B. (1978). Documentation and Information. Calcutta: World press.
Heyn, Jan. (2010). Website Evaluation – Branding, Transactional Facilities & Social Networking. GRIN Verlag: Open Publishing GmbH.
Maier, Philipp (2008). Website Evaluation: Model and Key Performance indicators. St. Gallen.
Bailey, Stephen (2003). Academic Writing: A Practical uide for Students. UK: Psychology Press.
Luey, Beth (1987). A Handbook for Academic Authors. New York: Cambridge University Press.
Winstanley, C. (2012). Writing a Dissertation for Dummie. Manhattan, New York: Wiley: Dummies.

MLIC 3403:
Preservation and Conservation

(Core Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To familiarize the students with the concept of preservation and conservation library materials.

Course Outcome (CO): After the completion of this course, the student will be able to:

CO1: Understand and implement the concept of preservation and conservation library materials.

CO2:Identify the different strategy for the preservation and conservation of the library materials.

Module 1: Preservation: concept and need; General approach to preservation; Preservation of Information and Knowledge, Preservation measures; Conservation, restoration and reproduction: concept and need.

Module 2: Preservation of Reading materials: Palm Leaves, Brich Bark, Sanchi Manuscripts, Books, Periodicals, Newspapers, and Pamphlets; Preservation tools and techniques; Preservation of Non- book materials: Microfilm, microfiches, CDs, Web resources; Digital Preservation

Module 3: Environmental or Physical factors for deterioration: Temperature, Humidity, Light, Air pollution; Biological factors of deterioration: Micro-organisms, Insects, Rodents,Chemical factors: Acidity, Browning of paper, Reaction with Ink, Action of Pigments. Man-made factors and natural calamities.

Module 4: Role and Initiatives of Library and archives in preservation of heritage collections; Role of International Organizations: IFLA, UNESCO; Role and Initiatives of Govt. of India: National Archives of India,National Library of India, Asiatic Society of India IGNCA, NMM etc;Role and Initiatives of Govt. of Assam: KamrupAnusandhanSamity, Assam State Archives, Satras,Universities and Colleges of Assam.

Suggested Readings:

Balakrishnan, S. and Paliwal, P. K. ed. (2001). Preservation of Library Collections. New Delhi: Anmol Publication.

Deegan, Marilyn and Tanner, Simon. ed. (2006). Digital Preservation. London: Facet.

Feather, John (1996). Preservation and the management of library collections. London: Library Association.

MLIE 3404:

Web Resources Management and Metrics Studies in LIS

(Discipline Specific Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- Provide basic concepts related to web resources and web-based library services;
- To provide basic concepts related to web resources and web-based library services;
- To help in understanding concept, definition, scope and techniques related to Librametrics, Bibliometrics, Scientometrics, Infometrics; and
- To explore the scope and trend of Webometrics.

Course Outcome: After the completion of this course, the student will be able to:

CO1: Conduct research related to web resources and web-based library services;

CO2: Analyse the concept of Librametrics, Bibliometrics, Scientometrics, Infometrics for future development

CO3: Enhance ideas on internet.

Part A – Web Resources

Module 1: Internet: components, services, browsing; Connectivity: dialup, leased line, ISDN, digital subscriber line, Wireless; Digital Object Identification; Internet security.

Module 2: WWW: Structure; Client-Server model, services: brief evolutionary trend; Web resources, Web based library services; Applications of Web 2.0 tools in the library services, E-referencing tool, E-resource access, Discovery services, Remote access tools.

Part B – Metrics Studies in LIS

Module 1: Librametrics, Bibliometrics, Scientometrics, Infometrics: concept, definition and scope; Citation indexing: co-citation analysis, bibliographic coupling, h-index, impact factor, normalized impact factor; Citation index; Citation Analysis; Citation Studies Its usefulness and applications; Tools for citation analysis: WoS, Scopus, Google Scholar.

Module 2: Webometrics: scope and trend; Webometric indicators: domain and link analysis (WIF, TLD, SLD); Application of web 2.0 standards in library web services (RSS feed, IM, Blogs, Podcast, etc).

Suggested Readings:

Bandyopadhyay, A.K. (2003). *Bibliometrics with the help of computer*. Burdwan: R. Bandyopac

Bradford, S. C. (1971). *Documentation*. London: Crosby Lockwood.

Cronin, B. (1984). *The citation process. The Role and significance of citations in scientific Communications*. London: Taylor Graham.

Devaranjan, G. Ed. (1997). *Bibliometrics Studies*. Delhi: EssEss.

Egghe, L. (1990). *Introduction to Informetrics*. Amsterdam:
Elsevier.

Ingwersen, P. (2012). *Scientometric indicators and webometrics – and the poly representation principle information retrieval*. New Delhi: EssEss Publications.

Nicholas, D and Ritchie, M. (1978). *Literature and Bibliometrics*. London: Clive-
Bingley. Price, Dereck De Solla. (1963). *Little science Big science*. New York:
Columbia University. Ravichandra Rao, I. K. (1992). *Informetrics.* Bangalore: SRELS.

MLIE 3405:
System Analysis and Design

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objective:

- Describe the concept of system, system analysis and design;
- Pertain ideas on Data flow Diagram

Course Outcome: After the completion of this course, the student will be able to:

CO1: Work on system analysis and design;

CO2: Acquainted with the concept of information analysis and consolidation;

CO3: Use flowchart, DFD, SWOT, PERT/CPM as and when needed.

Module 1: System concepts and information system; System Development Life Cycle; Role of system analyst.

Module 2: Information Consolidation and Repackaging: Meaning, Purpose, Value and benefits of Information Consolidation, Levels of Information Analysis, Packaging and Repackaging of Information. Packaging media and formats.

Module 3: Planning and investigation; Information gathering; structured analysis tools.

Module 4: Operation research: flowchart; Data flow Diagram; SWOT; PERT/CPM.

Suggested Readings:

Osborne, Larry N and Nakamura, M (2000). System Analysis for Librarian and Information Professionals, Englewood: Libraries Unlimited.

Whitten, Jeffery l, Bentley, Lonnie D and Dittman, Kevin C (2012). System Analysis and Design. New York: McGraw-Hill.

MLIE 3406:

Electronic Publishing

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objective:

- Describe the concept of scholarly publishing;
- Pertain ideas on digital publishing

Course Outcome: After the completion of this course, the student will be able to:
CO1: Work on digital publishing;
CO2: Acquainted with the concept of Open Access Publishing;

Module 1: History of scholarly publishing; Types of e-publications; Migration of peer reviewed journals from print to Web-based; Role of the Internet in access to scholarship; Digital publishing as a catalyst to interdisciplinary communication; Peer review process; Archival options for short and long term preservation; Software options for managing peer review Publications.

Module 2: Universities, research institutions, university presses; Libraries and commercial publishers in scholarly communication; Newspapers and the transformation of journalism. Open Access Publishing; Large scale digitization projects at the international level.

Module 3: Economics of digital publishing -- different models; Funding agencies; Copyright: The rights of publishers, authors, and readers; Protecting copyright vs. Creative Commons.

Module 4: Hardware and software, DTP software, Publication ethics, Publication misconduct-Falsification, fabrication and plagiarism, Redundant Publication, Salami Slicing, Open access publications, Gold and Green Route, ROMEO SHERPA.

Suggested readings

Gastel, Barbara & Day, Robert A. (2016). *How to Write and Publish a Scientific Paper*. Greenwood.

Rose, M. J. & Adair-Hoy, Angela . (2011*). How to Publish and Promote Online Paperback Rose*.St. Martin's Griffin.

Singh, Vishnu P. (2015). *Simplified Desktop Course Book Paperback*. Asianbooks.
Spring,
Michael B (1991). *Electronic printing and publishing: the document processing revolution*. Dekker.

MLIE 3407:

Social Science Information System

(Discipline Specific Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To understand the structure and development of social sciences
- To study the various components of social science information systems
- To study the activities of national institutes of social sciences

Course Outcome: After the completion of this course, the student will be able to:

CO1: Acquaint knowledge about the Social Science Information Systems and their development;

CO2: Learn the different services provided to the users of the Social Science Information Systems

Module 1: Basic Concepts, Components, Types and Characteristics of an Information System. Definition Scope, Landmarks and research Trends in the disciplines of Humanities, Political Science. Public Administration, Economics, management, Sociology History, Psychology and Education.

Module 2: Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Social Science Information Generation and Dissemination.

Module 3: Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level: ICSSR, NASSDOC, ICWA, Indian Institute of Management-Ahmedabad, Indian Institute of Public Administration, National Council for Applied Economic Research, National Institute of Public Finance and Policy, TISS, UNESCO, ICHR, London School of Economics and Political Science.

Module 4: Critical study of Social Science Databases such as PROQUEST, Web of Knowledge, JSTOR, POPLINE, PsychInfo, Emerald, Census India, IndiaStat, etc

Suggested Readings

1. Atherton, Pauline. (1977). Handbook for information systems and service. Paris: UNESCO.

2. Buckland, Michael. (1991). Information and information systems: New directions in information management. New York: Praeger

3. Case, D. 2006. *Looking for Information, Second Edition: A Survey of Research on Information Seeking, Needs, and Behavior*. UK: Emerald Publishing

4. Dwivedi, Y K and Wade, M R. 2011. *Information Systems Theory: Explaining and Predicting*

5. Gordon, S.R and Gordon, J R. 1999. *Information Systems: A Management Approach*

6. Hevner, Alan and Chatterjee, Samir. 2010. *Design Research in Information Systems: Theory and Practice*. New York: Springer

7. Irani, Z and Lover, Peter. 2008. *Evaluating Information Systems: Public and Private Sector*. UK : Butterworth-Heneman

8. Kelkar, S A. 2009. *Information Systems: A Concise Study*. New Delhi: PHI

9. Leckie, G J et all. 2010. *Critical Theory for Library and Information Science: Exploring the Social from Across the Disciplines*. Colarado: Libraries Unlimited

10. Parida, Baman. (1993). Studies *on information systems, services and programs in India and abroad*. Delhi: Ajanta.

11. Rajaraman, V. 2011. *Analysis and design of Information Systems*. New Delhi: PHI

MLIG 3408:
Information Literacy on Library and Information Science
(General Elective Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- Familiarize with the library;
- Acquaint knowledge about the different information sources;
- Learn about citation and its different parts

Course Outcome: After the completion of this course, the student will be able to:

CO1: Collect information for dissertation, projects using the different information sources;

CO2: Use different citation styles for research works.

CO3: Understand how to retrieve the information from the system.

Module 1: Library - Definition, Need and Scope; Types of Libraries: Public, Academic ,Special and National- objectives, functions, services; Traditional and Modern Library Services; Role of Librarians; Library Websites, Library Portals, Library Gateways, Digital Library Services; Institutional Repository; Virtual Reference and Information Services, Internet based document delivery, Weblogs and RSS.

Module 2: Information sources: definition and characteristics; Types of information sources: Documentary-primary, secondary and tertiary, Non-Documentary; Print sources of information, Digital Sources of Information: Paid and Open Access Resources; Reference sources in Social Sciences, Humanities and Science & Technology: Dictionary, Encyclopedia, Directory, Handbooks, Manuals; Current information sources: Yearbooks, Almanacs, News summaries.

Module 3: Concept of citation analysis; formulas for measuring Citation: H-index, I-index, G-index; Impact factor concept, need, formulas for measuring impact factor; Citation Databases: Web of Knowledge, Scopus, Google Scholar, Research Gate; Plagiarism: Concept and Definition, Types of Plagiarism, Plagiarism Detection Tools.

Module 4: Information Searching and Retrieval Techniques: Concept and definition; Role of Search Engines in Information Retrieval; Information Searching Skills and Competencies; Searching Techniques: Free Text Search, Boolean Search, Truncated Search, Wild card Search, Federated Search

Suggested Readings:

American Library Association. Information Literacy: a position paper on information problem solving (2000). Available at: www.ala.org/assl.positions/PS_infolit.html (accessed 21 July 2003).

Association Of College And Research Libraries. Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. (2001). ACRL, available at :www.ala.org/acrl/guides/objinfolit.html (accessed 21 July 2003).

Baldwin (V A). Information Literacy in Science & Technology Disciplines. Library Conference Presentation and Speech. (2005).University of Nebraska, Lincoln. http://digitalcommons.unl.edu/library_talks/11.

Grassin (E S) and Kaplowitz (J R). Information Literacy Instruction: Theory and Practice. (2001). Neal Schuman, New York.

FOURTH

SEMESTER

MLIC 4401:

Information Storage and Retrieval System

(Core Course)

Credit: L + T + P = 3+1+0 = 4

Course Outcome: After the completion of this course, the student will be able to:

CO1: Identify the special features concerning Library and Information Storage that aid in Retrieval;

CO2: Perceive different indexing languages;

CO3:Acquainted with different types of vocabulary control devices;

CO4: Use various search techniques to retrieve relevant information.

Module 1: Information Retrieval Systems: Concept, Definitions, Characteristics, Types & Components;Operations& Design of an IR System;Evaluation& Compatibility of Information Storage and Retrieval Systems (ISAR); Classic IR Models;Introduction to major IR research approaches: Traditional, User Oriented & Cognitive.

Module 2: Bibliographic Description: An overview;Bibliographic Formats, Standards & Models: ISBD, MARC, CCF, RDA, FRBR, FRSAD, BIBFRAME, ISO-2709 etc. Metadata: Concept, Types & Standards,Indexing Language: Concept, types &characteristics;Vocabulary Control: Need, Purpose &Tools,Thesaurus: Concept, Need, Purpose& Construction.

Module 3: Indexing Systems &Techniques;Pre-Coordinate Indexing: Chain Indexing, PRECIS, POPSI.Post-Coordinate Indexing: Uniterm Indexing, Optical Coincidence Card. Keyword Indexing: KWIC, KWOC,KWAC. Web Indexing. Citation Indexing; Abstracting: Concept &Types;SCOPUS, Web of Science, ICI, Google Scholar etc.

Module 4: Data Warehouse.DataMining.Internet Searching & Meta Search Engines.Search Strategies: Free Text Search,Boolean Operations, Proximity Search, Navigational Search, Heuristic Search;Evaluation of Search strategies: Recall & Precision ratio.

Suggested Readings:

Austin, Derek (1987). PRECIS. 2nd ed. London: British Library.

Bajpai, S. K. (1999). Modern information retrieval. New Delhi:
EssEss

Chakraborty, AR and Chakraborty, B (1984). Indexing: Principles, processes and products. Calcutta: World press.

Chowdhury, G.G. and Chowdhury, Sudatta (2007). Organizing information from the shelf to the web. London: Facet.

Cleveland, Donald D and Cleveland, Ana D. (2001). Introduction to indexing and abstracting. Englewood : Libraries Unlimited.

Ellis, David. (1996). Progress and problems in information retrieval. London: LA.

Elmasri, Ramez and Navathe, Shamkant B (2003). Fundamentals of database system. London: Addison-Wesley.

Ghosh, S. B. &Satpathi, J. N., Eds. (1998). Subject indexing systems: concepts, methods and techniques. Calcutta: IASLIC.

Lancaster, F. W. (1968). Information retrieval systems, characteristics, testing and evaluation. New York: Wiley.

MLIC 4402:

Digital Library System – Theory and Practice

(Core Course)

Credit: L + T + P = 2+0+2 = 4

Course Outcome: After the completion of this course, the student will be able to:

CO1: Do digitization by selecting appropriate file types;

CO2: Trace the development of digital libraries;

CO3: Design and develop a website by using HTML and CSS;

CO4: Define and describe the required meta-data format for the library;

CO5: Design and develop a digital library.

Part A – Digital Library System (Theory)

Module 1: Digital Library:Needs,Genesis,definition,objectives& scope; Digital Rights Management; Digitization: Concept, Purpose, Methods and Tools; Digitization process; File formats: Image format, audio & video formats; Image editing software; OCR.

Module 2: Metadata: standards; Metadata issues in Digital Library; Metadata harvesting: OAI-PMH, Ontology; Federated search; Developing Digital Library: Planning and Implementation; Selection of the softwares; Digital Library Initiatives in India and abroad; Digital library softwares - D-space, Greenstone, E-prints.

Module 3: Institutional Repository (IR) - concept, objectives, purpose scope, coverage and utilization; evaluation of IR; Institutional Repositories Vs Digital Library Digital Preservation: tools and techniques.

Part B – Digital Library System (Practice)

Module 1: DSpace: All available modules (Latest version) Installation, Database Creation and Use.

Suggested Readings:

Ashraf, Tariq and Gulati, Puja Anand (2013). Design, Development and Management of Resources for Digital Library Services. Harshey PA (USA): Information Services Reference. Barnes, S.
J. (2004). Becoming a digital library. New York: Marcel Dekker.

Bhatnagar, S. (2002). Information and communication technology in development: cases from India. New Delhi: Sage.

Brophy, P. (2001). The library in the twenty-first century. London: Library

Association. Duraspace (2016). DSpace. Retrieved from http://www.dspace.org

Jean, G. (2011). Digital library. New Delhi: World Technologies.

Marchionini, G. (1995). Information seeking in electronic environments. Cambridge: Cambridge University Press.

Pedley, Paul. Ed. (2005). Managing Digital Rights: A practitioner's guide. London:

facet. Rubenstein, Charles P. (2014). Web Design for Libraries. California: Libraries Unlimited.

Shen, R., Gonçalves, M. A., & Fox, E. A. (2013). Key issues regarding digital libraries: Evaluation and integration. San Rafael, Calif.: Morgan & Claypool.

MLIC 4403:

Dissertation

(Core Course)

Credit: L + T + P = 0+0+4 = 4

Course Outcomes: After completion of this course, you will be able to:

CO1: Identify and formulate a research problem;

CO2; Write a good research proposal;

CO3: Solve a problem through proper scientific method of investigation and appropriate research methodology;

CO4:Apply appropriate tools, techniques, methods and statistics to collect and analysis of the data;

CO5:Develop writing, analytical and presentation skill.

Part A – Dissertation

Topics relevant to the principles and practice in different areas of LIS as assigned in the 4th semester. Project report is to be submitted for evaluation before dissolution of the 4th semester classes.

Part B – Viva/Presentation

There will be an open viva with all internal and external examiners.

Suggested Readings:

Bailey, Stephen (2003). Academic Writing: A Practical Guide for Students. UK: Psychology Press. Luey, Beth (1987). A Handbook for Academic Authors. New York: Cambridge University Press. Murray, Rowena (2011). How to Write a Thesis. Maidenhead: Open University Press.

Oliver, P. (2008). Writing your Thesis. New Delhi: Sage South Asia.

Teitelbaum, Harry (1994). How to Write a Thesis: A Guide to the Research Paper. New York: Macmillan.

Winstanley, C. (2012). Writing a Dissertation for Dummies. Manhattan, New York: Wiley: Dummies.

MLIE 4404:

Web Technologies in Library and Information Service

(Discipline Specific Course)

Credit: L + T + P = 2+1+1 = 4

Course Outcome: After the completion of this course, the student will be able to:

CO1: Gain knowledge on networks, internet and services.

CO2: Give hands-on training on web designing technologies for library and information services like HTML, CSS, Javascript, server side scripting, DBMS

CO3: Acquire expertise in content management system.

CO4: Obtain skills for making blogs, portals, RSS feed.

Module 1: Introduction to the Web: Computer networks, IP address, Internet, port number and socket, services on internet, WWW, DNS, FTP, Telnet, web browsers, webservers, Editors, HTML, client side scripting and server side scripting, principles of website designing, Internet security; ISDN

Module 2: Library Website developments: Introduction to software tools, Markup language like HTML, DHTML, XML: syntax and commands, text, tables, images, links, frames, style sheets and layering Scripting languages, Dreamweaver, CSS, Metrics, Google Analytics, Types of images, Image editing, audio/video editing and file compression.

Module 3: Introduction to advanced web applications: Web 2.0, Library 2.0, Semantic Web, Cloud computing.

Module 4: Practical: Web page / Home page, Library Website designing, Portals, Content management software Joomla, Drupal.

Suggested Readings:

Bayross. (2000). Web Enable Commercial Application Development Using HTML, DHTML, Javascript, Perl CGI, BPB Publications.

Breeding, M. (2012). Cloud computing for Libraries. New York.

E.V.Kumar and S.V.Subramanyam. (2004). Web Services. New Delhi: Tata Mc Graw

Hill. G.Buczek (2002). ASP.NET Developers Guide, TMH.

Gopalan, N.P. and Akilandeswari J. (2007). Web Technology: Developer's perspective. New Delhi: Prentice Hall.

Jaworski. J. (1999). Mastering Javascript, BPB Publications.

Kamal, R. (2002). Internet and web Technologies. New Delhi: Tata McGraw Hill.

Miller, J. B. (2008). Internet technologies and information services. London: Libraries

Unlimited. Niederst, J. (1999). Web Design in a Nutshell: a desktop quick reference. Mumbai: Shroff.

Powell, T.A. (2000). Web Designing: The complete reference. New Delhi: Tata McGraw

Hill. Redsma, M. (2014). Responsive web design for Libraries: a LITA guide. New York: LITA.

T. A. Powell. (2002). Complete Reference HTML (Third

Edition),TMH. Varnum, K.J. (2012). Drupal in Libraries. Chicago: LITA.

MLIE 4405:

Agriculture Library & Information Systems and Services

(Discipline Specific Course)

Credit: L + T + P = 3+1+0 = 4

Course Objectives: To make the students aware on agricultural library.

Course Outcome: After the completion of this course, the student will be able to:

CO1: Acquaint knowledge about the agricultural libraries and their development;

CO2: Learn the different services provided to the users of the agricultural libraries;

Module 1: Objectives and functions of the Agricultural science libraries; History and Development of Libraries with Special Reference to India; Role of ICAR, Committees and Other Agencies in the Development of Agricultural Libraries in India; Organizational Structure.

Module 2: Periodicals, Grey Literature, Patents, Standards, Specifications and Government Publications, etc.; Non-Book Materials, Electronic Resources and Online Databases.

Module 3: CAS, SDI, Abstracting and Indexing Services; Library Bulletin, Newspaper Clipping Services; Computerized Services; Resource Sharing and Networking: AGRIS, INAGRIS, CABI, etc.; Information Literacy Programmes.

Module 4: Determination of Finance, Sources of Finance; Types of Budget; Nature, Size, Selection, Recruitment, Qualification and Training; Responsibilities and Duties; Competency Development.

Suggested Readings:

Chotey Lal, C. (1998). Agricultural libraries and information systems: a handbook for users. New Delhi: R K Techno Science Agency.

Daymath, Y and Ruttan, V. W. (1979). Agricultural development: an international perspective. Baltimore: John Hopkins.

Deshmukh, P. P. (1990). Standardization of library and information services with special reference to scientific and agricultural libraries. New Delhi: ABC.

Kumar, P. S. G. (2008). Agricultural librarianship: MLISc elective paper. New Delhi: B.R. Publication.

Sharma, R. D (1989). The agricultural information network for India. New Delhi: Society for Information Science.

MLIE 4406:

Science Information System

(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:

- To familiarize students with the meaning, definition, use and implications of Science Information Systems
- To study various sources of scientific information like invisible colleges, social media, open sources, databases, etc.
- To understand the significance of application of ICT in scientific information system set up

Course Outcome: After the completion of this course, the student will be able to:
CO1: Acquaint knowledge about the Science Information Systems and their development;
CO2: Learn the different services provided to the users of the Science Information Systems

Module 1: Basic Concepts, Components, Types and Characteristics of an Information System. Definition Scope, Landmarks and research trends in the disciplines of pure and applied sciences.
Module 2: Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Science Information Generation and Dissemination.
Module 3: Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level. Indian National Science Academy, BARC, Indian Institute of Technology (IIT), Indian Space Research Organization ISRO; NISCAIR, DESIDOC, NCSI, NISSAT, ENVIS, NSTMIS, Biotechnology Information System Network, National Informatics Centre, International Council for Science (ICSU), CERN, NASA, INIS, ASTINFO, PRISM, etc.
Module 4: Critical study of Open source and commercial Science Databases; Open Science: Open Data Science, Web of Science, PROQUEST, Science Direct, Nature, ACS, ASME, IEEE, ACM Digital Library, SCOPUS, INSPEC, Chemical Abstracts, PLoS, arXiv, etc.

Suggested Readings

Atherton, Pauline. (1977). Handbook for information systems and service. Paris: UNESCO.

Buckland, Michael. (1991). Information and information systems: New directions in information management. New York: Praeger

Cater-Steel, A and Al-Hakim, Latif. 2008. *Information Systems Research Methods, Epistemology, and Applications*. USA: Information Science Reference

Dwivedi, Y K and Wade, M R. 2011. *Information Systems Theory: Explaining and Predicting Our Digital Society*, Vol. 2 (Integrated Series in Information Systems). USA: Springer

Hevner, Alan and Chatterjee, Samir. 2010. *Design Research in Information Systems: Theory and Practice*. New York: Springer

Ward, J L and Peppard, Joe. 2002. *Strategic Planning for Information Systems*. New York: Wiley
Kelkar, S A. 2009. *Information Systems: A Concise Study*. New Delhi:

MLIE 4407:
Intellectual Property Rights and Copyrights
(Discipline Specific Course)
Credit: L + T + P = 3+1+0 = 4

Course Objectives:
- To familiarize students with the meaning, definition, use and implications of IP
- To understand the significance of application of Open access journals and repositories

Course Outcome: After the completion of this course, the student will be able to:
CO1: Acquaint knowledge about the Science Information Systems and their development;
CO2: Learn the different services provided to the users of the Science Information Systems

Module 1: Meaning and scope; Categories of IP. Berne Convention; Universal Copyright Convention; Stockholm Conference; Paris Conference; WIPO Copyright treaty; GATT; TRIPS.

Module 2: Copyright law of India and its amendments; Fair use provision; Patent law of India and amendments; Other Laws related to IPR.

Module 3: Protection of web-based content; Copyright and libraries; Copy left movement; Creative Commons; Plagiarism, Role of COPE and WIME.
Module 4: History of open access movement, approaches to open access, Stake holders of OA, policies and guidelines. Open access journals and repositories.

Suggested Readings

Agnew, Grace .(2008). *Digital Rights Management: A Librarian's Guide to Technology and Practise*.Chandos
Andrew Murra. (2010).*Information Technology Law: The law and society*. Oxford.
Choux, Deborah E. Bo. (2012). *Intellectual Property: The Law of Trademarks, Copyrights, Patents, and Trade Secrets* . Cengage.
Correa, Carlos M. & Yusuf, Abdulqawi A. (2008). *Intellectual Property and International Trade: The TRIPS Agreement* . Oxford.
Fishman, Stephen. (2008). *The copyright handbook: what every writer needs to know*. Berkeley. Nolo.
Freeman, Lee & Peace, A. Graham. (2005). *Information ethics: privacy and intellectual property*. Information Science Pub.
Jessica, Littman. (2001). *Digital Copyright: Protecting Intellectual Property on the Internet*. Prometheus.
May, Christopher .(2007). *Digital Rights Management: The Problem of Expanding Ownership Rights*. Chandos
YiJun Tian & Jane Winn. (2008). *Re-thinking Intellectual Property: The Political Economy of Copyright Protection in the Digital Era*. Routledge.

MLIG 4408:
Management of Electronic Resources

(General Elective Course)
Credit: L + T + P
3+1+0=4

Course Objectives: To make the students aware collection development and different types of eresources and their use.

Course Outcome: After the completion of this course, the student will be able to:

CO1: Describe different types of E-Resources and their subscription policies;

CO2: Comprehend the role of E-Resources in developing library network and consortia.

Module 1: Concept of E Resource management: Definition, scope, types and Acquisition of E-Resources: Acquisition policy, Access policy, Subscription policy.

Module 2: Trends of growth of electronic resources; Role of E-Resources Consortia for Resource Sharing.

Module 3: Paradigm shift of Resource sharing in consortia based environment.

Module 4: Issues and Challenges of E- Resource Management: Changing technology, pricing model, infrastructure requirements, Need of research and training, future of E Resource.

Suggested Readings:

Albitz, Becky (2008). Licensing and Managing Electronic Resources. Chandos Publishing. United Kingdom: Chandos Publishing (Oxford) Limited.

Fenner, Audrey (2005). Managing Digital Resources in Libraries. London: Routledge.

Lahkar, Narendra (Ed.) (2016). Prospects of Consortia for North East India Libraries: Guwahati: Department of Library and Information Science, Gauhati University.

Lee, Sul H. (Ed.) (2002). Electronic Resources and Collection Development. New York: The Haworth Information Press.