CENTRAL UNIVERSITY OF PUNJAB

Master of Library and Information Sciences (M. Lib. I. Sc.)

Department of Library and Information Sciences

Batch 2025

2025 School Bo... LISc Syllabus

Vision of Central University of Punjab

The University envisions to transform the minds to serve the humanity through skills and innovation driven teaching and research; values and community outreach.

Mission of Central University of Punjab

- Offer a wide range of instructional and research facilities for inter-, multi- and trans-disciplinary approaches to impart holistic learning;
- Promote skills and innovation in teaching-learning, evaluation, research and consultancy;
- Create an ignited workforce responsive to local, regional, national and global needs in tune with the requirements of academics, industry, business and administration; and
- Address the issues and concerns of the community.

Vision of Department of Library and Information Sciences, Central University of Punjab

- Developing skills required for management of Data, Information & Knowledge in Libraries and Information Centres, by applying the principles of librarianship and professional ethics;
- Developing and enhancing skill-sets in Information and Communication Technologies (ICT) required for the Information and Knowledge Management processes.

Mission of Department of Library and Information Sciences, Central University of Punjab

- To work on local and global thrust areas in the field of Library and Information Science.
- To train and equip students with the knowledge, skills and values required to work in Information and Knowledge Centres.

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GRADUATE ATTRIBUTES

Graduates shall have the skills for organising, processing, and retrieving information, as well as managing libraries and information centres. Further, the graduates shall be able to assess users' information needs in all types of libraries and information centres. They shall also be capable of imparting appropriate information services in libraries. Graduates shall contribute to the knowledge economy of the country by providing quality information services to library users. Graduates shall work in different cultural settings, and be equipped to make valuable contributions to society, locally and globally. Graduates shall have the knowledge and skill of developing and managing National, Regional and International Information Systems and Programmes.

Course Structure

SEMESTER – I

COURSE CODE	COURSE TITLE	Course Type	L	T	P	CR
MLIS.401	Foundations of Library and Information Science	Core	3	0	0	3
MLIS.402	Knowledge Organisation – Classification (Theory)	Core	3	0	0	3
MLIS.403	Information and Communication Technologies and Digital Libraries	Core	3	0	0	3
MLIS.404	Information Sources and Services	Core	3	0	0	3
MLIS.405	Knowledge Organisation – Classification (Practical)	Skill Based Course	0	0	8	4
Discipline Elective (Any one of the following)						
MLIS.425	Academic Library and Information System	Disciplinary Elective	3	0	0	3
MLIS.426	Information Literacy in Library and Information Centres		3	0	0	
MLIS.427	Preservation and Conservation of Library Materials		3	0	0	
MLIS.428	Knowledge Management System		3	0	0	
MLIS.429	Social Science Information Sources and System		3	0	0	
MLIS.430	Public Library and Information System		3	0	0	
MLIS.431	Business Library and Information System		3	0	0	

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MLIS.432	Health Sciences Library and Information System		3	0	0	
MLIS.433	Law Library and Information System		3	0	0	
MLIS.434	Multilingual Information Systems for Libraries		3	0	0	
		Total	**15**	**0**	**4**	**19**

SEMESTER II

COURSE CODE	COURSE TITLE	Course Type	L	T	P	CR
MLIS.451	Research Methodology	Core	3	0	0	3
MLIS.516	Knowledge Organisation – Cataloguing and Metadata (Theory)	Core	2	0	0	2
MLIS.517	Management of Libraries and Information Centres	Core	2	0	0	2
MLIS.518	Information Storage and Retrieval	Core	2	0	0	2
MLIS.519	Knowledge Organisation - Cataloguing and Metadata (Practical)	Skill Based Course	0	0	6	3
MLIS.520	Application of Library Automation and Digital Libraries (Practical)	Skill Based Course	0	0	6	3
Inter Disciplinary Course (IDC) (Offered by **DLISc only to Other Departments)**						
MLIS.506	Scholarly Communication and Information Literacy Skills	IDC	2	0	0	2
MLIS.507	AI-Assisted Social Informatics		2	0	0	
MLIS.508	Foundations of Research Evaluation		2	0	0	
Value Added Course (VAC) (Offered by **DLISc to Other Departments also**)						
MLIS.511	R and Python Libraries for the Social Sciences and Humanities	VAC	2	0	0	2
MLIS.512	AI Literacy		2	0	0	
MLIS.513	Dr S R Ranganathan Studies		2	0	0	
Ability Enhancement Course (AEC)						

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MLIS.475	Communication Skills	AEC	2	0	0	2
MLIS.476	Information Analysis, Consolidation and Repackaging		2	0	0	
MLIS.477	Entrepreneurship in Library and Information Sciences		2	0	0	
		Total	**15**	**0**	**12**	**21**

** *Students can opt for any of the **Swayam Courses of 2 credits in Lieu of IDC** after approval through MOOC Co-ordinator and HoD.*

SEMESTER III

COURSE CODE	COURSE TITLE	Course Type	L	T	P	CR
MLIS.599-1	Dissertation	Skill based	0	40	0	20
		Total	**0**	**40**	**0**	**20**

SEMESTER IV

COURSE CODE	COURSE TITLE	Course Type	L	T	P	CR
MLIS.599-2	Dissertation	Skill based	0	40	0	20
		Total	**0**	**40**	**0**	**20**

L- Lectures, T- Tutorials, P- Practical
FC- Foundation Course, CC- Core Course, EC- Elective Course, IDC- Interdisciplinary Course, PC- Practical Course, AEC - Ability Enhancement Course.

- One **non-credit hour (two contact hours) for Individualised Education Plan/tutorial to** be added for remedial teaching to cater to the learning needs of all the learners. Objective of this class is to facilitate the students to understand the concepts better, absorb and assimilate the content more effectively during extra hours.
- Every student has to take up 1 ID course and 1 VAC course of 2 credits each (Total 04 credits) from other disciplines in any two semesters of the program.
- IDC and VAC may be offered through MOOC if facilities are not available in the university.

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- *Students can opt for any of the* ***Swayam Courses of 2 credits in Lieu of IDC*** *after approval through MOOC Co-ordinator and HoD.*
- At the end of 2nd Semester, a student can opt for exit with ***'PG Diploma in Library and Information Sciences',*** which should be equivalent to one year Bachelor of Library and Information Science (B. Lib. I. Sc.). It is in line with Multiple Entry and Multiple Exit (MEES) Scheme.

Evaluation Criteria for Various Courses

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, Entrepreneurship, Innovation and Skill Development Courses (≤2 credits) or any other theory course of ≤2 credits	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (up to 100%) Objective (up to 30%)
End-semester exam (ESE)	50	Descriptive (up to 100%) Objective (up to 30%)	50	Descriptive (up to 100%) Objective (up to 30%)

Dissertation Proposal (Third Semester)			**Dissertation (Fourth Semester)**		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor/ co supervisor(s)	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva voce
HoD and senior most faculty of the department	50	Dissertation proposal and presentation	External expert	50	Report of dissertation (25), presentation (10), novelty/originality (5) and final viva-voce (10).

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- ❖ End semester exam (50 marks) (70% subjective type and 30% objective type).
    - The objective type will include one-word answers, fill-in the blank, sentence completion, true/false, MCQs', matching, analogies, rating and checklists.
    - The subjective type will include a very short answer (1-2 lines), short answer (one paragraph), essay type with restricted response, and essay type with extended response.

As per NEP2020 to give flexibility to teachers, the number of questions and distribution of marks shall be decided by the department. Further, the departments/teachers to conduct internal assessment for different courses using any two or more of the given methods:

- ❖ Surprise Tests, in-depth interview, unstructured interview, Jigsaw method, Think-Pair Share, Students Teams Achievement Division (STAD), Rubrics, portfolios, case based evaluation, video based evaluation, Kahoot, Padlet, Directed paraphrasing, Approximate analogies, one sentence summary, Pro and con grid, student generated questions, case analysis, simulated problem solving, media assisted evaluation, Application cards, Minute paper, open book techniques, classroom assignments, homework assignments, term paper.

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Course Structure of M. Lib. I. Sc. Programme

L	T	P	CR	CH
3	0	0	3	3

SEMESTER – I

Course Code: MLIS.401

Course Name: Foundations of Library & Information Science
Total Hours: 45 Hours

Course Learning Outcomes

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

- CLO1: Have working knowledge of different types of libraries and the knowledge of the laws of library science and their implications with reference to modern library services.
- CLO2: Understand the importance of professional associations and Organisations for the development of libraries.
- CLO3: Summarise the essentialities of the professional library associations across the globe.
- CLO4: Evaluate and understand the need of library legislation, Intellectual Property Rights (IPR) in changing web-based environments

Unit/Hours	Content	Mapping with CLOs
Unit I/ **13 Hours**	**Library as a Social Institution:** Library as a Social Institution. Development of libraries in India: Committees and Commissions on Libraries in India. Types of Libraries (Academic, Public, Special, National). Role of Library and Information Centres in Modern Society. Five Laws of Library Science and their implications. Public Relations and Extension Activities. **Reflection:** Compare the different types of libraries.	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II/ **11 Hours**	**Role of Professional Associations and Organisations for the Development of Libraries:** National Library of India: Concept, Functions and Services. Professional Associations: ILA, ALA, IASLIC, CILIP, IATLIS, SLA. Role of National and International Organisations: UGC, RRRLF, UNESCO and IFLA. **Reflection:** Compare the different professional associations and national international organisations.	**CLO 2**
Unit III/ **11 Hours**	**Library Legislation and Legal Issues:** Library Legislation: Need, Purpose, Objectives. Library Legislation in India: Structure and Salient Features. Press and Registration of books Act. Delivery of Books (Public Libraries) Act. Right to Information Act **Reflection:** Discuss the different library legislations and Model Library Act.	**CLO 3**
Unit IV/ **10 Hours**	**Information, Communication, and Professional Ethics:** Information Life Cycle. Professional Skills and Competencies. Professional Ethics. Role of Library and Information Professionals in the Digital Era. **Reflection:** Discuss the changing role of library and information science professionals.	**CLO 4**

1. Kanakbala A. Jani, Kiran A. Jani. (2015). *Public Libraries Acts in India: With Library Related Other Acts*. Standard Publishers (India).
2. Khanna, J. K. (1994). *Library and society*. ESS Publications, New Delhi.
3. Kumar, K. (1997). *Library organisation.* South Asia Books, New Delhi.
4. Lynden, F. C., & Chapman, E. A. (Eds.). (2002). *Advances in librarianship*. Academic Press.
5. Naib, S. (2013). *The Right to Information in India*. Oxford University Press.

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6. Nasirudheen, T. (2018). *Library Movement and Development in India: A State Wise Scan*. Ess Ess Publications, New Delhi
7. Pandey, N & Dharni, K. (2015). *Intellectual Property Rights*. PHI Learning Private Limited.
8. Patel, J., Kumar, K., & Krishan, K. (2001). L*ibraries and librarianship in India*. Greenwood Publishing Group.
9. Ranganathan, S.R. (2006). *Five laws of library science.* Sarada Ranganathan Endowment for Library Science, Bangalore.
10. Rubin, R. E. (2017). *Foundations of library and information science*. American Library Association.
11. Singh, S. P., & Kumar, K. (2005). *Special libraries in the electronic environment*. Bookwell.
12. Sobel, K. (2012). *Information Basics for College Students*. ABC-CLIO.
13. Taher, M. (2001). *Libraries in India's National Developmental Perspective: A Saga of Fifty Years Since Independence*. Concept Publishing Company.
14. Venkatappaiah, V., & M. Madhusudhan M. (2006). *Public Library Legislation in the New Millennium: New Model Public Library Acts for the Union, States and Union Territories*.
15. Bookwell. Martínez-Ávila, D., Almeida, P., & Raghavan, S. (Eds.). (2024). *S. R. Ranganathan: Classic and contemporary views on his life and work*.
16. Satija, M. P., Chandel, A. S., & Singh, K. P. (Eds.). (2024). *S. R. Ranganathan: Some select Indian studies on his life and work*.

Web Resources

1. https://en.unesco.org**/**
2. https://www.ifla.org/
3. http://rrrlf.nic.in/

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Course Code: MLIS.402
Course Title: Knowledge Organisation – Classification (Theory)
Total Hours: 45 Hours

L	T	P	CR	CH
3	0	0	3	3

Course Learning Outcomes

After the completion of the course, students will be able to:

- CLO1: Conceptualise knowledge organisation and library classification.
- CLO2: Understand the implementation of enumerative schemes of classification.
- CLO3: Understand the implementation of faceted and analytico-synthetic schemes of classifications
- CLO4: Explore recent trends in organising web-based resources.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **08 Hours**	**Introduction to Knowledge Organisation:** Universe of Knowledge: Nature and attributes. Subject: Meaning and types (Basic, Compound, Complex) Nature and Modes of Formation of Subjects. Species of Library Classification. Faceted and Enumerative Schemes of classification. Brief introduction to Descriptive and Dynamic Theory of Classification. Knowledge Organisation - Classification – Concept, Purpose and Functions. **Reflection:** Comprehension of knowledge organisation and the theory of library classification.	**CLO 1**
Unit II/ **08 Hours**	**Dewey Decimal Classification (DDC):** Salient Features and Components of DDC. Structure and layout, organisation of basic classes, hierarchy, coverage, notation, simplicity, memorability, hospitality, Chain-Structure, flexibility, manual, DDC Summaries Table Schedules Summaries, entries, notes and Relative Index. **Reflection:** Discussion on the practical implications of the concepts of DDC.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **07 Hours**	**Colon Classification (CC) and Universal Decimal Classification (UDC):** Colon Classification (CC): Salient features and Components. Facet analysis, principles of facet sequence, Fundamental Categories (PMEST), Devices, Notational System, Three planes, Mnemonics, Common Isolates (ACI and PCT), Rounds and Levels, Index. Phase Relations. Universal Decimal Classification (UDC): Salient Features. Nature and Scope, Structure, Notational System, Arrangement and Tables in UDC. Common Auxiliary Tables: Scope and Examples. Common Auxiliary Signs: Scope and Types. Master Reference File (UDC MRF): Basic Concept. **Reflection**: Discussion on the practical implications of the concepts of CC and UDC.	**CLO 3**
Unit IV/ **07 Hours**	**Current Trends and Organisation of the Web Resources:** Web Dewey and UDC online (Brief Description). Brief Introduction of OCLC Classify, Folksonomy: Basic concept, Tagging and Social Bookmarking. Semantic Web: Concept, need, purpose, and advantages. Ontologies: Brief Introduction. **Reflection:** Analysis of the current trends in organisation of web resources and the future of library classification.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Batley, S. (2014).Ed. 2nd. *Classification in theory and practice*. Oxford: Chandos.
2. Dhyani, P. (2008). *Library classification*: *Theory and principles*. New Delhi: New Age International (P) Ltd, New Delhi.

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3. Krishan, K. (1979). *Theory of classification (4th Ed.).* New Delhi: Vikas pub.
4. Ranganathan, S. R. (2006). *Philosophy of library classification*. Copenhagen: E. Munksgaard.
5. Satija, M. P. (2011). *A guide to the theory and practice of colon classification*. New Delhi: EssEss Publications
6. Satija, M. P. (2012). *Exercises in the 23rd edition of Dewey Decimal Classification*. New Delhi: EssEss pub.
7. Satija, M. P. (2013). *The theory and practice of the Dewey Decimal Classification system (2ndEd.*). Oxford: Chandos Pub.
8. Wali, M. L., & Baba A. M. (1982). *Manual of library classification practice for Dewey Decimal and Colon classification schemes*. Srinagar: the auths.
9. Satija, M. P., & Kyrios, A. (2023). *A handbook of history, theory and practice of the Dewey Decimal Classification*.
10. Satija, M. P., & Jhand, S. S. (2023). *Colon classification: Origin, development, and future prospects*.
11. Satija, M. P. (2018). *Colon classification: A student companion*

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Course Code: MLIS.403
Course Title: Information and Communication Technologies and Digital Libraries
Total Hours: 45 Hours

L	T	P	CR	CH
3	0	0	3	3

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Develop skill set for implementing and maintaining library servers.
- CLO2: Understand the process of creating databases.
- CLO3: Understand the processes of websites creation and maintenance and the applications of cloud-based services.
- CLO4: Understand the concept of digital library and Institutional repository.

Unit/Hours	Contents	Mapping with CLOs
Unit I/ 12 Hours	**Operating Systems and Application Software:** Installation and Functions of Different Operating Systems: Window & Linux. Setting of Desktop, Library Server and its Maintenance. MS Office: Word, Excel, Access and PowerPoint Presentation. Scripting and Programming Languages. **Reflection:** Hands on skills for implementing and maintaining library servers.	**CLO 1**
Unit II/ 11 Hours	**Database Creation and Library Software:** Installation and Creation of Databases: Import, Export, Hyperlinks and using XAMP (Apache, MySQL, PHP,). **Reflection:** Understanding databases in depth for implementation in libraries.	**CLO 2**

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Unit III/ 12 Hours	**Websites: Creation and Maintenance.** Introduction of Development of the Internet and the World Wide Web. Practice Basics of HTML and XML. Developing websites using open-source solutions. Development of blogs for libraries. **Applications of Cloud based Services**: Concept and type of services. Google drive. Drop Box. Google Workspace (Docs, Forms, Sheets, Slides) **Reflection:** Develop skill on scripting languages and blogs; apply the concept of cloud computing.	**CLO 3**
Unit IV/ **10 Hours**	**Digital Library and Institutional Repository.** Digitization – Planning, Selection of Materials, Hardware, Software, Process, Issues. Digital Library: Genesis, Characteristics, Types, Architecture; Standards, Formats and Protocols, DOI. Digital Library Initiatives – National and International. Institutional Repositories - Need, Purpose, Types and Tools **Reflection:** Understand the concept of digital library and Institutional repository.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion.

Suggested Readings

1. Habraken, J. (2018). *Microsoft Office 2019 Inside Out*. Microsoft Press.
2. Lambert, J. (2017). *Windows 10 step by step*. Microsoft Press.
3. Lindsay, A. (2019). *Linux: 2019 NEW Easy User Manual to Learn the Linux Operating System and Linux Command Line.* Amazon Digital Services LLC - KDP
4. Meloni, J. C. (2008). *Sams teach yourself PHP, MySQL and Apache all in one*. Pearson Education India.
5. Mint, C. (2019). *Linux Beginners Guide: A Comprehensive and Updated Guide for Beginners to Learn Linux Operating System, Easy Installation and Configuration Including Tips and Essentials Principles.*
6. Panek, W. (2016). *MCSA Microsoft Windows 10 Study Guide: Exam 70-697*. John Wiley & Sons.
7. Pogue, D. (2019). *Windows 10 May 2019 Update: The Missing Manual: The Book That Should Have Been in the Box.* O'Reilly Media.

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8. Rajan, L. (2018). *Google Cloud Platform Cookbook*. Packt Publishing Limited.
9. Siahaan, V & Sianipar, R. (2019). *MS Access And SQL Server Crash Course: A Step by Step, Project-Based Introduction to Java GUI Programming*. Sparta Publishing.
10. Purcell, Aaron. (2016). *Digital Library Programs for Libraries and Archives: Developing, Managing, and Sustaining Unique Digital Collections*. ALA
11. Bishop, A. P., Van House, N. A., & Buttenfield, B. P. (Eds.). (2003). *Digital library use: Social practice in design and evaluation*. MIT Press.

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L	T	P	CR	CH
3	0	0	3	3

Course Code: MLIS.404
Course Title: **INFORMATION SOURCES AND SERVICES**
Total Hours: 45 Hours
Course Learning Outcomes
After the Completion of course, the students will be able to:

- CLO1: Categorise the various types of information sources.
- CLO2: Conceptualise reference service, referral service and reference interview.
- CLO3: Examine the different information services and products along with their recent trends.
- CLO4: Analyse National Information Centres and Services for different user communities.

Unit/Hours	Content	Mapping with CLOs
Unit I/ 12 Hours	**Documentary and Non-Documentary Sources of Information:** Print, Non-print, Human and Institutional– definition, need, characteristics, types and use. **Categories of Information Sources:** Primary, Secondary and Tertiary. **Electronic Information Resources-** E-documents, Subject Gateways, Web Portals. **Databases:** Bibliographic, Numeric, Full text, Abstracting, Indexing and Databases. **Reflection:** Compare different types of information sources.	**CLO 1**
Unit II/ 11 Hours	**Reference Sources and their Evaluation:** Different types of Reference sources including electronic and Web based resources. **Reference Services:** Concept, definition, need, types, theories and trends. Reference interview. **Reflection:** Interpret the various reference services.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 12 Hours	**Information Services:** Origin, need and techniques. **Alerting Services (CAS and SDI):** Definition, scope, characteristics, techniques and evaluation. Bibliographic, referral, document delivery and translation services. **Information Users and their Information Needs:** Categories of information users. User studies: Concept, need, purpose, techniques and methods. **Reflection:** Discuss the practical aspects of different information services. Compare the different types of information users and their needs.	**CLO 3**
Unit IV/ 10 Hours	**User Education:** Concept, goals and objectives, techniques, methods and evaluation. Information Centres, Systems and Networks at National and International level: CSIR-NIScPR, DESIDOC, INFLIBNET, DELNET, OCLC, MEDLINE. **Reflection:** Students will be encouraged to discover background, services and products of information centres, systems and networks.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Sweetland, J. H., & Cheney, F. N. (2001). *Fundamental reference sources*. American Library Association.
2. Crawford, J. (2010). *Evaluation of library and information services*. Routledge.
3. Farmer, L. (Ed.). (2007). *The human side of reference and information services in academic libraries: adding value in the digital world*. Elsevier.
4. Foskett, D. J. (1967). *Information service in libraries.* Archon Book Hamden, Connecticut.
5. Dowell, D. R., & Fourie, D. K.(2009). *Libraries in The Information Age: An Introduction And Career Exploration (Library And Information Science Text).* Libraries Unlimited, New York.
6. Singh, G. (2013). *Information sources, services and systems*. PHI Learning Pvt. Ltd..

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7. Katz, W. A. (2002). *Introduction to Reference Work: Reference services and reference practices*. McGraw Hill.
8. Krishan, K. (2009). *Reference service*. Vikas Publishing House.
9. Ranganathan, S. R. (1990). *Reference service*. Sarada Ranganathan Endowment for Library Science, Bangalore.
10. Walford, A.J. (1996). *Guide to reference books*. Library Association, London.
11. Woodsworth, A., & Williams II, J. F. (2018). *Managing the economics of owning, leasing and contracting out information services*. Routledge.

Web Resources

1. https://inflibnet.ac.in/
2. http://delnet.in/
3. http://www.niscair.res.in/

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Course Code: MLIS.405
Course Title: Knowledge Organisation – Classification (Practical)
Total Hours: 120 hours

L	T	P	Cr	Ch
0	0	8	4	8

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Develop knowledge and skills to classify different subjects of documents using Dewey Decimal Classification (DDC).
- CLO2: Develop knowledge and skills to classify different subjects of documents using Colon Classification (CC).
- CLO3: Develop knowledge and skills to classify different subjects of documents using Universal Decimal Classification (UDC).
- CLO4: Compare the differences between a faceted scheme of classification and an enumerative scheme of classification.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **30 Hours**	**Classification according to DDC (23rd Ed.):** Classification of Documents representing simple subjects. Use of the DDC schedule. **Reflection:** Understand the practical implications of classifying documents using DDC.	**CLO 1**
Unit II/ **30 Hours**	**Classification of Documents according to CC (6th revised Ed.):** Classification of Documents, having simple subjects, use of PMEST. **Reflection:** Understand the practical implications of classifying documents using CC.	**CLO 2**
Unit III/ 30 Hours	**Classification according to DDC (23rd Ed.):** Titles with compound and complex subjects. Classification of documents using tables. **Reflection:** Understand the tables for classifying documents using DDC	**CLO 3**

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Unit IV/ **30 Hours**	**Classification of Documents according to CC (6th revised Ed.):** Titles with compound and complex subjects. Classification of documents requiring use of common isolates, phase relations, devices etc. **Reflection:** Understand the difference in faceted and enumerative schemes of classification practically.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion.

Suggested Readings

1. Dewey, M., & Custer, B. A. (2011). *Dewey decimal classification and relative index (23rd Ed.)*. (Vol. 4). Albany: OCLC
2. Ranganathan, S.R. (2007).*Colon Classification (6th rev. ed.).* Bangalore: Sarda Ranganathan Endowment for Library Science.
3. Satija, M. P. (2011). *A guide to the theory and practice of colon classification.* New Delhi: Ess Ess Publications.
4. Satija, M. P. (2012). *Exercises in the 23rd edition of the Dewey decimal classification.* New Delhi: EssEss Publications.
5. Satija, M. P. (2013). *The theory and practice of the Dewey Decimal Classification system (2nd ed.).* Oxford: Chandos Pub.
6. Singh, S. (2011). *The theory and practice of the Dewey decimal classification system.* New Delhi: Isha Books.
7. Satija, M. P. (2018). *Colon classification: A student companion.*

Evaluation Criteria (Total 100 Marks)

Continuous Assessment - 50 Marks

- Attendance (10)
- Conduct of Practical (30)
- Interaction (10)

End Term Assessment - 50 Marks

- Performance (30)
- Viva-Voce (20)

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Course Code: MLIS.425
Course Title: Academic Library and Information System
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After the Completion of course, the students will be able to:

- **CLO1:** Understanding and Analysing the structure, objectives, and developmental role of different types of academic libraries.
- **CLO2:** Evaluation of collection development policies and acquisition models in academic libraries.
- **CLO3:** Demonstration of knowledge of financial management and human resources in academic library administration.
- **CLO4:** Design of strategic plans for services, infrastructure, and digital systems in academic libraries.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **12 Hours**	**Academic Libraries: Structure and Policy Framework** Definition, aims, and types of academic libraries (School, college, university, research institutions); Governance and funding structures (UGC, MHRD/Ministry of Education, NAAC standards); Role of academic libraries in knowledge dissemination and research; Library policies: service policies, user policies, copyright & access **Reflection:** Analyze the structure and regulatory environment of an Indian university library.	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II/ 11 ours	**Collection Development and User-Centered Services in Academic libraries** Types of academic library collections: print, e-resources, institutional repositories Collection, Collection development in School library; Development Policy (CDP): significance and components Patron-Driven Acquisition (PDA), consortia-based procurement (e-ShodhSindhu) Marketing academic library services and enhancing user engagement **Reflection:** Evaluate CDPs from two university libraries and identify user-centric innovations.	**CLO 2**
Unit III/ 11 Hours	**Financial and Human Resource Management in Academic Libraries** Sources of finance: grants, university budgets, research project allocations; Library budgeting: preparation, classification of expenditures, budget documents; Auditing: types, post-audit procedures, GFR rules in libraries; HRM in academic libraries: recruitment, training, job descriptions, performance appraisal **Reflection:** Create a sample academic library budget and staff structure.	**CLO 3**

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Unit/Hours	Content	Mapping with CLOs
Unit IV/ **11 Hours**	**Academic Library Infrastructure, Technology, and Future Directions** Library buildings: space planning, user zones, digital labs; Digital libraries and institutional repositories (Shodhganga, IR@NITR, DSpace); Emerging ICT applications, open-source systems (Koha, VuFind), and cloud-based platforms; Resource sharing, remote access tools, and academic networking. **Reflection:** Design a service matrix for academic libraries.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings (Books, Papers, Reports and Journals)

1. Association of College and Research Libraries. (2023). *The state of academic libraries: 2023 annual survey report*. American Library Association. https://www.ala.org/sites/default/files/2024-10/2023%20State%20of%20Academic%20Libraries%20Report.pdf
2. Bailin, K., Jahre, B., & Morris, J. (2018). *Planning academic library orientations*. Chandos Publishing.
3. Breeding, M. (2023). Library systems report 2023. *American Libraries Magazine*. https://americanlibrariesmagazine.org/2023/05/01/2023-library-systems-report/
4. Cowley, J. (1982). *Personal management in libraries*. Clive Bingley.
5. Dale, P., Beard, J., & Holland, M. (2017). *University libraries and digital learning environment*. Ashgate.
6. Etim, F. (2016). *Quality services in academic libraries*. Authorhouse.
7. Evans, G. E. (1983). *Management techniques for librarians*. Academic Press.

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8. Hingwe, K. S. (1982). *Management of university libraries in India*. The World Press.
9. Journal of Academic Librarianship. (2023). *Volume 49, Issue 3*. Elsevier. https://www.sciencedirect.com/journal/the-journal-of-academic-librarianship/vol/49/issue/3
10. Khan, R. H. (2015). *University library systems and services*. LAP Lambert Academic Publishing.
11. Khan, S., & Rahman, M. (2024). Trends in academic library publications for the 2014–2023 period in Scopus database. *ResearchGate*. https://www.researchgate.net/publication/386285706
12. Kumari, S., & Jha, R. (2023). Evaluating digital library search systems by using formal process modelling. *arXiv preprint*. https://arxiv.org/abs/2304.11651
13. New Review of Academic Librarianship. (2025). *Volume 31, Issue 1*. Taylor & Francis. https://www.tandfonline.com/toc/racl20/current
14. Ranganathan, S. R. (1989). *Library book selection*. Sarada Ranganathan Endowment.
15. Ranjan, D., & Sharma, T. (2024). The transformative potential of generative AI in academic library access services. *Journal of Information Science Theory and Practice*. https://journals.sagepub.com/doi/10.1177/18758789251332800
16. Singh, G. (2015). *Academic library system and services*. ESS ESS Publications.
17. Zhao, L., & Yao, H. (2024). IntellectSeeker: A personalized literature management system with probabilistic model and large language model. *arXiv preprint*. https://arxiv.org/abs/2412.07213
18. ACRL Research Planning and Review Committee. (2024). Top trends in academic libraries. *College & Research Libraries News*, 85(3), 122–129. https://crln.acrl.org/index.php/crlnews/article/view/26379/34322

2025 School Board MLISc Syllabus

Course Code: MLIS.426
Course Title: Information Literacy in Library and Information Centres
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Conceptualise Information literacy and lifelong learning
- CLO2: Classify different types of Information literacy
- CLO3: Explore the association between Information literacy and library centres.
- CLO4: Analyse the types of library users and the need for user education

Unit/Hours	Content	Mapping with CLOs
Unit I/ **13 Hours**	**Introduction to Information Literacy:** Information: Characteristics of information; Types of information; Information society, Information literacy models, standards; concept of lifelong learning. **Reflection:** Discuss various types of information and compare the different information literacy models.	**CLO 1**
Unit II/ **10 Hours**	**Types of Information Literacy:** Digital literacy, Digital divide and information literacy, Media literacy, computer literacy, Technology Literacy. **Reflection:** Discuss different concepts of Information literacy in libraries.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **12 Hours**	**Information Literacy and Libraries:** Information literacy and types of libraries, Resource literacy, Research literacy. Types of Library Users, User Education and IL instruction Design for different types of libraries. **Reflection:** Compare different types of information literacy in libraries.	**CLO 3**
Unit IV/ **10 Hours**	**Information Literacy Policies:** International and national initiatives, Policies and guidelines IFLA, ALA, UNESCO, Information literacy skills and best practices. **Reflection:** Compare the information literacy policies of different organisations	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Association of College and Research Libraries (ACRL). (2018). *Information Literacy*
2. Bawden, D. (2001). *Information and digital literacies: a review of concepts*. Journal of documentation, 57(2), 218-259.
3. Michael C. Alewine & Mark Canada (2017). *Introduction to Information Literacy for students*. John Wiley & Sons.
4. ALA. (1989).*Presidential Committee on Information Literacy*, American Library Association. (1989).
5. Torras, M. C. & Saetre, T. P. (2009). *Information Literacy Education*. Oxford: Chandos Publishing.

2025 School Board MLISc Syllabus

L	T	P	Cr	Ch
3	0	0	3	3

Course Code: MLIS.427
Course Title: Preservation and Conservation of Library Materials
Total Hours: 45 Hours
Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Distinguish between the various types of library materials and the need for preserving.
- CLO2: Distinguish the various types of hazards occurring to library materials.
- CLO3: Analyse the process restoration and digitization.
- CLO4: Understand the planning process for digital preservation.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **13 Hours**	**Library Materials: Preservation and Conservation:** Need for Preservation and Conservation. Evolution of Writing Materials Palm leaves and Birch Bark: Their Nature and Preservation. Manuscripts, books, Periodicals, Newspapers, Pamphlets, etc. Non-Book Materials Guidelines of National Mission on Manuscripts. **Reflection:** Discuss different types of library materials.	**CLO 1**
Unit II/ **10 Hours**	**Hazards to Library Materials and Control Measures:** Environmental Factors, Biological Factors, Chemical Factors. Disaster Management **Reflection:** Discuss various factors of hazards to library materials and control.	**CLO 2**
Unit III/ **12 Hours**	**Restoration:** Binding, Different Types of Binding for Library Documents. Binding Materials. Binding Process. Standards for Library Binding. Material Repair, Microfilming and Digitisation. **Reflection:** Compare the varied types of binding and their purposes.	**CLO 3**

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Unit/Hours	Content	Mapping with CLOs
Unit IV/ **10 Hours**	**Digital Preservation (DP):** Introduction, Dilemmas and critical challenges. Fundamentals - Concepts, terminology, standards, systems, Integrity, stability, and authenticity, Digital preservation frameworks, Understanding the digital object, Strategies for digital preservation, Preservation planning. **Reflection:** Understanding the planning process for digital preservation.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Bogdan, Zerek (2014). *Preservation and protection of library collections*. Chandos Publishing.
2. Diringer, D. (1953). *The Hand Produced Book*, London: Hutchinson's.
3. Feather, John (1996). P*reservation and the Management of Library Collections*. 2nd Ed. London: Library Association Publishing.
4. Feather, John (1996). *Preservation and the Management of Library Collections (2nd Ed)*. London: Library Association Publishing.
5. Filliozat, Gean (1947). *Manuscripts on Birch Bark (Bhurjapatra) and their Preservation*. Indian Archives, Vol.1, No.2, pp.102-108.
6. Harvey, Ross (1993). *Preservation in Libraries, A Reader London*: Bowker.
7. Harvey, Ross. (1994). *Preservation in libraries: principles, strategies and practices for librarians*. London: Bowker Saur.
8. Hendersen, Kathryn Luther and Henderson, William T. (ed) (1991). *Conserving and Preserving Library Materials*. Urbana Champaign: University of Illinois.
9. India. National Archives of India, (1988). *Repair and Preservation of Records*. New Delhi: National Archives of India.
10. Johnson, Arthur W. (1988). *The Practical Guide to Book Repair and Conservation*. London: Thames and Hudson.
11. Majumdar, P.C. (1957). *Birch Bark (Bhurjapatra) and Clay Coated Manuscripts in the Gilgit Collection - their Repair and Preservation*. Indian Archives, Vol 11, Nos. 1-2, pp. 77-84.
12. National Archives of India. (1988). *Repair and Preservation of Records*. New Delhi.
13. Prajapati, C.L.(1997). *Archivo-Library Materials – Their Enemies and Need of First Phase Conservation*. New Delhi: Mittal Publications.

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14. Ranbir Kishore, (1962). *Preservation and Repair of Palm Leaf Manuscripts*, Ibid; Vol.14, pp. 73-78
15. Singh, R.S. (1995) *Conservation of Documents in Libraries, Archives and Museums*. New Delhi: Aditya Prakashan.
16. Suri, Jina Harisagara, (1947). *Palm Leaf Manuscripts in Jaisalmir*, Ibid, Vol.1, No.3, pp 234-35

2025 School Board MLISc Syllabus

Course Code: MLIS.428
Course Title: Knowledge Management System
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After Successful Completion of the course, the students will be able to:

- CLO1: Conceptualise knowledge management and knowledge economy
- CLO2: Determine the various strategies deployed in knowledge management
- CLO3: Examine the tools used in knowledge management systems.
- CLO4: Justify the importance of Knowledge management in libraries and information centres

Unit/Hours	Content	Mapping with CLOs
Unit I/ 12 Hours	**Knowledge Management: Basics:** KM Meaning, Types of knowledge, Principles, Knowledge Economy: Characteristics features, Need Difference between Information Management and Knowledge Management. Reflection: Understand the relationship between different concepts of Knowledge Management.	**CLO 1**
Unit II/ 13 Hours	**Knowledge Management:** Capturing tacit knowledge – methods. Knowledge codification – tools and procedures. Knowledge Mapping; Knowledge testing; Knowledge transfer. Reflection: Comprehend the tasks associated with knowledge management.	**CLO 2**
Unit III/ 10 Hours	**Knowledge Management System and Tools:** Knowledge management tools, Data mining. Managing knowledge workers. **Reflection:** Understand the tools of knowledge management.	**CLO 3**
Unit IV/ 10 Hours	**Knowledge Management Portals:** Knowledge Management in Library and Information Centres. Knowledge creation and knowledge architecture – Nonaka's model, KM Systems **Reflection:** Understand the application of knowledge management in libraries and information centres.	**CLO 4**

2025 School Board MLISc Syllabus

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Anderson, Paul. (2012). *Web 2.0 and Beyond: Principles and Technologies*. CRC Press
2. Awad, Elias M (2011). *Knowledge Management*. Prentice Hall India.
3. Cappelli, Peter. (2010). *The performance effects of it-enabled knowledge management practices*. Cambridge.
4. Christee Gabour Atwood. (2009). *Knowledge Management Basics*. ASTD Pess.
5. Dalkir, Kimiz & Liebowitz, Jay (2011). *Knowledge Management Theory & Practice*. MIT Press
6. Easterby-Smith, Mark & Lyles, Marjorie A. (2011). *Handbook of organizational learning and knowledge management*. Wiley.
7. Hislop, Donald. Ed. 3rd (2013). *Knowledge Management in organization*. Oxford.
8. Holsapple, Clyde. (2013). *Handbook on Knowledge Management 1: Knowledge*
9. Jennex, Murray E. (2008). *Knowledge Management: Concepts, Methodologies, Tools and Applications*. Information Science Reference.
10. Liebowitz, Jay (2012). Knowledge Management Handbook: Collaboration and Social Matters. Springer.
11. Mohiuddin, M., Halilem, N., Kobir, A., & Yuliang, C. (Eds.). (2017). *Knowledge Management Strategies and Applications.*
12. Nazim, M., & Mukherjee, B. (2016). *Knowledge management in libraries: concepts, tools and approaches*. Chandos Publishing.
13. Rao, M. (2012). *Knowledge management tools and techniques*. Routledge.

Course Code: MLIS.430
Course Title: Public Library and Information System
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After the Completion of the course, the students will be able to:

- CLO1: Critically assess the nature, organisation and governance of public libraries in India.
- CLO2 Examine the need for library legislations and policies for public libraries.
- CLO3: Analyse the organisational structure of public libraries.
- CLO4: Determine the resource sharing and automation procedure in the public library system.

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Unit/Hours	Content	Mapping with CLOs
Unit I/ **13 Hours**	**Public Library:** Meaning, importance, functions. Role of Public Library in literacy and mass education. Public Library Movement in India: Recommendation by S.R. Ranganathan, Advisory Committee for India, UNESCO manifesto, Role of Raja Ram Mohan Roy Library Foundation (RRRLF) and National Library (Kolkata). Organisation of Public Library System: National, regional and State, Library governance. **Reflection:** Discuss the public library movement in India and the organisation of public libraries	**CLO 1**
Unit II/ **10 Hours**	**Public Library Legislation in India:** Study of salient features of existing library acts in India: Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Manipur, Mizoram, Odisha, Rajasthan, Tamilnadu, Uttar Pradesh, Uttaranchal, West Bengal. Library and Information Policies at National and International level **Reflection:** Discuss library legislations and policies at state, national and international levels	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **12 Hours**	**Organisation of a Public Library:** Manpower Development: Qualifications, recruitment, job description. Job analysis, staff manual. Library Finance: Sources, budgeting, accounting and auditing. Library Building and Equipment Planning, Concept of Modular Equipment Building. Library Furniture and Equipment. Collection Development: Print, Non-Print (including electronic documents. Organisation of various Sections: Periodical, Technical, Reference, Circulation and Maintenance Section. **Reflection:** Comprehend the practical and social implications of various concepts	**CLO 3**
Unit IV/ **10 Hours**	**Resource, Sharing and Automation:** 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. **Reflection:** Discuss resource sharing, in-house operations and information services in public libraries	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

2025 School Board MLISc Syllabus

1. American Library Association. (1967). *Minimum Standards for Public Library Systems.* Chicago. ALA.
2. Barua, B P. (1992). *National Policy on Library and Information Systems and Services for India: Perspectives and Projections*. Popular.
3. Batt, Chris. (1998). *Information Technology in Public Libraries*. Library Association.
4. Corbett, E V. (1979). F*undamentals of Library organization and Administration*. New York: Oxford IBH.
5. Gardner, F M. (1978). *Public Library Legislation: A Comparative Study.* UNESCO.
6. Garforth, C. (2001). *Agricultural knowledge and information systems in Hagaz, Eritrea.* SD Dimensions. FAO
7. Gates, J K. (1990). *Introduction to Librarianship*. Neal-Schuman.
8. IFLA.(2010). *IFLA Guidelines for Public Libraries*. The Hague: IFLA
9. IFLA. (2001). *The Public Library Service: IFLA/UNESCO Guidelines for development*.
10. John Carlo Bertot, Charles R. McClure and Paul T. Jaeger (2010) *Public Libraries and the Internet: Roles, Perspectives, and Implications*, Libraries Unlimited
11. Leeuwis, C. (2015). *Communication for rural innovation: rethinking agricultural extension (3rd Ed).* Blackwell Science.
12. Martin, Lowell A. (2003). *Enrichment: A history of the Public Library in the United States in the Twentieth Century*. Scarecrow.
13. Murison, W J. (1988). *The Public Library: Its origin, purpose and significance*. Clive Bingley.
14. Otsuka, Keijiro. Kalirajan K P. (2008). *Agriculture in developing countries: technology issues*. Sage
15. Patel, Jashu & Krishan Kumar (2004). *Libraries and Librarianship in India*. Westport: Greenwood
16. Ramirez, R. (1997). *Understanding farmers' communication networks: combining PRA with agricultural knowledge systems analysis.* International Institute for Environment and Development
17. Ranganathan, S R. (1959). *Library Administration*. Bangalore: SRELS.
18. Röling, Niels G (1988).*Extension science: information systems in agricultural development*. Cambridge University Press
19. Sharma, C D & Ojha D C (1989). *Information systems: agriculture and environment*. RBSA.
20. Shera, Jesse H. (2017). *Foundations of the Public Library: The Origins of the Public Library Movements in New England (1629-1855).* Andesite Press.
21. Spedding, C.R.W. (2012). *An introduction to agricultural systems*. (2nd. ed). Springer
22. Venkatappaiah, V. (1990). *Indian Library Legislation*. Vol.I&II Union Library Bills and Acts. Daya Publishing House.

2025 School Board MLSc Syllabus

23. White, Horbert S. (1985). *Library Personnel Management.* Knowledge Industry Publications.

Course Code: MLIS.431
Course Title: Business Library and Information System
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After the Completion of the course, the students will be able to:

- CLO1: Conceptualise the nature and characteristics of business information.
- CLO2: Determine the information sources and products related to business.
- CLO3: Critically analyse the role of institutions and networks that disseminate business information
- CLO4: Summarise the process for organising business information for end user support

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Unit/Hours	Content	Mapping with CLOs
Unit I/ **12Hours**	**Business Information:** Nature and characteristics: Its role, generation and utilisation. Systems view of business information. Components of Business Information Systems: Business Libraries, Resources, centres, consultants, suppliers, financial organisations, industrial promoters, etc. Users of business information: Categories, role, functions, and needs. **Reflection:** Discuss the various aspects of business information.	**CLO 1**
Unit II/ **11 Hours**	**Business Information Sources and Products:** Sources of Information: Directories, Digests, Market, Research Reports, Trade Literature, Technical Notes, Company Profiles, Patent, Design and TradeMarks, Standards, Databases. Information services: CAS, SDI, Technical Enquiry Service, other computerised services. **Reflection:** Compare business information sources and products.	**CLO 2**
Unit III/ **11 Hours**	**Business Information Institutions and Networks:** Information Networks: overview of Business Information Networks. Institutional: national and international: Studies related to the activities of: NIDCS, IIFT, ITPO, CII, FICCI, UNIDO, UNCTAD. **Reflection:** Compare business information networks.	**CLO 3**

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Unit/Hours	Content	Mapping with CLOs
Unit IV/ **11 Hours**	**Organizing Business Information for End user Support:** Database System: Business Measurement System. Business Planning System. Text Management System: Text retrieval system. Office systems Management Support Systems: Decision support systems; information centres. Resources of Business Information, CMIE. **Reflection:** Discuss the workflow of business information for end user support.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Reading

- Atherton, P. (1980). *Handbook for information systems and services*. In Handbook for information systems and services. Paris: UNESCO.
- Campbell, M.J. (Ed.). (1975). *Manual of business library practice*. NY: Shoe String
- Curtis, G., & Cobham, D. (2008). *Business information systems: Analysis, design and practice*. NY: Pearson Education.
- Kourouthanassis, Panos & Giaglis, George M.(2016*).Pervasive information systems*. Routledge.
- Kushniruk, Andre W & BoryckiHuman, Elizabeth (2008). *Human, Social, and organizational aspects of health information systems*.Hershey PressInc.

2025 School Board MLISc Syllabus

Course Code: MLIS.432
Course Title: Health Sciences Library and Information System
Total Hours: 45 Hours

L	T	P	Cr
3	0	0	3

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Understand the information need in Health Sciences
- CLO2: Examine the sources of information related to health sciences.
- CLO3: Ascertain the role of Health Science Information Institutions.
- CLO4: Illustrate the functions of various health science information systems and networks.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **12 Hours**	**Health Science Information:** Growth and development of Health Science. 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. **Reflection:** Students will learn the growth and development of different health science libraries.	**CLO 1**
Unit II/ **11 Hours**	**Health Science Information Sources:** Sources of Information: Documentary: Printed and non-print. (List to be provided by the concerned teacher). **Reflection:** Students will learn the different sources of information in health science.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 11 Hours	**Health Science Information Institutions:** National Medical Library. WHO. ICMR. Department of Biotechnology. Council of Ayurveda and Siddha. Council of Homoeopathy. National Institute of Health and Family Welfare. CDRI. CFRI. CFTRI. NIN. NII. NIC. **Reflection:** Compare the services of different types of health science information institutions.	**CLO 3**
Unit IV/ 11 Hours	**Information Systems and Networks:** HELLIS, MEDLARS, BIOSIS. Trends in Health Science Information System. Application of Hypertext, Hypermedia, Multimedia. Expert System and Artificial Intelligence. **Reflection:** Compare information systems and networks information services.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Reading

1. Balgrosky, Jean A. (2015). *Essentials of health information systems and technology*. Jones & Bartlett.
2. Carmel, M. (Ed.). (1995): *Health care librarianship and Information work*. (22nd ed.). Library Assn Pub Limited.
3. Dixit, R.P. (1995). *Information management in Indian medical libraries*. New Delhi: New Concepts.
4. Dixon, Brian. (2016). *Health Information Exchange: Navigating and Managing a Network of Health Information Systems*. Academic Press.
5. Gupta, S.P. (1993). *Information technology and health science libraries*. New Delhi: MLAI SP. Pub.
6. Kushniruk, Andre W & Borycki Human, Elizabeth (2008). *Human, Social, and organizational aspects of health information systems*. Hershey
7. Magnuson, J., Fu, Jr., P. C. (2014). *Public health informatics and information systems*. Springer.
8. McGlynn, Elizabeth A ; Brook, Robert H & Kerr, Eve A .(1998).*Health Information Systems : Design Issues and Analytic Applications*.R and

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9. Michelsen, Kai.(2015).*Promoting better integration of health information systems : best practices and challenges*. WHO
10. Rodrigues, Joel. (2010). *Health information systems: concepts, methodologies, tools, and applications*. Hershey
11. Siuly, S., Lee., et.al (2018). *Health information systems*. Springer.
12. Skurka, Margaret Flettre. (2017). *Health information management: principles and organization for health information services*. Wile

L	T	P	Cr	Ch
3	0	0	3	3

Course Code: MLIS.433
Course Title: Law Library and Information System
Total Hours: 45 Hours

Course Learning Outcomes

After the completion of the course, the students will be able to:

- CLO1: Conceptualise the nature and characteristics of legal information.
- CLO2: Determine the information sources and products related to legal studies.
- CLO3: Critically analyse the information systems in the legal domain and networks that disseminate legal information
- CLO4: Summarise the process for legal information for end-user support

Unit/Hours	Content	Mapping with CLOs
Unit I/ 12 Hours	**Legal Information:** Nature and characteristics: Its role, generation and utilisation. Legal information life cycle: stages, workflow, etc. Different types of information sources: Primary, secondary and tertiary. Users of legal information: Categories, role, functions, and need. **Reflection:** Learn about different sources of legal information.	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II/ 11 Hours	**Legal Information Sources and Services:** Sources of Information: Directories, Digests, Research Reports, Trade Literature, Case laws, Company Profiles, Patent, Design and TradeMarks, Standards, Gazettes, Databases. Information services: CAS, SDI, Technical Enquiry Service, other online services. **Reflection:** Compare different sources and services of legal information.	**CLO 2**
Unit III/ 11 Hours	**Legal Information Institutions and Networks:** Information Networks: an overview of legal Information Networks. Institutions generating legal information : Supreme Court of India, High Courts of India, Tribunals, District Courts, Lok Adalats, etc. International organisation in legal information dissemination: WorldLII, CommonLII, LIIofIndia. **Reflection:** Compare the services of legal information institutions and networks.	**CLO 3**
Unit IV/ 11 Hours	**Legal Information Management and evaluation:** Database System: Online and Offline legal information databases. Legal Information System: Planning, designing, maintaining and updating; search operators, search strategies, etc. Legal information systems: LexisNexis, Westlaw, Indlaw, Manupatra, etc. Legal information literacy. **Reflection:** Compare the features of different legal information systems.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion, Demonstration

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Suggested Readings

- Armstrong, C. J., & Large, J. A. (Eds.). (2018). *Manual of online search strategies*. Routledge.
- Armstrong, C. J., and Laurence W. Bebbington (2004). *Staying Legal: A Guide to Issues and Practice Affecting the Library, Information, and Publishing Sectors*. London: Facet
- Sankaran, K. (Ed.). (2008). *Towards Legal Literacy: An Introduction to Law in India*. Oxford University Press.
- Pandurangan, K.(2009). *E-Justice: Practical Guide for the Bench and Bar*. Delhi: Universal Law Publishing
- Pester, David. *Finding Legal Information: A Guide to Print and Electronic Sources*. Oxford, UK ; Rollinsford, NH: Chandos, 2003. Print.
- Tucker, Virginia, and Marc Lampson. *Finding the Answers to Legal Questions: A How-to-do-it Manual*. New York: Neal-Schuman, 2011. Print.
- Dane, J., & Thomas, P. A. (1987). *How to use a law library*. London: Sweet & Maxwell.

2025 School Board MLISc Syllabus

Course Code: MLIS.429
Course Title: Social Science Information Sources and System
Total Hours: 45 Hours

L	T	P	Cr	Ch
3	0	0	3	3

Course Learning Outcomes

After Completion of the course, the students will be able to:

- CLO1: Examine the Structure and Development of Social Sciences.
- CLO2: Critically analyse the various information sources related to social sciences.
- CLO3: Assess the functions of social science information institutions
- CLO4: Evaluate the information systems associated with social science.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **13 Hours**	**Structure and Development of Social Sciences:** Social Sciences: Definition, scope, landmarks and research trends in the disciplines of Political Science, Economics, Sociology, Psychology, History. **Reflection:** Discuss the research trends in social sciences.	**CLO 1**
Unit II/ **12 Hours**	**Social Science Information Sources**: Evaluation of the following Information sources: Print and non-print, electronic and Web-based British Humanities Index. Current Sociology. Historical Abstracts. International Bibliography of the Social Sciences. Political Science Abstracts. Population Index. Social Science Citation Index. Sociological Abstracts. UN Demographic Yearbook. Business Periodicals Index. New Palgrave Dictionary of Economics. Social Science Index. Gazetteer of India. PAIS International. Wealth of India. EBSCO. ECONLIT, PsychINFO, RePEC. **Reflection:** Evaluate the different information sources in social science.	**CLO 2**

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Unit III/ **10 Hours**	**Social Science Information Institutions:** Study of the following Social Science Institutions engaged in information generation and dissemination: Centre for Policy Research. ICSSR. ICWA. Institute for Defence Studies and Analysis. Indian Institute of Public Administration National Council for Applied Economic Research. National Institute of Public Finance and Policy. Tata Institute of Social Sciences. UNESCO. Indian Council of Historical Research. Institute of Economic Growth. **Reflection:** Discuss the information services of various social science information institutions.	**CLO 3**
Unit IV/ **10 Hours**	**Social Science Information System:** Concept and evaluation. Evaluation of existing information. Associations, Systems and Networks in Social Sciences at national and international level. International Political Science Association. International Sociological Association. Socio Site. Merger of International Social Science Council (ISSC) with International Council for Science. International Committee for Social Science Information and Documentation (ICSSD). Social Science Research Network (SSRN). **Reflection:** Evaluate the information associations, systems and networks in social sciences.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings:

1. Agrawal, S.P. (1987). *Social science information and documentation: search for relevance in India*. New Delhi: Concept Pub.
2. Agrawal, S.P. (1989). *Development of library services in India: social science information*. New Delhi: Concept.
3. Association of Librarians and Information Professionals in the Social Sciences. (2010).*Innovations in social sciences information and research support*. London: Association of Librarians and Information Professionals in the Social Sciences.
4. Binwal, J.C. (Ed.). (1990). *Social science information: problems and prospects*. New Delhi: Vikas Pub.

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5. Birdsall, W. F. (1994). *Myth of electronic library: librarianship and social change in America*. Westport: Greenwood.
6. Bulick, S. (1982). *Structure and subject interaction: towardx a sociology of knowledge in the social sciences*. New York: Marcel Dekker.
7. Harmon-Jones, E. & Winkelman, P. (2006). *Fundamentals of social science*. New York: Guilford.
8. Indian Association of Social Science Institutions. (2012). *National social science information system On-going and completed research projects in society related study area (2008-10).* New Delhi: Indian Association Social Science Institutions
9. Research Centre on the Social Implications of Industrialization in Southern Asia. (1956).*Research information bulletin:social science projects in Southern Asia.* Calcutta:Research Centre on the Social Implications of Industrialization in Southern Asia.
10. British Library. (2006). *Social science search: the complete research service.* London: British Library.
11. Tyagi, K.G. & Johry, N. (Eds.). (2001). *Directory of social science libraries and information centres in India.* New Delhi: NASSDOC.
12. UNESCO, Social & Human Sciences Documentation Centre. (1988). *Selective inventory of social science information and documentation services (3rd ed.).* Berg: UNESCO.
13. Vyas, S.D. (1992).*Social science information in India: error towards bibliographical control*. New Delhi: Concept.
14. Rama Reddy, E. (1985). *Social science information: some Indian sources*. New Delhi: Affiliated East-west.

2025 School Board MLISc Syllabus

L	T	P	Cr	Ch
3	0	0	3	3

Course Code: MLIS.434
Course Title: Multilingual Information Systems for Libraries
Total Hours: 45
Course Learning Outcomes:

After completion of the course, scholars shall be able to:

- CLO1: Explain the importance of multilingualism in libraries and analyze the challenges of information access across languages.
- CLO2: Identify multilingual information sources and apply strategies to offer inclusive user services.
- CLO3: Evaluate the systems and standards used to manage multilingual content in libraries.
- CLO4: Design library services and interfaces using emerging technologies for multilingual user access.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I (12 hours)	**Foundations of Multilingualism in Information Systems** Concept of multilingualism and its relevance to libraries Language diversity in India and global contexts Challenges in multilingual information retrieval (MLIR) Role of multilingual thesauri, controlled vocabularies, and classification schemes (e.g., UDC, LCSH) **Reflection:** Importance of multilingualism in libraries and the challenges of information access across languages.	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II (10 hours)	**Multilingual Information Sources and Services** Types of multilingual information sources: dictionaries, encyclopedias, subject portals Multilingual digital repositories (e.g., Europeana, NVLI) Government and institutional multilingual initiatives (e.g., Digital India, Bhashini, Sahapedia) Designing reference and user services in multilingual environments **Reflection:** multilingual information sources and strategies to offer inclusive user services.	**CLO 2**
Unit III (12 hours)	**Systems and Standards for Multilingual Information Management** Unicode, UTF-8, and encoding standards Multilingual metadata standards (e.g., Dublin Core, MODS, MARC21) Managing multilingual information in Open-source library management systems (Koha, DSpace, VuFind) Language tagging, transliteration, and NLP support in LIS systems **Reflection**: assess the systems and standards used to manage multilingual content in libraries.	**CLO 4**

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Unit/Hours	Content	Mapping with CLOs
Unit IV (11 hours)	**Emerging Trends and Technologies in Multilingual Information Access** Machine translation, Cross-Language Information Retrieval (CLIR), and AI/ML applications in Translation Services. Multilingual knowledge graphs and linked data Voice search and multilingual virtual assistants in libraries Designing inclusive digital libraries for diverse linguistic users **Reflection:** Understand the design of library services and interfaces using emerging technologies for multilingual user access.	**CLO 4**

Transaction Mode

Lecture, Discussions, Presentations, Invited Lectures.

Suggested Readings

Books & Reports:

1. Lancaster, F.W. (2003). *Indexing and Abstracting in Theory and Practice*.
2. Bhattacharya, G. (2011). *Library Classification: Principles and Practice*.
3. UNESCO (2021). *Multilingualism in Cyberspace: Policy and Practice*.
4. IFLA (2012). *Multicultural Communities: Guidelines for Library Services*.

Digital Resources:

- Europeana.eu
- National Virtual Library of India (NVLI)
- Bhashini - Indian Language AI

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SEMESTER – II

L	T	P	Cr	Ch
3	0	0	3	3

Course Code: MLIS.451
Course Title: Research Methodology
Total Hours: 45 Hours

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Conceptualise research, research methods and research design.
- CLO2: Critically examine the process of data collection, data analysis and usage of statistical techniques and software packages for research.
- CLO3: Develop skills in preparing research proposals, citation styles and avoiding plagiarism.
- CLO4: Evaluate the indicators used for assessing research impact.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **12 Hours**	**Concept of Research:** Research - Concept, Characteristics, Scope and Research Ethics. Types of Research – Basic and Applied, Interdisciplinary and Multidisciplinary. Research Methods: Historical, Descriptive, Experimental and Delphi. Research Design, Review of Literature; Hypothesis; Sampling Techniques. **Reflection:** Students will comprehend the difference between different types of research.	**CLO 1**
Unit II/ **11 Hours**	**Research methods and Statistical Techniques.** Methods of Data Collection (Qualitative and Quantitative): Questionnaire, Interview, Observation, Library Records, Scales and Checklist. Statistics- Data and Variables. Correlation, Regression and Cross Tabulation. Statistical Packages – Spreadsheet, SPSS. **Reflection:** Students will understand the different methods of data collection.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **11 Hours**	**Research Report Writing:** Research Proposal and Report Writing and Citation Tools. Reference Management Tools. Evaluation of Research Report. Publication Ethics: Definition, Introduction, Importance, and Best Practices/ Standards Setting Initiatives and Guidelines: COPE, WAME, etc. Publication Misconduct: Definition, Concept, Problems that lead to Unethical Behaviour and Vice Versa. **Reflection**: Students will learn the structure of research proposal and report writing including reference management tools.	**CLO 3**
Unit IV/ **11 Hours**	**Research Metrics:** Metric Studies in LIS - Bibliometrics, Scientometric, Webometrics, Altmetrics. Journal Impact Factor. Institutional and Author level metrics; h-Index, g-Index, i10 Index. Research Trends in Library and Information Science. **Reflection**: Discuss different research metrics.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Charles H. Busha & Stephen, P. Harter. (1980). *Research Methods in Librarianship: Techniques and Interpretation.* New York: Academic Press.
2. Das, A. K. (2015). *Research evaluation metrics* (Vol. 4). UNESCO Publishing.
3. Frye, C. (2018). *Microsoft Excel 2019 step by step*. Microsoft Press.
4. Glänzel, W., Moed, H. F., Schmoch, U., & Thelwall, M. (Eds.). (2019). *Springer Handbook of Science and Technology Indicators*. Springer Nature.
5. Goode, William J and Hatt, Paul K.(2017). *Methods in Social Research*. Asia law House.
6. Goon, A M. (2016). *Fundamental of Statistics*. Calcutta: World Press

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7. Gopal, M. H: (1992). A*n Introduction to Research Procedure in Social Sciences*. New Delhi, Vikas, Pub. House
8. George, D., & Mallery, P. (2016). *IBM SPSS statistics 23 step by step: A simple guide and reference*. Routledge.
9. Krishnaswami, O.R. (2013). *Methodology of Research in Social Sciences*. New Delhi : Himalaya
10. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications Limited.
11. Larson-Hall, J. (2015). *A guide to doing statistics in second language research using SPSS and R*. Routledge.
12. Leo, Egghe and Rousseau, Ronald. (2001). *Elementary Statistics for Effective Library and Information Service Management*. London: Aslib
13. Marurice, B. Line. (1989). Library *Surveys: an introduction to the use, planning procedure and presentation of surveys (2nd ed*). London : Bingley
14. Mary Lee, Bundi. (1983). *Reader in Research Methods for Librarianship* USA: Greenwood Press.
15. Ngulube, P. (Ed.). (2019). *Handbook of Research on Connecting Research Methods for Information Science Research*. IGI Global.
16. Powell, Ronad, R. (2004). *Basic research methods for librarians*. Norwood: Ablex
17. Powell, Ronald R. and Connaway, Lynn Silipigni. (2010). *Basic Research methods for Librarians (4th ed)*. Westport: Libraries unlimited.
18. Terrell, S. R. (2012). *Statistics translated: A step-by-step guide to analyzing and interpreting data*. Guilford Press.
19. Verzani, J. (2018). *Using R for introductory statistics*. Chapman and Hall/CRC.
20. Satija, M. P., Martínez-Ávila, D., & Swain, N. K. (Eds.). (2019). *Plagiarism: An international reader*.

2025 School Board M.Lisc Syllabus

Course Code: MLIS.516
Course Title: Knowledge Organisation – Cataloguing and Metadata (Theory)
Total Hours: 30 Hours

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Critically compare different forms of catalogue
- CLO2: Analyse the different entries rendered in catalogues
- CLO3: Justify the need and purpose of union catalogues
- CLO4: Explore the modern practices and recent trends in cataloguing

Unit/Hours	Content	Mapping with CLOs
Unit I/ 08 Hours	**Library Catalogue:** Definition, need, objectives and functions. **Physical forms of Library Catalogue:** Conventional and non-conventional. **Types of Catalogue:** Dictionary Catalogue, Classified Catalogue, Alphabetico-Classified Catalogue **Reflection:** Compare different forms and types of catalogues.	**CLO 1**
Unit II/ 08 Hours	**Descriptive and Subject Cataloguing** **Catalogue Entries:** Main entry and Added entries (According to CCC 5th ed. and AACR-2). **Subject Cataloguing:** Meaning, purpose, objectives and principles. Subject heading lists and their features. (Chain Procedure and Sears List of Subject Headings). **Authorship**: Personal and corporate: Their choice and rendering. **Reflection:** Understand the theoretical aspects of descriptive and subject cataloguing.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 07 Hours	**Normative Principles of Cataloguing:** Canons and principles of cataloguing. **Cooperative and Centralised Cataloguing:** Union Catalogue: Concept, purpose and examples: IndCat, WorldCat and Union Catalogues of DELNET. CIS, CIP and Pre-natal cataloguing. Selective and Simplified Cataloguing. Authority File, Shelf List, ISBN, ISSN. **Reflection:** Understand the various normative principles in cataloguing and analyse the different union catalogues.	**CLO 3**
Unit IV/ 07 Hours	**Current Trends in Resource Description:** ISBD, CCF, FRBR, RDA. Metadata: Meaning, purpose, use, and types. Metadata Standards: DUBLIN CORE, MARC 21, EAD and Generations of OPAC: OPAC, Web OPAC, MOPAC **Reflection:** Understand the concept of metadata and current trends in cataloguing.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Bowman, J. H. (2003). Essential cataloguing. London: Facet.
2. Chan, L. M., & Hodges, T. (2015). *Cataloging and classification: An introduction* (3rded.). Lanham, Md: Scarecrow Press.
3. Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing information: From the shelf to the Web*. London: Facet.
4. Girja, K., & Krishan, K. (2011). *Theory of cataloguing (5th ed.*). Delhi: Vikas Pub. House.
5. Gorman, M., Winkler, P. W., Joint Steering Committee for Revision of AACR., & American Library Association. (2003). *Anglo-American cataloguing rules*. Ottawa: Canadian Library Association.
6. Sanghamitra Pradhan (2019), *Cataloguing of Non-print Resources: A Practical Manual*. Ess Ess Publications.
7. Register, R., & McIlroy, T. (2016). *The Metadata Handbook: A Book Publisher's Guide to Creating and Distributing Metadata for Print and Ebooks.* DataCurate.

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8. Sears, M. E., & In Westby, B. M. (2018). *Sears List of subject headings (22nd ed.)*. New York: H.W. Wilson.
9. Smiraglia, R. P., Riva, P., & Zumer, M. (2013). *The FRBR Family of Conceptual Models*. Routledge, London.
10. Welsh, A. & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. London: Facet Publishing.
11. Satija, M. P. (2020). *Cutter-Sanborn three-figure author table supplemented with Indian names*.

2025 School Board MLISc Syllabus

Course Code: MLIS.517

L	T	P	Cr	Ch
2	0	0	2	2

Course Title: Management of Libraries and Information Centers
Total Hours: 30 Hours
Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Analyse the different schools of management thought
- CLO2: Ascertain the process of managing resources in the library
- CLO3: Explore the concepts of human resource management
- CLO4: Critically examine the process managing financial aspects of the library.

Unit/Hours	Content	Mapping with CLOs
I/ 8 Hours	**Schools of Management Thought:** Classical, Neo-classical and Modern management theories. Principles of Scientific Management. Fayol's Principles. Functions of Management (POSDCORB). **Reflection:** Understand the social and practical aspects of school of management thought.	**CLO 1**
II/ 7 Hours	**Library Resource Management:** Library and Information Centres Management - Book Selection Tools and Principles. Library Acquisition, Technical Processing, Circulation, Serial Control, Maintenance and Stock Verification. Preservation and Conservation; Hazards and Control Measures of Library Materials. **Reflection:** Understand the concept of Library resource management.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
III/ 8 Hours	**Human Resource Management:** Human Resource Management – Planning, Job Analysis, Job Description, Job Evaluation, Selection, Recruitment, Motivation, Training and Development, Performance Appraisal. Project Management - SWOT, PERT/CPM. Total Quality Management (TQM), Management Information System (MIS), MBO, Change Management **Reflection:** Understand the concept of human resource management in libraries and information centres.	**CLO 3**
IV/ 7 Hours	**Financial Management and Marketing of Library products and services:** Financial Management in Libraries - Sources of Finance, Resource Mobilisation, Budgeting Methods; Cost Effective and Cost Benefit Analysis, Annual Reports & Statistics; Library Authority and Committee, Marketing of Library products and services. **Reflection:** Understand the financial management in library and information centres and marketing of library products and services	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Beard well, Ian & Holden, Len. (1997). *Human Resource Management: A contemporary perspectives*. Financial Times/ Prentice Hall.
2. Bryson Jo. (2018). *Effective Library and Information Management.* Jaico Pub. House
3. Bryson, J. (2017). *Managing information services: A sustainable approach*. Routledge Pub.
4. Christian, A. R. (2013). *Academic library management: Universities, colleges and institutions*. Jaipur: Vista Publishers.
5. Dorado, A. (2012). *New trends in library management*. London: Koros

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6. Drucker, Peter F. (2002). *Management Challenges for the 21st century*. Oxford; Butterworth Heinemann.
7. Durean, J. M. & Clements, D. W. G. (1986). *Principles of the preservation of library materials.* IFLA.
8. Edwards, E. G. (2005). *Developing Library & Information Centre Collections*. Westport: Libraries Unlimited.
9. Evans, G. Edward & Layzell, Patricia. (2007). *Management Basics for Information Professionals* (2nd Ed). Libraries Unlimited.
10. Harvey, Poss. (1993). *Preservation in libraries: a reader*. RR Bowker.
11. Johnson, P. (2018). *Fundamentals of collection development & management (4th ed.)*. Chicago: American Library Association.
12. Kotler, Philip (2015). *Marketing Management* (*15th Ed)*. New Delhi: Pearson. Narayana, G J. (1991).
13. Krishan, K. (2007).*Library Management in Electronic Environment.* New Delhi: Har-Anand Publication.
14. Robert A. (2000). *Change Management*. Response Books.
15. McKnight, S. (2011). *101 ideas for successful library management*. London: Facet.
16. Mittal, R. L. (2007). Library administration: *Theory and practice (4th ed.)*. Delhi: EssEss Pub.
17. Rowley, Jennifer (2016). *Information Marketing*. Routledge.
18. Sood, N. M. (2011). *Fundamentals of library administration and management*. New Delhi: Mahaveer& Sons.
19. Stoner, James A F (et.al). (2003). *Management: Global Perspectives (10th Ed)*. Pearson India.
20. Stueart, R. D., Moran, B. B. & Morner, C. J. (2017). *Library and information center management* (9th Ed). Englewood, Colo: Libraries Unlimited.
21. Thanuskodi, S. (2013). *Challenges of academic library management in developing countries*. Hershey PA: Information Science Reference.
22. Velasquez, D. (2013). *Library management 101: a practical guide.* Chicago: ALA Editions, an imprint of the American Library Association.

2025 School Board MLISc Syllabus

Course Code: MLIS.518
Course Title: Information Storage and Retrieval
Total Hours: 30 Hours

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Analyze the types of indexing systems and their techniques.
- CLO2: Critically examine the usefulness of vocabulary control in information retrieval.
- CLO3: Evaluate the various search strategies used for retrieving information.
- CLO4: Assess the techniques for evaluating information retrieval systems.

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Unit/Hours	Content	Mapping with CLOs
Unit I/ **07 Hours**	**Indexing Systems and Techniques:** Assigned and Derived Indexing. Pre Coordinate and Post Coordinate indexing. Chain Indexing, PRECIS, POPSI. Key Word Indexing. Citation Indexing: Features of Scopus. Web of Science, Google Scholar. **Reflection:** Compare the different indexing systems.	**CLO 1**
Unit II/ **08 Hours**	**Vocabulary Control:** Vocabulary Control: Need, Purpose, Functions, types and characteristics. Vocabulary Control Tools. Subject Headings: Library of Congress Subject Headings and Sears List of Subject Headings. **Reflection**: Comprehend the practical implications of vocabulary control in libraries.	**CLO 2**
Unit III/ **08 Hours**	**Information Searching and Media:** Search Methods and Search Strategy: Boolean Search, Heuristic Search, Proximity Search, Phrase Search, Truncation search etc. Federated Search: Concept and Features. Web-Scale Discovery System (WSDS): Concept and Features. Data Mining **Reflection:** Understand the search methods and search strategy.	**CLO 3**
Unit IV/ **07 Hours**	**Information Retrieval System and Abstracting System:** Abstracting Concept, Definition. Types Information Retrieval System: Concept, definition, types, characteristics, components of ISRS. Information Retrieval Models. Library information retrieval systems. Evaluation of an Information Retrieval System **Reflection:** Understand the various aspects of information retrieval system.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

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1. Aitchison, J., Gilchrist, A. & Bawden, D. (2005). *Thesaurus construction and use: a practical manual (4th ed.).* London: Taylor and Francis.
2. Bates, M.J. (2012). *Understanding information retrieval systems: management, types and standards.* Boca Raton, FL: CRC press.
3. Bertino, E., Ooi, B. C., Sacks-Davis, R., Tan, K. L., Zobel, J., Shidlovsky, B., & Andronico, D. (2012). *Indexing techniques for advanced database systems (Vol. 8).* Springer Science & Business Media.
4. Cleveland, D. & Cleveland, A. (2013) *Introduction to indexing and Abstracting. (4th ed.).* Englewood: Libraries Unlimited.
5. Fransson, J. (2011). *Efficient Information searching on the web: a handbook in the art of searching for information.* Sweden: Fransson.
6. Harpring, P. (2010). *Introduction to controlled vocabularies: terminology for art, architecture, and other cultural works*. Getty Publications.
7. Kamila, K., & Das, B. (2012). *Monograph of Library & Information Science*. Knowledge Publishing House.
8. Kowalski, G.J. & Maybury, M.T. (2002). *Information Storage and Retrieval System: theory and implementation (2nd ed.)*. New York: Kluwer.
9. Manning, C. D., Raghavan, P., & Schütze, H. (2008). *Evaluation in information retrieval*. Introduction to information retrieval, 151-175.
10. Satija, M. P. (2019). *User's guide to the Sears list of subject headings* (2nd ed.).

2025 School Board MLISc Syllabus

Course Code: MLIS.519
Course Title: Knowledge Organisation - Cataloguing and Metadata (Practical)
Total Hours: 90 Hours

L	T	P	Cr	Ch
0	0	6	3	6

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Develop skill set for cataloguing various types of documents using AACR 2.
- CLO2: Apply AACR-2 to catalogue documents which have corporate authorship.
- CLO3: Develop skill set and develop insights for cataloguing documents using CCC
- CLO4: Hands-on learning Machine Readable Cataloguing (MARC) and online cataloguing techniques

Unit/Hours	Content	Mapping with CLOs
Unit I/ **20 Hours**	**Anglo American Cataloguing Rules, 2nd ed. 1988:** Single authorship. Joint authorship. Collections and works produced under editorial direction. Works produced by Collaborators. Revised Works. Adapted Texts. Biographical works. Pseudonyms. Sacred scriptures and Multi-volume documents. **Note:** Sears List of Subject Headings will be followed for Subject Cataloguing. **Reflection:** Understand cataloguing various types of documents using AACR 2.	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II/ **30 Hours**	**AACR – 2:** Corporate authorship Government bodies: Executive, Legislative, Judiciary; Institutions, Associations, Conferences Proceedings). Composite books (With and without collective title page, bound with). Computer files. Sound recordings. Motion pictures and Video recordings. Serials. **Note:** Sears List of Subject Headings will be followed for Subject Cataloguing. **Reflection:** Understand cataloguing of documents which have corporate authorship.	**CLO 2**
Unit III/ **20 Hours**	**Classified Catalogue Code, 5th ed. by Dr. S.R. Ranganathan:** Single authorship. Joint authorship. Works produced by Collaborators. Adapted Texts. Pseudonyms. Multi-volume documents. Corporate authorship (Government bodies: Executive, Legislative, Judiciary; Institutions, Associations, Conference Proceedings). Composite books (ordinary and artificial). Festschrift volumes. Serials. **Reflection:** Understand cataloguing documents using CCC. **Note:** Chain Procedure will be followed for Subject Cataloguing.	**CLO 3**
Unit IV/ **20 Hours**	**Subject Cataloguing:** MARC 21. LCSH (Library of Congress Subject Heading). **Reflection**: Understand Machine Readable Cataloguing (MARC) and online cataloguing techniques.	**CLO 4**

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Suggested Readings

1. Chan, L. M. (2015). *Cataloguing and classification: An Introduction (3rd ed.).* New York: Scarecrow Press.
2. Gorman, M., Winkler, P. W. (Eds.), Joint Steering Committee for Revision of AACR., & American Library Association. (2003). *Anglo-American cataloguing rules*. Ottawa: Canadian Library Association.
3. Ranganathan, S.R. (2000). *Cataloguing practice (2nd ed.).* Bangalore: Sarada Ranganathan Endowment for Library Science.
4. Ranganathan, S. R., & Neelameghan, A. (2006). *Classified catalogue code: With additional rules for dictionary catalogue code*. New Delhi: Ess Ess Pub..
5. Sears, M. E. (2018). *Sears list of subject headings* (22nd ed.). New York: H.W. Wilson.
6. Studwell, W. E., & Carter, R. C. (2013). *Library of Congress Subject Headings: philosophy, practice, and prospects*. Routledge.
7. Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. London: Facet Publishing.

Evaluation Criteria **-Total 100 Marks**

Continuous Assessment -50 Marks

- Attendance (10)
- Conduct of Practical (30)
- Interaction (10)

End Term Assessment -50 Marks

- Performance (30)
- Viva (20)

2025 School Board M.Lsc Syllabus

Course Code: MLIS.520
Course Title: Application of Library Automation and Digital Libraries (Practical)
Total Hours: 90 Hours

L	T	P	Cr	Ch
0	0	6	3	6

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Design a fully-fledged automation system for various functions of the library.
- CLO2: Create an institutional repository for capturing the intellectual output of the organisation.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **50 Hours**	**Library Automation Practice:** Full Practice of Koha including these modules • Cataloguing • Authorities • Circulation & Offline circulation • Patron management • Acquisitions • Serials management • OPAC • Koha Administration • Inventory • Course Reserves • Reporting Module • Label printing & multi-format notices • Library News Publisher Introductory practice of NewGenLib, SOUL, E-granthalaya **Reflection:** Understand various functions of library automation software	**CLO 1**

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Unit/Hours	Content	Mapping with CLOs
Unit II/ **40 Hours**	**Digital Library Software** Creation and Management of Repositories using D-Space. Backend and Frontend Customisation of the D-Space repository. Introductory practice of using E-Prints. Introductory practice of using Greenstone. **Reflection:** Design and develop a digital library.	**CLO 2**

Evaluation Criteria: Total Marks **- 50 Marks**

Continuous Assessment: - 25 Marks

- Practical Record: (10)
- Lab Performance (15)

End- Term Assessment: - 25 Marks

- Conduct of practical (15)
- Viva (10)

Suggested Readings

1. Mishra, V. (2016). *Basics of Library Automation, Koha Library Management Software and Data Migration: Challenges with Case Studies*. Ess Ess Publications.
2. Poornima, G & Girish, R. (n.d). *Creating and Managing Institutional Repository Using DSpace: A Case Study Approach.* Educreation Publishing.
3. Sharma, A. (2019). *Koha for Beginners*. Willford Press
4. Sirohi, S., & Gupta, A. (2010). *Koha 3 Library Management System*. Packt Publishing Ltd.
5. Witten, I. H., Bainbridge, D., & Nichols, D. M. (2009). How to build a digital library. Morgan Kaufmann.

Zhang, A., & Gourley, D. (2014). Creating digital collections: a practical guide. Elsevier.

2025 School Board MLISc Syllabus

Course Code: MLIS.506
Course Title: Scholarly Communication and Information Literacy Skills
Total Hours: 30 Hours

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes

After completing the course, the students will be able to:

- Illustrate the need for information literacy
- Classify different types and formats of information sources
- Develop skill for searching, retrieving and evaluating information available on the web.
- Understand the uses of resources and research support tools for scholarly communication.

Unit/Hours	Content	Mapping with CLOs
Unit I/ **7 Hours**	**Fundamentals of Information Literacy:** Descriptions of Data, Information and Knowledge Concept of Information Literacy. Benefits of being Information Literate. Need for Information in different disciplines. **Reflection:** Understand the benefits of information literacy.	**CLO 1**
Unit II/ **7 Hours**	**Types and formats of information sources:** Printed sources and electronic sources. Primary, secondary, and tertiary sources. Published and unpublished sources. Open Access and Subscription based sources. General and Scholarly sources. **Reflection:** Comprehending the different types and format of information sources.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **8 Hours**	**Methods for selection, evaluation and retrieval of information.** Knowledge organisation in the library. Tools for searching information: Library catalogues, Databases, Search Engines, Subject Gateways and Directories. Searching Techniques: Boolean, Wildcard, Truncation, Phrase and Keyword searching. Evaluation of Information Resources – Peer Reviewed Literature. **Reflection:** Comprehend the implications of the concepts.	**CLO 3**
Unit IV/ **8 Hours**	**Scholarly Resources and Research Support Tools:** Scholarly Communication: Definition, Stakeholders and their Activities. Citation and Indexing Databases: Web of Science and Scopus. Reference Management Systems: Mendeley, Zotero. Academic SNSs: ResearchGate, Academia.edu, ORCID. Plagiarism: Concept, Types and Detection Tools. **Reflection:** Use of various Scholarly resources and tools.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion.

Suggested Websites

1. Library - Wesleyan University. (2017*). Information Literacy*. Retrieved from http://www.wesleyan.edu/libr/infoforyou/infolitdefined.html
2. Källund, A.-S. (2017). Searching Information: Search techniques. Retrieved from https:// uva.libguides.com/searching_techniques.

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3. Penn State University Libraries. (2017). Evaluating Information. Retrieved from https:// libraries.psu.edu/services/research-help/evaluating information.
4. San Diego State University. (2015). Evaluating Information, 1–3. Retrieved from https:// library.sdsu.edu/research-services/research-help/evaluating information.
5. University of Reading. (n.d.). Search techniques. Retrieved from https:// www.reading.ac.uk/library/finding-info/guides/databases/libsearching-databases-search-techniques.aspx.

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L	T	P	Cr	Ch
2	0	0	2	2

Course Code: LIS.507
Course Title: AI-Assisted Social Informatics
Total Hours: 30

Course Learning Outcomes: After completion of the course, scholars shall be able to:

- CLO1: Describe the foundational concepts of AI and explain its relevance in social informatics.
- CLO2: Analyse how AI influences digital discourse, social interactions, and collective behavior.
- CLO3: Evaluate ethical issues and societal consequences of AI in institutional and civic contexts.
- CLO4: Design AI-informed interventions or applications for addressing real-world societal issues.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I/ 6 Hours	**Foundations of AI and Social Informatics:** *Introduction to Social Informatics:* scope and significance, *Key concepts in AI:* machine learning, NLP, data mining, *Evolution of AI in social systems*: history and future directions, Human-technology interaction and the digital divide. **Reflection:** Understanding various concepts of AI and its relevance in social informatics.	**CLO 1**
Unit II/ 9 Hours	**AI and Social Media, Networks, and Behavior:** *AI in digital communication:* bots, influencers, and algorithms, Sentiment analysis and opinion mining on social platforms, *AI and online behavior:* personalization, echo chambers, misinformation, *Case studies:* TikTok, Twitter, Facebook, YouTube. **Reflection:** Explore and compare the AI techniques and various Data sources for social informatics.	**CLO 2**
Unit III/ 8 Hours	**AI, Society, and Ethics:** Algorithmic bias, fairness, and discrimination, Surveillance capitalism, privacy, and data ownership, AI in governance, education, justice, and employment,	**CLO 3**

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Unit/Hours	Content	Mapping with CLOs
	Ethics frameworks: Explainable AI, Human-in-the-loop systems. **Reflection**: Analyzing and Evaluating the ethical issues and societal consequences.	
Unit IV/ **7 Hours**	**Designing Socially Responsive AI Solutions:** Participatory AI design and inclusive tech development, *Tools and methods:* citizen science, social data analysis (e.g., Orange, NodeXL), Prototyping ethical AI apps for social challenges (e.g., education, health, civic participation), Presentations and peer-feedback. **Reflection:** Students will be able to design AI-informed interventions for addressing societal issues.	**CLO 4**

Transaction Mode

Lecture, Hand-On Lab, Recorded Lectures, YouTube, Case-based Discussions, Tool Demos, Invited Lectures.

Evaluation criteria

The Evaluation will be as per the guidelines received from the DIA office as followed for previous Interdisciplinary Courses (IDC). The course coordinator shall conduct the evaluation.

Suggested Readings

Bradley, F. (2024). 7 The policy context of artificial intelligence. In *New Horizons in Artificial Intelligence in Libraries* (pp. 71–81). De Gruyter. https://doi.org/10.1515/9783111336435-008

Eubanks, V. (2018). *Automating inequality: How high-tech tools profile, police, and punish the poor*. St. Martin's Press. https://us.macmillan.com/books/9781250074317/automatinginequality

Fernandez-Luque, L., & Imran, M. (2018). Humanitarian health computing using artificial intelligence and social media: A narrative literature review. *International Journal of Medical Informatics, 114*, 136–142. https://doi.org/10.1016/j.ijmedinf.2018.01.015

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Fichman, P., Sanfilippo, M. R., & Rosenbaum, H. (2015). *Social informatics evolving*. Springer Nature. https://link.springer.com/book/10.1007/978-3-031-02297-5

Gamble, A. (2020). Artificial intelligence and mobile apps for mental healthcare: A social informatics perspective. *Aslib Journal of Information Management, 72*(4), 509–523. https://doi.org/10.1108/AJIM-11-2019-0316

Kelleher, J. D. (2019). *Deep learning*. MIT Press. https://mitpress.mit.edu/9780262537551/deep-learning/

Kling, R. (2007). What is social informatics and why does it matter? *The Information Society, 23*(4), 205–220. https://doi.org/10.1080/01972240701441556

Kling, R. (Ed.). (1996). *Computerization and controversy: Value conflicts and social choices* (2nd ed.). Academic Press.

Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). *AI and education: Guidance for policy-makers*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000376709

O'Neil, C. (2016). *Weapons of math destruction: How big data increases inequality and threatens democracy*. Crown Publishing Group. https://www.penguinrandomhouse.com/books/247588/weapons-of-math-destruction-by-cathy-oneil/

Russell, S. J., & Norvig, P. (2016). *Artificial intelligence: A modern approach* (3rd ed.). Pearson. https://aima.cs.berkeley.edu/

Wang, F. Y., Carley, K. M., Zeng, D., & Mao, W. (2007). Social computing: From social informatics to social intelligence. *IEEE Intelligent Systems, 22*(2), 79–83. https://doi.org/10.1109/MIS.2007.39

2025 School Board MLIsc Syllabus

Course Code: MLIS.508
Course Title: Foundations of Research Evaluation
Total Hours: 30 Hours

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes

After completing the course, the students will be able to:

- CLO1: Understand the process of research in Sciences and Social Sciences
- CLO2: Understand the process of scholarly communication
- CLO3: Understand the various metrics involved in research evaluation.
- CLO4: Analyse the process of institutional rankings.

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Unit/Hours	Content	Mapping with CLOs
Unit I/ **8 Hours**	**Basic concepts of Research**: Research in Sciences and social Sciences. Research Proposal. Migration of peer-reviewed journals from print to Web-based. Research funding and fellowships **Reflection**: Contemplate on research in sciences and social Sciences and the importance of research funding.	**CLO 1**
Unit II/ **7 Hours**	**Scholarly Communication**: Concept of scholarly communication. Stakeholders in scholarly communication. Peer review process. Open Access Publishing and its impact on journals. Creative Commons. **Reflection**: Discuss publishing models and impact of open access publishing	**CLO 2**
Unit III/ **8 Hours**	**Research evaluation metrics:** Concept of bibliometrics. Citation analysis. Journal Level Metrics: Journal Impact Factor, Citescore, SNIPP. Author-level metrics: h-index, g-index, m-quotient index, i-10 index **Reflection:** Discuss and calculate the various metrics involved in research evaluation.	**CLO 3**
Unit IV/ **7 Hours**	**Ranking of Institutions:** Approaches in ranking of institutions. Issues and Challenges in ranking of institutions. World University Rankings. National Institutional Ranking Framework **Reflection**: Contemplate upon the process of institutional rankings.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion.

Suggested Readings

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- Cronin, B. (2005). *The hand of science: Academic writing and its rewards*. Scarecrow Press.
- Leydesdorff, L. (2001). *The challenge of scientometrics: The development, measurement, and self-organization of scientific communications*. Universal-Publishers.
- Rao, I. K. R. (2010). *Growth of literature and measures of scientific productivity: Scientometric models*. Ess Ess Publications.
- Smith, K. L., & Dickson, K. A. (2016). *Open access and the future of scholarly communication: policy and infrastructure* (Vol. 9). Rowman & Littlefield.
- Sooryamoorthy, R. (2020). *Scientometrics for the Humanities and Social Sciences*. Routledge.
- Sugimoto, C. (2016). *Theories of informetrics and scholarly communication*. De Gruyter.
- Thelwall, M. (2009). Introduction to webometrics: Quantitative web research for the social sciences. *Synthesis lectures on information concepts, retrieval, and services*, *1*(1), 1-116.

Web-based resources

- DORA Website (n.d). https://sfdora.org/

2025 School Board MLISc Syllabus

Course Code: MLIS.511
Course Title: R and Python Libraries for the Social Sciences and Humanities
Total Hours: 30

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes:

After completion of the course, scholars shall be able to:

- CLO1: Learn the Various Concepts of Computer Programming
- CLO2: Understand the Use of R & Python and Its Syntaxes
- CLO3: Learn about Various R and Python Packages for Data Science Applications
- CLO4: Writing Programs for Data Science Applications

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I/ 6 Hours	**Introduction to Programming Languages and Its Use:** Programming Languages. Applications of Programming Languages. **Reflection:** Discuss the various concepts of computer programming.	**CLO 1**
Unit II/ 10 Hours	**Concepts and Syntaxes in R & Python Programming:** Installation of R, R-Studio, Syntaxes and Libraries in R. Installation of Python, IDEs for Python, Syntaxes of Python. Basic Concepts of Data Structures (DS), DS in R & Python. Basic Concepts of Simple Algorithms, Implementation in R & Python. **Reflection:** Compare the syntax of R and Python.	**CLO 2**
Unit III/ 5 Hours	**Data Science Applications in Various Disciplines:** Arts & Humanities: Exploring Various Libraries, Packages & Projects. Sciences: Exploring Various Libraries, Packages & Projects. Social Sciences: Exploring Various Libraries, Packages & Projects. **Reflection**: Analyse the applications of data science.	**CLO 3**

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Unit/Hours	Content	Mapping with CLOs
Unit IV/ 11 Hours	**Developing Programs for Data Analysis:** Version Control and IDEs**.** Program Development. Developing R-Packages**.** Developing Python Projects. **Reflection:** Develop programmes for practical programming.	**CLO 4**

Transaction Mode

Lecture, Hand-On Lab, Recorded Lectures, YouTube, Discussion following GitHub & Stack overflow, Invited Lectures.

Evaluation criteria

There shall be an end term evaluation of the course for 50 marks for a duration of 2 hours. (Which will include development of a program with Open Book/internet.) The course coordinator shall conduct the evaluation.

Suggested Readings

- Peng, R. D. (2016). *R programming for data science* (pp. 86-181). Victoria, BC, Canada: Leanpub.
- Tippmann, S. (2015). Programming tools: Adventures with R. *Nature*, *517*(7532), 109-110.
- Matloff, N. (2011). *The art of R programming: A tour of statistical software design*. No Starch Press.
- Brooker, P. D. (2019). *Programming with Python for Social Scientists*. Sage.
- Grus, J. (2019). *Data science from scratch: first principles with python*. O'Reilly Media.
- Chambers, J. M. (2008). *Software for data analysis: programming with R* (Vol. 2). New York: Springer.
- Kaya, E., Agca, M., Adiguzel, F., & Cetin, M. (2019). Spatial data analysis with R programming for environment. *Human and ecological risk assessment: An International Journal*, *25*(6), 1521-1530.
- Braun, W. J., & Murdoch, D. J. (2021). *A first course in statistical programming with R*. Cambridge University Press.
- Singh, A. K., & Allen, D. E. (2017). *R in Finance and Economics: A Beginner's Guide*.
- Fox, J., & Andersen, R. (2005). Using the R statistical computing environment to teach social statistics courses. *Department of Sociology, McMaster University*, 2-4.
- Edelman, A., Wolff, T., Montagne, D., & Bail, C. A. (2020). Computational Social Science. *Annual Review of Sociology*, *46*.
- Igual, L., & Seguí, S. (2017). Introduction to data science. In *Introduction to Data Science* (pp. 1-4). Springer, Cham.

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Web Resources

- https://cran.r-project.org/
- https://www.rstudio.com/
- https://pypi.org/
- https://www.anaconda.com/
- https://github.com/
- https://datascience.stackexchange.com
- https://stackoverflow.com/questions/tagged/data-science
- https://www.edx.org/course/python-for-data-science-2

2025 School Board MLISc Syllabus

Course Code: MLIS.512

L	T	P	Cr	Ch
2	0	0	2	2

Course Title: AI Literacy
Total Hours: 30
Course Learning Outcomes:

After completion of the course, scholars shall be able to:

- CLO1: Explain the fundamental principles of AI and summarize its potential impacts and ethical concerns in academic research.
- CLO2: Apply AI tools for literature review and demonstrate efficient retrieval and evaluation of scholarly information.
- CLO3: Analyse research datasets using AI-supported tools and evaluate outcomes for academic rigor.
- CLO4: Create research manuscripts using AI tools while justifying ethical use in scholarly communication.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I/ **6 Hours**	**Foundations of AI and its Role in Research:** *Overview of Artificial Intelligence:* Concepts and history, *Core AI technologies:* Machine learning, NLP, neural networks, Relevance of AI in modern research ecosystems, Ethical considerations and responsible AI in research. **Reflection:** Discuss the various concepts of AI and its Role in Research.	**CLO 1**
Unit II/ **9 Hours**	**AI for Literature Review and Information Retrieval:** AI-enabled academic search tools (e.g., Semantic Scholar, Connected Papers), NLP-based summarization and question answering, AI tools for citation analysis and plagiarism detection, Limitations and biases in AI algorithms and tools. **Reflection:** Explore and compare the AI tools for literature review.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ **8 Hours**	**AI for Data Handling and Research Analysis:** AI in quantitative and qualitative data analysis, Use of AI tools for statistical modelling and visualization, Introduction to Python libraries (e.g., Pandas, Scikit-learn, GPT APIs), Use of Google Colab with Gemini, Automating data workflows and insights generation. **Reflection**: Analyzing, Evaluating the applications of data handling with AI.	**CLO 3**
Unit IV/ **7 Hours**	**AI Tools in Writing, Publishing, and Communication:** AI-based writing assistants (Grammarly, ChatGPT, QuillBot, etc.), Tools for formatting, citations, and paraphrasing, AI in journal selection, peer review, and plagiarism detection, Ethical use of AI in scholarly publishing. **Reflection:** Creating, Evaluating research artifacts using AI tools.	**CLO 4**

Transaction Mode

Lecture, Hand-On Lab, Recorded Lectures, YouTube, Case-based Discussions, Tool Demos, Invited Lectures.

Evaluation criteria

The Evaluation will be as per the guidelines received from the DIA office as followed for previous Value Added Courses. The course coordinator shall conduct the evaluation.

Suggested Readings and Tools

Bolaños, F., Salatino, A., Osborne, F., & Motta, E. (2024). Artificial intelligence for literature reviews: Opportunities and challenges. *Artificial Intelligence Review, 57*(10), 259. https://doi.org/10.1007/s10462-024-10902-3

Chen, P., Wu, L., & Wang, L. (2023). AI fairness in data management and analytics: A review on challenges, methodologies and applications. *Applied Sciences, 13*(18), 10258. https://doi.org/10.3390/app131810258

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Dwivedi, R., Dave, D., Naik, H., Singhal, S., Omer, R., Patel, P., … & Ranjan, R. (2023). Explainable AI (XAI): Core ideas, techniques, and solutions. *ACM Computing Surveys, 55*(9), 1–33. https://doi.org/10.1145/3561048

Gozalo-Brizuela, R., & Garrido-Merchán, E. C. (2023). ChatGPT is not all you need: A state-of-the-art review of large generative AI models. *arXiv*. https://doi.org/10.48550/arXiv.2301.04655

Groumpos, P. P. (2023, July). A critical historic overview of artificial intelligence: Issues, challenges, opportunities, and threats. *Artificial Intelligence and Applications, 1*(4), 181–197. https://ojs.bonviewpress.com/index.php/AIA/article/view/689

Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review, 61*(4), 5–14. https://doi.org/10.1177/0008125619864925

Heidt, A. (2025). AI for research: The ultimate guide to choosing the right tool. *Nature, 640*(8058), 555–557. https://doi.org/10.1038/d41586-025-01069-0

Hosseini, M., Rasmussen, L. M., & Resnik, D. B. (2024). Using AI to write scholarly publications. *Accountability in Research, 31*(7), 715–723. https://doi.org/10.1080/08989621.2023.2168535

Kelleher, J. D. (2019). *Deep learning*. MIT Press. https://mitpress.mit.edu/9780262035613/deep-learning/

Khabib, S. (2022). Introducing artificial intelligence (AI)-based digital writing assistants for teachers in writing scientific articles. *Teaching English as a Foreign Language Journal, 1*(2), 114–124. https://journal1.uad.ac.id/index.php/tefl/article/view/249

Liu, S. C., Wang, S., Lin, W., Hsiung, C. W., Hsieh, Y. C., Cheng, Y. P., … & Zhang, J. (2023). JarviX: A LLM no code platform for tabular data analysis and optimization. *arXiv*. https://arxiv.org/abs/2312.02213

Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. *Journal of the Association for Information*

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Science and Technology, 74(5), 570–581. https://doi.org/10.1002/asi.24750

Ma, P., Ding, R., Wang, S., Han, S., & Zhang, D. (2023). Demonstration of InsightPilot: An LLM-empowered automated data exploration system. *arXiv*. https://arxiv.org/abs/2304.00477

Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). *AI and education: A guidance for policymakers*. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000376709

Passi, S., & Vorvoreanu, M. (2022). Overreliance on AI: Literature review. *Microsoft Research*. https://www.microsoft.com/en-us/research/publication/overreliance-on-ai-literature-review/

Razack, H. I. A., Mathew, S. T., Saad, F. F. A., & Alqahtani, S. A. (2021). Artificial intelligence-assisted tools for redefining the communication landscape of the scholarly world. *Science Editing, 8*(2), 134–144. https://doi.org/10.599-27/kcse.244

Russell, S. J., & Norvig, P. (2016). *Artificial intelligence: A modern approach* (3rd ed.). Pearson. https://aima.cs.berkeley.edu/

AI Tools:

- Research: Semantic Scholar, Scite.ai, Research Rabbit, SciSpace
- Writing: Grammarly, ChatGPT, Trinka, QuillBot
- Analysis: GoogleColab, Gemini, ChatGPT
- Plagiarism: Turnitin, Copyscape

2025 School Board MLISC Syllabus

L	T	P	Cr	Ch
2	0	0	2	2

Course Code: MLIS.513
Course Title: Dr S R Ranganathan Studies
Total Hours: 30
Course Learning Outcomes:

After completion of the course, scholars shall be able to:

- CLO1: Learn about Dr. S. R. Ranganathan's transformation from Mathematics to Librarianship and his contributions
- CLO2: Understand the Five Laws of Library Science and the concept of Faceted Classification through Colon Classification
- CLO3: Learn about Dr. S. R. Ranganathan's philosophy
- CLO4: Understand his application of various principles of Mathematics and Philosophy in Library Science

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I/ 6 Hours	**Ranganathan's transformation from Mathematics to Library Science:** Life and Times of Ranganathan: Father of Library Movement in India. Ranganathan in International Library and Information Science; Ranganathan Age. Mind of Ranganathan: Formative influences and his research methodology **Reflection:** Discuss the various aspects of Dr. S. R. Ranganathan's Life and Five Laws of Library Science.	**CLO 1**
Unit II/ 12 Hours	**Dr. S. R. Ranganathan's Contribution towards Knowledge Organisation:** Facet analysis, Five Fundamental Categories, Chain indexing. Chain Procedure and Chain Indexing Brief introduction to the Colon Classification and Classified Catalogue Code. **Reflection:** Discuss the various contributions of Dr. S. R. Ranganathan in Knowledge Organisation	**CLO 1 &2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 6 Hours	**Dr. S. R. Ranganathan's Contribution towards Reference Service and Library Administration:** Theories of reference service and documentation; Five Laws as normative principles of library and Information science; Dr. S. R. Ranganathan's Staff Formula; Dr. S. R. Ranganathan's Guidelines for Library Buildings and Furniture. **Reflection**: Analyse the applications of Dr. S. R. Ranganathan's principles in libraries	**CLO 4**
Unit IV/ 7 Hours	**Dr. S. R. Ranganathan's contribution towards Library Science education and Library Movement in India:** Contribution to Academic Libraries and Library Science Education in India. Establishment of DRTC; Establishment of other teaching departments in universities; Dr. S. R. Ranganathan as a pioneer of Library Movement in the country; His contribution as the first President of ILA. Work for the promotion of public libraries and library legislation in India. Continued relevance in the digital age: Impact of his work on Indian and international librarianship. **Reflection:** Develop understanding of Dr. S. R. Ranganathan's contribution towards libraries and the profession	**CLO 3**

Transaction Mode

Lecture, Discussions, Presentations, Invited Lectures.

Suggested Readings

Primary Works by Dr. S. R. Ranganathan

1. Ranganathan, S. R. (1931). *Five laws of library science*. Madras Library Association. https://www.librarianshipstudies.com/2017/09/five-laws-of-library-science.html

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2. Ranganathan, S. R. (1933). *Colon classification* (1st ed.). Madras Library Association. https://en.wikipedia.org/wiki/Faceted_classification

3. Ranganathan, S. R. (1934). *Classified catalogue code*. Madras Library Association.

4. Ranganathan, S. R. (1937). *Prolegomena to library classification*. Madras Library Association.

5. Ranganathan, S. R. (1963). *Documentation and its facets*. Asia Publishing House. https://repository.arizona.edu/bitstream/handle/10150/105426/documen.partb.pdf

Biographical and Analytical Studies

6. Indian Statistical Institute. (n.d.). *S. R. Ranganathan: A short biography*. ISI Bangalore. https://www.isibang.ac.in/~library/portal/Pages/SRRBIO.pdf

7. Connaway, L. S., & Faniel, I. M. (2014). *Reordering Ranganathan: Shifting user behaviors, shifting priorities* (OCLC Research). OCLC Online Computer Library Center. https://www.oclc.org/content/dam/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014.pdf

8. Wikipedia contributors. (2024). *S. R. Ranganathan*. Wikipedia. https://en.wikipedia.org/wiki/S._R._Ranganathan

Additional Reference Lists and Digital Archives

9. LISNET. (n.d.). *List of books by S. R. Ranganathan: Father of library science in India*. https://lisnet.in/list-of-books-by-s-r-ranganathan-father-of-library-science-in-india/

10. Open Library. (n.d.). *S. R. Ranganathan*. https://openlibrary.org/authors/OL8413A/S._R._Ranganathan

11. Raghavan, S., Martínez-Ávila, D., & Almeida, P. (Eds.). (2024). *S. R. Ranganathan: Classic and contemporary views on his life and work*. Ess Ess Publications.

12. Satija, M. P., Chandel, A. S., & Singh, K. P. (Eds.). (2024). *S. R. Ranganathan: Some select Indian studies on his life and work*. Today and Tomorrow Publishers and Printers.

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13. Annals of Library and Information Studies 2024 special issue on Ranganathan

14. Annals of Library and Information Studies 2024 special issue on Ranganathan

15. Malhan, I. V., Chandel, A. S., & Satija, M. P. (2016). *Human resources management in library and information centres*. New Delhi: Satija Research Foundation.

2025 School Board MLISc Syllabus

Course Code: MLIS.475
Course Title: Communication Skills
Total Hours: 30 Hours

L	T	P	Cr	Ch
2	0	0	2	2

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Infer the concepts involved in the communication process
- CLO2: Analyse the role of languages in the process of communication.
- CLO3: Summarise the structure and functions of technical communication.
- CLO4: Illustrate the editing, editorial process and editorial tools for technical writing.

Unit/Hours	Content	Mapping with CLOs
Unit I/ 08 Hours	**Communication Process:** Overview of Communication Process. Characteristics Features of Technical Writing. Target Groups in Written Communication. Reader-Writer Relation. **Reflection:** Understand the communication processes.	**CLO 1**
Unit II/ 08 Hours	**Linguistics:** Language as a Medium for Communication of Thought. Functional English Style: Semantics, Syntax and Diction. Readability and Text. Aberrations in Technical Writing **Reflection:** Students will learn the functional engine style.	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 07 Hours	**Structure and Functions of Technical Communication 12 hours** Structure: Definition, Purpose, Characteristics and Functions. Collection, Organisation and Presentation of Data. Case Studies: Preparation of Short Communication, Review Article, Technical Reports, Monographs, Dissertations and House Bulletins. **Reflection:** Students will learn the structure and functions of technical communication.	**CLO 3**
Unit IV/ 07 Hours	**Technical Editing and Editorial Tools:** The Editor. Editorial Process. Editorial Tools **Reflection:** Students will learn editorial tools.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Huckin,T.N. and Leslie, A.O. (1984*). English for Science and Technology.* New York: Mc Graw Hill.
2. IGNOU, (1989). *Editing in Distance Education* (IGNOU Handbook-6). New Delhi: IGNOU.
3. IGNOU, (1990). *General Principles of Writing*. New Delhi: IGNOU.
4. Reep, D.C. (2014). *Technical Writing, Principles, Strategies, and Readings (8th Ed)*. Pearson.
5. Sherman, T.A. (2018). *Modern Technical Writing*. Franklin Classics.
6. Simon, A.R and Simon, J. (1993). *Computer Professional's Guide to Effective Communications*. New York: McGraw Hill.
7. SIS. (1990). *Fourth Training Course in Technical Communication*. Jodhpur: SIS.
8. WiCLOx, D.L. and Nolte, L. W. (1997). *Public Relations Writing and Media Techniques*. New York: Harper and Row Publishers.
9. Swain, D.V. and Swain, J.R. (1991). *The Issue of Audience. In Scripting for the New Audio-Visual Technologies (2nd ed)*. Chapter 4. Boston: Focal Press.

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10. Taneja, R.D. (1990). *Audience Analysis and Adaptation: In Fourth Training Course in Technical Communication*. New Delhi: SIS.
11. Vallins, G.H. (1988). *Good English*. Bombay: Rupa.
12. Weisman, H. M. (1992). *Basic Technical Writing. (6th Ed)*. Columbus: Charles Orenill Publishing.

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L	T	P	Cr	Ch
2	0	0	2	2

Course Code: MLIS.476
Course Title: Information Analysis, Consolidation, and Repackaging
Total Hours: 30 Hours

Course Learning Outcomes

After the Completion of course, the students will be able to:

- CLO1: Conceptualization of Information Analysis, Consolidation and Repackaging.
- CLO2: Evaluate the nature and types of Information products.
- CLO3: Analyse the process of content analysis and abstracting
- CLO4: Assess the significance of Marketing Information products.

Unit/Hours	Content	Mapping with CLOs
Unit I/ 08 Hours	**Information Analysis, Consolidation and Repackaging:** Concept, need and process. Guiding Principles for arrangement and presentation of ideas in a helpful sequence. Information Consolidation Products: Concepts, types, design, development and methodology. Knowledge and skills required for information analysis and consolidation. **Reflection:** Understand the information consolidation products.	**CLO 1**
Unit II/ 08 Hours	**Information Products:** Nature, concept, types, design and development. Information News-letters, Hand Books, House Bulletins, In-house Communication, Trade Bulletin, Product Bulletin, State-of-the-Art Report, Trend Report, Technical Digests. **Reflection:** Compare different information products	**CLO 2**

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Unit/Hours	Content	Mapping with CLOs
Unit III/ 07 Hours	**Content Analysis, Abstract and Abstracting:** Content Analysis: Concept types and processes. Abstract: Definition and types, Characteristics and Qualities of good abstracts. Abstracting: need, process. Computers and Abstracting. Abstracting organisations and Services. **Reflection:** Students will understand the content analysis and abstracting concepts.	**CLO 3**
Unit IV/ 07 Hours	**Planning, Management and Marketing of an Information Analysis & Consolidation Unit:** Planning and Management of Information Analysis and Consolidation Units. Marketing of Information Concept, need and benefits; 5 Ps of Information Marketing; Marketing of profit and non-profit organisation; Trends in marketing of Information Services and Information Marketing in India. **Reflection:** Students will comprehend the planning, management and marketing of information products.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Singh, Sewa (2014*). Information analysis, consolidation and repackaging*. Atlantic Publishers & Distributors Pvt Ltd
2. Cleveland, D. & Cleveland, A. (2013). In*troduction to indexing and Abstracting (4th ed)*. Englewood: Libraries Unlimited.
3. Megan (2015). *Digital content creation*. Rosen Young Adult
4. Gupta, B.M. (Ed.). (1988-2000). *Handbook of libraries, archives and information centres in India*. (Vols 16.) New Delhi South Asia Books.
5. Koltay, T. (2010). *Abstracts and abstracting: a genre and set of skills for the 21st century.* Oxford, Chandos

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6. Saracevic, T. & Wood, J.S. (1981). *Consolidation of information: A handbook of evaluation, restructuring and repackaging of scientific and technical information.* Paris: UNESCO.
7. Seetharama, S. (1997). *Information consolidation and repackaging.* New Delhi: Ess Ess Pub.
8. Bhattacharya, G. & Gopinath, M.A.(Eds). (1981). *Information Analysis and Consolidation: Principles, procedures and products.* In DRTC Annual Seminar No. 18. Bangalore: DRTC.

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L	T	P	Cr	Ch
2	0	0	2	2

Course Code: MLIS.477
Course Title: Entrepreneurship in Library and Information Sciences
Total Hours: 30 Hours
Course Learning Outcomes:

On the completion of this course, students will be able

- CLO1: To develop understanding about problems and prospects in entrepreneurship.
- CLO2: To gain insights about entrepreneurial with library and information science.
- CLO3: To develop understanding about Socio-Info-entrepreneurship.
- CLO4: To develop insights into entrepreneurship and sustainability.

Unit/Hours	Content	Mapping with CLOs
Unit I/ 8 Hours	Entrepreneurship: Entrepreneurial Structure; Nature, Characteristics, functions and its role in economic development. Entrepreneurship-problems and prospects in India. Entrepreneurial Behaviour and Skills. **Reflection:** Understand the practical and social implications of entrepreneurship.	**CLO 1**
Unit II/ 7 Hours	Entrepreneurship and Library and Information Science: Role of industries/entrepreneur's associations and self-help groups. Funding opportunities for start-ups. Basic start-up problems. Preliminary contracts with the vendors, suppliers, bankers, principal customers. Contents of business plan/ project proposal. **Reflection:** Understand the practical and social implications of concepts in library and information science.	**CLO 2**
Unit III/ 8 Hours	Socio-Info-entrepreneurship: Social Info-entrepreneurship: concept, definition, implications, planning, implementation, sustainability etc , Case studies. Study of information systems, planning, designing, structure, workflow, evaluation. Open access information systems: Indian kanoon, India code Commercial information system: LexisNexis, Westlaw. **Reflection:** Discuss the impact of entrepreneurship to society.	**CLO 3**

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Unit IV/ 7 Hours	Planning, Evaluation and Sustainability: Planning, Management and Development of products, Information services, etc. Assessment of existing information systems (open access and enterprise), different models of information systems, Case studies. **Reflection:** Understand the planning, evaluation and sustainability issues.	**CLO 4**

Transaction Mode: Lectures, PPT, Collective thinking, YouTube, Discussion

Suggested Readings

1. Awe, S. C. (2012). *The entrepreneur's information sourcebook: Charting the path to small business success*. ABC-CLIO.
2. Carlson, E., & Koch, J. (2018). *Building a successful social venture: A guide for social entrepreneurs*. Berrett-Koehler Publishers.
3. Eden, B. L. (Ed.). (2008). *Content management systems in libraries: case studies*. Scarecrow Press.
4. Krautter, M., Lock, M. B., & Scanlon, M. G. (Eds.). (2014). *The entrepreneurial librarian: Essays on the infusion of private-business dynamism into professional service*. McFarland.
5. Neck, H. M., Neck, C. P., & Murray, E. L. (2019). *Entrepreneurship: the practice and mindset 1st Edition*. Los Angeles: Sage Publications
6. Pellen, R., & Miller, W. (2014). *Innovations in science and technology libraries*. Routledge.
7. Rowley, J. E. (2011). *Being an information innovator*. London: Facet Publishing.
8. Pamela, B., & Hepfer, C. (2009). Risk and Entrepreneurship in Libraries: Seizing Opportunities for Change: American Library Association
9. The Harvard Business Review entrepreneur's handbook: everything you need to launch and grow your new business (2018). Boston, Massachusetts : Harvard Business Review Press
10. Willinsky, John. (2006). Access *Principle: Case for Open Access to Research and Scholarship*. Cambridge: MIT Press, Digital Libraries and Electronic Publishing.

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SEMESTER – III

L	T	P	Cr
0	40	0	20

Course Code: MLIS.599-1

Course Name: Dissertation Proposal
Total Hours: 40 Hours

After the completion of course the students will be able to:

- CL01: Conduct research independently on library and information sciences.
- CLO2: Develop analytical and logical thinking in the process of conducting research.
- CLO3: Apply the implications of library science research in generating new knowledge

The work for dissertation shall start in the beginning of the third semester by writing the research proposal for which each student will be allotted a topic. Final dissertation will be submitted at the end of fourth semester on the date to be decided by the department. Following part of the dissertation work has to be completed in third semester itself.

Unit	Topic	Subtopics
Unit I	**Selection of Topic**	Identifying research gaps; formulating research problem and objectives; discuss ethics to be followed in research.
Unit II	**Literature Survey**	Strategies for literature search (print, digital, databases); use of bibliographic tools like Scopus, Web of Science, INFLIBNET, Zotero; synthesis and critique writing
Unit III	**Research Design and Methodology**	Research paradigms; review the types of research design; quantitative vs qualitative; selecting methods (survey, case study, content analysis, experimental); reliability and validity, pilot study or demonstration should be completed at this stage as per the design.
Unit IV	**Proposal Preparation and Presentation**	Designing of a research proposal; writing introduction, objectives, scope, limitations, and methodology; presentation of proposal for evaluation and feedback (seminar) It will be expected from students that the starting chapters should be completed at the time of presentation of the research proposal.

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Group dissertation/project may be opted, with a group consisting of a maximum of four students. These students may work using a single approach or multidisciplinary approach. Students shall prepare the dissertation research proposal in a group mentioning the name of all members or individually.

- A group consisting of a maximum of four students may work together on one project.
- These students may work using a single approach or multidisciplinary approach.
- The research proposal shall be prepared including the following: Title, Statement of the problem, Literature Review, Objectives of the study, Hypotheses, Scope, Methodology of the study, Conclusion, Bibliography.
- For detail guidelines relating to research proposal, please access the university website: http://www.cup.edu.in

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SEMESTER – IV

L	T	P	Cr
0	40	0	20

Course Code: MLIS.599-2

Course Name: Dissertation
Total Hours: 40 Hours
After the completion of course the students will be able to:

- CL01: Explain the background, significance, and theoretical framework of the chosen research problem.
- CLO2: Apply appropriate research methods and tools to collect and analyze data.
- CLO3: Critically examine data, research findings, and patterns.

Second Part of Dissertation to be completed in fourth semester.

Unit	Topic	Subtopics
Unit I	**Data Collection and Preparation**	Designing tools (finalising questionnaires, interview schedules); sampling techniques; field/data collection process; data validation and coding
Unit II	**Data Analysis and Interpretation**	Use of tools: SPSS, Excel, R; descriptive and inferential statistics; qualitative coding; thematic analysis; drawing findings
Unit III	**Report Writing and Documentation**	Writing structure: chapters, tables, figures; citation styles (APA, MLA); referencing tools (Zotero, Mendeley, Endnote); plagiarism check
Unit IV	**Submission and Viva-Voce**	Preparing the final dissertation; abstract and executive summary; presentation and defense (oral exam/viva)

Students shall be motivated to publish at least one peer-reviewed national/ international paper preferably in Scopus indexed journal before the submission of the dissertation.

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Evaluation Criteria- Annexure I

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, Entrepreneurship, Innovation and Skill Development Courses (≤2 credits) or any other theory course of ≤2 credits	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (upto 100%) Objective (upto 30%)
End-semester exam (ESE)	50	Descriptive (upto 100%) Objective (upto 30%)	50	Descriptive (upto 100%) Objective (upto 30%)

Dissertation Proposal (Third Semester)			**Dissertation (Fourth Semester)**		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor/ co-supervisor(s)	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert	50	Report of dissertation (25), presentation (10), novelty/originality (5) and final viva-voce (10).

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