

2-Year Integrated Master's Programme in Library and Information Science

University of GourBanga

Malda, West Bengal



2-Year Integrated Master of Library and Information Science (M. Lib. I. Sc.)

Syllabus
(Under NEP - 2020 w.e.f. 2026 - onwards)

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

University of GourBanga, PO- Mokdumpur, Malda-732103

2-Year Integrated Master of Library and Information Science (M. Lib. I. Sc.)

A two-year full-time course divided into four semesters leading to the degree of Master of Library & Information Science (M. Lib. I. Sc.).

1. Program Details

Name of the Department: Department of Library and Information Science

Faculty: Faculty of Law, Library Science, Education, Journalism and Physical Education

Subject: Library & Information Science

Duration of the Programme: 2 Year divided into 4 Semesters

Curriculum and Syllabus - NEP 2020 | UGC CCFPG 2024 | Total Credits: 80 | NHEQF Level 6.5

2. Objectives of the Programme

- To familiarise students with the fundamental ideas, background and social role of libraries and information science as a discipline.
- To develop core competencies in knowledge organization, such as library classification and cataloguing through comprehension and guided implementation.
- To acquaint students with different information sources, systems and programmes with the related activities and services.
- To develop practical skills among students in use of library management software, ICT tools, and information resources as required to enhance their professional visibility.
- To develop professional values, critical thinking and analytical skills among students.
- To introduce students with the idea of modern library management and information services and techniques at a conceptual and operational level as required for working in a modern library under guidance.

3. Programme Outcomes

On successful completion of the programme, at NHEQF Level 6.5, a student will be able to:

- PO1: Exhibit advanced and comprehensive understanding of the theories, principles and standards of library and information science, including knowledge organization, information retrieval and information management.
- PO2: Apply advanced classificatory, cataloguing and metadata techniques to organise information resources in physical, digital and networked environments, including faceted approaches to repositories and discovery systems.
- PO3: Use the appropriate technology and standards, plan, develop, and manage libraries, information centers, automated systems, digital libraries, and institutional repositories.
- PO4: Design and carry out independent research with suitable quantitative, qualitative, and metric techniques, and present results in a way that upholds academic integrity.
- PO5: Assess information sources, systems, and services, and create user-centric services based on human-centric design principles and information behavior.
- PO6: Demonstrate professional, constitutional, humanistic and ethical values, including commitment to intellectual freedom, equitable access, data ethics and responsible use of emerging technologies.
- PO7: Demonstrate employability-oriented, vocational and entrepreneurial competencies, and the capacity for autonomous lifelong learning.

The M.Lib.I.Sc.curriculum has been redesigned in conformity with NEP 2020 and the UGC Curriculum and Credit Framework for Postgraduate Programmes (2024). It adopts a learning outcomes-based approach, integrates a substantial research component in the second year, and provides flexibility through electives, an exit option after Year 1, and creditisation under NCrF and ABC.

4. Eligibility and Admission

- A three-year/six-semester bachelor's degree with a minimum of 120 credits in any discipline from a UGC recognised university, with Library and Information Science as the major or minor discipline; OR
- A bachelor's degree in any discipline together with qualification in the national-level or university-level entrance examination in Library and Information Science, irrespective of

the major/minor disciplines studied at the UG level, as per Section 11.0 of the UGC PG framework; OR

- A Bachelor of Library and Information Science (B.Lib.I.Sc.) degree following a bachelor's degree, with lateral credit recognition as determined by the Departmental Committee under ABC/NCrF provisions.
- Holders of a four-year bachelor's degree (Honours/Honours with Research, minimum 160 credits) may be admitted to an accelerated one-year PG pathway in accordance with the framework, where offered.
- Admission shall be based on merit.

5. Programme Structure at a Glance

Total credits: 80 (minimum 20 credits per semester).

First Year, Semester I (20 Credits, level - 6.5)

Code	Course Title	Type	Credits	Marks
Discipline Specific Core Course (DSC) (Compulsory)				
MLIS-C101	Foundations of Library and Information Science	Theory	4	100
MLIS-C102	Knowledge Organization : Library Classification (Theory)	Theory	4	100
MLIS-C103	Information and Communication Technology in Libraries	Theory	4	100
Discipline Specific Elective Course (DSE) (Select any One)				
MLIS-SE104A	Information Sources, Systems, and Services	Theory	4	100
MLIS-SE104B	Marketing of Library and Information Products and Services	Theory	4	100
MLIS-SE104C	Open Access (OA)	Theory	4	100
Skill Enhancement Course/Practical (Compulsory)				
MLIS-PC105	Knowledge Organization: Classification Practice (DDC and CC)	Practical	4	100
	Semester I Total		20	500

First Year, Semester II (20 Credits, level - 6.5)

Code	Course Title	Type	Credits	Marks
Discipline Specific Core Course (DSC) (Compulsory)				
MLIS-C201	Management of Library and Information Centre	Theory	4	100
MLIS-C202	Knowledge Organization : Library Cataloguing (Theory)	Theory	4	100
Discipline Specific Elective Course (DSE) (Select any One)				
MLIS-SE203A	Intellectual Property Rights and related rights	Theory	4	100
MLIS-SE203B	Information Literacy and User Studies	Theory	4	100
MLIS-SE203C	Knowledge Management and Indigenous Knowledge Systems	Theory	4	100
MLIS-SE203D	Public Library Systems and Community Information Services	Theory	4	100
Skill Enhancement Course/Practical (Compulsory)				
MLIS-PC204	Knowledge Organization II: Cataloguing Practice	Practical	4	100
MLIS-PC205	Information Communication Technology Applications in LIS	Practical	4	100
Mandatory Elective Non-Credit Course (MENC) equivalent to 2 credits (Opt any one course from the following) (Select Any One)				
MLIS-NC206A	SWAYAM approved Courses	Theory + Practical	2	50
MLIS-NC206B	Internship I (Exit Module)	Practical	2	50
	Semester I Total		20	500
If any student wants to exit, he/she shall be awarded Bachelor of Library and Information Science (B.Lib.I.Sc) after securing the requisite 40 credits (Including 2 Credits Internship) on completion of Semester II.				

Semester III (20 Credits — level 6.5)

Code	Course Title	Type	Credits	Marks
Discipline Specific Core Course (DSC) (Compulsory)				
MLIS-C301	Information Storage and Retrieval	Theory	4	100
MLIS-C302	Research Methodology in Library and Information Science	Theory	4	100
MLIS-C303	Metric Studies in Library and Information Science	Theory	4	100
Discipline Specific Elective Course (DSE) (Select any One)				
MLIS-SE304A	Knowledge Organization: Classification Practice (UDC)	Practical	4	100
MLIS-SE304B	Cataloguing of Non-Book Materials: Practical	Practical	4	100
MLIS-SE304C	Digital Libraries and Institutional Repositories	Theory	4	100
MLIS-SE304D	Preservation & Conservation of Library Materials	Theory	4	100
MLIS-SE304E	Data Science and Analytics for Libraries	Theory	4	100
Skill Enhancement Course/Practical (Compulsory)				
MLIS-PC305	Library Automation and Digital Library Systems	Practical	4	100
	Semester III Total		20	500

Semester IV (20 Credits — level 6.5)

Code	Course Title	Type	Credits	Marks
MLIS-C401	Dissertation	Research	8	200
MLIS-C402	Internship	Practice	4	100
MLIS-C403	Field Study/Library Survey and Seminar	Research	4	100
MLIS-C404	Academic Integrity and Publication Ethics	Research	4	100
	Semester IV Total		20	500
	Programme Total		80	
*Students shall be awarded 2-Year Integrated Master's Degree in Library and Information Science after securing the requisite 80 credits on completion of Semester IV.				

6. Assessment Strategy

In keeping with NEP 2020's emphasis on formative and continuous assessment, every course is assessed through a combination of continuous internal assessment and end-semester examination, mapped to the stated course objectives and outcomes:

- Theory papers (100 marks): Continuous assessment 40 marks (one internal test, one seminar/term paper, one assignment, and class participation) + end-semester examination 60 marks.
- Practical papers (100 marks): Continuous assessment 40 marks (practical records, laboratory journals and periodic skill tests) + end-semester practical examination with viva 60 marks.
- Dissertation (200 marks): research proposal and progress seminars 150 marks; evaluation of the dissertation by the supervisor and an external examiner 50 marks; the dissertation must pass the similarity check prescribed under the UGC Plagiarism Regulations, 2018 before evaluation.
- Internship (50 marks in Sem-II & 100 marks in Sem -IV): host-supervisor assessment 40 marks; internship report and reflective presentation 60 marks.

- A minimum of 75 percent attendance and a pass grade (P) in each course are required for credit award. Question papers shall test understanding, application and analysis rather than recall alone.

7. Letter Grades and Grade Points (as per UGC framework)

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

SGPA and CGPA shall be computed by the credit-weighted average method recommended in the UGC framework, i.e., $SGPA = \frac{\sum (C_i \times G_i)}{\sum (C_i)}$ and $CGPA = \frac{\sum (C_i \times S_i)}{\sum (C_i)}$, rounded to two decimal places and reported in the transcript along with marks.

8. Exit / Entry Option and Mobility

- Exit option: a student who completes Semesters I and II (40 credits) and opts to exit shall be awarded the Bachelor of Library and Information Science (B.Lib.I.Sc).
- B.Lib.I.Sc holders are eligible for lateral entry admission in M.Lib.I.Sc (3rd Semester/2nd year)

- Re-entry and mobility: credits earned are deposited in the Academic Bank of Credits and may be redeemed for re-entry or lateral movement as per UGC (Establishment and Operation of ABC) Regulations, 2021 and the Multiple Entry and Exit guidelines.

9. Detailed Syllabus

SEMESTER I (20 Credits, level – 6.5)

MLIS-C101: Foundations of Library and Information Science

Particulars	Details
Course Code	MLIS-C101
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives: To acquaint the students with the basic concepts of Foundations of Library and Information Science and how to deal with it.

Outcome: After completion of the course, students will be able to understand the concept of Library, types of Libraries, Library Profession, Associations and Education, Library Legislation and Policy and their application in information science.

Course Content:

Unit I: Information, Knowledge and Society

Data, information, knowledge and wisdom: conceptual distinctions; Information life cycle; Information science as a discipline and its interdisciplinary character; Information society and knowledge economy; Knowledge society initiatives in India; Right to Information.

Unit II: Philosophy and Laws of Library Science

Five Laws of Library Science and their implications in print and digital environments; Re-interpretations of the Five Laws (Gorman, Crawford, Noruzi, Cloete); Library as a social institution; Role of libraries in formal and informal education and lifelong learning under NEP 2020.

Unit III: Development of Libraries and Types of Libraries

History of libraries with special reference to India; Types of libraries: national, public, academic and special — objectives, functions and services; Five-Year Plans and library development; RRRLF; National Library of India; National Mission on Libraries; National Digital Library of India (NDLI).

Unit IV: Library Legislation, Policy and Professional Ethics

Need for library legislation; Model Library Act; Library legislation in Indian states with special reference to the West Bengal Public Libraries Act, 1979; Press and Registration of Books Act; Delivery of Books and Newspapers (Public Libraries) Act, 1954; Intellectual Property Rights and Copyright Act, 1957 (overview); Professional ethics and IFLA Code of Ethics.

Unit V: Library Profession, Associations and Education

Librarianship as a profession; Professional associations: ILA, IASLIC, IATLIS, BLA; International bodies: IFLA, ALA, CILIP, UNESCO; LIS education in India: growth, curriculum (UGC Model Curriculum, NEP-aligned frameworks), trends and challenges; Continuing professional development.

Suggested Readings:

1. Bhatt, R. K. (1995). History and development of libraries in India. Mittal Publications.
2. Gorman, M. (2015). Our enduring values revisited: Librarianship in an ever-changing world. ALA Editions.
3. Government of India. (2020). National Education Policy 2020. Ministry of Education.
4. Isaac, K. A. (2004). Library legislation in India: A critical and comparative study of state library acts. EssEss Publications.
5. Khanna, J. K. (1994). Library and society. EssEss Publications.
6. Kumar, P. S. G. (2003). Foundations of library and information science (Paper I of UGC Model Curriculum). B. R. Publishing.
7. Ranganathan, S. R. (2006). The five laws of library science (2nd ed., reprint). EssEss Publications.
8. Rubin, R. E., & Rubin, R. G. (2020). Foundations of library and information science (5th ed.). ALA Neal-Schuman.
9. Sharma, P. S. K. (1992). Library and society (2nd ed.). EssEss Publications.

MLIS-C102: Knowledge Organization I: Library Classification (Theory)

Particulars	Details
Course Code	MLIS-C102
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives: *To acquaint the students with the organization of knowledge with different basic concepts and philosophies of library classification.*

Outcome: *After completion of the course, students will understand the basic concept and philosophies of library classification, functions of different classification schemes available; and recent trends and developments in the subject.*

Course Content:

Unit I: Universe of Knowledge

Structure, attributes and development of the universe of subjects; Modes of formation of subjects; Mapping of the universe of knowledge in major schemes of classification.

Unit II: Theory of Classification

Need and purpose of library classification; Species of classification; General theory of classification: descriptive and dynamic theories; Normative principles: laws, canons, principles and postulates; Three planes of work: idea, verbal and notational planes.

Unit III: Facet Analysis and Postulational Approach

Postulates of fundamental categories (PMEST); Rounds and levels of manifestation; Facet analysis and facet sequence; Principles of helpful sequence; Phase relations; Devices in classification (chronological, geographical, subject, alphabetical, superimposition); Systems and specials; Notation: types, qualities and functions; Mnemonics; Hospitality in array and chain.

Unit IV: Major Schemes of Classification

Colon Classification (CC, 6th editions), Dewey Decimal Classification (DDC, 23rd edition and WebDewey), Universal Decimal Classification (UDC and UDC Online) and Library of Congress Classification (LCC): salient features, structure, revision machinery, merits and limitations.

Unit V: Trends in Knowledge Organization

Classification in the online environment; Faceted classification in web navigation, OPACs, discovery systems and institutional repositories; Switching Languages – BSO; Taxonomies, folksonomies and social tagging; Classaurus; Knowledge Organization Systems (KOS): broad overview; ISKO and current research trends in knowledge organization.

Suggested Readings:

1. Broughton, V. (2015). Essential classification (2nd ed.). Facet Publishing.
2. Dewey, M. (2011). Dewey Decimal Classification and relative index (23rd ed., Vols. 1-4). OCLC.
3. Hjørland, B. (2008). What is knowledge organization (KO)? Knowledge Organization, 35(2/3), 86-101.
4. Krishan Kumar. (2004). Theory of classification (5th rev. ed.). Vikas Publishing.
5. La Barre, K. (2010). Facet analysis. Annual Review of Information Science and Technology, 44, 243-284.
6. Parkhi, R. S. (1972). Library classification: Evolution and dynamic theory. Vikas Publishing.
7. Ranganathan, S. R. (1960). Colon Classification (6th ed.). Asia Publishing House.
8. Ranganathan, S. R. (1967). Prolegomena to library classification (3rd ed.). Asia Publishing House.
9. Satija, M. P. (2013). The theory and practice of the Dewey Decimal Classification system (2nd ed.). Chandos Publishing.

MLIS-C103: Information and Communication Technology in Libraries

Particulars	Details
Course Code	MLIS-C103
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives: To familiarize the students with the basics structure of computer and Communication Technology.

Outcome: After completion of the course, students will be able to understand the development of computers and CT, the different software and hardware components, devices, operating systems, programming language, computer networks and communication, web technologies for libraries and emerging technologies etc.

Course Content:

Unit I: Introduction to Computers

Basic Components of a Computer; Arithmetic Logic Unit - Half-adder, Full-adder, Multiplier; Control Unit, Memory Unit - Static and Dynamic RAM, ROM, Cache memory. Input/Output devices – Keyboards, Monitors, Printers, Scanners, Secondary Storage Elements. Generations of Computer

Unit II: Data Representation and Computer Software

Data Representation in Computers: Logic Gates and Circuits, Binary Number System, Character encoding standards ASCII, ISCII and UNICODE, Computer Software: System Software and Application Software Programming Concepts: Open Source and Propriety Operating Systems: Windows, DBMS & LINUX. Working with windows.

Unit III: Computer Networks and Communication

Network topologies, types (LAN, WAN, MAN) and protocols (TCP/IP, HTTP, FTP, Z39.50, SIP2/NCIP); Internet and intranet; Wi-Fi and mobile communication; National Knowledge Network; Network security fundamentals: firewalls, authentication, SSL, remote access (proxy, VPN, Shibboleth/eduGAIN overview).

Unit IV: Web Technologies for Libraries

Web architecture; HTML5, CSS and content management systems (WordPress, Drupal) for library websites; Library 2.0 and social media applications; Mobile-first library services and apps; Web-scale discovery services; Cloud computing models and library applications; Webometrics (introduction).

Unit V: Emerging Technologies

Artificial intelligence and machine learning applications in libraries: chatbots, recommendation systems, automated classification and metadata generation; Large language models and generative AI: opportunities and ethical concerns; Internet of Things, blockchain and big data in the library context; Digital humanities (overview); Green and smart libraries.

Suggested Readings:

1. Breeding, M. (2012). Cloud computing for libraries. ALA TechSource.
2. Chowdhury, G. G., & Chowdhury, S. (2011). Information users and usability in the digital age. Facet Publishing.
3. Cox, A. (Ed.). (2022). The impact of AI, machine learning, automation and robotics on the information professions. Facet Publishing.
4. Engard, N. C. (Ed.). (2014). The complete Koha manual / official Koha documentation. Koha Community (<https://koha-community.org>).
5. Haravu, L. J. (2004). Library automation: Design, principles and practice. Allied Publishers.
6. Rowley, J. (1998). The electronic library (4th ed. of Computers for libraries). Library Association Publishing.
7. Saffady, W. (1999). Introduction to automation for librarians (4th ed.). ALA.
8. Singh, G. (2013). Information sources, services and systems. PHI Learning.

MLIS-SE104A: Information Sources, Systems and Services

Particulars	Details
Course Code	MLIS-SE104A
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives: *To familiarize the students with the basic library and information sources, systems & services.*

Outcome: *After completion of the course, students will be able to understand the various information services provided by libraries and information centres and they will get knowledge about national and international information systems.*

Course Content:**Unit I: Information Sources**

Documentary and non-documentary sources; Primary, secondary and tertiary sources; Print, electronic and web-based sources; Criteria for evaluation of reference and information sources.

Unit II: Categories of Reference Sources

Dictionaries, encyclopaedias, yearbooks and almanacs, biographical sources, geographical sources, directories, handbooks and manuals, statistical sources, current sources; Bibliographies, indexing and abstracting sources; Citation databases: Web of Science, Scopus, Google Scholar, Indian Citation Index.

Unit III: Reference and Information Services

Concept, need and types of reference service: ready reference and long-range reference; Information services: CAS, SDI, document delivery, translation, referral and reprographic services; Digital and virtual reference service; Reference interview and search techniques; Role and qualities of a reference librarian.

Unit IV: Information Systems and Networks

National information systems and centres: NISCPR (formerly NISCAIR), DESIDOC, SENDOC, ENVIS, INFLIBNET, DELNET, NICNET; International systems: AGRIS, INIS, MEDLARS/PubMed, WHO and FAO information systems; Library consortia: e-ShodhSindhu, CSIR-KRC consortium.

Unit V: Web based Information Services

Wikis, Blogs, Social Media & Networks based Services, Study and evaluation of Resources, Internet as a source of information in Library Services.

Suggested Readings:

1. Case, D. O., & Given, L. M. (2016). Looking for information: A survey of research on information seeking, needs, and behavior (4th ed.). Emerald.
2. Cassell, K. A., & Hiremath, U. (2023). Reference and information services: An introduction (5th ed.). ALA Neal-Schuman.
3. Chowdhury, G. G., & Chowdhury, S. (2001). Searching CD-ROM and online information sources. Library Association Publishing.
4. Gopinath, M. A. (1995). Information sources and communication media. In DRTC Annual Seminar Papers. DRTC.
5. Katz, W. A. (2002). Introduction to reference work (8th ed., Vols. 1-2). McGraw-Hill.
6. Krishan Kumar. (1996). Reference service (5th rev. ed.). Vikas Publishing.
7. Sharma, J. S., & Grover, D. R. (1987). Reference service and sources of information. EssEss Publications.
8. Singh, S. P. (2004). Special libraries in the electronic environment. Bookwell.

MLIS-SE104B: Marketing of Library and Information Products and Services

Particulars	Details
Course Code	MLIS-SE104B
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students aware of the information products, consolidation, repackaging, content analysis and marketing of library products.*

Outcome- *After the completion of the course, students will be aware of information products, consolidation, repackaging, content analysis, marketing of library products and technical writing.*

Course Content:

Unit I: Information Analysis

Information: Basic concepts; Consolidation and Repackaging of Information: Concept, need and process; Guiding Principles for arrangement and presentation of idea in a helpful sequence; Packaging and Repackaging of Information products.

Unit II: Information Products

Information Products: Concepts, nature, definitions, design and types; Information Newsletters, Handbooks, House Bulletins; In-house Communication, Trade Bulletin, Product Bulletin, State-of-the-Art Report, Trend Report; Technical Digests: Nature, concept, types, design; and development.

Unit III: Content Analysis

Content Analysis: Concept types and processes; Abstract: Definition and types, Characteristics and Qualities of good abstracts; Abstracting: need, process. Computers and Abstracting; Abstracting organizations and Services.

Unit IV: Planning, Management and Marketing

Planning and Management of Information Analysis and Consolidation; Marketing of Information Concept, need and benefits; 5 Ps of Information Marketing; Marketing of profit and non-profit organization; Trends in marketing of Information Services; and Information Marketing in India.

Unit-V: Technical Writing

Technical Writing and Editing; Attributes of Technical Writing; Documentation and Referencing.

Suggested Readings:

1. Bakewell, K.G. (1997). Managing user-centred libraries and information services Maxwell.
2. Butcher, Helen. (1998). Meeting manager's information needs. ASLIB.

3. Carpenter, J& Davies, R.(1992). Quantification of the overseas consulting market for professional consultancy services in librarianship and information science and information management. Research and Development, British Library.
4. Coote, H& Batchelor, B. (1992). How to market your library services effectively. ASLIB.
5. Gupta, D. K. et al. (2006). Marketing library and information services: international perspectives. K. G. Saur.
6. Helinsky, Z. (2008). A short-cut to marketing the library. Chandos Publishing.
7. Jain, A. K. et al. (1999). Marketing information products and services: A primer for libraries and information professionals. Tata Mcgraw-Hill.
8. Kotler, P. (2002). Marketing management. Prentice hall.
9. Kotler, P & Armstrong, G. (1996). Principle of marketing. Prentice- hall of India.
10. Rowley, J. (2001). Information marketing. Ashgate.
11. Seetharama, S. (2016). Information Consolidation and Repackaging. Ess Ess Publication.

MLIS-SE104C: Open Access (OA)

Particulars	Details
Course Code	MLIS-SE104C
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students aware of the open access, policies and mandate, open educational resources, licensing and infrastructure and platform of OA.*

Outcome- *After completion of the course, students will be aware of open access (OA), OA policies and mandate, open educational resources (OER), open licensing and infrastructure and platform of OA.*

Course Content:

Unit I: Fundamentals of Open Access

History, Definition and Concepts: Open Data, Open Science, Open-Source Software, Stakeholders of Open Access, Types – Green, Gold, Diamond

Unit II: Open Access Policies and Mandates

Budapest Open Access Initiative, Bethesda Statement on Open Access Publishing, Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, Plan S, Open Access Initiatives in India

Unit III: Open Educational Resources (OER)

Definition and Types of OER, UNESCO Mandate, OER Platforms, OER Initiatives in India

Unit IV: Open Licensing

Definition, Creative Commons Licensing, GNU General Public License

Unit V: Infrastructure and Platforms of Open Access

Institutional Repositories, Preprint Repositories, Directory of Open Access Journals (DOAJ), Registry of Open Access Repositories (ROAR), Securing a Hybrid Environment for Research Preservation and Access Projects (SHERPA)-RoMEO, FACT, Juliet, OpenDOAR, OAISTER Database

Suggested Readings:

1. Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities. <https://openaccess.mpg.de/Berlin-Declaration>
2. Bethesda Statement on Open Access Publishing (2003). https://archive.org/details/jlis_it-8628
3. Budapest Open Access Initiative. <https://www.budapestopenaccessinitiative.org/>
4. Creative Commons https://wiki.creativecommons.org/wiki/Marking_your_work_with_a_CC_license
5. OAISTER. <https://www.oclc.org/en/oaister.html>
6. SHERPA. <https://www.sherpa.ac.uk/romeo/>
7. Peter, Suber. Open Access Overview (2007) <https://web.archive.org/web/20121022140920/http://www.earlham.edu/~peters/fos/overview.htm>
8. Principles and Implementation of Plan S (2021) <https://www.coalition-s.org/addendum-to-the-coalition-s-guidance-on-the-implementation-of-plan-s/principles-and-implementation/>
9. UNESCO OA policy. <https://en.unesco.org/open-access/what-openaccess>
10. UNESCO mandate in OER. <https://www.unesco.org/en/openeducational-resources/mandate>

MLIS-PC105: Knowledge Organization I — Classification Practice (DDC and CC)

Particulars	Details
Course Code	MLIS-PC105
Course Type	Core (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Practical Records 40 + End-Semester Practical Examination 60)

Objectives: To familiarize the students with the practical experience of library classification.

Outcome: *After completion of the course, students will be able to classify library resources by using CC & DDC scheme.*

Course Content:

Unit I: Classification with DDC (23rd ed.)

Structure of schedules, tables and relative index; Number building using Tables 1-6; Classification of simple, compound and complex subjects; Use of standard subdivisions, area notations and add-to instructions; Practice with WebDewey (demonstration); A minimum of 60 titles to be classified and recorded.

Unit II: Classification with CC (6th ed.)

Facet analysis of titles into PMEST; Use of rounds and levels; Common isolates, devices and phase relations; Construction of class numbers for simple, compound and complex subjects; A minimum of 60 titles to be classified and recorded.

Suggested Readings:

1. Dewey, M. (2011). Dewey Decimal Classification and relative index (23rd ed., Vols. 1-4). OCLC.
2. Raju, A. A. N. (2008). Dewey Decimal Classification: Theory and practice (4th ed.). EssEss Publications.
3. Ranganathan, S. R. (1960). Colon Classification (6th ed., reprint). EssEss Publications.
4. Satija, M. P. (2007). Book numbers: Indian and Cutter. Viva Books.
5. Satija, M. P. (2013). The theory and practice of the Dewey Decimal Classification system (2nd ed.). Chandos Publishing.
6. Sehgal, R. L. (1993). Colon Classification: Theory and practice. Ess Ess Publications.

SEMESTER II (20 Credits: level- 6.5)

MLIS-C201: Management of Libraries and Information Centres

Particulars	Details
Course Code	MLIS-C201
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objective: *To make the students understand the management techniques in organization of library & information centers.*

Outcome: *After completion of the course, students will be able to manage the library & information centers effectively.*

Course Content:

Unit I: Management: Principles and Schools of Thought

Concept, definition and scope of management; Scientific management (Taylor), administrative management (Fayol), human relations school (Mayo), systems and contingency approaches; POSDCORB; Application of general management principles to library and information centres.

Unit II: Collection Development and Technical Processing

Collection development policy; Book selection: principles and tools; Acquisition of print and electronic resources; Licensing and consortia-based subscription; Serials management; Weeding and stock verification; Preservation and conservation of library materials.

Unit III: Human Resource and Financial Management

Human resource management: manpower planning, job analysis and description, recruitment, training and development, performance appraisal, motivation and leadership; Financial management: sources of finance, budgeting techniques (line-item, PPBS, zero-based budgeting); Cost-benefit and cost-effectiveness analysis; Library statistics and annual report.

Unit IV: System Management and Quality Assurance

Library systems analysis; Work flow in different sections: acquisition, technical processing, circulation, serials and maintenance; Library buildings, furniture and equipment; Performance measurement and evaluation; Total Quality Management; ISO 9000 family of standards; Six Sigma (overview); Library standards (NAAC, NBA and accreditation contexts).

Unit V: Strategic Planning and Change Management

Strategic planning: vision, mission, goals; SWOT analysis; Project management: PERT/CPM (elementary); Management of change in technology-intensive environments; Disaster management in libraries; Knowledge management (overview).

Suggested Readings:

1. Bryson, J. (2017). Managing information services: An innovative approach (4th ed.). Routledge.
2. Evans, G. E., & Greenwell, S. (2018). Management basics for information professionals (4th ed.). ALA Neal-Schuman.
3. IGNOU. (2017). Management of library and information centres (MLI-103 course material). IGNOU.
4. Koontz, H., & Weihrich, H. (2015). Essentials of management: An international, innovation, and leadership perspective (10th ed.). McGraw-Hill.
5. Krishan Kumar. (2007). Library management in electronic environment. Har-Anand Publications.
6. Mittal, R. L. (2007). Library administration: Theory and practice (reprint). EssEss Publications.
7. Narayana, G. J. (1991). Library and information management. Prentice-Hall of India.
8. Stueart, R. D., Moran, B. B., & Morner, C. J. (2013). Library and information center management (8th ed.). Libraries Unlimited.

MLIS-C202: Knowledge Organization: Library Cataloguing (Theory)

Particulars	Details
Course Code	MLIS-C202
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives: *To accustom the students with the organization of knowledge with different basic concepts and philosophies of library cataloguing.*

Outcome: *After completion of the course, students will understand the basic concept and philosophies of library cataloguing, rules of filing entries and subject headings in cataloguing, different bibliographic standards, vocabulary control and contemporary metadata frameworks.*

Course Content:**Unit I: Catalogue: Concept and Development**

Definition, objectives and functions of the library catalogue; Physical forms with emphasis on OPAC and Web OPAC; Types of catalogues: dictionary and classified; History and development

of catalogue codes; Normative principles of cataloguing; Canons of cataloguing; Paris Principles and ICP (2016).

Unit II: Cataloguing Codes and Conceptual Models

Comparative study of AACR-2R and Classified Catalogue Code (CCC, 5th ed.); ISBD (consolidated edition); Conceptual models: FRBR, FRAD and IFLA Library Reference Model (IFLA-LRM); Resource Description and Access (RDA): structure and salient features; Transition from AACR-2R to RDA.

Unit III: Choice and Rendering of Access Points

Choice of entries in AACR-2R and CCC; Rendering of personal and corporate headings; Uniform titles; Authority control and Name Authority Files; VIAF and ORCID (overview); Cataloguing of non-book materials and electronic resources.

Unit IV: Subject Cataloguing and Vocabulary Control

Subject cataloguing: purpose and problems; Chain procedure; Subject heading lists: Sears List and Library of Congress Subject Headings (LCSH); Thesauri and subject access in the digital environment; FAST (Faceted Application of Subject Terminology).

Unit V: Metadata and Bibliographic Standards

MARC 21 and ISO 2709; Dublin Core, MODS, METS and MARCXML; BIBFRAME; Metadata for institutional repositories and digital libraries; Copy cataloguing, centralized and cooperative cataloguing; OCLC WorldCat; Union catalogues; Retrospective conversion.

Suggested Readings:

1. Chan, L. M., & Salaba, A. (2015). Cataloging and classification: An introduction (4th ed.). Rowman & Littlefield.
2. Gorman, M., & Winkler, P. W. (Eds.). (1988). Anglo-American cataloguing rules (2nd ed., 1988 revision). ALA.
3. Haider, S. J. (1998). Cataloguing of non-book materials. EssEss Publications.
4. IFLA. (2017). IFLA Library Reference Model (LRM). IFLA.
5. Joudrey, D. N., Taylor, A. G., & Wisser, K. M. (2018). The organization of information (4th ed.). Libraries Unlimited.
6. Krishan Kumar. (2005). An introduction to cataloguing: Theory and practice. Vikas Publishing.
7. Maxwell, R. L. (2013). Maxwell's handbook for RDA. ALA Editions.
8. Ranganathan, S. R. (1964). Classified Catalogue Code with additional rules for dictionary catalogue code (5th ed.). Asia Publishing House.

MLIS-SE203A: Intellectual Property Rights and Related Rights

Particulars	Details
Course Code	MLIS-SE204A
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students aware of the intellectual property & copyright concepts and other issues related to patents.*

Outcome-*After completion of the course, students will be aware of IPR & copyright, copyright violation and infringement.*

Course Content:

Unit I: Intellectual Property and Rights

Intellectual Property: Concept, Genesis, Development and Categories; Enforcement of Intellectual Property Rights; Role of WIPO; Emerging Issues in Intellectual Property Rights

Unit II: Copyright

Copyright: Meaning and Scope; Rights to Copyright Owner; Licensing of Copyright ;Copyright Laws and Related Issues

Unit III: Patents

Patent: Concept and Scope; Patent Laws in India; Patent Laws in Abroad

Unit IV: Copyright Violation and Infringement

Violation and Infringement, Violation and Infringement - India - USA - UK

Unit V: Copyright & Patent in Digital Era

Intellectual Property Digital Era: Meaning and Development; IPR Acts; Application of IPR in Electronic Environment; Copyright of Electronic Resources

Suggested Readings:

1. AjitParulekar and Sarita D' Souza.(2006).Indian Patents Law – Legal & Business Implications; Macmillan India Ltd.
2. Wadhera,B. L. (2000). Law Relating to Patents, Trade Marks, Copyright, Designs & Geographical Indications. University Law Publishing Pvt. Ltd., India.
3. Correa,Carlos M. &Abdulqawi A. Yusuf. (2008). Intellectual Property and International Trade: The TRIPS Agreement (2nd Ed.). Kluwer Law International.

4. Bouchoux, Deborah E. (2012). Intellectual Property: The Law of Trademarks, Copyrights, Patents, and Trade Secrets. Delmar Cengage Learning.
5. Munari, Federico & Oriani, Raffaele. (2011). The Economic Valuation of Patents: Methods and Applications (New Horizons in Intellectual Property Series). Edward Elgar Publishing
6. Fishman, Stephen. (2008). The copyright handbook: what every writer needs to know. Nolo.
7. Freeman, Lee & Peace, A. Graham. (2005). Information ethics: privacy and intellectual property. Information Science Pub.
8. Litman, Jessica. (2001). Digital Copyright: Protecting Intellectual Property on the Internet. Prometheus Books.
9. Grant, J. Ashworth, C. & Charmasson, Henri J. A. (2008). Patents, Registered Designs, Trade Marks and Copyright for Dummies. Wiley
10. P. Narayanan. (2010). Law of Copyright and Industrial Designs. Eastern Law House.

MLIS-SE203B: Information Literacy and User Studies

Particulars	Details
Course Code	MLIS-SE204B
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students acquaint with information users and user studies, information literacy, types and standards, programmes and policies and the role of libraries in information literacy.*

Outcome- *After completion of the course, students will be aware of information user and the facets of information literacy.*

Course Content:

Unit I: Information Users and User Studies:

Categories of information users; Information needs and information-seeking behaviour: principal models in depth — Wilson's models (1981, 1996), Kuhlthau's Information Search Process, Ellis's behavioural model, Dervin's Sense-Making; Everyday-life information seeking (ELIS); User studies: methods, sampling and data collection techniques; Usability testing of library systems; Evaluation of information services: criteria and methodologies.

Unit II: Introduction to Information Literacy

Information: Definition, Characteristics, Nature, Value, Obsolescence, Historical Development of Information Literacy, Information Literacy: Definition, Key Components, Lifelong Learning, Information Society

Unit III: Types of Information Literacy and Standards

Media Literacy, Computer Literacy, Digital Literacy, Technology Literacy; Information Literacy Models, Standards: IFLA, ACRL, ALA and SCONUL

Unit IV: Information Literacy and Libraries

Information Literacy Programmes in School, College, University and Special Libraries, Library & Resource Literacy, Library & Research Literacy

Unit V: Recent Trends on Information Literacy Programmes and Policies

International and National Initiatives, Policies and Guidelines, Information Literacy Skills, Competences and Best Practices, Information Literacy Assessment Evaluation.

Suggested Readings:

1. Association of College and Research Libraries (ACRL). (2000). Information Literacy Competency Standards for Higher Education. American Library Association.
2. Association of College and Research Libraries (ACRL). (2000). Information Literacy Competency Standards for Higher Education. American Library Association.
3. Association. (1989). Society of College, National and University Libraries (SCONUL). (1999). Information skills in higher education: a SCONUL Position Paper. London:
4. Bawden, D. (2001). Information and digital literacies: a review of concepts. Journal of Documentation, 57(2), 218-259.
5. Bruce, Christine. (1997). The Seven Faces of Information Literacy. Auslib Press.
6. Bruce, Christine. (1997). The Seven Faces of Information Literacy. Auslib Press.
7. Case, D. O., & Given, L. M. (2016). Looking for information: A survey of research on information seeking, needs, and behavior (4th ed.). Emerald.
8. Council of Australian University Librarians. (2001). Information Literacy Standards. Canberra Council of Australian University Librarians. Presidential Committee on Information Literacy, American Library
9. Council of Australian University Librarians. (2001). Information Literacy Standards. Canberra Council of Australian University Librarians.
10. SCONUL. http://www.sconul.ac.uk/activities/inf_lit/papers/Seven_pillars.html
11. Torras, M. C. & Saetre, T. P. (2009). Information Literacy Education. Oxford: Chandos Publishing.
12. Torras, M. C. & Saetre, T. P. (2009). Information Literacy Education. Oxford: Chandos Publishing.

MLIS-SE203C: Knowledge Management and Indigenous Knowledge Systems

Particulars	Details
Course Code	MLIS-SE204C
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objective: *To make the student aware about Knowledge Management, Information Management, Indian Knowledge System, Ethical and legal framework and Indigenous Knowledge Documentation etc.*

Outcome: *After completion of the course student will learn the importance of Indian Knowledge System and different aspects of Indigenous Knowledge.*

Course Content:

Unit I: Knowledge management

KM Concepts, KM cycle, tacit and explicit knowledge (Nonaka-Takeuchi SECI model); KM vs. information management (IM).

Unit II: KM tools and technologies

Communities of practice; organisational learning; role of libraries in institutional KM.

Unit III: Indigenous and traditional knowledge systems

Characteristics, documentation challenges; Indian Knowledge Systems (IKS) under NEP 2020; TKDL.

Unit IV: Ethical and legal frameworks

CARE principles for Indigenous data governance, protection of traditional knowledge, community protocols, benefit sharing.

Unit V: Community repositories and participatory archiving

Case studies of indigenous knowledge documentation in India and the Himalayan region.

Suggested Readings:

1. Carroll, S. R., et al. (2020). The CARE principles for Indigenous data governance. Data Science Journal, 19(1), 43.
2. Dalkir, K. (2017). Knowledge management in theory and practice (3rd ed.). MIT Press.
3. Ngulube, P. (Ed.). (2017). Handbook of research on theoretical perspectives on indigenous knowledge systems in developing countries. IGI Global.

4. Nonaka, I., & Takeuchi, H. (1995). The knowledge-creating company. Oxford University Press.
5. Sen, B. K. (2005). Indigenous knowledge for development: Bringing research and practice together. The International Information & Library Review, 37(4), 375-382.

MLIS-SE203D: Public Library Systems and Community Information Services

Particulars	Details
Course Code	MLIS-SE204D
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students aware of the objectives, development, collection development, organizational structure, services, community information services, financial and HRM of Public Library.*

Outcome- *After completion of the course, students will be aware of objectives, development, collection development, organizational structure, services, community information services, financial and HRM of Public Library.*

Course Content:

Unit I: Public library as a democratic institution

IFLA-UNESCO Public Library Manifesto (2022); public library development in India; RRRLF and National Mission on Libraries.

Unit II: Public library legislation and finance

West Bengal Public Libraries Act, 1979 in detail; governance structures; model public library systems abroad.

Unit III: Services

Circulation, extension and outreach, mobile libraries, services to children, neo-literates, senior citizens and differently-abled users.

Unit IV: Community information services

Community information resources and repositories; role in e-governance and digital inclusion; rural knowledge centres.

Unit V: Modernisation

Public library automation, digital services, reading promotion campaigns, partnerships and impact assessment.

Suggested Readings:

1. IFLA/UNESCO. (2022). IFLA-UNESCO Public Library Manifesto. IFLA.
2. Kumbar, B. D. (Ed.). (2008). Growth and development of public library system in India. EssEss Publications.
3. McColvin, L. R. (1956). The chance to read: Public libraries in the world today. Phoenix House.
4. Mittal, R. L. (1971). Public library law: An international survey. Metropolitan Book Co.
5. Venkatappaiah, V. (1994). Model library legislation. Concept Publishing.

MLIS-PC204: Knowledge Organization II: Cataloguing Practice

Particulars	Details
Course Code	MLIS-PC205
Course Type	Core (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Practical Records 40 + End-Semester Practical Examination 60)

Objectives: *To familiarize the students with the practical experience of library cataloguing.*

Outcome: *After completion of the course, students will be able to catalogue documents according to AACR-2 and CCC with orientation to RDA, MARC 21 and copy cataloguing.*

Course Content:**Unit I: Cataloguing with AACR-2R and CCC**

Cataloguing of books by single, two and multiple authors; corporate bodies; conference proceedings; multi-volume works; serials and non-book materials; Main and added entries; Subject headings using Sears List; A minimum of 50 titles in AACR-2R and 30 titles in CCC to be catalogued; Orientation exercises in RDA description.

Unit II: MARC 21 and Copy Cataloguing

Structure of MARC 21 bibliographic records; Creation of records using MarcEdit; Editing, validating and converting records (ISO 2709 and MARCXML); Z39.50-based copy cataloguing; Import and export of bibliographic data.

Suggested Readings:

1. Gorman, M., & Winkler, P. W. (Eds.). (1988). Anglo-American cataloguing rules (2nd ed., 1988 revision). ALA.
2. Library of Congress. (2024). MARC 21 format for bibliographic data. <https://www.loc.gov/marc/bibliographic/>
3. Mukhopadhyay, P. (2016). Library automation through Koha. Kalpaz Publications.
4. Ranganathan, S. R. (1964). Classified Catalogue Code (5th ed.). Asia Publishing House.
5. Reese, T. (2024). MarcEdit user guide. <https://marcedit.reeset.net/>
6. Sears list of subject headings (22nd ed.). (2018). H. W. Wilson / Grey House Publishing.

MLIS-PC205: Information Communication Technology: Application in LIS

Particulars	Details
Course Code	MLIS-PC206
Course Type	Core (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Practical Records 40 + End-Semester Practical Examination 60)

Objective: *To provide hands on practice on computer operating systems, application software and Library Automation.*

Outcome: *After completion of the course, students will be able to understand operating system, work on Application software.*

Course Content:

Unit I: Operating System and Application Software

MS-Office, Linux User Level Tasks and System Administration Tasks, Library Server and its Maintenance; Introduction to general DBMS, MySQL and Bibliographic DBMS.

Unit II: C Programming Language, Webpage design with HTML (Form, Frames, CSS).

Suggested Readings:

1. Bhatt, Pramod Chandra P. (2014). An Introduction to Operating Systems: Concepts and Practice. (4th Ed.). PHI Learning.

2. Dhamdhere, D. M. (2009). Operating Systems: A Concept-based Approach. (3rd Ed.). McGraw-Hill.
3. Koha Community. (2025). Koha manual. <https://koha-community.org/documentation/>
4. Kumar, Bittu. (2017). Mastering MS Office. V&S Publishers.
5. Petersen, Richard (2008). Linux: The Complete Reference. (6th Ed.). McGraw-Hill.
6. Weverka, Peter. (2023). Microsoft Office 2021: All-in-One for Dummies. Wiley India.

MLIS-NC206A: SWAYAM approved Courses

Particulars	Details
Course Code	MLIS-NC207A
Course Type	Mandatory Elective Non-Credit Course (MENC)
Course Level	6.5
Credits	2
Full Marks	50

List of SWAYAM Courses

SN	Course	Institution
01	<i>Python For Data Science</i>	Indian Institute of Technology Madras Link: https://onlinecourses.nptel.ac.in/noc23_cs99/preview
02	<i>Data Science For Engineers</i>	Indian Institute of Technology Madras Link: https://onlinecourses.nptel.ac.in/noc23_cs97/preview
03	<i>Data Analysis & Decision Making – III</i>	Indian Institute of Technology Kanpur Link: https://onlinecourses.nptel.ac.in/noc23_mg78/preview
04	<i>Big Data Computing</i>	Indian Institute of Technology Patna Link: https://onlinecourses.nptel.ac.in/noc23_cs112/preview
05	<i>Social Network Analysis</i>	Institute of Information Technology Delhi Link: https://onlinecourses.nptel.ac.in/noc23_cs106/preview
06	<i>Research Methodology</i>	Indian Institute of Technology Madras Link: https://onlinecourses.nptel.ac.in/noc23_ge36/preview
07	<i>Research Methodology and Statistical Analysis</i>	Indira Gandhi National Open University Link: https://onlinecourses.swayam2.ac.in/nou23_cm17/preview
08	<i>Body Language: Key To Professional Success</i>	Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_hs146/preview
09	<i>Soft Skills</i>	Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_hs145/preview
10	<i>Stress Management</i>	Indian Institute of Technology, Kharagpur Link: https://onlinecourses.nptel.ac.in/noc23_hs138/preview
11	<i>Soft Skill Development</i>	Indian Institute of Technology, Kharagpur
12	<i>Developing Soft Skills And</i>	Indian Institute of Technology Kanpur

	<i>Personality</i>	<i>Link: https://onlinecourses.nptel.ac.in/noc23_hs116/preview</i>
13	<i>Public Speaking</i>	<i>Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_hs151/preview</i>
14	<i>Foundations Of R Software</i>	<i>Indian Institute of Technology Kanpur Link: https://onlinecourses.nptel.ac.in/noc23_ma96/preview</i>
15	<i>Human Resource Development</i>	<i>Indian Institute of Technology, Kharagpur Link: https://onlinecourses.nptel.ac.in/noc23_hs141/preview</i>
16	<i>Organizational Behaviour – II</i>	<i>Indian Institute of Technology, Kharagpur Link: https://onlinecourses.nptel.ac.in/noc23_mg90/preview</i>
17	<i>Business Analytics & Data Mining Modeling Using R Part II</i>	<i>Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_mg103/preview</i>
18	<i>Business Analytics & Text Mining Modeling Using Python</i>	<i>Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_mg104/preview</i>
19	<i>Introduction To Marketing Essentials</i>	<i>Indian Institute of Technology Roorkee Link: https://onlinecourses.nptel.ac.in/noc23_mg122/preview</i>
20	<i>Knowledge Management</i>	<i>Indian Institute of Technology, Kharagpur Link: https://onlinecourses.nptel.ac.in/noc23_mg96/preview</i>
21	<i>Intellectual Property</i>	<i>Indian Institute of Technology, Kharagpur</i>

MLIS-NC206B: Internship

Course Code	MLIS-NC207B
Course Type	Mandatory Elective Non-Credit Course (MENC) (Practice)
Credits	2
Full Marks	50 (Host-institution supervisor 20 + Internship report and presentation 30)

Objectives:

A. to train the students in practical librarianship in the working environment of the library by deputing them in different types of libraries for a period of two weeks; and

B. to train them in preparing the Internship Report in a prescribed format based on their practical training and learning.

Outcome: *After completion of the course, students will be able to works in Library without any hesitation.*

A minimum of two weeks (approximately 60 hours) of attachment in an approved academic, public, special or national library, documentation/information centre, archive, publisher, or LIS

technology organisation; rotation through housekeeping and service sections or assignment to a defined project; maintenance of a daily work diary; submission of a structured internship report and a reflective presentation.

Exit point: Students exiting after Semester II with 40 credits (including 2 credit internship) shall be awarded the Bachelor of Library & Information Science (B. Lib. I. Sc.).

SEMESTER III (20 Credits: level- 6.5)

MLIS-C301: Information Storage and Retrieval

Particulars	Details
Course Code	MLIS-C301
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives-*To make the students aware of the models and components of information retrieval systems, indexing& vocabulary control and search strategies and evaluation of the performance of information retrieval systems.*

Outcome: *After completion of the course, students will be aware of using the indexing techniques to retrieve the useful resources for learning and research.*

Course Content:

Unit I: Information Retrieval Systems

Concept, purpose and components of an IRS; Document and query representation; Kinds of IRS: bibliographic, full-text, multimedia and web retrieval; Database structures: inverted files, indexing data structures (overview).

Unit II: Indexing Systems and Techniques

Subject indexing: principles and process; Pre-coordinate systems: chain indexing, PRECIS, POPSI; Post-coordinate systems: Uniterm, optical coincidence; Citation indexing; Automatic indexing and keyword indexing (KWIC, KWAC, KWOC); Term weighting: TF-IDF (concept).

Unit III: Vocabulary Control

Need and purpose of vocabulary control; Thesaurus: structure, construction and standards (ISO 25964); Subject heading lists vs. thesauri; Ontologies and their role in retrieval; Natural language vs. controlled vocabulary searching.

Unit IV: Retrieval Models and Search Strategies

Boolean, vector space and probabilistic retrieval models; Ranking and relevance; Search strategy formulation: building blocks, successive fractions, citation pearl growing; Search refinement: truncation, proximity, field and faceted search; Federated and discovery searching; Semantic search and question answering (introduction); Reference retrieval vs. fact retrieval.

Unit V: Evaluation of IR Systems

Purpose and criteria of evaluation; Recall, precision, F-measure and other measures; Evaluation experiments: Cranfield studies, MEDLARS, SMART, TREC; User-centred evaluation; Trends in

IR research: cross-language retrieval, multimedia retrieval, learning-to-rank and neural IR (overview).

Suggested Readings:

1. Aitchison, J., Gilchrist, A., & Bawden, D. (2000). Thesaurus construction and use: A practical manual (4th ed.). Aslib.
2. Austin, D. (1984). PRECIS: A manual of concept analysis and subject indexing (2nd ed.). British Library.
3. Bhattacharyya, G. (1979). POPSI: Its fundamentals and procedure based on a general theory of subject indexing languages. *Library Science with a Slant to Documentation*, 16(1), 1-34.
4. Chowdhury, G. G. (2010). Introduction to modern information retrieval (3rd ed.). Facet Publishing.
5. Foskett, A. C. (1996). The subject approach to information (5th ed.). Library Association Publishing.
6. Lancaster, F. W. (2003). Indexing and abstracting in theory and practice (3rd ed.). University of Illinois.
7. Manning, C. D., Raghavan, P., & Schütze, H. (2008). Introduction to information retrieval. Cambridge University Press.
8. Salton, G., & McGill, M. J. (1983). Introduction to modern information retrieval. McGraw-Hill.

MLIS-C302: Research Methodology in Library and Information Science

Course Code	MLIS-C302
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)
Status	New subject — entirely absent from B.Lib.I.Sc. Prepares students for Semester IV dissertation.

Objectives—To make the students understanding the philosophy, design and methods of research in LIS, formulating research problems, designing studies and constructing data-collection instruments. To develop skills in statistical analysis, academic writing and research ethics, preparing students for the Semester IV dissertation.

Outcome- *After completion of course, students will be aware of implications of research and confident to take up research work.*

Course Content

Unit I: Foundations of Research:

Meaning, need and types of research: fundamental, applied and action research; Quantitative, qualitative and mixed-methods paradigms; Research in LIS: areas, trends and national/international landscape; Spiral of scientific method (Ranganathan); Identification and formulation of research problems; Review of literature: purpose and techniques; Systematic reviews and PRISMA — overview; Hypothesis: types, formulation and testing logic; Research design.

Unit II: Research Methods:

Survey method; Historical method; Case study; Experimental method; Delphi technique; Content analysis; Ethnographic and phenomenological approaches in LIS; Bibliometric method as a research approach; Evaluation research and usability studies.

Unit III: Data Collection — Tools and Sampling:

Sources of data: primary and secondary; Tools: questionnaire, interview schedule, observation, scales (Likert, Thurstone) and checklists; Validity and reliability; Web-based survey instruments; Sampling: probability and non-probability techniques; Sample size determination.

Unit IV: Data Analysis and Presentation:

Classification, tabulation and graphical presentation; Descriptive statistics: measures of central tendency and dispersion; Correlation and regression — elementary; Tests of significance: chi-square, t-test, ANOVA — concepts and applications; Non-parametric tests — overview; Statistical packages: introduction to SPSS, R and spreadsheet-based analysis.

Unit V: Research Communication and Ethics:

Structure of research reports, theses and journal articles (IMRaD); Style manuals: APA (7th ed.) and others; Citation management tools (Zotero, Mendeley); Research metrics in publishing decisions; Research ethics: informed consent, data protection; Plagiarism: types, detection software and UGC Plagiarism Regulations, 2018; Open and reproducible research practices.

Suggested Readings

1. American Psychological Association. (2020). Publication manual of the APA (7th ed.). APA.
2. Busha, C. H., & Harter, S. P. (1980). Research methods in librarianship. Academic Press.
3. Connaway, L. S., & Radford, M. L. (2021). Research methods in library and information science (7th ed.). Libraries Unlimited.
4. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). Sage.
5. Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International.

MLIS-C303: Metric Studies in Library and Information Science

Particulars	Details
Course Code	MLIS-PC305
Course Type	Core (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives-*To make the students understanding the theoretical foundations of bibliometrics, scientometrics, informetrics, webometrics and altmetrics, bibliometric laws and citation analysis, computational approaches including science mapping and topic modelling.*

Outcome-*After completion of course, students will be aware of metric studies and its application in LIS research.*

Course Content:

Unit I: Metric Studies: Conceptual Framework

Genesis and definitions: bibliometrics, scientometrics, informetrics, librametry (Ranganathan), webometrics, altmetrics; Scope and applications in collection management, research assessment and science policy; Sources of metric data: Web of Science, Scopus, Dimensions, OpenAlex, Google Scholar, Indian Citation Index, CrossRef.

Unit II: Bibliometric Laws and Indicators

Lotka's law of scientific productivity; Bradford's law of scattering; Zipf's law of word occurrence; Price's law and growth of literature; Obsolescence and half-life; Collaboration measures: collaborative coefficient, co-authorship indices.

Unit III: Citation Analysis and Research Evaluation

Citation analysis: theory, assumptions and limitations; Journal indicators: Impact Factor, CiteScore, SJR, SNIP, Eigenfactor; Author indicators: h-index and variants, g-index, i10-index; Field-normalised indicators; Responsible metrics: DORA, Leiden Manifesto; Research assessment in India: NIRF, NAAC, UGC-CARE context and its discontinuation debate; Altmetrics and social media-based indicators.

Unit IV: Science Mapping and Computational Methods

Co-citation, bibliographic coupling and co-word analysis; Network analysis fundamentals; Science mapping tools: VOSviewer, CiteSpace, Bibliometrix/Biblioshiny, ScientoPy; Text mining and topic modelling in LIS research: LDA and BERTopic (conceptual overview); Visualisation and interpretation of maps.

Unit V: Applied Studies

Designing a bibliometric/scientometric study: data harvesting, cleaning and deduplication; National and institutional research profiling; Patent informetrics (overview); Case studies of Indian scientometric research; Limitations, ethics and misuse of metrics.

Suggested Readings:

1. Aria, M., & Cuccurullo, C. (2017). bibliometrix: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*, 11(4), 959-975.
2. Ball, R. (2018). *An introduction to bibliometrics: New developments and trends*. Chandos Publishing.
3. De Bellis, N. (2009). *Bibliometrics and citation analysis: From the Science Citation Index to cybermetrics*. Scarecrow Press.
4. Egghe, L., & Rousseau, R. (1990). *Introduction to informetrics: Quantitative methods in library, documentation and information science*. Elsevier.
5. Gingras, Y. (2016). *Bibliometrics and research evaluation: Uses and abuses*. MIT Press.
6. Hicks, D., Wouters, P., Waltman, L., de Rijcke, S., & Rafols, I. (2015). The Leiden Manifesto for research metrics. *Nature*, 520, 429-431.
7. Sengupta, I. N. (1992). Bibliometrics, informetrics, scientometrics and librametrics: An overview. *Libri*, 42(2), 75-98.
8. Todeschini, R., & Baccini, A. (2016). *Handbook of bibliometric indicators*. Wiley-VCH.

MLIS-SE304A: Knowledge Organization: Classification Practice (UDC)

Particulars	Details
Course Code	MLIS-SE303A
Course Type	Discipline Specific Elective Course (DSE) (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To train students to build class number of a book or other reading resources following Universal Decimal Classification Scheme, standard edition.*

Outcome- *After completion of the course, students will be able to work in a library where Universal Decimal Classification Scheme is used for building class number of books.*

Course Content:**Classification with UDC (Standard Edition)**

A minimum of 60 titles to be classified and recorded using UDC Standard Edition.

Suggested Readings

1. Sehgal, R. L. (2009). An introduction to Universal Decimal Classification. Ess Ess Publication.
2. Raju, A. A. N. (2007). Universal Decimal Classification (IME-1993): Theory and Practice A Self Instructional Manual. Ess Ess Publications.
3. Gautam, J. N. & Singh, Niranjana. (2015). A practical manual of Universal Decimal Classification. Associate Publishing House.

MLIS-SE304B: Cataloguing of Non-Book Materials: Practical

Particulars	Details
Course Code	MLIS-SE303B
Course Type	Discipline Specific Elective Course (DSE) (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- To train students on how to create metadata records of non-book materials such as cartographic materials, computer files, sound recordings, music scores, audio files, films etc.

Outcome- After completion of the course, students will be able to create catalogue records of the non-book materials such as cartographic materials, computer files, sound recordings, music scores, audio files, films etc. of a library.

Course Content:

Cataloguing of non-book materials by AACR2 and MARC21.

Suggested Readings

1. Dhiman, A. K. (2004). Cataloguing of Non Book Materials. Ess Ess Pub.

2. Rout, R. K. & Chaudhury, B. K. (2018). Cataloguing of Non-Book Materials: A Practical Manual (AACR-2 1988 Rev). Reliance Publishing House.
3. Frost, C. O. (1982). Cataloguing Nonbook Materials: Problems in Theory and Practice. Libraries Unlimited Inc.

MLIS-SE304C: Digital Libraries and Institutional Repositories

Particulars	Details
Course Code	MLIS-SE303C
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make students theoretically sound about digital library and institutional repositories.*

Outcome- *After completion of the course, students will be able to understand what actually digital library is, digital library components, structure and the way digital objects are uniquely identified in the digital library environment.*

Course Content:

Unit I: Digital Library (DL) Systems: Meaning, scope, and objectives, DL initiatives and projects in abroad and in India, DL architecture, Digital preservation- issues, strategies, Digital processes- technology and tools, Organisation of digital objects- metadata encoding, Resource identifiers (Naming services)- URN, URI, CNRIs, Handle system- PURL, DOI, Metadata schemas- Crosswalks of metadata schemas, Metadata harvesting- OAI/PMH. Open Source digital library software (GSDL, DSpace, E-print Archive, Fedora).

Unit II: Concept, objectives and typology of repositories (institutional, subject, data, ETD); IR design, policy framework and workflow; Repository software: DSpace, EPrints, Greenstone, Fedora/Islandora, Dataverse (overview); Faceted access and browse structures in repository interfaces; Major repositories and harvesters: Shodhganga, OpenDOAR, ROAR, BASE, CORE; Repository evaluation frameworks and ranking (Webometrics).

Unit III: Metadata, Interoperability and Discovery

Metadata schemas for digital objects: Dublin Core, MODS, METS, PREMIS; OAI-PMH and OAI-ORE; SWORD protocol; Persistent identifiers: Handle, DOI, ORCID, ROR; Linked data for repositories; Search engine optimisation and harvesting of repository content.

Unit IV: Digital Preservation and Legal Issues

Digital preservation: need, challenges and strategies (migration, emulation, refreshing); OAIS Reference Model (ISO 14721); Trusted digital repositories and certification (CoreTrustSeal); Copyright, licensing and Creative Commons in the digital environment; Author rights, self-archiving and embargo policies; Ethical issues in digital collections.

Suggested Readings

1. Alemu,G.,Stevens,B.(2015).An EmergentTheory of Digital Library Metadata: Enrich Then Filter. Netherlands: Elsevier Science.
2. Andrews, J. (2017). Digital Libraries: Policy, Planning and Practice. United Kingdom: Taylor & Francis.
3. Banerjee, K., Reese, T. (2018). Building Digital Libraries: Second Edition. United States: American Library Association.
4. Blaney,J.,Milligan,S.,Steer,M.,&Winters,J.(2021).Doingdigitalhistory:A beginner's guide to working with text as data. Manchester University Press.
5. Chowdhury,G.G.&Foo,Schubert.(2012).Digital Libraries and Information Access: Research Perspectives. London: facet publishing
6. Evans,W.& David B. (2013). A Handbook of Digital Library Economics: Operations
7. Frazier,A.(Eds.)(2017).Managing Digital Cultural Objects: Analysis, Discovery and Retrieval.
8. Fritz,A.I.(2021).Sustainable Enterprise Strategies for Optimizing Digital Stewardship: A Guide for Libraries, Archives, and Museums. Rowman & Littlefield.
9. Hughes, L. M. (2004).Digitizing Collections: strategic issues for the information manager. New York: Neal Schuman.
10. Lawson, N. (2018). DigitalLibraryPreservation Strategies. United Kingdom: EDTECH.
11. Miller, S. J. (2014). Metadata for digital collections: A how-to-do-it manual. New York:Neal-Schuman
12. Oleck, J. (2012). Creating the digital library. New York: Primary Research Group,Inc.

MLIS-SE304D: Preservation & Conservation of Library Materials

Particulars	Details
Course Code	MLIS-SE303D
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make students aware of the need and techniques of preservation and conservation of library materials.*

Outcome- *After completion of the course, students will be able to understand various preservation and conservation techniques of library materials.*

Course Content:

Unit I: Preservation and Conservation

Concept, Need, Historical Development, Preservation Measures; Conservation/Restoration; Policy and Planning on Preservation and Conservation

Unit II: Hazards of Library Materials

Physical Hazards; Environmental Hazards; Chemical Hazards; Biological Hazards

Unit III: Restoration of Documents

Cleaning, Removal of Stains, Fumigation, De-acidification, Lamination, Encapsulation of Documents; Bindings of Documents: Purpose, Kinds of Bindings, Publishers Casing, Paperbacks, Reinforced Binding; Binding Materials: Covering Materials, Sewing and Pasting Materials, Ornamentation Materials; Binding Process; Standards for Library Binding

Unit IV: Manuscript Preservation

Types of Manuscripts; Writing Materials of Manuscripts; Deterioration of Manuscripts; Conservation & Preservation of Manuscripts & Rare Materials, Environmental Control

Unit V: Digitization

Concept, Definition, Purpose of Digitization, OCR, Digital Preservation: Planning & Steps; Digitization of Microfilms, Floppies & Disks; National and International Initiatives, Recent Trends.

Suggested Readings:

1. Casey, J. P. (1982). Paper making. New York: Interscience Publishers.
2. Corduroy, John. (1978). Book binding for beginners. Thomas and Hudson.
3. Dasgupta, Kalpana, ed. (1988). Conservation of library materials. National Library of India.
4. Durean, J. M. & Clements, D. W. G. (1986). Principles of the preservation of library materials. FLA.
5. Gabriel, M. & Ladd, D. (1980). The microfilm revolution in libraries. JAI Press.
6. Hans, K. J. (1958). Sign, symbol and script. George Allen & Unwin.
7. Harvey, Poss. (1993). Preservation in libraries: a reader. R R Bowker.
8. Sharma, R. G. (1979). Pandulipisampadankala. Prabhat Prakashan
9. Singh, R. S. (1993). Conservation of documents in libraries, archives and museums. Delhi

Particulars	Details
Course Code	MLIS-SE303E
Course Type	Discipline Specific Elective Course (DSE) (Theory)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Assessment 40 + End-Semester 60)

Objectives- *To make the students acquaint with fundamentals of data science, data wrangling, machine learning and library analytics.*

Outcome- *After completion of the course, students will be able to understand various aspects of data science and library analytics.*

Course Contents:

Unit I: Data science fundamentals

Data types and life cycle; research data management and data curation; FAIR principles; data librarianship.

Unit II: Programming foundations for LIS

Python/R basics, data structures, working with CSV/JSON/XML and APIs (OAI-PMH, OpenAlex, CrossRef).

Unit III: Data wrangling and exploratory analysis

Pandas/tidyverse concepts; visualisation principles and tools.

Unit IV: Machine learning for libraries

Supervised and unsupervised learning; text classification; recommender systems; topic modelling (LDA, BERTopic).

Unit V: Library analytics

Usage data (COUNTER), learning analytics, dashboards; data ethics, privacy, bias and algorithmic accountability.

Suggested Reading:

1. Casey, Meghan. (2015). The Content Strategy Toolkit: Methods, Guidelines, and Templates for Getting Content Right. New Riders
2. Krug, Steve (2015). Don't Make Me Think, Revisited: A Common-Sense Approach to Web Usability. Pearson.
3. Shreves, R. (2013). Joomla! bible (Vol. 814). John Wiley & Sons.
4. VanderPlas, J. (2023). Python data science handbook (2nd ed.). O'Reilly.

MLIS-PC305: Library Automation and Digital Library Systems

Course Code	MLIS-C402
Course Type	Core (Practical)
Course Level	6.5
Credits	4
Full Marks	100 (Continuous Practical Records 40 + End-Semester Practical Examination 60)

Objectives: *To give the students hands-on experience of the digital library software, metadata schema, library automation software.*

Outcome: *After completion of the course, students will be able to develop digital library with available software, will be able to automate a library with Integrated Library Management Software.*

Course Content

Unit I: Integrated Library Automation Software- Managerial Level Tasks (SOUL/ KOHA/ NewGenLib etc.)

Unit II: Digital Library Software- GSDDL/ DSpace/ E-Print Archive, Unicode based Multilingual Automated and Digital Library System.

Suggested Reading:

1. Haravu, L. J. (2004). Library automation design: Principles and practice. New Delhi: Allied
2. Judith, Andrews & Derek, Law. (2004). Digital Libraries. Ashgate.
3. Lucy A. Tedd & Andrew Large. (2004). Digital Libraries: Principles and Practice in a Global Environment. G.G. Saur

SEMESTER IV (20 Credits: level- 6.5)

Semester IV is devoted to research in accordance with the 'Coursework and Research' design of the UGC framework (second year: 20 credits coursework + 20 credits research).

MLIS-C401: Dissertation

Particulars	Details
Course Code	MLIS-C401
Course Type	Research
Course Level	6.5
Credits	4
Full Marks	200 (Dissertation evaluation 150 + Progress seminars/supervisor assessment 50)

Objectives- *To enable students to plan and execute an independent piece of research in LIS under the guidance of a supervisor, applying the methods learnt in MLIS-C301 and MLIS-C302.*

Outcome- *After completion of the course, students will be aware about dissertation writing.*

Course Content:

Scope and Conduct

Dissertation Work shall be start in the beginning of the fourth semester for each student with selection of a research problem in consultation with an allotted supervisor; submission and approval of a research proposal (including objectives, review of literature, methodology and work plan) within the first four weeks of the semester; conduct of the study; periodic progress reporting; data collection and analysis; writing of the dissertation (suggested length 15,000-25,000 words) following APA (7th ed.) style; evaluation by an external examiner and the supervisor, followed by an open defence. The Dissertation will be submitted at the end of the semester on the date to be decided by the Department.

Indicative Research Areas

Knowledge organization and faceted classification; institutional repositories and open access; user studies and information behaviour; bibliometrics/scientometrics and research evaluation; library automation and discovery; digital preservation; information literacy; AI applications in libraries; public and academic library systems; indigenous knowledge documentation; community information services etc.

Suggested Readings:

1. Connaway, L. S., & Radford, M. L. (2021). Research methods in library and information science (7th ed.). Libraries Unlimited.
2. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). APA.

3. Bell, J., & Waters, S. (2018). Doing your research project: A guide for first-time researchers (7th ed.). Open University Press.
4. Hart, C. (2018). Doing a literature review: Releasing the research imagination (2nd ed.). Sage.

MLIS-C402: Internship

Course Code	MLIS-C403
Course Type	Internship(Practice)
Credits	4
Full Marks	100 (Host-institution supervisor 40 + Internship report and presentation 60)

Objectives:

A. to train the students in practical librarianship in the working environment of the library by deputing them in different types of libraries for a period of one month; and

B. to train them in preparing the Internship Report in a prescribed format based on their practical training and learning.

Outcome: *After completion of the course, students will be able to works in Library without any hesitancy.*

A minimum of four weeks (approximately 120 hours) of attachment in an approved academic, public, special or national library, documentation/information centre, archive, publisher, or LIS technology organisation; rotation through housekeeping and service sections or assignment to a defined project; maintenance of a daily work diary; submission of a structured internship report and a reflective presentation.

MLIS-C403: Field Study/Library Survey and Seminar

Course Code	MLIS-C404
Course Type	Field Survey
Credits	2

Full Marks	100 (Departmental committee evaluation)
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Objectives:

A. To train the students in practical librarianship in the working environment of the library visit and prepare a report in a prescribed format based on their practical training and learning.

B. To encourage the student to present a seminar presentation of dissertation work etc.

Outcome: *After completion of the survey, students will have the real time experience of the functioning of the library. The seminar presentation will build the confidence level of students.*

Unit I: Field Survey

Students are required to conduct field survey consisting of the

A. Survey of Libraries and /or Information Centers

B. Status of ICT applications in Library & Information Centers and submit report of the survey for evaluation and viva voce.

Unit II: Seminar

Each student presents (i) a mid-semester progress seminar on methodology and preliminary findings, and (ii) a pre-submission seminar on the completed work; preparation of an extended abstract and presentation slides; participation as discussant in peers' seminars is mandatory and forms part of the assessment.

MLIS-C404: Academic Integrity and Publication Ethics

Course Code	MLIS-C405
Course Type	Academic Integrity
Credits	4
Full Marks	100 (Internal examiners)

Objectives- *To make the students aware of the concept, academic and research integrity, publication ethics, open access publishing and plagiarism.*

Outcome- *After completion of course, students will be aware of concept of academic and research integrity, publication ethics, open access publishing and plagiarism.*

Course Content

Unit I: Academic and Research Integrity:

Ethics with respect to science and research; intellectual honesty and research integrity; scientific misconduct: Falsification, Fabrication, Plagiarism (FFP); redundant publications: duplicate publications, overlapping publications, salami slicing.

Unit II: Publication Ethics:

Publication ethics: definition, importance, best practices and standards — COPE, WAME; conflicts of interest; publication misconduct: types of violation — authorship, contributorship; identification of publication misconduct; predatory publishers and journals.

Unit III: Open Access Publishing:

Open access models: gold, green, diamond; APCs and transformative agreements; preprints and their role in scholarly communication; author rights and copyright management.

Unit IV: Plagiarism Detection and Databases:

Use of plagiarism detection software: Turnitin, iThenticate and open-source tools; interpretation of similarity reports; indexing and citation databases: Web of Science, Scopus; research metrics in publishing decisions: Impact Factor, SNIP, SJR, h-index, altmetrics.

Suggested Readings:

1. Committee on Publication Ethics (COPE). (2017). COPE guidelines. <https://publicationethics.org/>
2. Gingras, Y. (2016). Bibliometrics and research evaluation: Uses and abuses. MIT Press.
3. Karen S. W. Marilyn B, Stone, T. A. (2003). Electronic publishing: The definitive guide. UK: Hard Shell Word Factory.
4. Schuster, C. (2011). E-publishing for writers: Trends and opportunities/Fall 2011 (Kindle Edition ed.). UK: Books to Go Now
5. UGC. (2018). UGC (Promotion of Academic Integrity and Prevention of Plagiarism) Regulations, 2018. Gazette of India.

10. Framework References

1. University Grants Commission. (2024). Curriculum and credit framework for postgraduate programmes. UGC, New Delhi.
2. Government of India. (2020). National Education Policy 2020. Ministry of Education.
3. University Grants Commission. (2023). National Higher Education Qualifications Framework (NHEQF). UGC.
4. University Grants Commission. (2023). National Credit Framework (NCrF). UGC.
5. University Grants Commission. (2021). UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021. Gazette of India.
6. University Grants Commission. (2018). UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018. Gazette of India.