PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

NAAC Accredited-2022
'B++' Grade (CGPA-2.96)

Name of the Faculty: Interdisciplinary Studies

Syllabus: Library and Information Science

Name of the Course: Master of Library and Information Science (M.Lib.Inf. Science) NEP 2020

With effect from   : 2025-2026

NEP syllabus for PG in LIS

PG Diploma in Library & Information Science (PGDLIS)

(M. Lib. I. Sc. Old)(1years course)

1styear course structure

Sem I 22credits

Mandatory Papers (14 credits) +Research Project4 credits)

1. PGDLIS.DSC-I Information Systems & Library Networking	4 credits
2 PGDLIS.DSC -II Management of libraries–Advanced	4 credits
3 .PGDLIS. DSC -III Advanced IT Theory	4 credits
4 . PGDLIS.DSC- IV Information Seeking Behavior (ISB)	2 credits
5. PGDLIS.DSC V Research Project	4 credits

Elective Paper 4 credits (anyone)   4 credits

6 . PGDLIS. – DSE-A Bibliometrics

7 . PGDLIS – DSE-B Information literacy

8. PGDLIS. – DSE-C Marketing of Library Products & Services

Sem II 22 credits

Mandatory Papers (14 credits) +RM 4 credits)

1. PGDLIS.DSC- V Information retrieval	4 credits
2. PGDLIS.DSC- VI Electronic Information sources	4 credits
3. PGDLIS.DSC- VII Advanced IT Practice	4 credits
4. PGDLIS. DSC- VIII Research Project	6 credits

Elective Paper 4 credits (anyone)

5. PGDLIS.DSE A) Communication Skills for Library Professionals4 credits
6. PGDLIS. DSE B) Education System & Research Ethics

M .Lib. I. Sc Workload

I) Theory Papers

Four lectures of 48 minutes per theory paper per week No.
of theory papers= 06
No. of lecture spate paper per week=4

Work load of theory papers=6x4=24lectures

II) Practical Papers

Four lectures of Practical of 48 minutes per practical paper per week
(Note: For Practical papers each batch shall have15students.) No. of Practical Papers = 3

No. of lectures per paper=4
Work load of practical papers=(3x4)x2=24lectures

III) Elective Papers

Four lectures of 48 minutes per theory paper per week No.
of theory papers= 01
No. of lecture per paper per week=2

Work load of theory papers=1x2=2lectures

External Examination and Marks allocation-

A. Total marks allocation per paper

Six Theory Papers	=	300Marks
Three Practical papers	=	150Marks
Elective Paper	=	100Marks
Total	=	550Marks

Internal Examination and Marks allocation-

B. Total marks allocation per paper

Six Theory Papers	=	300Marks
Three Practical Papers	=	150Marks
Elective Paper	=	100Marks
Total	=	550Marks

- **Medium of Instruction :**English
- **Medium of writing in the Examination-**English/Marathi

Standard Passing:

For passing the M.Lib.I.sc. Examination a candidate shall have to secure:

  a. Minimum 40% marks in each theory paper.
  b. Minimum 50%marks in each practical.
  c. Minimum 50% marks in Ability & Skill Enhancement Course.

Note: Completion of Ability & Skill Enhancement Course will be a pre-condition for the grant of term.

ATKT Rules:
1. An applicant who has passed Semester-I shall be eligible for admission to Semester II by completing an average 20 credits per semester.
2. Re-appearing candidate shall be awarded the actual class based on total marks obtained in the re-examination.

EXAMINATION RULES
(CA=Continuous assessment and ESE (ETE)= End of Semester(Term)Examination)

The system of evaluation will be as follows: Each **CA (Continuous Assessment)** and **ESE (ETE) (End of Semester (Term) Examination)** will be evaluated in terms of marks. The marks for CA and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

1. A student cannot appear for semester end examination unless he/she has maintained 75%attendance during the teaching period of that course .If a student fails to maintain attendance up to 75%, at the time of filling of examination forms, an undertaking from the student should be taken stating that he/she will be allowed to appear for examination subject to fulfillment of required attendance criteria during their period of teaching of the course.
2. Each credit will be evaluated for 25 marks.
3. Each course will have
   A. 50% of marks as semester-end examination of minimum 30 minutes to maximum45minutes per credit and
   B. 50% marks for internal (i.e.in-semester) assessment.
4. To pass a course, the student has to obtain forty percent marks in the semester-end assessment examination and fifty percent in-semester assessment.
5. If a student misses an internal assessment examination, he/she will have a second chance with the permission of the Head of the department concerned. Such a second chance shall not be the right of the student; it will be the discretion of the Head of the department concerned to give or not to give a second chance to a student to appear for internal assessment.
6. Internal marks will not change. A student cannot repeat internal assessment. In case he/she wants to reappear for the internal assessment he/she can do so only by registering for the said courses during the semesters in which the courses are being conducted.
7. There shall be revaluation of the answer scripts of semester-end examination but not of internal assessment papers as per Ordinance no 134 A and B.
8. While marks will be given for all examinations, they will be converted into grades. The semester end and final grade sheets and tran scripts will have only grades and grade points average.
9. Each credit will have an internal (continuous) assessment of 50% of marks and a teacher must select a variety of procedures for examination such as:
   a. Written Test and/or Midterm Test (not more than one for each course);
   b. Term Paper;
   c. Journal/Lecture/Library notes;

     d. Seminar presentation;

     e. Group discussion;

     f. Short Quizzes;

     g. Assignments;

     h. Extension Work;

     i. Research Project by individual students or group of students ;or

     j. An Open Book Test (with the concerned teacher deciding what books are to be allowed for this purpose.)

10. A student shall be admitted to the examination for M. Lib. I. Sc .program me if:

     i. He/ She have necessary attendance in each semester.

     ii. He/ She have satisfactorily completed the prescribed programmer of Practical Work, Seminars, Tutorials and assignments.

* A candidate who fails and reappears for the Examination as Ex-Students shall be entitled to have the marks previously assigned to him/her by the Head of the Department of Library and   Information Science for the record of practical work. These marks will be carried forward in respect with his/her subsequent performance of the examination. In case, however the candidate joins the programmer again as a regular student, he/she shall have to do the record of Practical work afresh.

* **Internship:** The students shall work in one Library for 15 working days under the supervision of a concerned Librarian. The librarian has to give hands-on training to each section of the library.

* Students are required to complete the internship immediately after the end of Semester IInd (Last Semester).

* Students have to maintain and submit the internship report duly signed by the concerned supervisor to the department and the grade will be awarded for the completed training.

1. **Mechanism of Credit and Grading Systems:**

Credit is a kind of weight age given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. The paper wise instructional days with a norm of 4contact hour spear week preparer will be of 120days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4credits allotted to each paper.

Marks Grade	Grade Points	
80-100	O:Outstanding	10
70-79	A+:Excellent	9
60-69	A:Very Good	8
55-59	B+:Good	7
50-54	B:Above Average	6
45-49	C:Average	5

40-44	P:Pass	4
0-39	F:Fail	0
-	b:Absent	0

(For more detail kindly refer Credit System Hand book of PAH University)
Note-
1. Viva should be conducted under the supervision of Head of the department and subject teacher.
2. Conducting the Viva and the submission of reports and projects is mandatory well before the end of 2nd semester (Last Semester).
3. Study Tour- There shall be an educational study tour where students shall visit to different libraries in and around the city after which they shall submit a report of Educational Tour to the department.

2. **Verification/ Revaluation**: - Students are permitted to apply for Verification, Revaluation and photocopy of answer scripts of theory courses on the payment of prescribed fee to the university within 10 days from the declaration of the examination result. There is no revaluation for practical papers.

3. **Subject wise detail syllabus:-**Enclosed herewith

4. **Recommended books**:-list attached

Structure of M. Lib. I. Sc. Programme

SEMESTER - ONE

Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
DSC-I	Information Systems & Library Networking	50	50	4
DSC- II	Management of libraries–Advanced	50	50	4
DSC- III	Advanced IT Theory	50	50	4
DSC- IV	Information Seeking Behavior	25	25	2
DSC- V	Research Project	50	50	4
DSE Any One	A) Bibliometrics B) Information literacy. C) Marketing of Library Products & Services	50	50	4
Total		**275**	**275**	**22**

SEMESTER - TWO

Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
DSC- VI	Information Retrieval	50	50	4
DSC- VII	Electronic Information Sources	50	50	4
DSC- VIII	Advanced IT Practice	50	50	4
DSC- IX	Research Project	50	50	6
DSE Any One	A) Communication Skills for Library Professionals B) Education System & Research Ethics	50	50	4
Total		**250**	**250**	**22**

Please Note–(Abbreviation):

ML =M.Lib.I.Sc.   C = Core

DSE=Discipline Specific Elective

      (1. Information Users & Needs. 2. Information Literacy)

IDE=Inter-Disciplinary Elective

(1. Information Sources and their use in Literature and Humanities. 2. Information Sources and their use in Natural Sciences.3.Information Sources and their use in Social Sciences)

PGDLIS.PALM111 INFORMATION SYSTEMS AND LIBRARY NETWORKING
Objectives:
1. To educate students about this historical back ground of RAS
2. To high light the value of leisure reading
3. To familiarize students with the various types of leisure reading materials and their characteristics
4. To impart skills in conducting RA interviews
5. To educate students about the tools useful for RAS
6. To train students in writing effective annotations of leisure reading material
7. To provide training for conducting book talks.

Learning Outcomes:
       After studying this paper, students shall be able to:
1. Explain the value of reading
2. Understand features of various types of reading material
3. Compile tools for readers advisory service
4. Provide readers advisory service.

Information Systems and Library Networking
Unit -1
1.1 Information System -Concept
1.2 Library Networking – Concept
1.3 Development of Library Networking
1.4 Range of Network Services
1.5 Indian Library and Information Networks

Unit-2
2.1 Information Systems and Programs in Science & Technology
2.2 National Information System for Science and Technology (NISSAT)
2.3 National Informatics Centre (NIC)
2.4 Biotechnology Information System (BTIS)
2.5 Environmental Information System (ENVIS)
2.6 INFLIBNET : Information and Library Network
2.7 National Institute of Science Communication and Information Resources (NISCAlR) INDEST Consortium

Unit-3
3.1 Information Systems and Programmes in Social Sciences
3.2 Indian Council of Social Science Research (ICSSR)
3.3 UGC-Inter University Centre for International Studies
3.4 UGC-Inter University Centre for Humanities and Social Sciences (IUCHSS)

Unit-4
4.1 Information Systems and Programmes in Humanities
4.2 Indira Gandhi National Centre for Arts (IGNCA)
4.3 National Mission for Manuscripts (NMM)
4.4 Indian Council for Cultural Relations (ICCR)

4.5 Indian Council of Historical Research (ICHR)
4.6 Indian Council of Philosophical Research (ICPR)
4.7 National Museum, New Delhi

4.8 National Archives of India (NAI)
4.9 Central Institute of English and Foreign Languages (CIEFL)
4.10 Central Institute of Indian Languages (CIIL)

Suggested Pedagogy:
Information systems, Library Networking, Lectures and discussions, Visits to information centers
Suggested Assessments:
Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials examination, project reports based viva-voce, quiz, open-book tests

References
1. Becker, J. "Network Functions: Reactions". The Structure and Governance of Library Networks: Proceedings of the 1978 Conference in Pittsburgh Ed. A. Kent and T. J. Galvin. New York: Marcel and
Deckker, 1979. 85-91.Print.

2- Burke, L., E. Linda Fisch Sheridan and Kristine Valenta. Implementing AARLIN at La Trobe University with a Focus on End User Reception: Breaking Boundaries: Integration and Interoperability. 12th VALA Biennial Conference and Exhibition. Melbourne, 2004. Print.

3- Gow, Earle and Kate Roberts. The AARLIN Project: Integrating the Research Information Infrastructure- A Case Study. Access point library: Media, Information, Culture: World Library and Information Congress. 69th IFLA General Conference and Council. Berlin, 2003. Print.

4- JANET: An Introduction. London: JNT Association, 2005. Print. Jebaraj, Franklin David and Fredrick Robin Devadass. "Library and Information Networks in India". Library Philosophy and Practice 6, 2 (2004): 1-8. Print.

5-Lahiri, A. and B.G Sunder Singh. "Experiences of Library Network Development in India". Paper presented at the CALIBER-98: Information Management in Academic and Research Libraries, Bhubaneswar, 1998. Print. 42 Resource Sharing and Library Networks Li, Aiguo. "CALIS: Acquiring Electronic Resources". Library Collections, Acquisitions & Technical Services, 27 (2003): 261–267.Print.

6-Lim, Edward H. T. Australian Academic and Research Library Network (AARLIN): Library service of the 21st century. In: Conference on new information technologies: information resources integration: an agenda for change. Darussalam: University Brunei, 2002. Print.

7-Martin, S.K. Library Networks, 1986-87: Libraries in Partnership. White Plains, New York:

Knowledge Industry, 1986. Print.

8-Miyazawa, A. Network of East Asian Library Networks: Feasibility. Paper presented at the Workshop on Authority Control among Chinese, Korean and Japanese Languages. Karuizawa, Tokyo, Kyoto,2002. Print.

9-Prasad, ARD. Design and Developing Academic Library Websites, Theme Paper. In: CALIBER-2000 held at Chennai, Feb 14-16, 2000. Print.

10-Subba Rao, Siriginidi. "Networking of Libraries and Information Centers: Challenges in India". Library Hi Tech 19, 2 (2001): 167-179. Print.

11-Subba Roa, Siriginidi. "Networking Scenario in India". New Library World, 100, 1149 (1999): 160-164.Print.
12-Xie, Qinfang. "The Union Cataloguing Project of CALIS". Paper presented in the Seminar on Chinese Information Processing in Libraries, January 22-23, 1998 (Colloquium on Information Science: HKUST Library Series no. 4

PGDLIS.PALM112 Management of libraries–Advanced

Objectives:
1. To familiarize students with the basic concepts and techniques of management
2. To educate students in management of house-keeping operations
3. To training them in applying the management techniques in managing libraries

Learning Outcomes:
           After studying this paper, students shall be able to:
1. Understand the concept of management
2. Elaborate principles and functions of management
3. Carry out various operations of Library and Information Centers
4. Manage, preserve and provide access to information sources
5. Comprehend the concept of financial management
6. Maintain the library statistics and prepare annual report

Unit1: Management–basic concepts-Management-Meaning
1.1. Functions of Management and their application in libraries
1.2. Principles of Management (Fayol and their application in libraries)
1.3. Organizational structure of libraries.

Unit2: Collection Development and Processing and circulation (of books and journals, print and electronic)
2.1 Book selection-meaning, need, principles

2.2. Acquisition of books (ordering, receiving, accessioning, etc.)

2.3. Technical processing of books (cataloguing, classification, physical preparation)

2.4. Circulation–meaning and methods

2.5. Maintenance of the stock and Stock verification

2.6. Acquisition and processing of journals and Collection development policy-meaning, need, contents

Unit3: Financial management of libraries

3.1. Sources of finance

3.2. Methods of estimating libraries financial needs

3.3. Library budget (meaning, techniques)

3.4. Budgetary control: cost effectiveness and cost benefit analysis

Unit4: Committee, Rules, Reports, Library Building

4.1. Library committee (meaning, need, structure)

4.2. Library statistics (meaning, use)

4.3. Library annual report (meaning, need)

4.4. Library rules and regulations

4.5. Library building and space management

Suggested Pedagogy:

Lectures, discussions, debates, brain storming session's case studies demonstrations, practical's, and internship.

Suggested Assessments:

Written examinations, seminar presentations, assignments, tutorials, open-book tests.

References:

1. Dugan, Robert E.& Hernon, Peter(2017). Financial Management in Academic Libraries: Data-Driven Planning and Budgeting. Chicago, American Library Association.

2. Evans, Edward; Weihs, Jean and Intner, Sheila S. (2002). Introduction to Technical Services. Wstport, Libraries Unlimited.

3. Gregory, Vicki L. (2011).Collection Development and Management for 21st Century Library Collections: An Introduction. New York, Neal-Schuman Publishers, Inc

4. Koontz, Harold & Weihrich, Heinz (2015). Essentials of Management: An International, Innovation, and Leadership Perspective. 10th Edition. New Delhi, Mc Graw Hill.

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

6. Moran, Barbara B.& Morner, ClaudiaJ. (2017). Library and Information Center Management, 9th Edition. Wstport, Libraries Unlimited.

7. Stueart, Robert D. & Morner, Claudia J.(2012). Library and Information Center Management, 8th Edition. Wstport, Libraries Unlimited.

8. Weber, M. B. (2015). Rethinking Library Technical Services: Redefining Our Profession for the Future. Lanham, MD, Rowman & Little field .

GDLIS.PALM113 Advanced IT Theory

Objectives:

1. To develop an advance understanding about implementation of library automation software and in to provide them knowledge about database management, data ware housing, data mining and other.

2. To acquaint the students in the use of communication and networking technologies.

3. Achieving library security with the use of latest ICTs technique, artificial intelligence technologies.

Learning Outcomes:

Students will be acquainted with the latest tools and technologies available for maintaining library databases, communication flow within library, data warehousing, data mining and for ensuring library security so that they can implement all such tools in future libraries.

Unit1: Library Automation

1.1. Planning, implementation and evaluation of library automation.

1.2. Automation of in-house operations: acquisition, cataloguing, circulation, serials control system, OPAC and its features, library management.

1.3. Library automation software's: proprietary (LIBSYS),Free (WINISIS),Open source (KOHA)

1.4. Library security technology: RFID, CCTV, biometrics.

Unit2: Database Management

2.1. Database: concept, need and types.

2.2. DBMS: concept &features.

2.3. RDBMS: concept, definition, features and need.

2.4. Database design, development, evaluation, query language.

2.5. Database architecture and models.

Unit3:Data Communication Technology

3.1. Data communication: concept, definition

3.2. Internet connectivity: dialup, leased line, ISDN, wireless

3.3. Protocols and standards: TCP/IP,FTP,HTTP,OSI

3.4. Web servers and Internet security

3.5. Use of social networking tools for library services: RSS, Podcasting, Blogs

Unit4:Artificial Intelligence

4.1Artificialintelligence: concept, definition and feature.

4.2. Expert systems: concept, definition and features.

4.3. Data warehousing.

4.4. Data mining.

References:

1. Ackermann, Ernest.(1995). Learning to use the Internet: An introduction with examples and experiences. New Delhi: BPB.

2. Chellis, James,Perkins,Charles&Strebe,Mathew(1997).MCSE: Networking essential study guide. New Delhi: BPB.

3. Chowdhury,G.G.&Chowdhury,Sudatta(2007).Organizing information : From the she lf to the Web. London: Facet.

4. Chowdhury,G.G. &Chowdhury,Sudatta.(2000)Searching CD-ROM and online information

sources. London: Library Association.

5. Cooke,Alison.(2008).A guide to find in g quality information on the Internet: Selection and evaluation strategies. 2nd ed. London: Facet.

6. Cooper, Michael D.(1996).Design of library automation systems :File structures ,data structures and tools. New York: John Wiley.

7. Haravu,L.J.(2004).Library automation design: Principles and practice. New Delhi: Allied.

Falk, Bennett.(1995). The Internet basic reference from A to Z. Singapore: Tech .Pub.

8. Forouzan, Behrouz A, Coombs ,Catherine & Fegan, Sophia Chung.(2000).Data communication and networking (2 nd ed). New Delhi: Tata McGraw-Hill.

9. Kashyap,M.M.(1993).Database System :Design and development. New Delhi: Sterling.

10. Leon, Alexis & Leon, Mathews.(1993). Fundamentals of IT. Chennai: Leon Tech World.

11. Panda, K.C.& Gautam, J.N.(1999).Information technology on the cross road: From abacus to internet. Agra: Y. K

12. Pandian, M.Paul & Jambhekar, Ashok.(2001).Internet for libraries and information centre's. New Delhi: Tata- McGraw Hill.

13. Patterson ,Dan W.(2000).Introduction to artificial intelligence and expert systems. New Delhi: Prentice-Hall of India.

PGDLIS.PALM114 INFORMATION SEEKING BEHAVIOUR

Objectives:

1. To develop an advance understanding about implementation of user seeking behavior provide them Information about database management, data ware housing, data mining and other.

2. To acquaint the students in the use of various technologies to search information.

Learning Outcome

1. Provide understanding of content management system.

2. Introduce CMS software.

3. Introduce use of Word-press software.

1. Familiarize with the concept of user and its categories.

2. Understand the use of information in various fields.

3. Introduce the concept of user studies.

4. Study of data collection methods in user studies.

Unit1: Information Users

 1.1 Identification of Users

    1.2 Concept of Need, Want, Demand & Requirement

    1.3 Users Categories: Planners, Policy makers, managers, R&D Personnel, People at Grass Root.

    1.4 Information Seeking Behavior of Different User Groups

Unit 2: Use of Information

2.1 Use of Information in Management activities

2.2 Use of Information in Decision Making

2.3 Use of Information in R & D

2.4 Role of Information in Raising the Standards & Quality of Life

2.5 Technology Innovation &Technology Transfer

Unit3:User Studies

3.1 Scope and Content of User Studies

3.2 Studies by Types of Libraries: Different User Groups, Different Disciplines

3.3 Critical Review of Some Large Scale User Studies.

Unit4: Methodology of User Studies

4.1 Qualitative & Quantitative Paradigm

4.2 Data Collection Methods

4.3 Other Specific Technique–Scenario Analysis, Interaction Analysis, Delphi Method and Repertory Grids

4.4 Evaluation of User Survey

Suggested Pedagogy

       Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation, Short project on Data Collection etc.

Suggested Assessments

PPT Presentation, Assignments, paper assessment,

References :

1. Asheim Lester et al. Humanities and the library: problem in the interpretation, evaluation and use of library materials ALA, Chicago, 1970.
2. Balay Robert, Ed. Guide to reference books (Ed.11,) ALA, Chicago, 1966.
3. Chandler G. How to find out about literature(Rev.Ed.5,) Pergamon Press,Oxford,1982
4. Crane R. S Idea of the humanities (v.1.) University of Chicago Press, Chicago, 1967.
5. Jones WT. Sciences and the humanities: conflict and reconciliation University of California Press, Berkeley, 1965.
6. Bose. H. Information Service: Principles and Practice. New Delhi; Sterling, 1986.
7. Coblans, Herbet. Librarianship and documentation .An International
8. Guha, B. Documentation and information.2nd ed.Calcutta:world Press,1983.
9. Husain, Shabahat: Library Classification: facets and analyses .New Delhi. Tata McGraw Hill Pub.Co.Ltd. 1993.
10. Kawatra. P.S .Fundamentals of Documentation with special reference to India. New Delhi. : Sterling ,1982

PGDLIS.PALM115 RESEARCH PROJECT

Objectives:

1. Student will be able to understand in literature searching using print and online resources on assigned area of study.

2. To learn the student in preparing bibliography and documentation list on the assigned area of study.

3. To expose the student with real working environment of library by assigning them a topic related with the library operation.

4. Student will able to learn them in preparing the state of the art report on the assign area of study.

5. To train the main preparing the Internship report in a prescribed format based on their practical training and learning.

Unit1: Literature Review
Unit2: Field Survey
Unit3: Report on Internship Program
Unit4: Viva-Voce

PG DLIS.PALMELE116A Bibliometrics.

Objectives

1. To understand and interpret a wide range of publication-and citation-based statistics;

2. To use various software tools to learn to develop professional bibliometric visualizations; and reflect critical yon proper and improper use of bibliometric and scientometric information in the evaluation of scientific research.

3. To measure the research out put of individual scientists ,departments and institutions as well.

4. To measure the research contributions in the specific area of research by individual country.

Learning Outcomes:-

After studying this paper, students shall be able to:

1. Understand various metrics ,bibliometric laws and formulae

2. Carry out citation analysis

3. Use various software meant for bibliometric analysis

4. Find scientometric data for citation databases

Unit 1: Introduction

1.1. Concept and Definition and historical development of Bibliometrics,

1.2. Scientometrics Informetrics and Webometrics.

1.3. Pioneers in Bibliometrics, Scientometrics, Informetrics and Webometrics

1.4. Limitations of Study and application of Classical

1.5. Bibliometric Laws–-Lotka's law of scientific-Productivity ,Bradford's law of scatter ,and Zipf's law of word occurrence.

Unit2: Database Creation

2.1. Citations: concept ,meaning, definitions

2.2. Citation databases (Web of Science, Scopus, and Google Scholar) Citation analysis, citation network, citation matrix, bibliographic coupling,

2.3. Co-citation analysis

2.4. Journal Citation Reports ,Productivity measurement techniques ,

2.5. Impact factor, H-Index, Eigen factor, Cite Score, SNIP, etc.

Unit3: Software Tools

3.1. Software tools for bibliometric analysis:, etc.

3.2. Software tools for bibliometric information visualization: Use of VOS viewers,

3.3. Pajek, Cite space, Cit Net Explorer etc. for creating co-author ship maps and-citation-based maps

3.4 Applied citation analysis for research evaluation including a study on the use of citation analysis for measuring the research of specific institution

Unit4: Practice sessions

4.1. Searching citation databases :Web of Science, Scopus, and Google

4.2. Scholar ,Journal Citation Report

4.3. Useofsoftwaretoolsviz.VOSviewer,Bibexcel,Citespace,HistCite,-Pajek

4.4. Altmertics– Plum and other software tools

4.5. Term paper: Research contributions by individual researchers, department, institutions, country based on WoS / Scopus data base.

Suggested Pedagogy

Lectures, discussions debates, brain storming sessions, case studies, demonstrations ,practical, internship.

Suggested Assessments

Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports viva-voce, quiz, open-book tests.

Recommended Books:

1. Egghe,L. and Rousseau,R.(2001).Elementary statistics for effective Library and Information services management. London: Aslib

2. Garfield,E.(1979).Citation Indexing: Its theory and applications in Science, technology & humanities. New York: John Wiley.

3. Meadows, A.J.(1974). Communication in Science. London: Butterworths.

4. Neuendorf ,K.(2002). The content analysis guidebook. London: Sage.

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

6. Ravichandra Rao,I.K.(1985).Quantitative methods for Library and Information Science. New Delhi: Wiley Eastern, 1985.

7. The wall ,M.(2009).Introduction to webmetrics: Quantitative web research for the social Sciences. Morgan and Claypool Publishers.

PG DLIS .PALMELE116B Information literacy.

Objectives:

1. To create awareness and provide knowledge of information literacy.

2. To develop information literacy skills

Learning out comes:

After studying this paper, students shall be able to:-

1. Explain the concept, need ,objectives and types of information literacy.

2. Understand Information literacy standards and models.

3. Develop innovative information literacy models.

4. Impart information literacy skills and competencies.

Unit1: Fundamental of Information Literacy

1.1 Concept, Definitions, Need, Objectives, and Importance of Information Literacy.

1.2 Various Types of Information Literacy

1.3 Historical Perspective of Information Literacy in India and Aboard.

1.4 Information Literacy Products- Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin

1.5 User Education

UNIT2: Information Literacy Standards and Models:

2.1. Standards & Models: ACRL, IFLA, Big6, SCONULetc.

2.2. Information Literacy Best Practices.

2.3. Information Literacy Programme: National and International Scenario

UNIT3: Information Literacy and Libraries

3.1. Information Literacy at School, Public and Academic Libraries

3.2. Information Literacy Products: Library Brochure ,Database Brochure, Web-based Access

3.3. Instructions, Information Bulletin.

UNIT4: Designing and Development of IL Module

Designing and testing of Information Literacy module

Suggested Pedagogy:

Lectures, discussions, debates ,brainstorming sessions, case studies.

Suggested Assessments:

Written examinations seminar presentations, assignments, tutorials, quiz, open-book tests.

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PALMELE116C   MARKETING OF LIBRARY PRODUCTS AND SERVICES.
Objectives:
1. Student will apply theoretical and practical marketing concepts to libraries.
 2. Student will illustrate the value of libraries and the―return on investment.
3. Student will apply the measures, tools, resources, and approaches used in market research.
 5. Student will create a marketing plan for a library.
6. Student will able to analyze, select, and position products and services to appeal to specific market segments.
7. Student will design, develop test apply and deliver informational, educational, and persuasive messages to meet communication needs.
Learning out comes:
1. Describe the role of advocacy and community building in library marketing.
2. Illustrate how a service review is conducted and used in decision-making
3. Discuss the use of external consultant's resources, and sponsors in marketing.
4. Create, implement, and evaluate public relations, publicity, promotional activities that related marketing research.

Unit 1: Introduction of Marketing for Libraries
      1.1. Process of creating a connection between the users and the library
      1.2. Market Research and the Value of Libraries
      1.3. Audience Analysis and Needs Assessment
      1.4. Market Segmentation

Unit 2: Product and Service Identification
      2.1. Library services to appeal to specific market segments
      2.2. The Market Plan and Cycle
      2.3. Promotion
      2.4. Message Design, Branding, and the Library's Story
Unit 3: Library products and services available through announcements.
      3.1. Public Relations
      3.2. Publicity
      3.3. Advertising and Sponsorship
      3.4. Consultants
Unit 4: Innovation and Change in Marketing
      4.1. Outreach & Advocacy
      4.2. Internal Marketing
      4.3. Measuring Impact and the Service Review
      4.4. Innovation and Change

Suggested Pedagogy
      Pre-reading material for self-study Classroom discussion along with relevant videos, PPT Presentation, Indexing of some subject Practical.

Suggested Assessments

　　Assignments, Peer assessment, PPT Presentation, Reflective note

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SEM II 22 CREDITS

PGD LIS. PAL M221 INFORMATION RETRIEVAL
Objectives:
1. To introduce the concept of ISR including indexing languages, vocabulary control, search strategies etc.
2. To familiarize students with Information retrieval models and develops skills in designing thesaurus.

Learning Outcome
1. Understand use of indexing techniques, vocabulary control & search strategies for Information Storage & Retrieval.
2. Familiarize students with Information retrieval models and develop skills in designing thesaurus.
3. Introduce Consolidation & Repackaging of Information into Information Products.

Unit 1: Fundamental Concepts
1.1 Information Retrieval System: Concept, Definition, Objectives, Types of Retrieval System, Components, Functions, Information Retrieval Process
1.2 Information Retrieval Tools–Bibliographic tools with example, Conceptual Analysis and Representation
1.3 Indexing: Role of Index in Information Retrieval, Pre & post coordinate Indexing (PRECIS, Chain Indexing, Uni term) – Introduction and Differences.

Unit2: Content analysis and Representation
2.1 Machine Indexing (KWIC, KWOC, and KWAC) and Automatic Indexing: Concepts and word frequency and inverse document frequency calculation method (Introduction)
2.2 Indexing Languages: Concept and challenges.
2.3 Vocabulary Control-Concept, need and tools. Thesaurus: structure, role, function and example.
2.4 Natural Language Processing: Text mining: Concept, Definition, Usage, Tools and Techniques

Unit-3: Information Searching Strategies and Evaluation
3.1 Search Strategy –Boolean operators and Venn Diagram etc. Proximity Search, Advance Search, Federated Search, Navigational Search
3.2 Evaluation of IR systems: Need and criteria with example of case study–Cran field project, MEDLAR Evaluation.

Unit-4: Consolidation and Repackaging
4.1 Consolidation and Repackaging of information Product: Concept and steps.
4.2 Practice and handling of Five information product and report structure and organization.
4.3 Design & development of IR Thesaurus: Steps and Process.
4.4 Working on search strategies for various bibliographic databases and for general search engines like Google, Google Scholar.

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PGDLIS.PALM222 ELECTRONIC INFORMATION SOURCES
Objectives:
1. To introduce students with the Electronic Resources
2. To familiarize students with the concept of Electronic Resources, the process of acquiring them, organization and skills to disseminate them to users both theoretically and practically.

Learning Outcome
1. Understand the concept of electronic resources.
2. Comprehend the life cycle of managing electronic resources.
3. Elaborate the management and administration of electronic resources.
4. Introduce students to various ERMS free and commercial software.

Unit 1: Electronic Resources
1.1. Concept, Definition, History, Types (Digital Communication, Digital Collection, and Online Finding Aids)
1.2. Online Catalogue, MARC, OPAC, Web-OPAC, Database- Full Text & Bibliographic Database, Online & Offline, E-journals, E-books, Institutional Repository, E Blogs, Wikis, YouTube Channels, Audio, Videos. Advantages and Disadvantages of Electronic Resources

Unit2: Life Cycle of Electronic Resource Management
1.1. The life Cycle of Electronic Resources Management
1.2. Acquisition Management, Access Management, Administration Management, Support Management, Evaluation and monitor management.
1.3. Acquisition Management – Need Assessment, Budgetary Allocation, Evaluation and Selection of E-Resources, Technical Support, Price Negotiation, Licensing Agreement and Negotiation, Usage Statistics, Privacy and confidentiality, Mode and Terms of Payment, Ordering and Paying.
1.4. Access Management - Authentication and Authorization, Perpetual Access, Open Access, Library Portal, Subject Index (EBSCO, Pro Quest, J-Gate, Elsevier, Emerald etc), Federated Search, Browsing List, Discovery Service,

Unit3: Management and Administration of E-Resources
3.1. Administration Management-User/Admin IDs Password-permission and parameter, Access Control, Holding List, URL Maintenance, MoUs with Publisher, Back files, and backup.
3.2. Support Management-Problem Logs, Contact Information, Troubleshooting, and Hardware–software maintenance.
3.3. Evaluation and monitor management-Usage Statistics, Users Feedback, Down time Analysis and Review Problems, Uniqueness of the resources.

Unit4: Electronic Resource Management Systems (ERMS)
4.1 Introduction to ERMS is software.
4.2 Commercial Products (Anyone):ERM, Swets Wise, Swets Information Services B.V. and ERM, Innovation Interfaces, Inc.

4.3 Open-source Products (Any one) - CUFTS, Simon Fraser University. ERMes, University of Wisconsin-La Crosse. FreERMS, by Touro College. HERMES (Hopkins Electronic Resources Management System), Johns Hopkins University v. SMDB, SemperTool.

Suggested Pedagogy

Pre-reading material for self-study, Practical and Hands-on Training, Classroom discussion along with relevant videos, PPT Presentation.

Suggested Assessments

PPT Presentation, Assignments, Peer assessment,

References
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PGDLIS.PALM223 Advanced IT Practice

Objectives:

        1. To provide hands on practice in the use of library management software

        2. To train students in internet search.

        3. To impart skills to develop library website.

Learning Outcomes:

        After studying this paper, students shall be able to:

        1. Use various library software packages and content management software

        2. Search information efficiently from internet and databases

        3. Digitize documents

        4. Use Web 2.0 tools to provide various library services trousers

        5. Create library website

Unit1: Library Software

1.1. Creation & Maintenance of database by using library software package.

Unit2: Searching and Browsing

2.1. Internet Searching

2.2. Digitization of documents (scanning, OCR etc.)

Unit3:Web2.0

3.1. Use of Web 2.0 tools in Libraries and Information Centre

3.2. Content management software

Unit4: Library Website

4.1. Designing Library Website

Suggested Pedagogy:-

        Demonstrations, discussions, debates, brain storming sessions, case studies, practical, project-based teaching, internship.

Suggested Assessments:-

        Practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination.

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1. Ackermann, Ernest. (1995). learning to use the Internet: An introduction with examples and experiences. New Delhi: BPB.

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PG DLIS.PALM224   RESEARCH   PROJECT
Objective:
1. To train the student in practical librarianship in the working environment of the deputing them in the different types of libraries for the period of one month.
2. To train the student in preparing the project report in a prescribed format based on their practical training and learning.

     A. Report on project program
     B. Viva-Voce

Note: Each student shall have to undergo a project programme at a library, selected by the Department for a period of this semester immediately after Examination.

PGDLIS.ELE225A. COMMUNICATION SKILLS FOR LIBRARY PROFESSIONALS
Objective:
1. To develop reading, writing and speaking skills among students.
2. To introduce concept of SWOC.
3. To make the students understand the importance of time management and
   interpersonal relationship at the workplace**.**

Learning Outcome
1. Develop personal and communication skills among LIS students.

Unit1: Communication skills
   1.1 Reading skills: vocabulary, pronunciation, fluency
   1.2 Listening skills: types ,importance
   1.3 Speaking skills :pronunciation, grammar, vocabulary, fluency, comprehension
   1.4 Writing skills: internal and external correspondence
   1.5 Notes making skills: methods,5R's of note taking

Unit2: Personal Skills
   2.1 Preparation of Bio-data, Resume, Curriculum –vitae
   2.2 SWOC analysis of self, Getting ready for interview and facing interview,
       group discussion.
   2.3 Telephone skills :tips to effective telephone communication skills
   2.4 Group discussion skills: concept ,importance, types
   2.5 Time Management :techniques, barriers
   2.6 Interpersonal Relationships :concept, types
   2.7 Presentation skills: techniques

Suggested Pedagogy
        Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of
    Videos, Organization of short workshop, Group Discussion, etc.

Suggested Assessments
        Role Play competition, Short project on various modules Assignments, Peer
    assessment, and quiz competition.

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ELE B Education System & Research Ethics

Unit 1

1.1 Education system in India

1.2 History of Indian Education -Educational Policies

1.3 Indian Higher Education

1.4 LIS Education in India

Unit 2

2.1 National Educational Policy – 2020

2.2 NEP 2020 - Highlights

2.2 Application of NEP

2.4 NEP and LIS professionals - role

Unit-3 Educational Policies

3.1 Education & RTI

3.2 Maharashtra Public University Act – a study of select sections

3.3 Status of Librarians in the Indian educational system

Unit-4 Ethics of research

4.1 Ethical Research – meaning, good research practices

4.2 Open Access Publishing

4.3 Publication ethics

4.4 Scientific Conduct

Suggested Pedagogy

Classroom Lecture & discussion Case study, Organization of short workshop, Group Discussion, etc.

Suggested Assessments

Short projects & Assignments, competition.