SYLLABUS

For

MASTER OF LIBRARY & INFORMATION SCIENCE (MLISc.)

(2 Years Programme)

Academic Session 2022-2024

Department of Library and Information Science

Berhampur University,

Bhanja Bihar, Berhampur-760007

Title and Commencement of the Programme:

• The programme shall be called the Master of Library and Information Science (MLISc.).
• The syllabus of the programme shall come into force from the Academic session 2022-2024.

About the Programme:

The MLISc. Programme under Semester-cum-Choice Based Credit System (CBCS) is comprised of 20 numbers papers/courses spread over four semesters and carries a total credit load of **80 Credits** and 2000 marks. Semester-wise distribution of the courses along with their respective titles are mentioned in the **Course Credit Structure**.

Structure of the Programme:

- The MLISc. Curricula consist of 80 credits distributed in 20 courses in 2 academic years divided into 4 semesters.
- Each credit requires 12 contact hours of teaching for a theory paper or 24 contact hours of teaching for a practical in a semester.
- A total of 68 credits are meant for Core Courses (coded as LISC- XXX (CC)) and are required to be completed/earned by each student.
- There are 08 credits are assigned to Elective Courses (coded as LISC- XXX (EC)) and 04 credits assigned as Choice Based Credit Transfer Courses (CBCT) (coded as LISC-XXX (CBCT).
- Students of MLISc. Course may opt for one Elective Course both in semester third and fourth from the elective courses offered by this department.
- Students from other departments of this University may opt for one Choice Based Credit Transfer Course offered by this department whereas students of this department may opt for one Choice Based Credit Transfer Course offered by other departments as per their choice.
- The MLISc. Course has a total 2000 marks (100 x 17 Core Courses + 100 x 2 Elective Courses + 100 x1 Choice Based Credit Transfer Course).

Programme Objectives:

- To give the students an understanding of the basic philosophy and fundamental principles of Library and Information Science.
- To help the students to acquire the necessary skills and practical training in the areas of knowledge organization and information retrieval.
- To train the students with the fundamentals of ICT applications in the libraries for library automation, digitization and to provide web-enabled services.
- To train students in the techniques of information management, preservation of information resources, acquaint them with open access resources and equip them with the application of information technologies (IT) in libraries and information centers.

Programme Outcome:

The Master of Library and Information Science is a 2-year programme spanning over 4 semesters. This programme is designed keeping in view the conceptual, theoretical and practical aspects of the subject with importance on soft skills, project work and field visits. The course covers different theoretical and practical facets of Library and Information

Science such as classification, cataloguing, information sources and services, information retrieval, library automation and networking, digitization, research methodology, research ethics and plagiarism, preservation of information resources, open knowledge system, ontology, e-Learning and content management systems. By the end of this course, students will be able to understand the principles and practices of Library and Information Science and they can work effectively in contemporary "Knowledge Society". They will acquire the professional knowledge and skills by which recorded information is selected, acquired, organised and utilised in meeting the information demands and needs of a community of users. They will have practical knowledge in the application of computers in various library operations and services. They will have improved communication and written competency and research competency through project, presentation and live training, thereby making them industry ready for the jobs.

Course Credit Structure (Choice Based Credit System)

Semester I

Paper code	Title of the Paper	Credit	Course	Mid Term	End Term	Total Mark
LISC C101	Foundation of Library & Information Science	4	Core	20	80	100
LISC C102	Knowledge Organisation (Classification Theory)	4	Core	20	80	100
LISC C103	Knowledge Organisation (Cataloguing Theory)	4	Core	20	80	100
LISC C104	Information Sources, Services & Systems	4	Core	20	80	100
LISC P105	Library Classification and Cataloguing (Practical)					
LISC P105 (A)	Library Classification (Practical)	2	Core	-	-	50
LISC P105 (B)	Library Cataloguing (Practical)	2	Core	-	-	50

Semester II

LISC C201	Information Needs and Seeking Behaviour	4	Core	20	80	100
LISC C202	Library Automation & Networking	4	Core	20	80	100
LISC C203	Digital Library and Web Technologies	4	Core	20	80	100
LISC C204	Research Methodology and Bibliometrics	4	Core	20	80	100
LISC P205	Library Automation and Digital Library (Practical)					
LISC P205(A)	• Library Automation (Practical)	2	Core	-	-	50
LISC P205(B)	• Digital Library (Practical)	2	Core	-	-	50
LISC VAC206	Emerging Trends &Technologies in Library and Information Science	-	Non-Credit	-	-	Grade

Semester III

LISC C301	Management of Libraries & Information Centers	4	Core	20	80	100
LISC C302	Information Storage and Retrieval	4	Core	20	80	100
LISC C303	Open Knowledge System	4	Core	20	80	100
LISC E304	Elective: (ANY ONE) 1) Technical Writing 2) Ontology	4	Elective	20	80	100
LISC CT300	Research Ethics and Plagiarism	4	CBCT	20	80	100
LISC VAC 305	Visit to Library of Repute/ Summer Internship	-	Non-Credit	-	-	Grade

Semester IV

LISC C401	Preservation and Conservation of Library Resources	4	Core	20	80	100
LISC C402	E-Learning & Content Management Systems	4	Core	20	80	100
LISC C403	Intellectual Property Rights & Society	4	Core	20	80	100
LISC E404	Elective: (ANY ONE) 1) Marketing of Information Products and Services 2) Open Access and Scholarly Communication	4	Elective	20	80	100
LISC C405	Dissertation/Project	4	Core	20	80	100
LISC AC406	Cultural Heritage of South Odisha	-	Non-Credit	-	-	Grade

SUMMARY OF COURSE STRUCTURE	
Core Course (CC) =	1700 (Mandatory with no Choice)
Elective Course (EC) =	200 (Mandatory with Choice)
Choice Based Credit Transfer (CBCT)	= 100 (With Inter-Departmental Choice)
Value Added Course (VAC)	= Non-Credit Course
Add on Course (AC)	= Non-Credit Course
Visit to Library of Repute/ Summer Internship	= Non-Credit Course

FIRST SEMESTER

COURSE NO: LISC-C101 FOUNDATION OF LIBRARY & INFORMATION SCIENCE

(FM: 100/4 CH)

Course Objective:
This course gives a detailed concept of information, communication, information science as a discipline, librarianship as a profession, role of different library and information systems, role of organizations and associations working for the development of libraries. It also covers the laws, acts and legislations in relation to library science and their implications in libraries.

Course Outcome:
By the end of this course, students will be able to understand how information is communicated and various theories/ models of communication; Identify the laws, acts and legislations in relation to library science and their implications in libraries; Know the developmental changes in the concept of libraries and various library and information systems existing in the society; Understand how library and information professionals deliver their role and how different extension activities of the library are organized; they will be familiar with different organizations and associations working for the development of libraries.

UNIT-1 LIBRARY AND INFORMATION SYSTEMS, TYPES AND POLICIES

1.1 Libraries, Documentation and Information centers: concepts and functions.

1.2 Library as a Social Institution, Role of libraries in the development of a modern society.

1.3 Library Systems: Public Library, Academic Library and Special Library-Their distinguishing features and functions.

1.4 National Information Policies in India, National Knowledge Commission.

UNIT-2 NORMATIVE PRINCIPLES OF LIBRARY INFORMATION SCIENCE, LIBRARY LEGISLATIONS AND ACTS

2.1 Five Laws of Library Science and Application of Five Laws in Library and Information Activities

2.2 Library Legislation-Concept, Need, Purpose and the Salient Traits

2.3 A brief sketch of Library Legislations so far made in the different states of India with special reference to Odisha Public Library Act, 2001

2.4 Press and Registration Act, Delivery of Books (Public Libraries) Act 1954, Indian Copyright Act, 1957, Right to Information Act,2005

UNIT-3 INFORMATION PROFESSION, LIBRARY ASSOCIATIONS NATIONAL LIBRARY AND EXTENSION SERVICES

3.1 Professional Ethics-The Concept, Philosophy and Ethics of Librarianship

3.2 Library Associations: Need, Objectives and Functions

3.3 Library Associations: OLA, ULA, ILA, IASLIC, IATLIS, CILIP, ALA, IFLA, and UNESCO
3.4 National Library of India and Library of Congress (USA)
3.5 Outreach and Extension Activities

UNIT-4 INFORMATION AND COMMUNICATION MODELS

4.1 Information: Definition, Characteristics, Concept of Data, Information, Knowledge and Wisdom.
4.2 Information Science: Definition, Scope and linkages with other disciplines
4.3 Communication: Concept, Types; Communication Models: Shannon's Theory, Laswell's Theory, Channels and Barriers

Suggested Readings:

1. David, B. (2015). *Introduction to Information Science.* London: Facet Publishing.
2. Kumar, P. S. G. (2003). *Foundation of Library and Information Science*. New Delhi: BR Publishing.
3. Khanna, J. K. (1984). *Fundamentals of Library Organization.* New Delhi: EssEss Publications.
4. Khanna, J. K. (1987). *Library and Society*. New Delhi: EssEss Publications.
5. Krishna Kumar. (1987). *Library Organization.* New Delhi: Vikas Publishing House.
6. Ranganathan, S. R. (2006). *Five Laws of Library Science.* (Reprint). New Delhi: EssEss Publications.
7. Rout, R. K. (1991). *Library Legislation in India*. New Delhi: Reliance Publishing House.
8. Agrawal, S. P. (1989). *Development of Library Services in India*. New Delhi: Concept Publishing.
9. Mangala, P. B., Sardana, J. L., & Singh, M. (1983). *Fifty Years of Librarianship in India: Past, present and future*. New Delhi: Hindustan Publishing.
10. Ramakrishnan, M. N. (1991). *Academic Library Development*. New Delhi: EssEss Publications.

COURSE NO: LISC-C102 KNOWLEDGE ORGANIZATION (CLASSIFICATION THEORY)

(FM: 100/4 CH)

Course Objective:

Students will understand the basic philosophy and underlying principles of classification in the context of the organization of knowledge resources in the library. This course will cover the techniques of book classification, the current trends and future perspectives of classification practice.

Course Outcome:

The students will be able to classify the books and other documents; they can assign call numbers to the books. They will also be able to organize electronic knowledge sources in the library to easily locate, identify and retrieve the information.

UNIT-1 FUNDAMENTALS OF LIBRARY CLASSIFICATION & UNIVERSE OF KNOWLEDGE

- 1.1 Library classification: Definition, Need, Purpose and Functions of Classification and historical perspectives
- 1.2 Library Classification Schemes: Enumerative Vs. Faceted and General Vs. Special
- 1.3 Universe of Knowledge: Mode of formation of subjects and types of subjects

UNIT-2 GENERAL THEORY OF LIBRARY CLASSIFICATION

- 2.1 Normative Principles of Library Classification: canons, law and principles
- 2.2 Five Fundamental Categories: PMEST; Facet Analysis- Postulates; Principles of facet sequence; Principles of helpful sequence. Three planes of work
- 2.3 Basic Study of major schemes of Library Classification: DDC, UDC and CC

UNIT-3 CALL NUMBER AND ITS COMPONENTS

- 3.1 Call Number: Class Number, Book Number and Collection Number
- 3.2 Notations: Definition, Purpose, Types
- 3.3 Patterns of Notation used in DDC, UDC and CC

UNIT-4 RECENT TRENDS IN LIBRARY CLASSIFICATION

- 4.1 Online Classification Schemes- Web Dewey, UDC Online
- 4.2 Organizations, Societies and Research Groups-LRC, FID/CR, CRG, DRTC, ISKO
- 4.3 Classification of web resources, Web ontology

Suggested Readings:

1. Berwick Sayers, W.C. (1950). Introduction to Library Classification. London: Andra dautch.
2. Chernyi, A.I. (1973). Introduction to Information retrieval theory. London: ASLIB.
3. Dhyani, P. (1998). Library Classification: Theory and practice. New Delhi: Vishwa Prakashan.
4. Jennifer, E. R. (1987). Organising knowledge: An introduction to Information retrieval. Aldershot:Gower.
5. Krishan Kumar (1980). Theory of Classification, 4 Ed. New Delhi: Vikas.
6. Kumar, P.S.G. (2003). Knowledge organization, Information processing and retrieval theory.Delhi: BR.
7. Ranganathan, S.R. (1960).Colon Classification, 6th ed. Bangalore: Sarada Ranganathan Endowment for Library Science.
8. Ranganathan, S.R. (1957 &1965). Prolegomena to Library Classification, Ed2, London: LA.
9. Ranganathan, S.R. (1999). The five laws of Library Science. Bangalore: Sarada Ranganathan Endowment for Library Science.
10. Sinha, S.C. & Dhiman, A.K.(2002). Prolegomena to universe of knowledge. New Delhi: ESS ESS.
11. Srivastava, A.P.(1993). Theory of knowledge Classification in Libraries. New Delhi: Sage

COURSE NO. LISC-C103 KNOWLEDGE ORGANISATION (CATALOGUING THEORY)

(FM: 100/4 CH)

Course Objective:

The basic objectives of this paper are to provide the students a sound knowledge regarding the principles and theories of library cataloguing, different types and forms of catalogue, subject cataloguing principles, to make the students aware of the cataloguing codes, practices and internationally accepted standards for bibliographic description of information resources.

Course Outcome:

The students will have a fair knowledge of the library cataloguing practices ranging from traditional systems to online system, they will be able to do cataloguing of both print and online resources. The students will understand and aware of the standardized rules for bibliographic description of various documents and the recent developments taken place in the field of cataloguing.

UNIT-1 BASICS OF LIBRARY CATALOGUING

1.1 Catalogue: Concept, Purpose and Objectives of Library Catalogue
1.2 Forms of Catalogue: Outer and Inner Forms; Outer Forms: Conventional and Non-Conventional; Inner forms: Alphabetical, Classified and Alphabetico-Classed Catalogue
1.3 Library Catalogue and Five Laws of Library Science
1.4 Entries: Types, Formats & their functions, Data elements in different types of Entries

UNIT-2 SUBJECT CATALOGUING, CENTRALISED AND CO-OPERATIVE CATALOGUING

2.1 Subject Cataloguing: Concept, Objectives, General Principles & Problems of Subject approach
2.2 Subject Heading Lists & their features: Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings (SLSH)
2.3 Subject Cataloguing by Chain Indexing
2.4 Centralised and Co-operative Cataloguing

UNIT-3 CATALOGUING CODES AND COMPUTERISED CATALOGUING

3.1 Cataloguing Codes: The Concept and Historical Developments
3.2 Features of Anglo-American Cataloguing Rules -2 (AACR-2, Revised Edition), Features of Classified Catalogue Code (CCC 5th Edition)
3.3 FRBR, RDA
3.4 Need for Computerized Cataloguing, OPAC, WEBPAC, Social Online Public Access Catalogue (SOPAC)
3.5 Cataloguing of Web Resources/Digital materials

UNIT-4 CURRENT TRENDS IN STANDARDIZATION OF BIBLIOGRAPHICAL DESCRIPTION & INFORMATION RETRIEVAL

4.1 ISBDs
4.2 Dublin Core
4.3 MARC-21
4.4 Z39.50

Suggested Readings:

1. Bowman, J.H. (2002). *Essential cataloguing: The basics*. London: Facet Publications.
2. Chambers,Sally (Ed.) (2013). *Catalogue 2.0: The future of library catalogue*. London: Facet Publications.
3. Chaudhary, G. G. & Chaudhary, Sudatta (2007). *Organizing information: From the shelf to the web*. London: Facet Publications.
4. Chaudhary, G. G. (1999) *Modern information retrieval theory*. London: Library Association.
5. Hunter, E. J. &Bakewell, K.G.B. (1989). *Advanced cataloguing*. London: Clive Bingley.
6. Ranganathan, S. R. (1989). *Classified catalogue code with additional rules for dictionary catalogue code* (5th ed with amendments). Bangalore: SaradaRanganathan Endowment for Library Science.
7. Richard, Gartner (2016). Metadata: knowledge from antiquity to the semantic web. London: Springer.
8. Zeng, Marcia & Qin, Jian (2016). *Metadata*. 2nd ed. London: Facet.
9. Satija, M.P. (2000). *Sears List of Subject Headings: APractical Introduction for IndianStudents*, New Delhi: Concept.
10. Kumar,Girja. And Kumar, Krishan.1986. *Theory of Cataloguing*.5th Ed., New Delhi: Vikas Publications.
11. ALA et al. (2006). *Anglo-American Cataloguing Rules: AACR* (2nd rev ed.). London: Library Association.

COURSE NO. LISC- C104 INFORMATION SOURCES, SERVICES & SYSTEMS

(FM: 100/4 CH)

Course Objective:
This Paper aims at introducing the students about the concept of information sources, its categories and its role in providing different types of information to the users. It also includes different categories of reference and information sources and services.

Course Outcome:
Students will come to know about the information sources, their categories and role in providing different types of contents. They will have fair idea for evaluating the information sources, so that they can choose right information sources for use. Hence this course will help the students to prepare themselves to be able to provide excellent information services to the users.

UNIT-1 INFORMATION SOURCES

1.1 Type and Sources of Information- Documentary and Non-documentary; Primary, Secondary & Tertiary
1.2 Bibliographical Sources: Bibliographies, abstracting journals, Indexing Journals; Bibliographical Control: Meaning, Purpose, UBC and UAP
1.3 Reference Sources: Dictionaries, Encyclopedias, Almanacs, Year Books, Directories, Handbooks, Manuals, News-Summaries, Concordances, Biographical, Geographical Information Sources
1.4 Reference Sources in Odia language
1.5 Criteria for evaluation of reference sources

UNIT-2 ECONOMICS OF INFORMATION

2.1 Value of Information as a resource and commodity
2.2 Information as common goods
2.3 Economic analysis of information
2.4 Economics of Information Sources and Production
2.5 Information as a factor of production

UNIT-3 INFORMATION CENTERS AND SYSTEMS

3.1 Categories of information centers: libraries, documentation centers, referral centers, information analysis centers, databanks etc. their structure and functions.
3.2 Evaluation of Information Systems
3.3 National Information Systems: NISCAIR, DESIDOC, NASSDOC, Global Information Systems: INIS, AGRIS, MEDLARS
3.4 Library Network: Meaning, Purpose, Function; Library Networks: DELNET, CALIBNET, MALIBNET, INFLIBNET

UNIT-4 INFORMATION SERVICES

4.1 Information Services : Concept, Définition, Need & Purpose ; Information Services vis-à-vis Reference Service

4.2 Current Awareness Services (CAS), Selective Dissemination of Information (SDI), Bibliographic, Referral, Document Delivery Service (DDS), Translation service
4.3 Abstracting and Indexing Services
4.4 Current trends in information service
4.5 Virtual Reference Sources

Suggested Readings:

1. Singh G. (2013). Information Sources, Services and Systems. PHI Learning Pvt.
2. Kumar, P S G. (2004). "Information Sources and Services". Delhi; B.R.Publishing Corporation.
3. Guha, B. (1983). "Documentation and Information". Calcutta; the World Press.
4. Kawatra, P S. (200). "Textbook of Information Science". New Delhi; A.P.H Publishing.
5. Sharma, J S and Grover, D R (1967). "Reference Services and Sources of Information'. New Delhi; EssEss Publications.
6. Bose, K. (1994). "Information Networks in India: Problems and Prospects." New Delhi EssEss Publications.
7. Seetharama, S (1992). "Information Consolidation and Repackaging"; New Delhi; Virgo Publications.
8. Kaul, H K (1992). "Library Networks: An Indian Experience". New Delhi; Virgo Publications.
9. Kaul, H K (1999). "Library Resource Sharing and Networks". New Delhi; Virgo Publications.
10. Chopra, H S (1996). "Information Marketing". New Delhi; Rawat Publications.
11. Padhi, P. (1994). Reference sources in modern Indian languages: a study on Odia language. Bhubaneswar: Gayatridevi Publications.

COURSE NO: LISC- P105 LIBRARY CLASSIFICATION AND CATALOGUING (PRACTICAL)

(CC A &B- FM: 100/4 CH)

(FM: 50/2 CH)

Course No: LISC- P105 (A) LIBRARY CLASSIFICATION PRACTICAL

Course Objective:
This paper aims at acquainting the students with the classification practices of various documents as per internationally accepted standard classification tools namely, DDC and UDC.

Course Outcome: The students will be able to classify the documents as under:
Translate the given subjects and titles of the books into standard class numbers using both DDC and UDC; Synthesize class numbers by using the standard subdivisions/common isolates/auxiliary tables; Compile book numbers and be able to use index of the classification scheme.

UNIT-1: DEWEY DECIMAL CLASSIFICATION (DDC)

1.1 Introduction, Analysis of a work; Main classes, Divisions and Sections
1.2 Construction of Class Numbers, tables, compound and complex subjects

UNIT-2: UNIVERSAL DECIMAL CLASSIFICATION (UDC)

2.1 Introduction, Analysis of a work, Main Classes, Auxiliary Tables, Common Auxiliaries, Special Auxiliaries, principles of number synthesis.
2.2 Construction of Class Numbers for Simple, Compound and Complex subjects

Suggested Readings:

1. Raju., A.A.N. (1985). Universal decimal and colon Classification.
2. Chan, Lois Mai and others: Dewey Decimal Classification. A practical guide. 2nd Ed. Albany, New York: OCLC.
3. Satija, M.P. and Comaromi, J.P.(1998). Exercises in the 21st Edition of Dewey Decimal Classification. New Delhi: Concept.
4. 23rd Edition of Dewy Decimal Classification.

COURSE NO: LISC -P105 (B) LIBRARY CATALOGUING PRACTICAL

(FM: 50/2 CH)

(Cataloguing of books, non-book materials, reports and periodicals According to AACR-2 Revised Edition)

Course Objective:

This paper aims at acquainting the students with the cataloguing practices of various documents as per the internationally accepted standard of cataloguing, the AACR-2.

Course Outcome:

The students will be able to prepare entries as per standard rules for both book and non-book materials like manuscripts, motion pictures, video recordings and works produced by personal authors, joint-authors as well as corporate authorship and Pseudonymous Works

UNIT-1 CATALOGUING OF BOOKS, REPORTS AND PERIODICALS

1.1 Works of Personal Authorship
1.2 Works of Joint Authorship
1.3 Works of Corporate Authorship and Pseudonymous Works
1.4 Cataloguing of Reports and Periodicals

UNIT-2 CATALOGUING OF NON-BOOK MATERIALS

2.1 Cartographic Materials
2.2 Manuscripts
2.3 Motion Pictures
2.4 Video Recording

Suggested Readings:

1. ALA et al. (2006). *Anglo-American Cataloguing Rules: AACR* (2nd rev. ed.). London: Library Association.
2. Fritz, Deborah A. (2007). *Cataloging with AACR2 & MARC21: For books, electronic resources, sound recordings, video recordings, and serials*. 2nd ed., Chicago: American Library Association.
3. Fritz, Deborah A., & Fritz, Richard J. (2003). *MARC21 for everyone: A practical guide*. Chicago: American Library Association.
4. Olson, Nancy B., Bothmann, Robert L. &Schomberg, Jessica J. (2008). *Cataloging of audiovisual materials and other special materials: A manual based on AACR2 and MARC 21* (5th ed). Westport, Conn.: Libraries Unlimited.
5. Ranganathan, S. R. (1988). *Classified Catalogue Code (with additional Rules for Dictionary Catalogue Code*) (5th ed). Bangalore: SaradaRanganathan Endowment for Library Science.
6. Saye, Jerry D., &Vellucci, Sherry L. (1989). *Notes in the catalog record based on AACR2 and LC rule interpretations*. Chicago: American Library Association.
7. Sears, Minnie Earl & Lighthall, Lynne Isberg. (2010). *Sears List of Subject Headings* (20th ed.). New York: H.W. Wilson.

SECOND SEMESTER

COURSE NO. LISC- C201 INFORMATION NEEDS AND SEEKING BEHAVIOUR

(FM: 100/4 CH)

Course Objective:

This paper aims at introducing the students about the categories of users of libraries and information centers, assessing the information needs of users for effective collection development, the models of ISB, various methods of providing user education programme, to identify and adopt suitable methodologies for user studies and to explain the concept and salient features of information literacy.

Course Outcome:

The students will able to describe characteristics of different users and categorize them into specific groups and can adopt different methods of user study. They can explain the role of user education and information literacy programme in the broader perspective of educational processes and identify different components of user education.

UNIT-1 USER COMMUNITY AND INFORMATION NEEDS

- 1.1 Composition of User Community
- 1.2 Importance and Characteristics of Users
- 1.3 Information Need: Concept and Categories of Information Need
- 1.4 Assessment of Information Needs of Users

UNIT-2 USER STUDIES AND USER EDUCATION

- 2.1 User Study: Its Need, Types, benefits and Steps in Planning User Studies, impact On LIS
- 2.2 User Education: Need and Objectives
- 2.3 Methods of User Education
- 2.4 User Education in Networked Environment

UNIT-3 INFORMATION SEEKING BEHAVIOUR

- 3.1 Information Seeking Behaviour (ISB): Concept
- 3.2 Models of Information Seeking Behaviour: Wilson, Dervin and Kuhlthau.
- 3.3 Information Seeking Behaviour of different user groups

UNIT-4 INFORMATION LITERACY (IL)

- 4.1 Information Literacy: Meaning and Concept
- 4.2 Information literacy and lifelong learning
- 4.3 Information literacy standards and guidelines – ACRL, IFLA, SCONUL Seven Pillars of IL
- 4.4 Digital Information literacy and Library Users

Suggested Reading:

1. Andretta, S. (2012). *Ways of experiencing information literacy: Making the case for a relational approach*. Oxford: Chandos.
2. Godwin, P & Parker, J. (2009). *Information literacy meets library 2.0*. Santa Barbara: Facet Publications.
3. Mackey,T.P & Jacobson,T.E. (2011). *Teaching information literacy online*. London: Neal- Schuman.
4. Devaranjan, G. (1989).*User's approach to information in libraries*. New Delhi :Ess Ess publications
5. Kumar, P.S.G. (2004) Library and Users: theory and practice. Delhi :B.R .Corporation
6. Laloo, B.T. (2002).Information need, information seeking behaviour and users". New Delhi:EssEss publications .
7. Prasad, H. N. (1992).Information needs and users. Varanasi: Indian Bibliographic Center.
8. Ramaiah,L. S. *et .al* .(1997) *Information and Society*. New Delhi: EssEss publication.
9. Dorner, Daniel G. &Gorman, Gary. E. (2014) *Information Needs Analysis: Principles and Practice in Information Organisations.* Facet Publishing.
10. Fisher, KE et.al. Ed. (2008).*Theories of Information Behavior.*New Delhi: Ess Ess, 2008.

COURSE NO. LISC - C202 LIBRARY AUTOMATION AND NETWORKING

(FM: 100/4 CH)

Course Objective:
This course outlines the basics of library automation. It also includes imparting knowledge of software packages for library automation, concept of networking. The application of information communication technology to libraries has also been introduced through the concept radio frequency identification (RFID), multimedia, and web technologies.

Course Outcome:
By the end of this course, students will be able to familiarize with the concept of computer networking to know how computers are connected with each other to form a network, they can understand how libraries are automated using different software packages and about implications of RFID technology.

UNIT-1 INTRODUCTION TO LIBRARY AUTOMATION

1.1 Basics of Computer: CPU, I/O Devices, Hardware and Software
1.2 Library Automation: Purpose, Planning and Implementation
1.3 Library Automation Software: Types and Features
1.4 Operating System: Window & Linux

UNIT-2 LIBRARY AUTOMATION SOFTWARE PACKAGE

2.1 Library Automation Software Packages: SOUL, Koha (any one)
2.2 Automation of House Keeping Operations: Acquisition, Circulation, Cataloguing, Serial Control
2.3 Bibliographic Data Migration

UNIT-3 NETWORKING

3.1 Definition, Need, Network types & Topologies, Client server Architecture
3.2 Computer networks components
3.3 Overview of Internet, Internet Usages, Internet Applications
3.4 Library Networks and Consortium

UNIT-4 LATEST TRENDS IN ICT APPLICATION

4.1 Radio Frequency Identification (RFID) and its applications in libraries, Barcode, Biometrics & Smartcard
4.2 Web 2.0 tools application in libraries
4.3 Multimedia technology and its application in libraries

Suggested Readings:

1. Nair, R. (2002). *Accessing Information through Internet*. New Delhi: Ess Ess Publications.
2. Panda, K. C. & Goutam, J. N. (1999). *Information Technology (IT) on the Cross Road: From Abacus to Internet*. Agra: YK Publishers.
3. Rajaraman, V. (1999). *Fundamentals of Computers*. New Delhi: Prentice Hall.
4. Sharma P. S. K. (1993). *Library Computerization*. New Delhi: Ess Ess Publications.
5. Sinha, P. K. (2003). *Computer Fundamentals*. New Delhi: BPB Publications.
6. Mohapatra, M. & Ramesh, D. B. (2004). *Information Technology Application in Libraries: A text book for beginners*. Bhubaneswar: Reproprint Publication.
7. Pattnaik, S. (2001). *First text book on information technology*. New Delhi: Dhanpat Rai & Co.
8. Kumar, P. S. G. (2004). *Information Technology Applications*. Delhi: BR Publishing.

Kumar, P. S. G. (2003). *Information Technology: Basics*. Delhi: BR Publishing.

Course No. LISC- C203 DIGITAL LIBRARY AND WEB TECHNOLOGIES

(FM: 100/4 CREDITS)

Course Objective:
The course will cover the concept, structure of Digital Library as well as Institutional Repository. The ultimate aim of this course is to instill skills in the learner to plan, create and manage a digital library by using various digitization technologies. The course also introduces basics of web designing like HTML and CMS, along with auto-identification technologies, OAI/PMH etc.

Course Outcome:
The students will be able to create a digital library of their own and also manage digital collections. They will also be able to make the digital content discoverable and accessible. The knowledge of latest standards and practices will help the students to preserve, protect and evaluate digital resources and thereby supporting the digital libraries/ IR of the institutions they work. Students will understand basics of web-designing for digital library and IR.

UNIT-1 INTRODUCTION TO DIGITIZATION

1.1 Digitization: Meaning, needs and purposes
1.2 Digitization process: steps and tools
1.3 File formats: types and conversion
1.4 Capture devices, image editing software, OCR and UNICODE

UNIT-2 DIGITAL LIBRARIES

2.1 Digital library: meaning, purpose, planning, steps and implementation
2.2 Digital Library Software (DLS): Selection process and features (Greenstone, DSpace and E-prints)
2.3 Metadata: standards; Metadata issues in Digital Library; Metadata harvesting: OAI-PMH
2.4 Digital Rights Management (DRM)

UNIT-3 INSTITUTIONAL REPOSITORY

3.1 IR: Definition, objectives, purpose & scope
3.2 Open Access Initiatives (OAI), Digital library initiatives in India
3.3 Institutional Repositories Vs Digital Library
3.4 Digital Preservation: needs, migration and replication

UNIT-4 OVERVIEW OF WEB TECHNOLOGY

4.1 Web technology: meaning and applications
4.2 HTML: Basics, hypertext and hypermedia, HTML programming
4.3 UIRLs, WEB browsers, search engines, federated search, websites, directory, blogs and portals
4.4 Internet protocols and Internet security, Remote Login

Suggested Readings:

1. Bishop, A. P. et al. (eds.). (2005). Digital Library Use: Social Practice in Design and Evaluation. Delhi :Ane Books.
2. Chowdhury, G. G. & Chowdhury, Sudatta. (2003). Introduction to Digital Libraries. London : Facet Publishing.
3. Deegan, Marilyn & Tanner, S. (2006). Digital Preservation. London: Facet Publishing.
4. Jones, Richard et al. (2006). The Institutional Repository. Oxford: Chandos Publishing.
5. Judith, Andrews & Derek, Law. (2004). Digital Libraries. Hants: Ashgate.
6. Krishan Gopal. (2005). Intellectual Freedom in Digital Libraries. Delhi: Authors Press.
7. Lakshmi, Vijay & Jindal, S. C. (eds.). (2004). Digital Libraries. Delhi: Isha Books.
8. Pandey, V. C. (2004). Digital Technologies and Teaching Strategies. Delhi: Isha Books.
9. Rajagopalan, A. (2006). Library of the Digital Age: Issues and Challenges. Delhi: SBS Publishers.

COURSE NO. LISC- C204 RESEARCH METHODOLOGY AND BIBLIOMETRICS

(FM: 100/4 CREDITS)

Course Objective:
This course introduces the students with the concept of research, types of research, and methods of research such as survey, case study and scientific methods. It comprises concept of research design, various tools and techniques of data collection, data presentation and statistical techniques for data analysis. The concepts of bibliometric, scientometric, webometric, altmetric studies and statistical techniques are also covered.

Course Outcome:
By the end of this course, students will be able to understand research process and different types of research.; Identify and assess specific research methods, data collection tools and statistical techniques to be applied in a research problem; Familiarize with different types of research design to formulate complete logical plan, formulate hypothesis/research questions to test, refine and build theories and with the bibliometric laws.

UNIT-1 INTRODUCTION TO RESEARCH METHODOLOGY

1.1 Research: Meaning, Objectives, Motivation, Elements, Functions, Purpose and Significance
1.2 Types of Research: Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical
1.3 Qualities of good research
1.4 LIS research in India and its bottlenecks

UNIT-2 RESEARCH METHODS AND DATA COLLECTION

2.1 Methods of Research: Survey Method, Case Study Method and Delphi Techniques
2.2 Scientific Method: Concept, History and Procedural Steps
2.3 Methods of Data Collection: Primary data- Questionnaire, Interview and Observation; Secondary Data-Historical/Recorded data; Online data collection
2.4 Ethical issues in data collection

UNIT-3 RESEARCH DESIGN, PLANNING AND REPORT WRITING

3.1 Research Design: Concept, Purpose, Attributes, Components and steps
3.2 Synopsis: Concept and Essential Components
3.3 Hypothesis: Concept, Functions, Types and Sources
3.4 Report Writing: Concept, Attributes, Qualities and Outlines of a Good Report

UNIT-4 STATISTICAL METHODS AND BIBLIOMETRIC STUDY

4.1 Statistical Methods: Concept, Definitions, Basic Steps, Factors involved

4.2 Descriptive Statistics: Mean, Median, Mode, Standard Deviation and Crosstab

4.3 Inferential Statistics: t-test, ANOVA (Analysis of Variance), Regression and chi-square

4.4 Bibliometric study: Concept and Origin and current developments- Sceintometrics, Webometrics, Informetrics, Altmetrics; Bibliometric Laws: Bradford, Zipf, Lotka; Bibliographic Coupling and Obsolescence; Citation Analysis and Impact Factor

Suggested Readings:

1. Kumar, P. S. G. (2004). *Research method and statistical techniques*. New Delhi: BR Publications.
2. Sehgal, R. L. (1998). *Designing and evaluation of research in Library science*. New Delhi: Ess Ess Publications.
3. Kothari, C. R. (1990). *Research methodology: methods and techniques*. New Delhi: Wiley Eastern.
4. Krishna Kumar. (1992). *Research method in Library and information science*. New Delhi: Harhand Publications.
5. Sardana, J. L., & Sehgal, R. L. (1996). *Statistical methods for librarians*. New Delhi: Ess Ess Publications.
6. Sehgal, R. L. (1998). *Applied statistics for Library science research*. New Delhi: Ess Ess Publications.
7. Arora, P. N., & Arora, S. (2010). *Comprehensive Statistical Methods.* New Delhi: S.Chand.
8. Creswell, J. W. (2002). *Research Design: Qualitative, quantitative, and mixed method approaches.* New Delhi: SAGE Publications.

COURSE NO. LISC- P205 LIBRARY AUTOMATION AND DIGITAL LIBRARY PRACTICAL

(CC A &B- FM: 100/4 CH)

LISC- P205 (A) -LIBRARY AUTOMATION (PRACTICAL) (FM: 50/2 CH)

Course Objective:
This practical course will help the students to familiar with features of some Integrated Library Management Softwares (ILMS). It will also help to acquaint the students with Open sources library application, and to get exposure with smart library solution.

Course Outcome: After studying this course, students shall be able to:
Hands on experience on library automation planning and procedures; Assess and practice of various integrated library management software; Carry out various automated in-house library operations using real ILMS software; Create Barcodes.

UNIT-1: INSTALLATION AND USE OF KOHA

1.1 Linux, MySQL, Apache Tomcat and Perl
1.2 KOHA Module: Administration, Acquisition, Technical Processing, Circulation, Serial Control, Report Generation and Barcode Generation

UNIT-2: CUSTOMIZATION AND DATA MIGRATION

2.1 Customization of OPAC, E-mail integration and SOPAC
2.2 Data migration and Backup: conversion of excel datasheet into MARC records, MARC editing

Suggested Readings:

1. Sharma, Arun Kumar. (2019). Koha for Beginners. United States: Willford Press.
2. Wilson, R., Mitchell, J. (2021). Open Source Library Systems: A Guide. United Kingdom: Rowman & Littlefield Publishers.
3. Gupta, A., Sirohi, S. (2010). Koha 3 Library Management System. United Kingdom: Packt Pub.

LISC- P205 (B) - DIGITAL LIBRARY (PRACTICAL) (FM: 50/2 CH)

Course Objective:
This course is to induce practical knowledge of digitization and Institutional Repository (IR). It helps to learn developing the skills of web designing and its integration with various Library applications.

Course Outcome:
After practicing this practical course, students shall be able to install and create digital libraries using DSpace and able to design webpage using HTML5 coding.

UNIT-1: OPEN-SOURCE DIGITAL LIBRARY SOFTWARE

1.1 DSpace: installation and content administration
1.2 Customization of DSpace

UNIT-2: WEB DESIGN

2.1 HyperText Markup Language (HTML)
2.2 Cascading Style Sheets (CSS)

Suggested Readings:

1. Creating and Managing Institutional Repository Using DSpace: A Case Study Approach. (n.d.). New Delhi: Educreation Publishing.
2. Wilson, R., Mitchell, J. (2021). Open Source Library Systems: A Guide. United Kingdom: Rowman & Littlefield Publishers.
3. https://duraspace.org/dspace/download/quickstart-guide/
4. Duckett, J. (2011). HTML & CSS: Design and Build Web Sites. Germany: Wiley.
5. Meloni, J. C. (2011). Sams Teach Yourself HTML, CSS, and JavaScript All in One. (n.p.): Pearson Education.

COURSE CODE: LISC-VAC206 EMERGING TRENDS & TECHNOLOGIES IN LIBRARY AND INFORMATION SCIENCE

Course Objective:
The basic objectives of this paper are to provide the students a sound knowledge regarding the recent trends in library services, emerging ICT tools, embedded librarianship and acquaint them with data presentation and visualization tools.

Course Outcome:
By the end of this course, students will be able to familiarize with the tools and techniques of emerging trends & technologies in library and information services and data visualization.

UNIT -1 RECENT TRENDS IN LIBRARY SERVICES

1.1 Electronic Resource Management software: CORAL
1.2 Mobile-Based Library Services
1.3 Plagiarism detection software: Ouriginal & Turnitin

UNIT- 2 IMPLEMENTING NEW ICT TOOLS IN LIBRARIES

2.1 Web 3.0 and its Applications in Library Services
2.2 QR Code, Barcode and its' Useful applications in Libraries
2.3 Academic Writing Tool: Grammarly

UNIT- 3 EMBEDDED LIBRARIANSHIP

3.1 Integrating OER in Library
3.2 E-learning and MOOCs: Role of Libraries
3.3 Community engagement and outreach

UNIT -4 DATA REPRESENTATION AND VISUALIZATION

4.1 BIBEXCEL
4.2 Advance Power Point
4.3 Advance Excel

Suggested Reading:

1. Kampa, R.K. (2017), "Bridging the gap: integrating the library into Moodle learning management system a study", *Library Hi Tech News*, Vol. 34 No. 4, pp. 16-21. https://doi.org/10.1108/LHTN-11-2016-0055
2. Hussain, A., & Fatima, N. (2017). Emerging Trends in Information Technology in Modern Libraries. Manakin Press.
3. Joiner, I. A. (2018). Emerging Library Technologies: It's Not Just for Geeks. Chandos Publishing.
4. Kataria, Sanjay Nigam BS and Shukla, RK (Ed.) (2008). Emerging Trends and Technologies in Libraries and Information Services. KBD Publication, New Delhi.
5. Kaushik, A. (2018). Library and Information Science in the Age of MOOCs. USA: IGI Global.

THIRD SEMESTER

COURSE NO: LISC- C301 MANAGEMENT OF LIBRARIES & INFORMATION CENTERS

(FM: 100/4 CH)

Course Objective:

The basic objectives of this paper are to give the students an idea of the management techniques, functions, to acquaint them with the routine workflow of libraries and information centers and to equip them with the skills of managing information resources, money, people, time, change, stress and demonstrate management skills in libraries and information centers.

Course Outcome:

The students will have a fair knowledge of the concept of management, management functions and approaches, different schools of thought; they will aware of the scientific way of managing the day to day activities of any library. They will be able to manage effectively the information resources, activities and task of libraries and information centers.

UNIT-1: BASICS OF MANAGEMENT

- 1.1 Management: Concept, Administration vs. Management & Functions of Management (POSDCORB)
- 1.2 Management Schools of Thought: Classical, Neoclassical and Modern Management Theory
- 1.3. Principles of Management: Scientific Principles & Administrative Principles
- 1.4 Application of Management Principles in Libraries
- 1.5 Management Information System (MIS)

UNIT-2: MANAGEMENT OF LIBRARY HOUSE KEEPING OPERATIONS

- 2.1 Different Sections of libraries and information centers and their functions
- 2.2 Acquisition Procedures: Selection Principles, Ordering and Accessioning
- 2.3 Technical Processing: Classification, Cataloguing and Physical Processing
- 2.4 Serial Control, Circulation and Maintenance
- 2.5 Stock Verification and Weeding: Policies and Procedures

UNIT-3: HUMAN RESOURCE MANAGEMENT

- 3.1 Human Resource Management: Concept and Importance
- 3.2 Human Resource Planning: Estimating Manpower Requirements
- 3.3 Methods of Manpower Planning Job Analysis, Job description, Recruitment, Selection, Induction & Deployment
- 3.4 Human Resource Development: Performance Appraisal, Training & Development

UNIT-4: FINANCIAL MANAGEMENT, TQM AND LATEST TRENDS IN LIBRARY MANAGEMENT

- 4.1 Sources of Finance
- 4.2 Budgeting: Concept, Types of Budgets-Line, ZBB, PPBS
- 4.3 Total Quality Management (TQM): Its Concept, Contribution of TQM Pioneers
- 4.4 Quality Indicators in LIS: LibQUAL, ISO-9000
- 4.5 Time Management and Stress Management

Suggested Readings:

1. Evans, G. Edward, Ward, Patricia Layzell, & Rugaas, Bendik (2000). *Management basics for information professionals.* New York, Neal-Schuman
2. Kumar, Krishan (2007). *Library management in electronic environment*. New Delhi: Har- Anand Publications.
3. Mittal, R. L. (2007). *Library administration: Theory and practice*. 5 ed. New Delhi: Ess Ess.
4. Panwar, B. S. & Vyas, S. D. (1986). *Library management*. Delhi: R. R. Publishing.
5. Ranganathan, S. R. (2006). *Library administration*. 2nd ed. New Delhi: Ess Ess.
6. Singh, M. (1983). *Library and information management: Theory and practice*. Delhi: IBT.
7. Singh, R. S. P. (1990). *Fundamentals of library administration and management*. Delhi: Prabhat Publications.
8. Stueart, R. D. & Moran, B. B. (2013). *Libraries and information center management*. 8th ed. London: Libraries Unlimited.
9. Kumar, Krishan. (1993). *Library Administration and Management*. New Delhi: Vikas.
10. Kumar, P. S. G.(2003). *Management of Library and Information Centres*. Delhi. B. R. Publishing Corp.

COURSE NO. LISC- C302 INFORMATION STORAGE AND RETRIEVAL

(FM: 100/4 CH)

Course Objective:

The course covers the dynamics of information retrieval theories and application. The students will be able to understand different aspects of information retrieval especially in the context of library and information science, which broadly include IS systems, models, evaluation, and the latest trends in the subject.

Course Outcome:

The students will be able to understand the basic structure and components of an IR system and can actively participate in the selection of a suitable system for the library. Further, they would be able to evaluate the IR systems for decision making in collection building of the library.

UNIT-1 FUNDAMENTALS OF INFORMATION RETRIEVAL SYSTEM

- 1.1 Information Retrieval System (IRS): Concept, Definition, Characteristics, Components, Functions
- 1.2 Types of IRS - Multilingual IR, Multimedia IR, Intelligent IR
- 1.3 Database: Definition, Concept and Components, Architecture of database and Data Model

UNIT-2 INDEXING SYSTEMS

- 2.1 Indexing Language and Vocabulary Control: Thesaurus- Structure, Functions and Compilation.
- 2.2 Types of Indexing system: Pre coordinate and Post coordinate indexing systems, Keyword Indexing, Citation Indexing, Natural Language Indexing, Automatic Indexing
- 2.3 Inverted indexing

UNIT-3 CLASSICAL MODELS OF INFORMATION RETRIEVAL AND EVALUATION

- 3.1 Information Retrieval Models: Boolean Model, Vector Model and Other Retrieval Models.
- 3.2 Query formulation and Search strategies: Basic and advanced – Boolean, Truncation and Proximity.
- 3.3 Evaluation of IRS: Purpose, Criteria, Steps & Evaluation matrices: Recall vs Precision & Major Evaluation Studies – MEDLARS and SMART
- 3.4 Information Filtering

UNIT-4 WEB INFORMATION RETRIEVAL

- 4.1 Web Information Retrieval: Web search basics, Web crawling and indexes, Link analysis.
- 4.2 Semantic web : concept, components and issue of current web, and its' application in knowledge management.
- 4.3 Natural Language Processing (NLP) and it's applications

Suggested Readings:

1. Chowdhruy, G.G. (2003). Introduction to modern Information retrieval. 2nd Ed. London, Facet Publishing.
2. Lancaster, F. W. (1968). Information retrieval systems, characteristics, testing and evaluation. London: Facet Publishing.
3. K. Latha (2017) Experiment and Evaluation in Information Retrieval Models. Chapman and Hall: Landon
4. Massimo Melucci (2015) Introduction to Information Retrieval and Quantum Mechanics.
5. De Gruyter Saur (2014) Semantic Knowledge Representation for Information Retrieval
6. Thomas Roelleke (2013) Information Retrieval Models: Foundations and Relationships.
7. Christopher D. Manning(2018) Introduction to information retrieval
8. Alessandro Bozzon (2013)Web Information Retrieval
9. Hector Garcia-Molina (2002) Database Systems: The Complete Book
10. Frank van Harmelen and G. Antoniou (2014)A Semantic Web Primer

COURSE NO. LISC- C303 OPEN KNOWLEDGE SYSTEM

(FM: 100/4 CH)

Course Objective:
To make the students aware of the concept of open knowledge system, introduce open access and licensing policies, open access resources, and to explore the use of open contents in education, research and their integration with library systems.

Course Outcome:
The students will able to understand the open access system and how it benefits the scholarly community, the pricing policies, copyright issues how it has moved from the periphery to the mainstream.

UNIT 1: INTRODUCTION TO OPEN KNOWLEDGE SYSTEM

1.1 Open knowledge: definition, history and developments
1.2 Open knowledge movement
1.3 Open knowledge in education
1.4 Organizations promoting open knowledge
1.5 Open knowledge society

UNIT-2 OPENING TO OPEN ACCESS

2.1 Open Access (OA): definition, motivation, types, scope and benefits
2.2 OA mandate and policies: need and types, institutional OA mandate, government OA mandate, and research funders OA policies
2.3 OA policy tools – SHERPA/RoMEO, SHERPA/JULIET, OpenDOAR
2.4 Economics of open access and Open Access Business Model
2.5 OA movement and initiatives in International and National levels

UNIT-3 OPEN ACCESS SOURCES, INTEROPERABILITY AND INTEGRATION

3.1 OA directories and gateways: DOAJ, DOAB, OATD, DMOZ, SSRN, PloS, BASE, and CORE
3.2 OA interoperability: what and why; OA interoperability initiatives: metadata-level, content-level, network-level; OA interoperability standards: Z 39.50, SRU/SRW, OAI/PMH, ORE and others
3.3 OA content management: overview and workflow;
3.4 Content management in Gold OA and Green OA, and integration of OA contents

UNIT-4 OPEN EDUCATION AND EQUITY AND INCLUSION

4.1 Open education: definition, needs history and developments
4.2 Open educational resources (OER): needs, UNESCO's role in OER movements, Major OER initiatives in World and India
4.3 MOOCs: history, developments and benefits; MOOCs providers

4.4 Equitable and inclusive education and OER

Suggested Reading:

1. Bailey, C. W., & Association of Research Libraries. (2005). *Open access bibliography: Liberating scholarly literature with e-prints and open access journals*. Washington, DC: Association of Research Libraries.
2. Chan, L., Kirsop, B., & Arunachalam, S. (2005). *Open access archiving: the fast track to building research capacity in developing countries*. London: Science and development network (SciDevNet)
3. Crawford, W. (2011). *Open access: what you need to know now*. Chicago: American Library Association.
4. European Union., & UNESCO (2008). *Open Access: opportunities and challenges*. Luxembourg: EUR-OP.
5. Fong, Y. S., & Ward, S. M. (2004). *The changing landscape for electronic resources: Content, access, delivery, and legal issues*. Binghamton, NY: Haworth Information Press.
6. Hood, A. K., & Association of Research Libraries. (2007). *Open access resources*. Washington, D.C: Association of Research Libraries.
7. Jacobs, N. (2006). *Open access: key strategic, technical and economic aspects*.Oxford: Chandos.
8. Mukhopadhyay, P. (2014). *Interoperability initiatives*. In UNESCO course on Open Access (Module 4: Interoperability and Retrieval in OA – Unit 2). New Delhi: CEMCA/UNESCO
9. Schmidt, B., & Kuchma, I. (2012). *Implementing open access mandates in Europe:OpenAIRE study on the development of open access repository communitiesin Europe*. Göttingen: Universitätsverlag Göttingen.
10. Suber, P. (2012). *Open access*. Cambridge, Mass: MIT Press.
11. Swan, A., & UNESCO. (2012). *Policy guidelines for the development and promotion of open access*. Paris: United Nations Educational, Scientific, and Cultural Organization.
12. UNESCO. (2013). *An open door to UNESCO's knowledge*.
13. Willinsky, J. (2006). *The access principle: the case for open access to research and scholarship*. Cambridge, Mass: MIT Press.

COURSE NO. LISC- E304 TECHNICAL WRITING

(FM: 100/4Credits)

Course Objective:
The main purpose of this paper is to familiarize the students with different dimensions of technical writing. It focuses on technical communication, correct process of writing and teach 'four skills': listening, speaking, reading, and writing (LSRW).

Course Outcome:
After completing the course, the students will be acquainted with the basic structure of technical communication and writing.

UNIT-1 TECHNICAL COMMUNICATION: PROCESS AND METHDOLOGIES

1.1 Overview of Communication Process
1.2 Characteristics Features of Technical Writing
1.3 Target Groups in Written Communication
1.4 Reader-Writer Relation

UNIT-2 ENGLISH LANGUAGE AND LINGUISTICS

2.1 Language as a Medium for Communication of Thought
2.2 Functional English Style: Semantics, Syntax and Diction
2.3 Readability and Text
2.4 Aberrations in Technical Writing

UNIT-3 STRUCTURE AND FUNCTIONS OF TECHNICAL COMMUNICATION

3.1 Structure: Definition, Purpose, Characteristics and Functions
3.2 Collection, Organisation and Presentation of Data including Illustration
3.3 Case Studies: Preparation of Short Communication, Review Article, Technical Reports, Monographs, Dissertations and House Bulletins

UNIT -4 TECHNICAL EDITING AND EDITORIAL TOOLS

4.1 Editorial Departments: Editor, Assistant Editor, Copyeditor and Proof reader; Function of editorial department and skills
4.2 Editorial Process: evaluation of manuscript, editing of manuscript- substantive and creative editing; copyediting
4.3 Editorial Tools: Style manual- APA, Chicago Manual of Style, MLA, BIS standards; Dictionary- online and offline dictionary; Reference management tools: Mendley and Endnote

Suggested Readings:

1. Weisman, H. M. (1980). Basic Technical Writing. Columbus: Charles Orenill Publishing.
2. Gerson, S.J. and Gerson, S.M. (1992). TechnicaL Writing, Process and Product. Engelwood Cliffs: Prentice Hall.
3. Cooper, B. M. (1986). Writing Technical Reports. New York: Penguin.
4. Anderson, J. Berry, H.D. and Millicent P. (1991). Thesis and Assignment Writing. New Delhi: Wiley Eastern.
5. Huckin,T.N. and Leslie, A.O. (1983). English for Science and Technology. New York: Mc Graw Hill.
6. Eisenberg, A. (1989). Writing for the Audience: Bridging the Gap. In Writing Well for Technical Profession, Chapter 2. New York: Harper and Row Publishers.
7. Sherman, T.A. and Johnson, S. (1990). The Writing Process: In Modern Technical Writings. 5th ed., Chapter 3. Englewood Cliffs: N J, Prentice-Hall.
8. Chandler, B.E.(1983). Technical Writer's Handbook. Ohio: American Society for Metals.
9. Lennon, J.N. (1992). Technical Writing. 4th ed. Glenview Ill: Scott Foreman.Locke D. (1988). Science as Writing. New Haven: Yale University Press.

COURSE NO. LISC- E304 ONTOLOGY

(FM: 100/4CREDITS)

Course Objective:
The purpose of this elective paper is to familiarize the students with the concept, underlying principles and techniques of constructing ontologies by using OWL language.

Course Outcomes:
At the end of the course, the students will be able to understand the purposes and benefits of ontologies; describe the kinds of knowledge that can be expressed in ontologies; familiar with main ontology languages (description logics, OWL); describe the main reasoning tasks (e.g. classification, satisfiability) and their use; create a simple ontology using Protégé; familiar with knowledge graphs, semantic web, linked open data, and related standards (RDF, SPARQL); and Create and execute simple SPARQL queries.

UNIT 1: ONTOLOGIES

1.1 Introduction, motivations, examples of uses and methodologies
1.2 XML: XML language, Structuring, Namespaces, Querying and Addressing XML documents, Processing.

UNIT 2: ONTOLOGY LANGUAGES

2.1 Description logics & OWL
2.2 Reasoning with ontologies

UNIT 3: KNOWLEDGE GRAPHS & SEMANTIC WEB

3.1 Introduce knowledge graphs, Semantic Web, linked open data, RDF data format
3.2 SPARQL query language

UNIT 4: CASE STUDIES

4.1 Library
4.2 Medical and Geo-Science

Suggested Readings:

1. Michael C. Daconta, Leo J. Obrst, and Kevin T. Smith, “The Semantic Web: A Guide to the Future of XML, Web Services, and Knowledge Management”, Fourth Edition, Wiley Publishing, 2003.
2. John Davies, Rudi Studer, and Paul Warren John, “Semantic Web Technologies: Trends and Research in Ontology-based Systems”, Wiley and Son’s, 2006.
3. John Davies, Dieter Fensel and Frank Van Harmelen, “Towards the Semantic Web: Ontology- Driven Knowledge Management”, John Wiley and Sons, 2003.
4. James Hendler, Fabien Gandon, Dean Allemang, “Semantic Web for the Working Ontologist: Effective Modeling for Linked Data, RDFS, and OWL”.

Course No. LISC- CT300 Research Ethics and Plagiarism

(FM: 100/4 Credits)

Course Objective:

The course shall cover the research ethics, academic integrity, plagiarism and publication ethics. The prime objectives of the course is to keep the students aware about the research and publications ethics and plagiarism.

Course Outcome:

The students will learn what constitutes academic integrity, what constitutes plagiarism , and how to avoid it in academic writing. Besides, they will learn the risk involves in indulging in plagiarism and other practices of academic dishonesty.

UNIT-1: RESEARCH ETHICS

1.1 Research ethics: Definition, moral philosophy, nature of moral judgements and reactions.
1.2 Ethics in Academic Writing
1.3 Academic Integrity: meaning and fundamental values
1.4 Academic dishonesty: manipulation and falsification of research data

UNIT-2: PLAGUE OF PLAGIARISM

2.1 Plagiarism: definition, meaning and forms of plagiarism
2.2 Types of plagiarism
2.3 Avoiding plagiarism
2.4 Plagiarism Policies, Penalties and Consequences

UNIT-3: DEALING WITH PLAGIARISM

3.1 Plagiarism detection tools
3.2 Anti-plagiarism software: functions and features
3.3 Anti-plagiarism software: Turnitin, Ouriginal
3.4 Online tools for plagiarism detection

UNIT- 4: PUBLICATION ETHICS

4.1 Publication ethics: definition and introduction
4.2 Publication misconduct: definition and concept
4.3 Predatory publishers and journals

***Suggested Readings*:**

1. Anderson, J. Berry, H.D. and Millicent P. (1991). Thesis and Assignment Writing. New Delhi: Wiley Eastern.
2. Cooper, B. M. (1986). Writing Technical Reports. New York: Penguin.
3. Gerson, S.J. and Gerson, S.M. (1992). TechnicaL Writing, Process and Product. Engelwood Cliffs: Prentice Hall.
4. Kampa, R. K., Padhan, D. K., & Ahmad, F. (2020). Perceptions of Students and Researchers of Food Technology towards Plagiarism: A Case Study. DESIDOC Journal of Library & Information Technology, 40(6).
5. Pecorari, D. (2008). Academic writing and plagiarism: A linguistic analysis. Bloomsbury Publishing.
6. Weisman, H. M. (1980). Basic Technical Writing. Columbus: Charles Orenill Publishing.

FOURTH SEMESTER

COURSE NO. LISC-C401 PRESERVATION & CONSERVATION OF LIBRARY RESOURCES

(FM: 100/4 Credits)

Course Objective:
This course will facilitate the students to learn the concept of preservation, conservation along with different factors that affect the library materials both book and non-book and their preservation techniques. It also covers various strategies for digital preservation and digital preservation initiatives at national/international level.

Course Outcome:
By the end of this course, students will be able to understand the nature of variety of book and non-book library materials and the factors responsible for the degradation of their information content; Decide upon what preservation strategy can be followed while storing those materials for long duration which can even be safe during disasters; Compare and demonstrate digitization process including how to preserve digital artifacts using different digital preservation strategies; Familiarize with different digital preservation initiatives at national/international level with special instances of Indian initiatives.

UNIT-1 CONCEPT OF PRESERVATION AND CONSERVATION

1.1 Preservation and Conservation: Concept, Need & History
1.2 Evolution of Writing Materials
1.3 Inherent characteristics of the Library Materials – Manuscripts, Books, Periodicals and Newspapers

UNIT-2 HAZARDS TO LIBRARY MATERIALS

2.1 Environmental Factors – Temperature, Humidity, Light and Dust
2.2 Biological Factors – Fungi, Insects and Other Pests
2.3 Chemical Factors – Chemicals used in Production and Preservation of Documents

UNIT-3 PREVENTIVE METHODS OF PRESERVATION OF LIBRARY RESOURCES

3.1 Preventive Measures for Environmental, Biological and Chemical Factors
3.2 Variety of Non-Book Materials and Physical Environment for Storing of Non-Book Materials
3.3 Disaster Preparedness/Response
3.4 Care and Handling of Library Resources (Both books& Non-book materials)

UNIT-4 CURRENT TRENDS IN PRESERVING THE LIBRARY MATERIALS

4.1 Digital Preservation: It's Need
4.2 Challenges and Strategies for Preserving Digital Contents
4.3 Role of International/National Organisations
4.4 Indian Initiatives towards Digital Preservation

Suggested Readings:

1. Harvey, R. (1994). *Preservation in libraries: principles, strategies and practices for librarians*. London: Bowker Saur.
2. Feather, J. (1996). *Preservation and the management of library collections*. (2nd ed.). London: Library Association Publishing.
3. Prajapati, C.L. (1997). *Archivo-Library materials – Their enemies and need of first phase conservation*. New Delhi: Mittal Publications.
4. Burkett, J. & Morgan, T. S. (Eds.). (1963). *Special Materials in the Library*. London: Library Association.
5. Fothergill, R. & Butchart, I. (1990). *Non-book materials in libraries. A practical guide*. London: Clive Bingley.
6. Gabriel, M. & Ladd, D. (1980). *The microform revolution in libraries*. Greenwich: JAI Press.
7. Leggett, E. R. (2014). *Digitization and digital archiving: A practical guide for librarians*. Maryland,USA: Rowman & Littlefield.
8. Nair, S.M. (1977). *Biodeterioration of paper conservation of cultural property in India*. New Delhi: National Museum.
9. Barow, W. J. (1960). Permanent and durable book paper. Richmond, USA: Virginia State Library.
10. Chakrabarti, B. & Mahapatra, P. K. (1991). *Library collection: Selection and preservation*. Calcutta:WordPress.

Course No. LISC-C402 E-LEARNING & CONTENT MANAGEMENT SYSTEMS (FM: 100/4 CREDITS)

Course Objective:

This course will acquaint the students with the basic understanding of the e-learning system and content management system (CMS) vis-à-vis its applicability in library and information system. It will provide hands-on training on various open source CMS and LMS packages like Joomla, Drupal, Wordpress and Moodle.

Course Outcome:

After completing this course, the students will be familiarized with the features and functionalities of different CMS and LMS packages viz. Joomla, Drupal, Wordpress and Moodle. This course will enable the students to implement the CMS and LMS for effective management of digital contents and facilitating virtual learning environment.

UNIT-1 E-LEARNING THEORIES & METHODOLOGY

1.1 Overview of learning theories
1.2 E-learning methodology
1.3 Blended learning

UNIT-2 E-LEARNING SYSTEM AND THE LIBRARY

2.1 Basics of instruction and instructional design
2.2 Tools for developing e-learning platform- Moodle, ATutor and Sakai
2.3 Role of Library in e-learning environment
2.4 Embedding library resources in e-learning platform

UNIT-3 E-LEARNING STANDARDS

3.1 E-learning Content Metadata Standards: IEEE LOM, Dublin Core, Ariadane Metadata
3.2 Sharable Content Object Reference

UNIT-4 CONTENT MANAGEMENT SYSTEM

4.1 Understanding content and content management systems
4.2 Issues, challenges and lifecycle of CMS
3.3 Tools for developing library website – Joomla, Drupal, Wordpress
3.4 Managing library contents using open source CMS

Suggested Readings:

1. Arthur, M.H. (2006). Expanding a digital content management system: for the growing digital media enterprise. Boston: Elsevier Focal Press.
2. Barrie, M. N. (2009). Joomla! 1.5: a user's guide: building a successful Joomla! Powered website. Upper Saddle River, NJ: Prentice Hall.
3. Bradford L. E. (2008). Content management systems in libraries: case studies. Lanham, Md. : Scarecrow Press.
4. Hal Stern, Brad Williams, David Damstra (2010). Professional WordPress : design and development. Indianapolis, IN: Wiley Pub., Inc.
5. Janet Majure (2010). Teach yourself visually WordPress. Indianapolis, IN : Wiley Pub., Inc.
6. Jason, C. (2005). Using Moodle : teaching with the popular open source course management system. Sebastopol, CA : O'Reilly Community Press.
7. Jason, C. &Helen F. (2008). Using Moodle. Sebastopol, CA: O'Reilly Community Press.
8. Jen K.P. & Sarah E. (2010). Joomla! Start to finish. Indianapolis, IN: Wiley Pub., Inc.
9. Jennifer Marriott, Elin Waring(2011). The official Joomla! Book. Upper Saddle River, NJ: Addison-Wesley.

Course No. LISC-C403 INTELLECTUAL PROPERTY RIGHTS AND SOCIETY

(FM: 100/4CREDITS)

Course Objective:
The course is designed to introduce fundamental aspects of intellectual property rights to make the students aware of their rights for the protection of their intellectual output and invention.

Course Outcome:
The students once they complete this course, they will be familiar with the concepts of copyright, patents, design and trademark and software license. They will have the knowledge of information technology act and international conventions on IPR.

UNIT-1 INTRODUCTION TO INTELLECTUAL PROPERTY

1.1 Introduction and the need for intellectual property right (IPR)
1.2 IPR in India – Genesis and Development
1.3 Origin and Development of Intellectual Property
1.4 Kinds of Intellectual property rights

UNIT-2 KINDS OF INTELLECTUAL PROPERTY RIGHT (IPR)

2.1 Copyright
2.2 Patent
2.3 Trademark/ Trade Secret
2.4 Design
2.5 Geographical Indicators

UNIT-3 INFORMATION TECHNOLOGY ACT

3.1 Information technology law: An introduction
3.2 Digital contract and its acceptance and validity in India; Digital signature and its importance
3.3 Cybercrimes and cyber security
3.4 Software license; Types of software license- Proprietary software license and open source software license

UNIT-4 BASIC INTERNATIONAL CONVENTIONS ON IPR

4.1 Paris Convention for the Protection of Industrial property, 1883
4.2 The Berne Convention, 1886
4.3 TRIPS Agreement, 1994
4.4 International Institutions Concerned with Intellectual Property

Suggested Readings:

1. Acharya, N. K. (2014). Text book on Intellectual Property Rights.
2. Ahuja, V. K. (2017). Law Relating to Intellectual Property Rights (3RD ed.). LEXISNEXIS. Retrieved from http://lexisnexis.in/law-relating-to-intellectual-property-rights.htm
3. Bently, L., & Sherman, B. (2014). Intellectual property law.
4. Chaudhari, N., & Baliga, V. (2015). Intellectual Property RIghts. Unesco. https://doi.org/10.1038/458386a
5. Cornish, W. R. (William R., & Llewelyn, D. (2003). Intellectual property : patents, copyright, trademarks, and allied rights. Sweet & Maxwell.
6. THE COPYRIGHT ACT India, 1957 (1957). Retrieved from http://copyright.gov.in/documents/copyrightrules1957.pdf
7. Tiwari, R., Tiwari, G., Rai, A. K., & Srivastawa, B. (2011). Management of intellectual property rights in India: An updated review. Journal of Natural Science, Biology, and Medicine, 2(1), 2–12. https://doi.org/10.4103/0976-9668.82307
8. Watal, J. (2001). Intellectual property rights in the WTO and developing countries. Kluwer Law International. Retrieved from https://books.google.co.in/books/about/Intellectual_Property_Rights_in_the_WTO.html?id=O_lUAAAAMAAJ&source=kp_book_description&redir_esc=y
9. WIPO. (2003). What is Intellectual Property ?WIPO Publication. https://doi.org/ISBN 978-92-805-1555-0
10. World Intellectual property. (2004). Understanding Copyright and related rights. WIPO Publication. https://doi.org/10.3406/colan.1975.4181

Course No. LISC- E404 MARKETING OF INFORMATION PRODUCTS & SERVICES

(FM: 100/4 Credits)

Course Objective:
To introduce the students to the concepts of marketing, explain the need for marketing of information products and services, describe the ingredients of the market mix, identify the different types of market segments and plan a marketing programme and the use of social media platforms.

Course Outcome:
The students will have conceptual clarification of marketing LIS products and services, they can develop effective marketing strategies in order to make full use of information products and services and can be able make information services more responsive to user needs.

UNIT-1 FUNDAMENTALS OF MARKETING

- 1.1 Marketing: Concept, need
- 1.2 Market Segmentation
- 1.3 Marketing Mix

UNIT-2 VALUING LIS RESOURCES AND SERVICES

- 2.1 Value: Concept, types and
- 2.2 Value of LIS services: History, Importance, Levels and Areas
- 2.3 Methods in determining value in Library Services- Cost-Benefit, Return on Investment, Balance Score Card and TQM

UNIT-3 MARKETING OF LIS PRODUCTS AND SERVICES

- 3.1 LIS Products and Services as a Marketable Commodity-Pricing, Distribution Channels and Communication Strategies
- 3.2 Information Analysis, Consolidation and Repackaging: Concept, Need, Purpose, types of consolidation products and their design
- 3.3 Advertising, Sales Promotion, Public Relations and E-Marketing

UNIT-4 MARKETING LIS PRODUCTS AND SERVICES USING SOCIAL MEDIA PLATFORMS

- 4.1 Use of Social Media platforms for marketing of LIS products and services
- 4.2 Strategies in the use of Social media tools for marketing LIS Products
- 4.3 Implication of the use of Social media tools for marketing LIS Products

Suggested Reading:

1. Clayton, P. (2006). *Managing Information Resources in Libraries: Collection management in theory and practice.* London: Facet Publishing.
2. Johnson, P. (2014). *Fundamentals of Collection Development and Management.* London: Facet Publishing.
3. Seetharama, S. (2015). *Marketing in Libraries and Information Centres.* New Delhi: Ess Ess Publications.
4. Thomsett-Scott, B. C. (2013). *Marketing with Social Media.* Facet Publishing
5. Kotler, P., & Armstrong, G. (2010). *Principles of Marketing*. (13th ed.). USA: Pearson.
6. Sandhusen, R. L. (2000). *Marketing*. (3rd ed.). Canada: Barron's Educational Series.
7. Rowley, J. (2016). *Information marketing*. (2nd ed.). New York: Routledge.

Course No. LIS- E404 OPEN ACCESS & SCHOLARLY COMMUNICATIONS

(FM: 100/4 Credits)

Course Objective:
This course introduces the students with broad understanding of the multidisciplinary field of scholarly communication and impact of technology in digital driven research and its policy challenges.

Course Outcome:
At the end of this course, the students are expected to be able to explain philosophy, mission, and objectives of scholarly communication and channels of scholarly communication.

UNIT-1 INTRODUCTION TO SCHOLARLY COMMUNICATION

1.1 Scholarly communication – its genesis
1.2 Importance and ethics of academic publishing
1.3 Different communication channels in academic publishing
1.4 Process of scholarly communications

UNIT-2 PUBLISHING IN ACADEMIC JOURNALS

2.1 Academic Journals and their functions
2.2 The Peer Review Process
2.3 The Importance of Scientific and Professional Societies in Journal Publishing
2.4 Publishing in Conferences

UNIT-3 ACADEMIC INTEGRITY

3.1 Academic integrity: definition, meaning importance in educational lives
3.2 Academic integrity policy and role of university
3.3 Plagiarism and consequence of indulgence in plagiarism
3.4 Avoiding plagiarism: paraphrasing, referencing and citing

UNIT -4 ELECTRONIC JOURNALS AND DATABASES

4.1 Emergence of e-Journals
4.2 Migration of Peer Reviewed Journals from Print to Online Platforms
4.3 Electronic Databases (Bibliographic Databases, Citation Databases, Full-text Databases, E-Journal Gateways, Online Directories
4.4 Predatory Journals

Suggested Readings:

1. UNESCO. (2015). *Scholarly communication*. UNESCO.
2. Borgman, C.L. (Either version is fine-2007 or 2010). Scholarship in the Digital Age: Information, infrastructure, and the Internet. Cambridge, Massachusetts: The MIT Press.
3. The 2007 version of this work is available digitally at no cost to you via IUCAT: http://site.ebrary.com/lib/iupui/docDetail.action?docID=10194165

4. Bohannon, J. (2013). Who's Afraid of Peer Review? *Science*, 342(6154), 60-65. DOI:10.1126/science.342.6154.60. Retrieved from www.umass.edu/preferen/You%20Must%20Read%20This/BohannonScience2013.pdf
5. Cargill, M., & O'Connor, P. (2013). *Writing Scientific Research Articles:Strategy and Steps*. Wiley-Blackwell.De Groote, S. L., & Dorsch, J. L. (2001). Online Journals: Impact on Print Journal Usage. *Bulletin of the Medical Library Association*, *89*(4), 372-378. Retrieved from www.ncbi.nlm.nih.gov/pmc/articles/PMC57966/
6. Elsevier (2012). Understanding the Publishing Process in Scientific Journals. Retrieved from http://biblioteca.uam.es/sc/documentos/understanding_the_publishling_process.pdf
7. Harter, S. P. (1998). Scholarly Communication and Electronic Journals: An Impact Study. *Journal of the American Society for Information Science*,49(6), 507-516.
8. Monbiot, George (2011). Academic Publishers Make Murdoch Look Like a Socialist: Academic Publishers Charge Vast Fees to Access Research Paid for by Us. The Guardian, 29 August 2011. Retrieved from www.theguardian.com/commentisfree/2011/aug/29/academic-publishersmurdoch-socialist.
9. Webster, P. J. (2008). *Managing Electronic Resources: New and Changing Roles for Libraries*. Oxford: Chandos Publishing.

COURSE NO. LISC- C405 DISSERTATON/PROJECT (FM: 100/4CREDITS)

Course Objective:
The objective of the Dissertation/Project is to develop the basic skills of research in identifying research problems, reviewing the existing research literature, adopting appropriate research methods, using different research techniques and tools and preparation of the report of the research as per the laid down guidelines.

Course Outcome:
The students will be able to learn the literature search techniques from databases; they will be familiar with review of literature, research methods, different methods of data collection, data analysis and writing of a research report.

- A Project on any of the themes or sub-themes of the courses covered in the four semesters, current practices of libraries or librarianship is to be submitted independently by the examinees in consultation with the concerned teachers. The internal and external examiners will evaluate the Project jointly.

Structure of the Dissertation/Project: The dissertation must have the following components

- Statement of problem
- Literature Review
- Methodology
- Analysis and Interpretations
- Conclusion and Suggestions and

N.B. Apart from the credit courses, there are two value added non-credit courses namely **Emerging Trends &Technologies in Library and Information Science** (which is to be taught in second semester) and other one is **Summer Internship/Field Visit** (to be conducted in third semester**)** to libraries of repute. In case of **Summer internship**, students will be deputed to different libraries of repute, maximum for a period of fifteen days during summer vacation in order to have practical exposure with the routine activities of a library and information center. **Field visit** programme, which is usually for a week, is meant to gain direct personal experience with the working environment of different kinds (National, Public and Academic) of libraries. A teacher guide will be accompanied with the students in this programme. Along with this, there is one **Add On** course namely "**Cultural Heritage of South Odisha"** which is to be taught in **Fourth Semester.**

Course No. LISC-AC406: Cultural Heritage of South Odisha

Aim of the Course (ପାଠ୍ୟକ୍ରମର ଲକ୍ଷ୍ୟ)

Kabi Samrat Upendra Bhanja is the master-spirit of Odia Language and Culture during Medieval period. The campus of Berhampur University has been rightly named after Kabi Samrat Upendra Bhanja as 'BHANJA BIHAR'. South Odisha is the adorable storehouse of literary and cultural wealth of ancient and medieval Odisha which has elicited remarkable national acclaim. This course has been introduced with a view to familiarizing all the P.G. Students of Berhampur University with the excellent craftsmanship exemplified by the literary stalwarts including Kabi Samrat Upendra Bhanja along with the Arts, Culture and Folk Tradition of South Odisha. (ମଧ୍ୟଯୁଗୀୟ ଓଡିଆ ସାହିତ୍ୟ ଓ ସଂସ୍କୃତିର ମହାନାୟକ କବି ସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜ । ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ ତାଙ୍କ ନାମରେ 'ଭଞ୍ଜବିହାର' ଭାବରେ ନାମିତ । ଗଞ୍ଜାମ ସମେତ ଦକ୍ଷିଣ ଓଡ଼ିଶା ସମଗ୍ର ରାଜ୍ୟର ବୁଧହଂସ କେନ୍ଦ୍ରିସର । ଏହାର କଳା-ସାହିତ୍ୟ-ସଂସ୍କୃତି-ଲୋକପରମ୍ପରା ସର୍ବଭାରତୀୟ ସ୍ୱୀକୃତିପ୍ରାପ୍ତ । ଏହାକୁ ଦୃଷ୍ଟିରେ ରଖି ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ସ୍ନାତକୋତ୍ତର ଶ୍ରେଣୀର ସମସ୍ତ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ କବି ସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ ସମେତ ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଅନ୍ୟାନ୍ୟ ସାହିତ୍ୟିକ ପ୍ରତିଭା ଏବଂ ଏହି ଅଞ୍ଚଳର କଳା, ସଂସ୍କୃତି, ଲୋକ ପରମ୍ପରା ସମ୍ପର୍କରେ ସାଧାରଣ ଧାରଣ ପ୍ରଦାନ କରିବା ପାଇଁ ଏପରି ଅଧ୍ୟୟନ ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।)

Details of the Course

This Paper consists of 50 marks with following 4 Units.

Unit- I : Literary works of Kabi Samrat Upendra Bhanja
Unit-II : Other Litterateurs of South Odisha
Unit-III: Cultural Heritage of South Odisha
Unit-IV: Folk and Tribal Traditions of South Odisha

ୟୁନିଟ-୧ : କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ କୃତି ଓ କୃତିତ୍ୱ
ୟୁନିଟ-୨ : ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଅନ୍ୟାନ୍ୟ ସାରସ୍ୱତ ସାଧକ
ୟୁନିଟ-୩: ଦକ୍ଷିଣ ଓଡ଼ିଶାର ସାସ୍କୃତିକ ବିଭବ
ୟୁନିଟ-୪: ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଆଦିବାସୀ ଓ ଲୋକ ପରମ୍ପରା

Course Outcome (ପାଠ୍ୟକ୍ରମର ନିଷ୍କର୍ଷ)

The teaching imparted to the P.G. students of Berhampur University on the various dimensions of the literary and cultural heritage of South Odisha will help them to acquire a valuable understanding of the same. They will ବେ inspired adequately to take the positives learnt from the course and use them in future in their personal literary and cultural pursuits and thereby promote the literature and culture of Odisha on a global scale. (ଓଡ଼ିଆ ସାହିତ୍ୟ ଓ ସଂସ୍କୃତିର ଏହିପରି ଏକ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଦିଗରେ ପାଠଦାନ କରିବା ଦ୍ୱାରା କେବଳ ଯେ କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ରଭଞ୍ଜ ଓ ଦକ୍ଷିଣ ଓଡ଼ିଶାର କଳା-ସାହିତ୍ୟ-ସଂସ୍କୃତି-ଆଦିବାସୀ ଲୋକ ଜୀବନ ଓ ଲୋକ ପରମ୍ପରା ସମ୍ପର୍କରେ ବିଶ୍ୱବିଦ୍ୟାଳର ଛାତ୍ରଛାତ୍ରୀ ସଚେତନ ହୋଇପାରିବେ; ତାହା ନୁହେଁ, କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ରଭଞ୍ଜଙ୍କ ସହିତ ଦକ୍ଷିଣ ଓଡ଼ିଶାର ସାହିତ୍ୟିକ ପରିମଣ୍ଡଳ ଏବଂ ଏହି ଅଞ୍ଚଳର ସାଂସ୍କୃତିକ ବିଭବ ଓ ଲୋକପରମ୍ପରା ସମ୍ପର୍କରେ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ମଧ୍ୟ ସମ୍ୟକ ଜ୍ଞାନ ଆହରଣରେ ବ୍ରତୀ ହୋଇପାରିବେ ।)