



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-620024
B.Lib.I.Sc
CHOICE BASED CREDIT SYSTEM–LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Sem.	Course Title	Title	Ins. Hrs	Credit	Exam Hours	Marks		Total
						Int.	Ext.	
I	Core Course -1 (CC-1)	Information, Communication and Knowledge Society	6	4	3	30	70	100
	Core Choice Course – 1 (CCC-1)	1. Information Resources 2. Open Educational Resources	6	4	3	30	70	100
	Core Course - 2 (CC-2)	Knowledge Organization - Classification and Cataloguing	6	4	3	30	70	100
	Core Practical - 1 (CP-1)	Knowledge Organizations - I (Practice): Classification – DDC / CC	4	4	3	40	60	100
	Elective Course - 1 (EC-1)	Information Technology in Libraries	4	2	3	30	70	100
	Elective course - 2 (EC-2)	Quality Assurance in Libraries	4	2	3			
	TOTAL		30	20				500
II	Core Course - 3 (CC-3)	Management of Library and Information Centres	6	4	3	30	70	100
	Core Choice Course - 2 (CCC-2)	1. Information System and Services 2. Academic And Research Librarianship	6	4	3	30	70	100
	Core Course - 4 (CC-4)	Information Processing And Retrieval systems	6	4	3	30	70	100
	Core Practical - 2 (CP-2)	Knowledge Organization - Practice II: AACRII and UDC	4	4	3	40	60	100
	Elective Course - 3 (EC-3)	1.Soft skills 2. Information Literacy	4	2	3	30	70	100
	Elective Course - 4 (EC-4)	Research Ethics and Metrics	4	2	3			
	TOTAL		30	20				500
GRAND TOTAL			60	40				1000

PROGRAMME OUTCOMES:

1. Awarding Professional under Graduate Degree in Library and Information Science.
2. Making the learners to acquire professional Skills, Caliber and Maturity in order to enter the government, NGO organizations and IT industry as entry level academicians or officers.
3. Developing the capabilities of the learners to venture as entrepreneur.
4. Getting the learners acquainted with basic knowledge on higher academic and research tools and techniques.
5. Enabling the learners to develop professional, personal, communication skills and leadership qualities in order to perform better in a competitive environment globally.
6. Motivating the learners to carry out innovative research in LIS field and make users as life-long learners.
7. Making the learners to gain social credibility.
8. Making the learners responsible to make the citizens well informed through which any common man can utilize information and take better decisions.

Year: I

CORE COURSE 1

Semester: I

Code:

**INFORMATION, COMMUNICATION AND
KNOWLEDGE SOCIETY
(Theory)**

Credits: 4

Course Objectives:

- To enable the students to understand the concept of Information, features of different types of Library systems and Information centres.
- To enable the students to understand the Communication Channels and its Barriers.
- To enable the students to understand the importance of information in the context of social, political, cultural, economical and industrial environments.
- To enable the students to understand the relevance of Library profession.

Unit-I

Information - Definition, Notion and Nature. DIKW model (Data-Information-Knowledge-Wisdom). Information Science and Information Society. Models of Information, Factors influencing growth of Information, Information Transfer Cycle-generation. Impact on socio-economic and cultural Changes and Technology transfer.

Unit-II

Communication - Concepts, Definition, Theories and Models, Information Diffusion, Channels of and Barriers to Communication.

Unit- III

Types of Libraries – academic, public, special and corporate; Functions and Services; Five Laws of Library Science and their implications; Professional Ethics - Qualities of a Librarian; Role of Professional Associations in Library and professional development; Regional Library Associations, National and International Level Associations -ILA, IASLIC, IATLIS, IFLA, ALA, and FID.

Unit -IV

Library Movement and Legislation in India-Model Library Bill, Library Cess; Delivery of Books and Newspapers Act; Copyright Act; Intellectual Property Rights- Right to Information Act; Tamil Nadu Public Libraries Act 1948.

Unit-V

Promotional agencies of Library and Information Services – UNESCO, RRRLF; Library Extension Activities and Services; Development of LIS Schools in India. National Knowledge Commission (NKC) and its reports on library's role and development.

Unit-VI

Forms of Mobile communication - Case Study

References:

1. Badan (P). Studies on information systems, services and programs in India and abroad.1993. Ajanta, Delhi.
2. Barua (BP). National policy on library and information systems and services for India: perspectives and projections. 1992. Popular Prakashan, New Delhi.
3. Burahohan, A. (2000). Various aspects of librarianship and Information Science. New Delhi: ESSESS.
4. Chapman, E.A. and Lynden, F.C. (2000). Advances in librarianship. 24th Vol. San Diego: Academic Press.
5. Gates, J.K. Guide to the Use of Libraries and Information Sources, 7th ed. (McGraw,1993).
6. Gravey, William. D. Communication: Essence of Science facilitating information exchange among libraries, Scientists, Engineers and students. Oxford: Perganton Press,1979
7. IFLA (1977). IFLA standards for Library service, 2nd Ed. Munich: Verlag.
8. Isaac, K.A. (2004). Library legislation in India: Acritical and comparative study of state Library acts book description: New Delhi: Ess Publication.
9. Kent (A). Resource sharing in libraries: why, how, when next action step.1974. Marshal Dekker, New York.
10. Khanna, J.K (1987). Library and Society. Kurushektra: Research Publication.
11. Kumar, P.S.G. (2003) Foundations of Library and Information Science. Paper I of UGC Model Curriculum. New Delhi: Manohar.
12. Lester J, Koehler W C. Fundamentals of information studies: understanding information and its environment. New York, NY: Neal-Schuman,2003.
13. Mount, Ellis. Special Libraries and Information Centers, 3rd ed. (Special Libraries,1995).
14. Ranganathan, S. R. (1957). Five laws of Library Science. 2nd Ed., Bangalore: Sarada Ranganathan Endowment for Library Science.
15. Ray ward, Boyd. 1983. -Library and Information Sciences. || In The Study of Information: Interdisciplinary Messages. Edited by Fritz Mach up and Una Mans field. New York: Wiley, 343–363.
16. Reitz, Joan M. Dictionary for Library and Information science. Libraries Unlimited, 2004.
17. Richard E.R. (2000). Foundations of Library and Information Science. Neal-Schuman.
18. Rout, R. K. Ed. (1999) Library legislation in India. New Delhi: Reliance.
19. Rubin, Richard E. Foundations of Library and Information Science. Neal Schuman Publishers, Inc.,100 Varick St., New York, NY10013, 1998.
20. Sadhu, S.N. & Saraf, B.N. (1967). Library legislation in India. Delhi: Sagar,1967.
21. Sharma, P.S.K. (1992). Library and society. 2 Ed. Delhi: ESSESS.
22. Stieg, M.F. Change and Challenge in Library and Information Science Education (ALA, 1991).
23. Surendra S. & Sonal Singh. Ed. (2002). Library, Information and Science and society. New Delhi: ESSESS.
24. Velaga V. & Madhu sudhan, M. (2006). Public Library legislation in the new millennium Public: New Model Library Acts for the Union. Book well.
25. Venkatappaiah, V. (1990). Indian Library legislation.2ndVol. New Delhi: Daya.

26. Vickery, A. & Vickery, B.(1988): Information Science-Theory and Practice, London: Bowker-Saur.
27. Budd, John (2001), Knowledge and Knowing in Library and Information Science: A Philosophical Framework, Scarecrow Press.
28. Henderson, Kathrine A. (2009), Case Studies in Library and Information Science Ethics, McFarland.
29. Prashar, Ram Gopal (1997), Library and Information Science: Information science, Information technology and its application, Concept Publishing Company.
30. Rubin, Richard (2010), Foundations of Library and Information Science, Neal-Schuman Publishers, Incorporated.

Learning Outcomes:

After completion of the learning curriculum of this course, students will be able to

1. Acquired the knowledge on the concepts of information and characteristics of library systems, and Information centres and their roles and functions
2. Understood the communication channels and barriers to communication
3. Visualized the information science as a discipline.
4. Understood the importance of information in the context of social, political, cultural, economic and industrial environments.
5. Learnt the S.R. Ranganathan's five laws and its implications on library and society
6. Familiarized with the roles and functions of Library associations at the state, national and international levels.
7. Understood the librarians' professional ethics, qualities and role in society at different levels.
8. Learnt the need for library legislation, library cess and functioning public library system

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Explain the concepts, nature, characteristics, and models of information, including the DIKW model and the role of information in knowledge society.

CO2: Analyze communication concepts, theories, models, channels, barriers, and information diffusion processes in library and information environments.

CO3: Compare different types of libraries, their functions, services, professional ethics, and the role of library associations at regional, national, and international levels.

CO4: Interpret the provisions of library legislation, intellectual property rights, copyright, Right to Information Act, and other legal frameworks governing library services in India.

CO5: Evaluate the contributions of national and international agencies, library extension services, LIS education, National Knowledge Commission, and emerging trends in mobile communication for promoting information access.

CO6: Apply theoretical knowledge to analyze contemporary issues in information, communication, and knowledge society through case studies and self-directed learning.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	–	–
CO2	3	3	2	–	2	–	–	–
CO3	3	2	3	–	2	2	3	–
CO4	2	3	2	2	–	3	3	–
CO5	2	3	2	3	3	2	2	2
CO6	2	3	3	3	3	2	2	3

Year: I

CORE CHOICE COURSE 1

Semester: I

Code:

**1. INFORMATION RESOURCES
(Theory)**

Credit: 4

Course Objectives:

1. To introduce the concepts, characteristics, and classification of various types of information sources.
2. To familiarize students with documentary, non-documentary, formal, and informal sources of information.
3. To develop knowledge of reference and bibliographical sources used for information retrieval.
4. To enable students to understand digital information resources, databases, and scholarly information systems.
5. To equip students with the skills to evaluate and effectively utilize print and electronic information resources.

To familiarize students with recent trends in information resources, digital repositories, and national and international databases.

UNIT I

Types of Information resources – Documentary – Non Documentary – Formal and Informal-Characteristics-Scope. Primary, Secondary and Tertiary sources; Conventional Vs Non-conventional Sources; Human sources of Information-Invisible colleges

UNIT II

Ready Reference Sources-Types and Values-Dictionaries, Encyclopaedias, Annuals, Biographical Sources, Patents and Standards, Handbooks and Manuals, Geographical sources.

UNIT III

Bibliographical sources – Bibliographies: INB and BNB, List of Serials – Union Catalogues: OCLC, INDCAT, NUCSSI, Indexing and Abstracting sources; LISA,LISTA, Indian Science Abstracts, and Engineering Village 2.

UNIT IV

Digital Information Resources: E-Books, E-Journals, Database: Bibliographic, Full Text, Numeric. Electronic Theses and Dissertations; Subject Gateways; Web Portals.

Unit-V

Evaluation of Information Sources-Print and E-Resources

Unit-VI

Recent trends on Databases: India and US, ETD: Shodhganga, NDLI, PubMed.

Selected Readings:

1. Alan Poulter, Gwyneth Tseng and Goff Sargent: The Library and Information Professional's Guide to the World Wide Web. London: Facet Publishing,1999.
2. G. G. Chowdhury and Sudatta Chowdhury : Searching CD-ROM and Online Information Sources. London: Facet Publishing,2001.
3. Gopinath, M. A: Information Sources and Communication Media. DRTC

Annual Seminar, Bangalore-1984.

4. Grogan, Dennis: Science & Technology: An Introduction to Literature, London, Clive Bingley, 1982.
5. Higgins, Gavin. Printed Reference Materials. London: Library Association, 1980
6. Jogender Singh Burman, Libraries and Reference Services, New Delhi, Rajat Publications, 2007.
7. Katz, W.A :Introduction to Reference Work, McGraw-Hill Humanities/Social Sciences/Languages; 8th edition 2001.
8. Kundangodia, Electronic Services in Library and Information Science, New Delhi, Adhyayan Publishing & Distributors, 2007.
9. Linda S Katz Library Users and Reference Services (Reference Librarian) Routledge (May 2013)
10. Madan Mohan Sinha Use of New Technology in Library Reference Services, Anmol Publications (2012), New Delhi
11. S.K. Bajpai Reference Services In Libraries, Friends Publications (2008), New Delhi
12. <http://isa.niscair.res.in/>
13. www.oclc.org
14. <https://indcat.inflibnet.ac.in/>
15. <http://nucssi.niscair.res.in/>
16. <https://ndl.iitkgp.ac.in/>
17. <https://shodhganga.inflibnet.ac.in/>

Learning Outcome

After completion of the learning curriculum of this course, students will be able to

1. Familiarized with the resources on academic, Research & Development and other scholarly resources.
2. Attained practical exposure to the different forms of resources.
3. Understood the categories of information and their specific use.
4. Gained knowledge on the reputed scholarly publishers and scientific societies.
5. Acquired skills on searching right information from various reference sources.
6. Gained evaluation capabilities of information resources in general and for libraries in particular.
7. Orientation on the gamut of traditional as well as digital and web enabled scholarly resources.
8. Learnt the skills of exploring the data bases and web portals.

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Classify and explain various types of information sources, including documentary, non-documentary, formal, informal, primary, secondary, and tertiary sources.

CO2: Demonstrate the effective use of ready reference sources and human sources of information for answering users' information needs.

CO3: Analyze bibliographical tools, indexing and abstracting services, union catalogues, and scholarly information retrieval systems.

CO4: Evaluate digital information resources, electronic databases, subject gateways, web portals, and electronic theses for academic and research purposes.

C05: Assess the quality, reliability, and relevance of print and electronic information resources using appropriate evaluation criteria.

C06: Apply knowledge of emerging information resources, digital repositories, and national and international databases to support research and lifelong learning.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
C01	3	2	–	–	2	–	–	–
C02	3	3	2	–	2	2	–	–
C03	3	3	3	2	2	–	–	–
C04	2	3	3	3	3	2	–	2
C05	2	3	2	3	3	2	2	2
C06	2	3	3	3	3	2	2	3

Course Objectives:

1. To introduce the concepts, principles, and significance of Open Educational Resources (OER) and Open Access initiatives.
2. To familiarize students with OER policies, licensing, and the differences between proprietary, open-source, open-access, and free resources.
3. To develop knowledge of open-access scholarly resources, including e-journals, e-books, repositories, and digital libraries.
4. To enable students to explore and effectively utilize national and international open courseware platforms and educational repositories.
5. To equip students with the skills to access, evaluate, and apply open educational resources for teaching, learning, and research.
6. To provide practical exposure to emerging national and international repositories and digital knowledge platforms through case studies.

Unit -I

Open Educational Resources: Definition and concept; Types of OER, OER Policies, Licensing, difference between Proprietary and Open source, Open Vs Free resources.

Unit-II

E-Journals: DOAJ, OAJSE, Indian Academy of Science, High wire, NISCAIR Online Periodicals, PLOS journals, Repository E-Books: DOAB, Audio Books, Audible Books, National Digital Library of India (NDL), OER Common, Project Gutenberg, Forgottenbooks.com, Utah Open Textbook, E-Pustakalaya-open access- commercial publishers

Unit-III

Courseware: National and International Initiatives; Sakshat Portal, MIT open Courseware, NPTEL, CEDT, SciGate, Khan Academy, MERLOT, NIOS, e-GyanKosh, e-PGPathshala and Swayam.

Unit-IV

Institutional Repository: Open DOAR, ROAR, OAJSE, National Repository of Open Educational Resources (NROER).

Unit-V

Development of Open educational resources in India- National Digital Library of India, NCERT, IGNOU, NSDL, Tamil Nadu Digital Library, TKDL – Traditional Knowledge Digital Library.

Unit-VI

Case Study - National and International Repositories

WebLinks

1. <https://www.oercommons.org/>
2. <https://doaj.org/>
3. <http://www.oajse.com/>

4. <http://www.ias.ac.in/>
5. <http://nopr.niscair.res.in/>
6. <http://www.doabooks.org/>
7. <http://www.olenepal.org/e-pustakalaya/>
8. <http://www.sakshat.ac.in/>
9. <http://nptel.ac.in/>
10. <https://www.merlot.org/merlot/index.html>

Learning outcome:

After completion of the learning curriculum of this course, students will be able to

1. Acquired knowledge on open access policy and its impact on academic community
2. Gained knowledge and academic participation in scholarly open access information systems
3. Attained the capabilities of exploring international and national scholarly open access databases
4. Acquired knowledge on academic participation with open access initiatives
5. Acquired knowledge about information literacy of scholarly open access information systems at national and international
6. Become members of national and international digital library initiatives
7. Understood the importance of heritage and cultural documentation
8. Learnt the skills on preparation of scholarly content and contribute to the public domain.

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Explain the concepts, principles, types, policies, and licensing models of Open Educational Resources and Open Access.

CO2: Differentiate between proprietary, open-source, open-access, and free resources, and evaluate their applications in education and research.

CO3: Demonstrate the effective use of open-access scholarly resources, including e-journals, e-books, repositories, and digital libraries.

CO4: Analyze national and international courseware initiatives and institutional repositories for academic and lifelong learning.

CO5: Evaluate the role of Open Educational Resources and digital repositories in promoting equitable access to knowledge and research.

CO6: Apply knowledge of national and international OER platforms, repositories, and digital knowledge initiatives to support teaching, learning, and research through case studies.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	–	–
CO2	3	3	2	–	2	2	–	–
CO3	3	3	3	2	3	2	–	–
CO4	2	3	3	3	3	2	2	2
CO5	2	3	2	3	3	3	2	2
CO6	2	3	3	3	3	2	2	3

Course Objectives:

1. To introduce the concepts, principles, and structure of knowledge organization and the universe of knowledge.
2. To familiarize students with the theories, principles, and techniques of library classification and facet analysis.
3. To develop an understanding of standard library classification schemes and their applications in organizing knowledge.
4. To provide knowledge of cataloguing principles, codes, standards, and bibliographic control practices.
5. To enable students to understand subject cataloguing, bibliographic standards, and information retrieval systems.
6. To expose students to emerging trends in knowledge organization, digital libraries, ontologies, and automated classification systems.

Unit-I

Universe of Knowledge: Structure and Attributes-Modes of Formation of Subjects

Unit-II

General theory of Library Classification: Devices of Zone Analysis; Normative Principles and their applications; Canons and Facet Analysis; Fundamental Categories, Systems and Specials

Unit-III

Schemes of Library Classification: Introduction, Features and Application - CC, DDC, UDC and LC; BSO - the Broad System of Ordering.

Unit-IV

Cataloguing: Purpose, structure, types; normative principles, Canons & Laws; Standard Codes of Cataloguing- CCC and AACR 2; Copy Cataloguing.

Unit-V

Subject cataloguing – Subject Heading lists - SLSH, LCSH. Bibliographic Control – ISBD(G) and UBC.

Unit-VI

Trends in classification: Automatic classification, Classification in online system and Web; Knowledge Organization for Digital Libraries; Ontologies; Advancement study for LOC, Online DDC,

Selected Readings:

1. Anglo-American Cataloguing Rules. (1988). 2nd rev. ed. Chicago: American Library Association.
2. Austin, D. (1984). PRECIS.A Manual of Concept Analysis. 2nd Ed. London: British Library.
3. Austin, D. and Digger, J. (1985). PRECIS: The Preserved Context Index System. In: Chan, L.M., (ed.). Theory of Subject Analysis. Littleton Col.: Libraries Unlimited. pp. 369-89.

4. Bhattacharyya, G. (1981). Elements of POPSI. In: Rajan T.N., (ed.). Subject Indexing System. Calcutta: IASLIC.
5. Chan, Lois Mai (1986). Library of Congress Subject Headings. 7th ed. Colorado: Libraries Unlimited.
6. Chan, Lois Mai (1994). Cataloguing and Classification: An Introduction. 2nd ed. New York : McGraw-Hill.
7. Chan, Lois Mai [et al.] (1996). Dewey Decimal Classification: A Practical Guide. 2nd ed. revision for DDC-21. Albany, New York: Forest Press/OCLC, pp. 1-24.
8. Coates, E.J. (1988). Subject Catalogues. London: Library Association.
9. Library Association. Comaromi, John P. and Satija, M.P. (1990). Exercises in the 20th Edition of the Dewey Decimal Classification. New Delhi: Sterling.
10. Foskett, A.C. (1996). The Subject Approach to Information. 5th ed. London: Library Association Publishing.
11. Hunter, E.J. and K.G.B. Bakewell. (1993). Cataloguing 2nd ed. London: Clive Bingley.
12. Hunter, Eric J. (2002). Classification made simple. 2nd edition. Aldershot: Ashgate.
13. Husain, Shabhat (1993). Library Classification: Facets and Analysis. New Delhi: Tata McGraw-Hill. pp. 272-277.
14. Kishan Kumar (1993). Theory of Cataloguing. New Delhi: Har-Anand.
15. Krishan Kumar (1988). Theory of Classification. 4th ed. New Delhi: Vikas Publishing.
16. McIlwaine, I.C. (2000). The Universal Decimal Classification: a guide to its use. London: BSI Business Information.
17. Needham, C.D. (1977). Organising Knowledge in Libraries: An Introduction to Information Retrieval. 2nd rev. ed. London: Andre Deutsch.
18. Parkhi, R.S. (1972). Library Classification, Evolution of a Dynamic Theory. New Delhi: Vikas Publishing House.
19. Raju A.A.N. (1991). UDC (IME, 1985): A Practical and Self Instructional Manual. Madras: T.R. Publications
20. Raju, A.A.N. (1984). Decimal, Universal Decimal and Colon Classification: A Study in Comparison. Delhi: Ajanta Publications.
21. Ranganathan, S. (1987). Colon Classification. 7th ed. Edited by M.A. Gopinath. Bangalore Sarada Ranganathan Endowment for Library Science.
22. Ranganathan, S.R. (1962). Elements of Library Classification. 3rd ed. Bombay: Asia Publishing.
23. Ranganathan, S.R. (1989). Prolegomena to Library Classification. 3rd Sarada Ranganathan Endowment for Library Science. ed. Bangalore
24. Ranganathan, S.R. (1992). Classified Catalogue Code with Additional Rules for Dictionary-Catalogue. 5th ed. reprint. Bangalore: Sarada Ranganathan Endowment for Library Science.
25. Rowley, Jennifer and Farrow, John (2000). Organizing knowledge. 3rd edition. Aldershot: Gower
26. Satija, M.P. and Comaromi, John P. (1998). Exercises in the 21st Edition of the Decimal Classification. New Delhi: Sterling.
27. Sen Gupta, B. (1974). Cataloguing: Its Theory and Practice. 3 rd ed. Calcutta: World Press. Viswanathan, C.G. (1983). Cataloguing Theory and Practice. 5th ed: Lucknow: Print House.
28. UDC: International Medium Edition - English Text (BS IOOOM: 1985). London: British Standards Institution.
29. Universal Decimal Classification: Abridged Edition. (2003). London: BSI Business Information.
30. Wynar, Bohdhan, S. (1985). Introduction to Cataloguing and Classification. 7th Ed. Littleton, Colorado: Libraries Unlimited

Learning outcome

After completion of the learning curriculum of this course, students will be able to

1. Gained knowledge about the concepts of knowledge organization.
2. Learnt the basic tools of Knowledge Organization
3. Acquired capabilities of various KO systems and techniques
4. Exposure on classification schemes, cataloguing codes and standard bibliographic formats.
5. Acquired the knowledge on the online classification schemes
6. Acquired the theoretical knowledge on classifying the print and electronic resources
7. Gained the knowledge of SLSH (Sears list of Subject Headings)
8. Gained the knowledge about the theoretical background to cataloguing of different types of documents including print and non print, electronic and micro documents.

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Explain the concepts, structure, and attributes of the universe of knowledge and the principles of knowledge organization.

CO2: Analyze the theories, principles, canons, and facet analysis used in library classification and information retrieval.

CO3: Apply standard library classification schemes such as Colon Classification (CC), Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), Library of Congress Classification (LCC), and Broad System of Ordering (BSO) for organizing information resources.

CO4: Demonstrate the application of cataloguing principles, standard cataloguing codes, and bibliographic standards for effective bibliographic organization and control.

CO5: Evaluate subject cataloguing tools, bibliographic control standards, and information retrieval techniques for efficient access to information resources.

CO6: Assess emerging trends in knowledge organization, including automatic classification, online classification systems, digital libraries, ontologies, and web-based knowledge organization tools.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
C01	3	2	–	–	2	–	–	–
C02	3	3	2	2	2	–	–	–
C03	3	3	3	2	3	2	–	–
C04	2	3	3	3	3	2	2	–
C05	2	3	3	3	3	3	2	2
C06	2	3	3	3	3	2	2	3

Course Objectives:

1. To introduce the fundamental concepts, components, and applications of Information Technology in libraries and information centres.
2. To develop knowledge of computer hardware, software, networking, cloud computing, and emerging data technologies.
3. To familiarize students with operating systems, programming concepts, and database management relevant to library operations.
4. To equip students with the knowledge and skills to implement information technology tools in library housekeeping and information services.
5. To develop an understanding of data security, cybersecurity techniques, and office automation tools for effective library management.

To expose students to recent developments in database management systems and mobile applications for modern library services.

Unit -I

Information Technology: Concept, Definition and Components, Types of Computers; Components of a computer: CPU, Storage, I/O Devices, Network Architecture, Client-Server and Web-Clients

Unit -II

Introductory level: Cloud computing: Basics - concept and definition; types of cloud services. Data Curation: Basics - concept and definition. Linked Data, Data Harvesting. Big data: Basics – concept and definition

Unit -III

Computer Software: System Software and Application Software; Programming Concepts: Open source and Propriety, Operating Systems: Windows, LINUX and Mobile based Operating System

Unit -IV

Data Security: Network Security, Firewalls, Cryptographic Techniques, Anti-virus software, Anti spyware, Intrusion Detection System

Unit -V

Office Management tools: Word Processing: fixing footnotes and endnotes, Spreadsheet, Presentation Software and Access.

Unit -VI

Recent trends in Database Management in Libraries, Latest development of Mobile Apps in Libraries

Selected Readings:

1. Arvind Kumar. Ed. Information Technology For All (2 Vols.) New Delhi, Anmol, 2006
2. Bansal, S.K. Information Technology and Globalisation, New Delhi: A.P.H. Publishing corporation, 2005.
3. Basandra, S.K: Computers Today and Globalisation, New Delhi, Golgotia, 2002.

4. Deeson, Eric. Managing with Information Technology, Great Britain, Kogan page Ltd.2000.
5. Forrester W.H. and Rowlands, J.L. The Online searcher's companion. London, Library Association,2002.
6. Gupta, Vikas, Rapidix computer course, NewDelhi,Pustak Mahal,2005.
Hunter & Shelly: Computers and Common sense, New Delhi, Prentice-Hall, 2002.
7. Kashyap, M.M: Data base Systems, New Delhi, Vikas, 2003
8. ITL Education Solution. Introduction to Information Technology, Pearson Education. Singapore, 2006. (Google E-Book)
9. Rajaraman, V. Introduction to Information Technology, PHI Learning, New Delhi, 2013.(Google E-Books)

Learning Outcome

After completion of the learning curriculum of this course, students will be able to

1. Gained practical knowledge to classify the documents using CC and DDC
2. Become thorough with the classification rules and apply relevant principles on document and knowledge classification
3. Learnt how to get online support for classifying the documents
4. Earned skills how to organize the documents in a classified order
5. Earned skills for classifying all documents including non book materials and micro documents
6. Familiarized the various ICT practices applied in Library services
7. Attains skills know about various Library Automation Software's: WINISIS, LIBSYS, KOHA and how to implement for library functions
8. Analyzed the knowledge of Open source Digital Library Software's: Green stone and DSpace
9. Learnt about the knowledge of Web Technologies and how to create for library website and personal web blogs
10. Known the knowledge of creating Weblog; Website; Mobile Applications
11. Got well trained on Web Technologies: Weblog; Website; Mobile Applications
12. Learnt depth knowledge on Digital Library Software's: Green stone and D Space
13. Acquired the knowledge of creating institutional repositories for library as well as personal

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Explain the concepts, components, and applications of Information Technology, computer systems, and network architectures in libraries.

CO2: Demonstrate an understanding of cloud computing, data curation, linked data, data harvesting, and big data technologies in library and information services.

CO3: Apply knowledge of operating systems, software, programming concepts, and database management to support library automation and information management.

CO4: Analyze data security mechanisms, network security, cryptographic techniques, firewalls, antivirus software, and intrusion detection systems for protecting library information systems.

CO5: Utilize office management tools, including word processing, spreadsheets, presentation software, and database applications, for efficient library administration and services.

CO6: Evaluate emerging trends in database management, digital library technologies, and mobile applications for enhancing library services and information access.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	3	–	–	–
CO2	3	3	2	2	3	–	–	–
CO3	3	3	3	2	3	2	–	–
CO4	2	3	3	3	3	2	2	–
CO5	2	3	3	3	3	3	2	2
CO6	2	3	3	3	3	2	2	3

Course Objectives:

1. To introduce the concepts, principles, and significance of quality assurance in library and information centres.
2. To develop an understanding of quality assurance frameworks, parameters, standards, and best practices in libraries.
3. To familiarize students with national and international quality assessment tools, accreditation agencies, and ranking systems relevant to libraries.
4. To enable students to evaluate quality assurance mechanisms and their implementation in academic libraries.
5. To develop competencies in applying quality assurance practices, information technology, and performance indicators for continuous library improvement.
6. To provide practical exposure to quality enhancement initiatives through the analysis of case studies and best practices in libraries.

UNIT-I

Quality Assurance concept; Need and purpose; challenges

UNIT-II

Quality assurance in libraries; Quality parameters; Quality assurance framework; Enhancement of Quality; Methods to Ensure Quality.

UNIT-III

SERVQUAL; LIBQUAL; ISO Standards; Academic Library Standards; Quality assurance implications for Libraries; Quality Assurance Assessment and its Mechanism.

UNIT-IV

Library National Indicators; NAAC; NBA; NIRF; Quality Assurance and Academic Libraries; Quality Assurance Issues in Libraries; Implementation of Quality Assurance and IT in Academic Libraries.

UNIT-V

Library Standards International - Trainers Higher Education (THE) Ranking, and Quindar Scanning System (QSS) World Ranking.

UNIT-VI

Case studies on best practices in libraries.

Selected Readings:

1. ALA Standards for University Libraries: evaluation of performance. 1989. [Online]. <http://sacs.uah.edu/documents/policies/>
2. Salmon Library_ala. (Accessed 16 September 2010).
3. Balog, K. P. 2009. Measuring Croatian public and academic library culture. Performance Measurement and Metrics.

4. CHELSA. 2006. Guide to the self review of university libraries. Prepared by the members of the Quality Assurance Subcommittee of the Committee for Higher Education Librarians of South Africa.
5. Department of Education (South Africa). 1997. Education White Paper3. A Programme for the transformation of Higher Education. Generalnotice. Notice 1196 of1997.
6. American Library Association (2006). Guidelines for university library services to under graduate students. Chicago: ALA.
7. Ashman,J. (1995). Disaster planning for library and information services. London: ASLIB.
8. Bean, P. (1992). An overview of crime in libraries and information services. In Channey,M., & MacDougal, A.F. (Eds.). Security and crime prevention in libraries. Aldershot: Gower.
9. Budd,J.M. (1998). The academic library: Its context, its purpose, and its operations. Little ton, Colo.: Libraries Unlimited.
10. If idon, S.T. (1985). Essentials of Management of African University Libraries. Lagos: Libri service Ltd.

Course Outcomes (COs)

At the end of the course, the students will be able to:

CO1: Explain the concepts, objectives, challenges, and importance of quality assurance in library and information services.

CO2: Analyze quality assurance frameworks, quality parameters, standards, and methods adopted for enhancing library performance.

CO3: Evaluate national and international quality assessment tools, including SERVQUAL, LIBQUAL, ISO Standards, and academic library standards.

CO4: Assess the role of quality indicators, accreditation agencies, and ranking systems such as NAAC, NBA, NIRF, THE, and QS in improving academic libraries.

CO5: Apply quality assurance principles, information technology, and performance assessment mechanisms for continuous quality improvement in library services.

CO6: Critically examine case studies and best practices to recommend strategies for strengthening quality assurance and innovation in libraries.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	2	–
CO2	3	3	2	2	2	2	2	–
CO3	2	3	3	2	3	2	2	–
CO4	2	3	3	3	3	2	2	2
CO5	2	3	3	3	3	3	2	2
CO6	2	3	3	3	3	2	3	3

Objectives:

1. To know the Concept of Finance Management and its Evolution
2. To understand the various managerial operations of Library and Information Centers
3. To apply the relevant management techniques in modern Library and Information Centers
4. To impart the techniques of library routines both physical and online Environment
5. To teach Financial Management and Human Resource Management practices in libraries.

Unit-I

Management: Concept, Definition, Scope, Principles and Functions of Management; Schools of Management Thought; Systems Analysis and Design

Unit- II

Planning and planning strategies: Library Planning - Concept, Definition, Need, Types and Steps in Planning – MBO.

Unit-III

Human Resource Management: Concept, Need, Purpose and Functions; Job Description and Job Analysis – Selection, Recruitment, Staff Formula, Training and Development, Leadership – Team building – Motivation and Decision Making; Total Quality Management.

Unit-IV

Financial Management: Planning and Control – Resource Generation. Budget: Types and Budgetary Control Techniques – Cost Effective and Cost Benefit Analysis in Libraries.

Unit-V

Resource Management: Collection development: Print and digital – Policy, Issues; Library Routines, Circulation, Maintenance Preservation and Conservation - Evaluation.

Unit-VI

Case Study- Bharathidasan University, National Institute of Technology, Tiruchirappalli, Indian Institute of Management, Tiruchirappalli and St. Joseph College, (Acquisition, Technical Processing, Circulation and Periodicals)

Selected Readings:

1. Bakewell, K. G. B. Library and Information Services For Management London: Clive Bingley, 1968.
2. Brophy, Peter and Courling Kote. Quality Management for Information and Library Managers. Bombay: Jaico, 1997.

3. Bryson, J.O. Effective Library and Information Management. Bombay: Jaico, 1996.
4. Dutta, D N. Manual of library management, Calcutta The World Press Private Ltd. 1978.
5. Kumar P.S.G. Management of Library and Information Centres. Delhi: B. R. Publishing corporation, 2003.
6. Lowell, Mildred Hawksworth, The management of libraries and information centres, New Jersey: The Scarecrow Press, Inc., 1968.
7. Mittal, R.L Library Administration: Theory and Practice. New Delhi: S.S Publication, 2007.
8. Mookerjee, Subodh Kumar Library organisation and library administration, Calcutta: The world press private ltd. 1972.
9. Narayana, G. J. Library and information management. New Delhi: Prentice-Hall of India, 1991.
10. Paliwal, P.K. Compendium of Library Administration. New Delhi: Ess Ess, 2000.
11. Panwar, B. S; Vyas, S. D. Library management, Delhi: B. R. Publisher, 1986.
12. Sharma, Lokesh. Library management, New Delhi: Shri Sai Printo graphers, 2003.
13. Siwatch, Ajit Singh. Library Management: Leadership style strategies and organizational climate. New Delhi: Shree, 2004.
14. Stuart, Robert D. and Moran, Barbara B. Library and Information Center Management. Colorado: Libraries unlimited, 2004.
15. Ranganathan, S. R. Library Administration. ESS Publications, 2006.

COURSE OUTCOME:

After completion of the learning curriculum of this course, students will be able to

1. Acquired knowledge on the concepts of financial management.
2. Acquired knowledge on historical development of management as a science.
3. Understood the procedures, rules and the practices of library routines
4. Understood the system of charging and discharging methods in library services
5. Acquired knowledge on HRD, Budget, planning and their relationship to the library environment
6. Acquired traits on library collection development of both print and electronic resources

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	–	–
CO2	3	3	2	–	2	2	–	–
CO3	3	3	3	2	3	2	2	–
CO4	2	3	3	3	3	2	2	2
CO5	2	3	3	3	3	3	2	2
CO6	2	3	3	3	3	2	3	3

Objectives:

1. To help the students learn the various information systems and their functioning.
2. To train the students on various Library and Information services in different library environments.
3. To give exposure to Online research information systems in various subjects
4. To make aware on existing National Information Systems

Unit-I

Information System: Concept, purpose, types and levels. Components of Information System: Regional, National and International.

Unit-II

Information Services; References Services: concept and definition; Information Alert, News Clippings, CAS, SDI, Abstracting and Indexing Services. Document Delivery Service, Translation Service, Referral Service.

Unit-III

Digital Information Services; Institutional Repository in India; ROAR, DOAR, SHARPA-ROMIO; Web OPAC, EDDS, Citation and Indexing Services; Digital Reference Services.

Unit-IV

Global Information System: INIS, AGRIS, INSPEC, MEDLARS, BIOSIS, ERIC, Patent Information System (PIS), Biotechnology Information System (BIS). National Information Systems; NISCAIR, DESIDOC, SENDOC, ENVIS, INFLIBNET, DELNET, NICNET, ERNET, National Knowledge Network (NKN), Biotechnology Information System Network

Unit- V

Library Consortia: National and International- Importance and Objectives; Resource Sharing and Library Networks: National –INFLIBNET: E-Shodhsindhu Shodhganga, DELNET and International - OCLC, RLG, JANET, CALIS, SENDOC.

Unit-VI

Recent Trends and case study activities on Documentation services- J-gate-Indian science Abstract- Dissertation Abstract-Mail forum-Online Information Display- Display through Library Websites

Selected Readings:

1. Atherton, P. Handbook of Information Systems and Services, 1977.
2. Burch, J.C. and Stretev, F.R. Information Systems: Theory and Practice, 1974.
3. Choudhary, G. G. and Choudhary, S. Searching CD-ROM and online information sources, 2001

4. Colin, H. Ed. Management Information Systems in Libraries and Information Services. London: Tayler Graham, 1989.
5. Fourie, D. and Dowell, D. Libraries in the information age. New York, Libraries unlimited, 2002
6. Guha, B. (1983). Documentation and Information: Services, techniques and systems. Calcutta: World Press.
7. Gupta, B.M. and others (1991). Handbook of Libraries, archives, Information centres in India. New Delhi: Aditya Prakshan.
8. Gurdev Singh Information Sources Services and Systems PHI, New Delhi, 2013
9. Kochtanek, Thomas R. and Mathews, Joseph R. Library and Information Systems: From Library automation to distributed information access solutions. West port: Libraries unlimited, 2004.
10. Krishan Kumar (1990). Reference service. New Delhi, Vikas.
11. Neelameghan A. and Prasad, K.N. Eds. (2005). Information systems and services in India. Bangalore: SRELS.
12. Prashant Kaushik Library Information Services and Systems Anmol Publisher, New Delhi, 2006,
13. Sewa Singh. Handbook of International sources on reference and information, 2001
14. Sherman, C. and Price, G. The invisible web: uncovering Information Sources Search engines can't see. 2001
15. Sunitha Asija (1998). Documentation services in India: A review of some selected documentation centres. New Delhi: Academic Publications.
16. U.S. Jadhav and Suresh Jange Library and Information Sources and Services Regency Publications A Division of Astral International (P) Ltd. New Delhi, 2013
17. Vickery, B. (1987). Information systems. London: Butterworths

Course outcome:

After completion of the learning curriculum of this course, students will be able to

1. Analyzed the various information systems and their functioning.
2. Attained knowledge how to teach and train on the various Library and Information services in different library
3. Discussed the national and international information systems and services in library
4. Discussed to get idea about consortia in different levels and different areas.
5. Attained the knowledge on various sources and services provided by library
6. Discussed elaborately the Digital Information Services; Institutional Repository, Web OPAC, Online DDS, Citation and
7. Attained the knowledge of Library consortia-India; UGC-INFONET, INDEST, N-LIST;
8. Gained knowledge of Library Networks: INFLIBNET, DELNET, ERNET.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	–	2	–	–	–
CO2	3	3	3	2	3	2	2	–
CO3	3	3	2	2	3	2	2	–
CO4	2	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	2	2
CO6	2	3	3	3	3	3	2	2
CO7	2	3	3	3	3	2	2	3
CO8	2	3	3	3	3	2	3	3

Year: I

CORE CHOICE COURSE 2

Semester: II

Code:

**2. ACADEMIC AND RESEARCH
LIBRARIANSHIP
(Theory)**

Credit: 4

Objectives:

1. To learn the responsibility of libraries to society, academic and R & D
2. To learn about the Academic library and information system
3. To learn the ways of preservation and conservation
4. To learn the planning and management of managing library.
5. To learn the responsibility of information literacy program

Unit – I

Role and Responsibility of Academic Libraries – Growth of University and College Libraries in India – Role of UGC in Academic library development.

Unit – II

Academic Libraries: School Library- College Library- University Library, Collection Development- Technical Processing – Services – Preservation and Conservation.

Unit – III

Library Authority and Library Committee in university and college libraries – Centralization and Decentralization – Budgeting- Statistics – Files and Records.

Unit – IV

Planning and Management: Resource Sharing – Manpower and Staff Formula – University and College Libraries Authorities.

Unit – V

Information Literacy Programme in Academic Libraries – Public Relations in Academic Libraries.

Unit – VI

Case Study- Library Visit: British Council Library, Indian Institute of Technology Madras, Bharathidasan University, National Institute of Technology, Indian Institute of Management, St Joseph College.

Selected Readings:

1. Baker (D), Ed.: Resource management in academic libraries. London: Library Asso., 1997.
2. Baker David and Hutchins John. Resource management in Academic Libraries. London: LA, 1995
3. Biddiscombe (R.), Ed.: The end-user revolution. London: Library Association, 1996.
4. Biddle S F. Planning the University Library. Westport: Greenwood Press, 1992
5. Brophy (P.): The academic library. 2nd ed. London: Facet, 2005.

6. Bryan Harrison. University Libraries in Britain. London: Clive-Bingley, 1968
7. Chapman (L.): Managing acquisitions in library and info. Ser. Rev. ed. London: Facet, 2004.
8. Datta Narendra. Academic status for University and College Librarians in India. Delhi: IBB, 1986
9. Deshapande K S. University Library System in India. Varanasi: IBC, 1985
10. Durrey Peter. Staff Management in University and College Libraries. Oxford: Pergoman, 1976
11. Fleming Hugh. User Education in Academic Libraries. London: LA, 1990
12. Fussler H H (Ed). Functions of the Library in Modern College. Chicago: University of Chicago, 1967
13. Gelfand (M.A.): University libraries for developing countries. Paris: Unesco, 1968.
14. Gelfand M A. University Libraries for Developing Countries. Paris: UNESCO, 1968
15. Jenkins C and Morley C. Collection Management in Academic Libraries. Gower, 1991
16. Jordon (P.): The academic library and its users. London: Gower, 1998.
17. Line (M.B.), Ed.: Academic library management. London: Library Association, 1990.
18. Lyle (G.R.): Administration of the college library. 2nd ed. New York: Wilson, 1974.
19. Lyle G R. College Library Publicity. New Delhi: Reliance, 1986
20. Mayer R M. Strategic Management for Academic Libraries: A Handbook. Greenwood 1993
21. Metcalf (KD): Planning academic and research library building. New York: Mc Graw Hill, 1965.
22. Rajwantsingh University Library Buildings in India. Delhi: Academic, 1984
23. Ranganathan S R. School and College Libraries. Madras: MLA, 1942
24. UGC (India). Library Committee Report (1957) University and College Libraries. New Delhi: UGC, 1967
25. UGC: Great Britain. Library Committee. 1963. Report. London: HMSO, 1967
26. Viswanathan C G. University Libraries of India (1857-1970). New Delhi: Author, 1972
27. White Carl M. Survey of the Delhi University Library. Delhi: University of Delhi, 1965

course outcome:

At After completion of the learning curriculum of this course, students will be able to

1. Understood the different levels of academic library system and their growth and development phases in India besides the role of the UGC.
2. Acquired knowledge about the academic library governing body, financial management, records and their maintenance.
3. Exposed to the principles of scientific management including Human resource.
4. Attained knowledge about information literacy programs and Public relations management.

Co	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	2	–
CO2	3	3	2	2	3	2	2	–
CO3	2	3	3	2	3	3	2	–
CO4	2	3	2	3	3	2	3	2
CO5	2	3	3	3	3	3	2	2
CO6	2	3	3	3	3	2	3	3

Objectives:

1. To enable the students to familiarize with various Metadata Standards, Digital Object identifiers and Mark up languages.
2. To familiarize with various indexing systems
3. To develop skills of information search strategies
4. To know the information retrieval models

Unit-I

Information Retrieval System – concepts – Tools and Techniques

Unit-II

Indexing systems – General Theory of Indexing languages. Indexing: Pre coordination and Post coordination, Keyword Indexing, Evaluation of Indexing System, Thesaurus and vocabulary control; Web Indexing

Unit-III

Organization of digital resources – Metadata standards – Dublin Core, MARC21, ISO 2709, UNIMARC, CCF and DOI (Digital Object Identifier)

Unit-IV

Query formulation - search process; Search Techniques and strategies in Web of Science, Scopus, BLAISE, INSPEC, MEDLINE.

Unit-V

Evaluation of Information Retrieval Systems: Purpose – Criteria; Recall and Precision and steps in evaluation – Major Evaluation Studies – MEDLARS and SMART Retrieval.

Unit-VI

Recent Trends on structured Text Retrieval Models; Text Operations: document pre-processing (word stemming, stop words, thesauri), document clustering; Linguistic aspects

Selected Readings:

1. Aitchison, J. (1970). The Thesaurofacet: A Multipurpose Retrieval Language Tool. Journal of Documentation. 26; 187-203
2. Aitchison, J. and Gilchrist, A. (1987). Thesaurus Construction: A Practical Manual. 2nd ed. London : ASLIB. Aldershot: Gower
3. Atchison, Jean & Gilchrist, Alan. Thesaurus construction: a practical manual. London: Aslib. 1972.
4. Austin, D. Precis, A manual of concept analysis and subject indexing. 2nd ed. 1984.
5. B. C. Vickery. Techniques of information retrieval. London: Butterworths, 1970.
6. Bikowitz.,W R. Knowledge Management. Delhi: PHI, 2000.

7. Brown, A.G. (1982). Introduction to Subject Indexing. 2nd ed. London: Clive Bingley.
8. Cataloging Electronic Resources: Olson manual.
<http://www.library.cornell.edu/tsmanual/CIRM/Intro.html>
9. Chakraborty, A.R. and Chakraborty, Bhubaneswar (1984), Indexing : Principles, Processes and Products. Calcutta: World Press.
10. Chowdhury, G G. Introduction to Modern Information Retrieval. 2nd edn. London, Facet Publishing, 2003.
11. Chowdhury, G.G. (2004). Introduction to modern information retrieval. 2nd Ed. London: Facet Publishing.
12. Chowdhury, G.G. and Chowdhury, S. (2001). Information sources and searching on the World Wide Web. London: Library Association Publishing.
13. Chowdhury, G.G. and Chowdhury, S. (2001). Searching CD-ROM and online information sources. London: Library Association Publishing.
14. Hunter, Eric J. (1985). Computerized Cataloguing. London: Clive Bingley.
15. Lancaster, F. W. (1985). Vocabulary Control for Information Retrieval. 2nd ed. Arlington, Va. : Information Resources Press.
16. Lancaster, F.W. (2003). Indexing and abstracting in theory and practice. 3rd ed. London: Facet Publishing.
17. Machine-Readable Bibliographic Information Committee (MARBI). (1996). The MARC21 formats: background and principles. Revised.
<http://www.loc.gov/marc/96princip1.html#one>
18. MARC21 formats: background and principles. <http://lcweb.loc.gov/marc/96princip1.html>
19. Rowley, Jennifer E. (1998). Abstracting and Indexing. 2nd ed. London: Clive Bingley.
20. Sarkhel, J.K. (2001). Information analysis in theory and practice. Kolkata: Classique Books.
21. Soergel, D. (1974). Indexing Language and Thesauri: Construction and Maintenance. Los Angeles, California Melville Publishing.

Learning Outcomes

After completion of the learning curriculum of this course, students will be able to

1. Learnt developed skills of information search strategies
2. Familiarize with various Metadata Standards, and web 2.0
3. Discussed the Digital Object identifiers and Mark up languages
4. Familiarize deep knowledge with various indexing systems
5. Emphasized the types of information retrieval models
6. Learned the knowledge of indexing systems and thesaurus and vocabulary control
7. Learned the knowledge of digital resource organization
8. Attained the knowledge of indexing and classifying the library materials

Co	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	–	–	–
CO2	3	3	2	2	3	2	–	–
CO3	2	3	3	2	3	2	–	–
CO4	3	3	3	2	3	2	2	–
CO5	2	3	3	3	3	2	2	2
CO6	2	3	3	3	3	3	2	2
CO7	2	3	3	3	3	2	2	3
CO7	2	3	3	3	3	3	3	3

Code: **KNOWLEDGE ORGANIZATION PRACTICE-II:** **Credit: 4**
 AACR-II and UDC
 (Practical)

Objectives:

- To enable the students to classify and catalogue the library documents using AACR- II and UDC
- Prepare them to efficiently integrate metadata with library OPAC for e-documents.

Exercise

1. Classification of titles of Books and Periodical articles according to UDC
2. Cataloguing of Documents: Print and Non-Print using AACR - II
3. Help the students familiarize in cataloguing and indexing of various types traditional as well as digital objects by assigning the call number using AACR-II and UDC
4. Help the students observe the principles relevant to the indexing schemes while classifying
5. Help them prepare a record of their understanding and performance in the prescribed classification schemes
6. Help them to identify the online support available on the internet

Selected Readings:

1. McIlwaine, I.C. (2000). The Universal Decimal Classification: a guide to its use. London: BSI Business Information.
2. Raju A.A.N. (1991). UDC (IME, 1985): A Practical and Self Instructional Manual. Madras: T.R. Publications
3. UDC: International Medium Edition - English Text (BS IOOOM: 1985). London: British Standards Institution.
4. Universal Decimal Classification: Abridged Edition. (2003). London: BSI Business Information.
5. Anglo-American Cataloguing Rules. (1988). 2nd rev. ed. Chicago: American Library Association
- Lal, C and Kumar, K. Practical Cataloguing AACR-2. ESS Publications, New Delhi. 2006.

Learning Outcome:

After completion of the learning curriculum of this course, students will be able to

1. Acquired capabilities in organizing the knowledge in the appropriate sequence sharpening the focus of the contents of the document with book numbers.
2. Learnt the knowledge how to Classification of Books and Periodicals according to UDC (Standard Edition)
3. Attained the elaborate knowledge how to Cataloguing of library Documents, Print and Non-Print sources using through AACR-II
4. Discussed how to do Classification and Cataloguing using AACR II
5. Attained the knowledge of classifying the documents using Colon Classification Schemes
6. Learnt the knowledge of information organization on traditional and digital environment
7. Attain the capabilities for retrieving classification system from web resources
8. Learnt the skills of making different classification schemes.

Objectives:

1. Help the Students comprehend the various facets of soft skills and different types of communication as a means to develop their professional personality.
2. Help the students develop leadership qualities, motivation and professional efficiency.
3. Help the students to develop their reporting and presentation skills
4. Help the students to understand facets related to work culture and time management skill, reading and writing skills.

Unit-I

Concept and its Significance; Communication Skills: What, Why, How?

Why Communication fails? How to be an Effective Communicator? Mastering the Process of Communication, Oral Communication Skills, Body Language, Optimistic Approach, Managing Conflicts, Gaining Confidence, Methods of Communication: One Way and Two Way Communication; Verbal – Modes, Oral and Written, Nonverbal Communication – Categories and Features; Formal and Informal Communication; Visual Communication, Telecommunication and Internet.

Unit-II

Listening and Speaking Skills: What, Why? Why we don't listen? How to develop our Listening Skills? Speaking - What is speaking? Accepting invitation to speak, Setting Objectives; Know your Audience, Research the Material, Planning and Writing, Use of Audiovisual aids, Delivering speech, Style of speech and improvement.

Unit-III

Reading and Writing Skills: What is reading? Purpose of reading, Types of reading, Reading ways, 4R Method and SQ3R Method; Writing – Written Communication, Stages in Effective Writing, Styles of Writing – Choice of Words and Phrases, Sentence Structure and length, Paragraph Structure and Length, Principles of Paragraph, Characteristics of Good Writing and Basic tools of writing.

Unit-IV

Time Management Skills: Understanding Time Management, Time Management Principles – Identifying Time Loss, Urgency and Importance, Effective Decision Making, Setting your Goals, and Defining and Objectives.

Unit -V

Time saving Techniques; Organizing Work Space, and Communicating Effectively; Dealing with Stress – Understanding Overload, and Negotiating Workload; Practical Time Planning – Planning your Day, Using Activity Network, Critical Path Analysis, Effective Resource Sharing and Preparing Planning Diagrams.

Unit-VI

Case Study- TCS Soft Skills Course; MOOC Soft Skills Course

Selected Readings:

1. Amer, Beverly. Soft Skills at Work: Technology for Career Success, Cengage Learning, 2008, pp90.
2. Butterfield, Jeff. Written Communication: Soft Skills for Digital Work Place, Cengage Learning, 200, pp134.
3. Klaus, Peggy. The Hard Truth about Soft Skills: Work Place Lessons Smart People Wish They'd Learned Sooner. Collins, 2008, pp208.
4. Mitchell, Geana Watson. Essential Soft Skills for Success in the Twenty First Century Workforce as perceived by Alabama Business/marketing Educators. ProQuest, 2008, pp134.
5. Rao, M.S. Soft Skills Enhancing Employability: Connecting Campus with Corporate. K. International Pvt. Ltd, 2010, pp 256.

Learning Outcome

After completion of the learning curriculum of this course, students will be able to

1. Acquired knowledge on the basics of verbal and written communication.
2. Understood the components of Visual and Tele communication.
3. Gained skills to use digital gadgets and internet communication.
4. Understood the facet of library and professional communication.
5. Learnt on the reading and report writing skills.
6. Acquired knowledge on time saving techniques and developing overall professional personality.

Co	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	–	2	2	3	–
CO2	2	3	2	2	3	2	2	–
CO3	2	3	3	3	3	2	2	2
CO4	3	3	2	2	2	3	3	–
CO5	2	3	3	2	2	3	3	2
CO6	2	3	3	3	2	3	3	3

Objectives:

- To enable the students to understand the concept of information literacy
- To orient on preparation of library promotional materials.
- To teach the methods of digital and online literacy.
- To orient on national and international standard and models of information literacy.

Unit-I

Fundamentals of Information Literacy: Concept, Need and Objectives. Historical perspective of Information literacy. Types of Information Literacy: Technology literacy, media literacy, computer and digital literacy. Levels of Information Literacy: Entry level, Mid level, High level, Advance level.

Unit-II

Lifelong learning and its components. Partners of Information literacy. Information Literacy Products: Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin

Unit-III

Models of Information literacy. Information Literacy for users. Information literacy for professionals. Scope of Information Literacy Programme; National Programs in Information Literacy, International Programs in Information Literacy

Unit-IV

Information literacy programmes. Role of Libraries in Information literacy. Information literacy instructions in different types of Library and Information centers. Information Literacy for Users; Information Literacy for Professionals, Information Literacy for users, professionals and Research & Development.

Unit-V

Digital and Web Literacy, Study of Information literacy programs in the world. Information Literacy Competencies. Challenges facing Information literacy. Information Literacy models – SCONUL; ACRL

Unit-VI

Current trends in Information literacy, Case Study - Library Virtual Tours, Awareness on Publishers Tutorials (Springer, Elsevier and Clarivate Analytics)

Selected Readings:

1. American Association of School Librarians and Associations For Educational Communications and Technology. Information Standards for Student Learning. (1998) American Library Association, Chicago.
2. American Library Association. Information Literacy: a position paper on information problem solving (2000). available at: www.ala.org/assl.positions/PS_infolit.html
3. Association of College and Research Libraries. Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. (2001). ACRL, available at: www.ala.org/acrl/guides/objinfolit.html.

4. Association of College and Research Libraries. Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. (2001). ACRL, available at: www.ala.org/acrl/guides/objinfolit.html.
5. Baldwin V A. Information Literacy in Science & Technology Disciplines. Library Conference Presentation and Speech. (2005). University of Nebraska, Lincoln. http://digitalcommons.unl.edu/library_talks/11
6. Barker, K. and Lonsdale, R. Ed. (1994). Skills for life: the value and meaning of literacy.
7. Bawden, D. (2001). Information and digital literacies: a review of concepts. <http://gti/edu.um.es.8080/gomez/hei/intranet/bawden/pdf>.
8. Delcourt (M) and Higgins (CA). Computer technologies in teacher education: the measurement of attitudes and self-efficacy. Journal of Research and Development in Education. (1993). 27; 31-7.
9. Eisenberg (M B) et al. Information Literacy: Essential Skills for the Information Age. 2nd ed. (2004), Libraries Unlimited, Westport.
10. Eisenberg, M.B. , Lowe, C.A. & Spitzer, K.L. (2004). Information literacy: Essential skills for Information age. London: Libraries unlimited.
11. Grassian (E S). Learning to lead and manage information literacy instruction. (2005) Neil Schuman Publishers, New York.
12. Grassin (E S) and Kaplowitz (J R). Information Literacy Instruction: Theory and Practice. (2001). Neal Schuman, New York.
13. Library Conference Presentation and Speech. (2005). University of Nebraska, Lincoln. http://digitalcommons.unl.edu/library_talks/11
14. London: Taylor Graham.
15. Meadows, A.J. Ed. (1991). Knowledge and communication: essays on the Information chain. London: Library Association.
16. Pantry, Sheila and Griffiths, Peter (2002). Creating a successful e-Information service. London: Facet.
17. Smith (S). Web-based Instruction.A Guide for Libraries. (2001). American Library Association, Chicago.
18. Tight (M). Lifelong Learning: Opportunity or Compulsion?.British Journal of Education Studies. Vol. 46; 3 September 1998; 251-263. www.ala.org/at/nill/litt1sthtml
19. Zorana Ercegovic (2008). Information literacy: search strategies, tools & resources for high school students and college freshmen. California: ABC-CLIO.

Learning Outcomes

After completion of the learning curriculum of this course, students will be able to

1. Acquired skills on basic search strategies.
2. Acquired skills on search in library OPAC, Web OPAC and Scholarly databases.
3. Understood the concept of library literacy and information literacy.
4. Learnt use of web and mobile management tools.
5. Become familiar on preparation on library promotional materials.
6. Acquired knowledge on the standards of information literacy and digital information literacy.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	–	3	–	–	–
CO2	3	3	3	2	3	2	–	–
CO3	3	2	2	–	2	2	2	–
CO4	2	3	3	3	3	2	2	2
CO5	2	3	2	2	2	3	3	2
CO6	2	3	3	3	3	2	3	3

Course Objectives:

1. To introduce the concepts, evolution, and significance of citation analysis in scholarly communication.
2. To familiarize students with different forms of citations, citation indexing, and citation analysis techniques.
3. To develop knowledge of major citation databases and their applications in research evaluation.
4. To enable students to understand bibliometric indicators and citation-based research metrics.
5. To train students in the use of citation analysis and visualization tools for research assessment.
6. To expose students to emerging trends in research metrics, webometrics, altmetrics, and scholarly impact assessment.

Unit-I

Citation and Citation Analysis: Concept, definition, evolution and applications.

Unit-II

Forms of citations, Bibliographic Coupling, Co-Citation, Citation Life – Citation Counts, Self –citation – Citation Index.

Unit-III

Citation Databases: Scopus, Web of Knowledge, Google Scholar and Cross Reference.

Unit-IV

Impact Factor, Discipline Impact Factor (DIF), h-Index, h-type index G-Index, g-h Index, h-b index, i10 Index, z-index, Exergy indicator and Citation Factor.

Unit-V

Research Tools for Citation Metrics: Histcite and Bibexcel, PAJEK, VOS Viewer

Unit-VI

Recent Trends Metrics: Info graphics-SNIP-SJR-ALEXA - Webometric tools, Altmetrics Tools.

Selected Readings:

1. Belikov, A.V.; Belikov, V.V. (2015). "A citation-based, author- and age-normalized, logarithmic index for evaluation of individual researchers independently of publication counts". *F1000Research* 4: 884. doi:10.12688/f1000research.7070.1
2. Braam, Robert R. (1991). Mapping of science: Foci of intellectual interest in scientific literature. DSWO Press. ISBN 90-6695-049-8.
3. De Bellis, Nicola (2009). Bibliometrics and citation analysis: from the Science citation index to cybermetrics. Scarecrow Press.p. 417.ISBN 0-8108-6713-3.

5. Egghe, Leo; Rousseau, Ronald (1990). Introduction to Informetrics: Quantitative Methods in Library, Documentation, and Information Science. Elsevier. ISBN 978-0-444-88493-0.
6. Hamdaqa, M.; A Hamou-Lhadj (2009). Citation Analysis: An Approach for Facilitating the Understanding and the Analysis of Regulatory Compliance Documents. Las Vegas, NV: IEEE. pp. 278–283. doi:10.1109/ITNG.2009.161. ISBN 978-1-4244-3770-2.
7. Leydesdorff, L. A. (2001). The challenge of scientometrics: The development, measurement, and self-organization of scientific communications (2nd ed.). Boca Raton, FL: Universal Publishers.
8. Noyons, E. C. M. (1999). Bibliometric mapping as a science policy and research management tool. Leiden: DSWO Press, University of Leiden.
9. Wilson, Concepción S. (1999). "Informetrics". Annual Review of Information Science and Technology (Medford, NJ: Information Today) 34: 107–247.
10. Wolfram, D. (2003). Applied Informetrics for Information Retrieval Research. Libraries Unlimited.
11. Levine-Clark, M., & Gil, E. L. (2008). A comparative citation analysis of Web of Science, Scopus, and Google Scholar. Journal of Business & Finance Librarianship, 14(1), 32-46.
12. Aksnes, D.W. (2006), Citation rates and perceptions of scientific contribution. Journal of the American Society for Information Science and Technology, 57(2), p.169-185.
<http://dspace.uok.edu.in/jspui/bitstream/1/193/1/Citation%20Analysis%20of%20Library%20Trends.htm>

Course Outcomes (COs)

After successful completion of this course, students will be able to:

CO1: Explain the concepts, evolution, principles, and applications of citation analysis in scholarly communication.

CO2: Analyze different forms of citations, citation relationships, citation indexes, and citation-based evaluation techniques.

CO3: Demonstrate the effective use of citation databases such as Scopus, Web of Science, Google Scholar, and Cross Ref for literature analysis and research evaluation.

CO4: Evaluate research impact using citation metrics and bibliometric indicators, including Impact Factor, h-index, g-index, i10-index, SNIP, and SJR.

CO5: Apply citation analysis and visualization tools such as HistCite, BibExcel, Pajek, and VOS viewer for bibliometric and scientometric studies.

CO6: Assess emerging trends in research evaluation using webometrics, altmetrics, infographic tools, and other contemporary research impact indicators.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	–	2	–	–	–
CO2	3	3	2	2	2	–	–	–
CO3	3	3	3	2	3	2	–	–
CO4	2	3	3	3	3	2	2	2
CO5	2	3	3	3	3	3	2	2
CO6	2	3	3	3	3	2	3	3
