



M.Phil. Library and Information Science (FT / PT) PROGRAMME

(For the candidates to be admitted from the academic year 2018-19 onwards)

Eligibility : M.Phil programme in Library and Information Science is MLISc, / M.Lib.I.Sc / M.Lib.Sc of recognized university / institution / through 10 + 2 + 3/4 + 2 pattern.

PROGRAMME OBJECTIVES :

- To impart the knowledge and traits on research methods, qualitative techniques and the concepts of various types of research.
- To familiarize on different research methods, the collection of data and scientific analysis.
- To input skills on research reporting.

PROGRAMME SPECIFIC OBJECTIVES

- To make familiarize the concepts of research and its relevance in the areas of LIS research.
- To impart skills on use of research techniques and statistical methods on information management and user assessment.
- To apply the research practices in LIS, including publication ethics, plagiarism and academic integrity.

PROGRAMME STRUCTURE

Sem-ester	Course	Title of the Course	Exam. Hours	Credits	Marks		
					IA	UE	Total
I	Course - I	Research Methodology	3	4	25	75	100
	Course - II	Digital Libraries and Web Technologies	3	4	25	75	100
	Course – III	Teaching and Learning skills (Common Paper)	3	4	25	75	100
	Course - IV	Paper on Topic of Research (The syllabus will be prepared by the Guide and the examination will be conducted by the COE)	3	4	25	75	100
II	---	Dissertation and Viva-Voce Viva Voce 50 marks Dissertation 150 marks	--	8	--	--	200
Total				24	--	--	600

PROGRAMME OUTCOMES :

The M.Phil program's goals and outcomes articulate our vision of quality professional education for library and information science (LIS).

- Achieve the knowledge to understand the expertise of research
- Acquire to evolve the research design both in the descriptive and experimental.
- Train on collecting research data
- Exposure on surveying the environment by observing, questionnaire and interview, schedules
- Train to get fellowships and research awards
- Eligibility to become as faculty in academic and research institutions
- Enable to become senior professionals and scientists in government and research establishments.
- Develop interest on continuous research

COURSE I

RESEARCH METHODOLOGY

Course Objectives :

- To know the basic concepts of research, their types, planning and methods of Library Information Science (LIS) research.
- To understand the methods and tools of collection of research data.
- To teach on research tools and techniques in analyze and reporting.
- Make the students become proficient in research methodology, sampling techniques and data collection tools.
- To help the students learn the statistical tools and techniques of analyzing, interpreting and reporting research.

Unit I

Research: Concept, Purpose, Significance, Types and Objectives - Identification and Formulation of Research Problems.

Unit II

Research Design – Types, Hypothesis: Definition, Need, Purpose, Types and Techniques; Review of Literature.

Unit III

Methods of Data Collection: Survey, Experimental, Explorative and Analytical Tools: Schedule, Questionnaire, Interview, Delphi Technique and Observation; Sampling: Types and Methods

Unit IV

Data Analysis: Statistical Techniques – Descriptive and Inferential; Quantitative and Qualitative; Correlation and Regression Analysis, Correspondence; Multi Dimensional Scale /Cluster Analysis, Content Analysis; Statistical Packages for Social Sciences (SPSS).

Unit V

Report Writing: Components, Preparation, Style Manuals and Reference Management Systems: MLA, Chicago, APA; Mendeley and Endnote.

Suggested Readings:

1. Vaughan, Liwen, Statistical Method for the Information Professional: A Practical, Painless Approach to Understanding, Using and Interpretation Statistics, Volume 367, ASIS&T, 2001.
2. Auger, Current trends in scientific research. UNESCO, Paris, 1961.
3. Bhandarkar. P.L & Wilkinson. T. S. Methodology & techniques of Social research Ed.9 Himalaya. Bombay, 2010.
4. Bundy.M.L & Wasserman.P. Reader in research methods in librarianship; techniques and interpretation: academic, New York, .1970.

5. Busha, Charles, H. and Harter, Stephen, S. Research Methods in Librarianship. Techniques and Interpretation. Orlando, Academic press, 1980.
6. Chapin.F.S(1974): Experimental designs in sociological research Rev Ed. Greenwood Press, Westport.
7. Charles, H. et.al. Research Methods in Librarianship: Techniques and Interpretations. New Delhi, Sage, 1993.
8. Downs,R.B & Down, E. How to do library research university of Illinois press, Urbana, 1966.
9. Fowler, F.J. Survey Research Methods. New Delhi, Sage, 1993.
10. Goode.W.J & Hatt.P.K. Method of Social Research. McGraw Hill. Auckland, 1989
11. Gopal.M.H. An introduction to research procedure in social sciences. Asia, Bombay, 1990.
12. Kothari.C.R.. Research methodology: Ed2 Wishwa. New Delhi, 1990.
13. Krishna Kumar: Research methods in library in social science. Vikas, New Delhi, 1992
14. Krishna Swamy, O.R. Methodology of research in social sciences. Himalaya, Bombay, 1993
15. Line,Maurice.B. Library surveys; An introduction to the use, planning procedure and presentation of survey. Ed2 Clive Bingley, London, 1982:.
16. Ravichandra Roa, I.K. Quantitative methods in library and information science, Wiley Eastern. New Delhi, 1988.
17. Slatter,Margaret, Ed. Research ,methods in library and information science. London, L.A, 1990.
18. Stevens, Rolland.E. Research methods in librarianship, Clive Bingley, London, 1971.
19. Tabuer, M.F and Stephens, I.R. Ed. Library surveys. Columbia University Press, New York, 1968.
20. Wilson, E.S. Introduction to scientific research McGraw Hill, New Delhi, 1952.
21. Young,P.V. Scientific social surveys and research. Ed4. Prentice Hall of India, New Delhi, 1982
22. Sinha, S.C & Dhiman, A.K. Research Methodology, Ess Ess Publications, New Delhi, 2002

Course Outcomes :

At the end of learning program of this paper, students should have

- Learnt the basic concepts of research including areas of LIS research.
- Acquired knowledge about various types of research relevant to LIS.
- Acquired knowledge on types of research method and processes.
- Understood the ways and means of data collections techniques.
- Familiarize with the concept of analyzing and interpreting the data
- Understood the process of setting objectives and hypotheses including sampling.
- Understood the methods of research report writing.

Course II

DIGITAL LIBRARIES AND WEB TECHNOLOGIES

Course Objectives :

- To teach the concepts of digital library, organization of digital information, latest web tools used in digital information access.
- To know the methods and practices involved in digital libraries.
- To impart knowledge on Information dissemination using digital and web technologies

Unit I

Digital Libraries: Concept, Definition, Objectives, Features, Design, Structure and File formats; and Current trends.

Unit II

Digital Library and Institutional Repository Softwares: DSpace, E-prints and GSDL.

Unit III

Content Management: Meta Data: Concepts, Standards- MARC21, Dublin Core; Search Strategies and Retrieval; Content Management System: Joomla, Drupal, Moodle.

Unit IV

Web Technology: Concepts and Tools, Web Browsers, Search Engines, Markup Languages, Web 2.0 & 3.0, Library 2.0 & 3.0; Web Management Tools. RSS Feeds and Webinars, QR Code and Mobile Apps.

Unit V

Design and Development of Web sites, Weblogs, Portals and Subject Gateways, MOOC and Digital Library Initiatives, SWAYAM, NPTEL, Edx; NDLI; e-SodhSindu.

Suggested Readings:

1. Jana Smith Ronan (2003), "Chat Reference: A guide to Live Virtual Reference Services", Rain Tree Publishing, pp.1-225.
2. Patricia Ingersoll and John Culshaw (2004), "Managing Information Technology: A handbook for systems Librarians", Rain Tree Publishing, pp. 1-199.
3. Ram Shobhit Singh (2008), "Encyclopaedia of Library Information Systems and E-Journal Archiving", Anmol Publications, pp. 1-269.
4. Jana Smith Ronan (2003), " Chat Reference: A guide to Live Virtual Reference

6. Services”, Rain Tree Publishing, pp.1-225.
7. Patricia Ingersoll and John Culshaw (2004), “Managing Information Technology: A handbook for systems Librarians”, Rain Tree Publishing, pp. 1-199.
8. Ram Shobhit Singh (2008), “Encyclopaedia of Library Information Systems and E-Journal Archiving”, Anmol Publications, pp. 1-269.

Web resources

1. <http://www.greenstone.org/>
2. <http://www.dspace.org/>
3. <http://epress.lib.uh.edu/pr/v8/n3/smit8n3.html>
4. <http://www.eprints.org/>
5. <http://moodle.org>
6. <http://joomla.org>
7. <http://drupal.org>
8. <http://scigate.ncsi.iisc.ernet.in/raja/>
9. <http://www.vidyanidhi.org.in/>
10. <http://www.20search.com/>
11. http://en.wikipedia.org/wiki/Web_2.0
12. <http://www.oreillynet.com>
13. http://en.wikipedia.org/wiki/Web_3.0
14. http://en.wikipedia.org/wiki/Main_Page
15. <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html>
16. <http://websearch.about.com>

Course Outcomes :

- Learnt the concepts of digital library, organization of digital information, latest web tools used in digital information access.
- Acquired skills to the methods and practices involved in digital libraries and library automation.
- Attained the knowledge of Design and Organization of Digital Libraries: Architecture, Interoperability, Protocols and Standards
- Learnt skills on Digital content creation: file formats, Archives and Preservation
- Gained the knowledge and concept of Web Technologies: WWW, Internet Protocols/mobile apps.
- Capabilities on use of Web Server. Search Engines: General, Meta, Federated Search Engines. Browsers: IE, Mozilla, Google Chrome.
- Learnt on analytics of Social Networking Websites and Social Bookmarking
- Aware about integrating Social media services to LIS environment

COURSE III

Teaching and Learning Skills

Course Objectives :

- Acquaint different parts of computer system and their functions.
- Understand the operations and use of computers and common Accessories.
- Develop skills of ICT and apply them in teaching learning context and Research.
- Appreciate the role of ICT in teaching, learning and Research.
- Acquire the knowledge of communication skill with special reference to its elements, types, development and styles.
- Understand the terms communication Technology and Computer mediated teaching and develop multimedia /e- content in their respective subject.
- Understand the communication process through the web.
- Acquire the knowledge of Instructional Technology and its Applications.
- Develop different teaching skills for putting the content across to targeted audience.

Unit I : Computer Application Skills

Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations-- **ICT for Professional Development**: Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

Unit II : Communications Skills

Communication: Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written; Non-verbal communication – Intrapersonal, interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of communication: Listening, Speaking, Reading and Writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

Unit III : Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – Demonstration: Characteristics, Principles, planning Implementation and Evaluation – Teaching-learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion.

Unit IV : E- Learning, Technology Integration and Academic Resources in India

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

Unit V : Skills of Teaching and Technology based assessment

Teaching skills: Definition, Meaning and Nature- Types of Teaching Skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills- **Technology for Assessment:** Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; e-rubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics.

References

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi
2. Brandon Hall , E-learning, A research note by Namahn, found in: [www.namahn.com/resources/ .../note-e-learning.pdf](http://www.namahn.com/resources/.../note-e-learning.pdf), Retrieved on 05/08/2011
3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh
4. Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weert, UNESCO, 2002.
5. Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in e-learning. *Innovations in Education & Teaching International*, 43(1), 15-27.
6. Kumar, K.L. (2008) Educational Technology, New Age International Publishers, New Delhi.
7. Learning Management system : https://en.wikipedia.org/wiki/Learning_management_system , Retrieved on 05/01/2016
8. Mangal, S.K (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana.
9. Michael,D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New york.

10. Pandey,S.K (2005) Teaching communication, Commonwealth Publishers, New Delhi.
11. Ram Babu,A abd Dandapani,S (2006), Microteaching (Vol.1 & 2), Neelkamal Publications, Hyderabad.
12. Singh,V.K and Sudarshan K.N. (1996), Computer Education, Discovery Publishing Company, New York.
13. Sharma,R.A., (2006) Fundamentals of Educational Technology, Surya Publications,Meerut
14. Vanaja,M and Rajasekar,S (2006), Computer Education, Neelkamal Publications, Hyderabad.

Course Outcomes

After completing the course, the students will:

- Develop skills of ICT and apply them in Teaching Learning context and Research.
- Be able to use ICT for their professional development.
- Leverage OERs for their teaching and research.
- Appreciate the role of ICT in teaching, learning and Research.
- Develop communication skills with special reference to Listening, Speaking, Reading and Writing.
- Learn how to use instructional technology effectively in a classroom.
- Master the preparation and implementation of teaching techniques.
- Develop adequate skills and competencies to organize seminar / conference / workshop / symposium / panel discussion.
- Develop skills in e-learning and technology integration.
- Have the ability to utilize Academic resources in India for their teaching.
- Have the mastery over communication process through the web.
- Develop different teaching skills for putting the content across to targeted audience.
- Have the ability to use technology for assessment in a classroom.
