

PALB (B.Lib.I.Sc)



**MAHARASHTRA EDUCATION SOCIETY**  
**ABASHEB GARWARE COLLEGE**  
**(Autonomous)**

***(SAVITRIBAI PHULE PUNE UNIVERSITY)***

**One Year B.Lib I.Sc. Degree Program in Library and Information Science**  
**(Faculty of Mental Moral and SocialScience s**  
**( Inter Disciplinary )**

**Syllabi under Autonomy**

**PALB (B.Lib.I.Sc)**

## Structure of B.Lib.I.Sc. Programme

SEMESTER ONE				
Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
PALB–11	Foundations of Library & Information Science	50	50	4
PALB – 12	Library Management	50	50	4
PALB – 13	Information Sources, Systems and Services	50	50	4
PALB–14	Knowledge Organization : Classification Theory	50	50	4
PALB–15	Knowledge Organization : Cataloguing Theory	50	50	4
PALB-16	Discipline Specific Elective 1. School and Media Librarianship. 2. Public Library System.	50	50	4
<b>Total</b>		<b>300</b>	<b>300</b>	<b>24</b>

SEMESTER TWO				
Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
PALB – 21	Knowledge Organization : Classification Practical	50	50	4
PALB – 22	Knowledge Organization : Cataloguing Practical	50	50	4
PALB – 23	Basics of Information and Communication Technology (Theory)	50	50	4
PALB – 24	Basics of Information and Communication Technology (Practical)	50	50	4
PALB – GE-1	Generic Elective	50	-	2
PALB – GE-2	<b>Ability &amp; Skill Enhancement Courses</b> a) Ability Enhancement Compulsory Course b) Skill Enhancement Courses Internship – Report Writing on Internship	-	50	2
<b>Total</b>		<b>250</b>	<b>250</b>	<b>20</b>



PALB-25	Skill Enhancement Courses. ( <b>Compulsory</b> )				
Study Tour Report, Internship Report, Compiling of Bibliography, Newspaper Clipping Project, Reference Diary, Bibliographic Database Creation	-	50	50	02	02
<b>Total</b>	<b>550</b>	<b>550</b>	<b>1100</b>	<b>44</b>	<b>52</b>

- **Medium of Instruction:** - English and Marathi
- **Medium of Writing in the Examination:** - English and Marathi

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**PALM (M.Lib.I.Sc)**

## Structure of M.Lib.I.Sc. Programme

SEMESTER ONE				
Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
PALM– 11	Information Retrieval	50	50	4
PALM– 12	Research Methodology	50	50	4
PALM– 13	Management of Electronic Resources – Theory & Practice	50	50	4
PALM– 14	Management of Library & Information Centres	50	50	4
PALM– 15	Disciplinary Specific Elective (Any One)	50	50	4
<b>Total</b>		<b>250</b>	<b>250</b>	<b>20</b>

Semester Two				
Paper Code	Title of the Paper	External Marks	Internal Marks	Credits
PALM – 21	Information and Communication Technology Applications In LIS Theory	50	50	4
PALM – 22	Information and Communication Technology Applications In LIS Practice	50	50	4
PALM – 23	Content Management Systems -Theory and Practice	50	50	4
PALM – 24	Dissertation (Preparation for Dissertation, Literature review and search etc)	50	50	4
PALM – 25	Inter-Discipline Elective Paper ( Any one)	50	50	4
<b>Total</b>		<b>250</b>	<b>250</b>	<b>20</b>

**Please Note – (Abbreviation):**

PALM = Post-Graduate Autonomous Library Bachelors’

DSE= Discipline Specific Elective

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

IDE= Inter-Disciplinary Elective

(1. Information Sources and their use in Literature and Humanities. 2. Information

Sources and their use in Natural Sciences. 3. Information Sources and their use in Social Sciences)

▪ **Details Credits of the M.Lib.I.Sc. Degree Programme**

Types of Courses	Credits
<b>I. Core courses</b> a) Theory 6 papers b) Practice 1 papers	6 papers X 4 credits each = 24 1 papers X 4 credits each = 04
<b>II. Elective Courses</b> b) Discipline Specific Elective 1 paper a) Inter Disciplinary Elective 1 paper	1 paper X 4 credits each = 04 1 paper X 4 credits each = 04
<b>III. Project and Dissertation</b> Dissertation (Preparation for Dissertation, Literature review and search etc)	1 paper X 4 credits each = 04
	<b>Total = 40</b>

Sr. No.	Title of the Course	Examination Marks			Credits	Teaching 60 minutes per Week
		Max. Marks	Internal Marks	Total Marks		
▪ Compulsory ( Theory)						
PALM – 11	Information Retrieval	50	50	100	4	4
PALM – 12	Research Methodology	50	50	100	4	4
PALM – 13	Management of Electronic Resources – Theory & Practice	50	50	100	4	4
PALM – 14	Management of Library & Information Centres	50	50	100	4	4
PALM – 21	Information and Communication Technology Applications In LIS Theory	50	50	100	4	4
PALM – 23	Content Management Systems: Theory and Practice	50	50	100	4	4
▪ Elective ( Theory)						
PALM – E1	Discipline Specific Elective	50	50	100	4	4
PALM – E2	Inter Disciplinary Elective	50	50	100	4	4

▪ <b>Practical (Compulsory)</b>						
PALM - 22	Information and Communication Technology	50	50	100	4	4
	Applications In LIS Practice					
▪ <b>PALM -24 Project and Dissertation</b>						
Dissertation (Preparation for Dissertation, Literature review and search etc.)		50	50	100	04	04
<b>Total</b>		<b>500</b>	<b>500</b>	<b>1000</b>	<b>40</b>	<b>40</b>

- **Medium of Instruction:** - English and Marathi
- **Medium of Writing in the Examination:** - English and Marathi



## **PALB- 11: Foundations of Library & Information Science**

### **Aim of this paper:**

**To familiarize the students with the philosophy of Librarianship, Laws of Library Science and their implications and importance of service aspect.**

### **Objectives:**

- 1. To make students aware about the concept of Library and objectives, functions of different types of libraries.**
- 2. To understand the purpose, role of libraries in society.**
- 3. To make them aware about five laws of Library Science.**
- 4. To understand Library and Information Science as a Discipline.**
- 5. To introduce the students to Library Legislation in India & Maharashtra in particular.**
- 6. To create awareness about various Library Associations.**

### **Unit 1: Libraries – Types and Role in Society**

- 1.1 Historical Development of Libraries
- 1.2 Types of Libraries and Information Centers: (National, Public, Special, Research and Academic Libraries) Objectives, Features Functions.
- 1.3 Public relations and Extension Activities of Libraries –
- 1.4 Library as Social Institution - Role of Library in Society, in Education, in Culture and in Science and Technology and development
- 1.5 Five Laws of Library Science

### **Unit 2: Information, Knowledge and Society**

- 2.1 Data, Information, Knowledge and Wisdom – Meaning and Characteristics
- 2.2 Information Transfer Cycle – Generation, Transfer and Recipient
- 2.3 Introduction to communication models
- 2.4 Library and Information Science as a Discipline
- 2.5 National Education Policy- Introduction

### **Unit 3: Laws and Legislations related to Libraries**

- 3.1 Library Legislation: Need and Features
- 3.2 Library Legislation in India with special reference to Maharashtra Public Library Act 1967 (Salient feature)
- 3.3 The Press and Registration of Books Act
- 3.4 The Delivery of Books and Newspaper Act
- 3.5 Copyright Act and Intellectual Property Rights
- 3.6 Right to Information Act
- 3.7 Information Technology Act (latest amendments)

### **Unit 4: Professional Associations and Organizations**

- 4.1 Librarianship as a Profession
- 4.2 Professional Ethics
- 4.3 Resource Sharing – Concept and Barriers with introduction to consortia

#### 4.4 Knowledge Sharing activities in India

4.5 State, National and International Professional Associations – ILA, IASLIC, IATLIS, IFLA, ALA, CILIP, ASLIB and SLA UNESCO, UGC, RRRLF, MUCLA.

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, Expert talk on Maharashtra MPLA 1967, Group discussion, Library Visit.

### **Suggested Assessments**

Assignments, Small Project on different libraries, Peer assessment, PPT Presentation, Reflective note

### **Learning Outcome**

1. Understand purpose, role and importance of libraries in society
2. Familiarize with development of libraries in general and India in particular.
3. Awareness about the five laws of library science.
4. Know about various types of libraries, their objectives & functions.
5. Know laws and legislation related to libraries.
6. Get awareness about various Library Associations & their role in Professional Development

### **References**

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2. Chapman, Elizabeth A and Lyden, Frederick C. Advances in Librarianship. 24th Vol. San Diego: Academic Press, 2000
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8. McGarry.K.J Changing Context of Information, 1993
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16. Vyas, S.D Library and Society, Jaipur: Panchasheel.1993

## **PALB- 12: Library Management**

### **Aim:**

**The intention of this paper is to prepare students to administer and manage libraries.**

### **Objectives:**

- 1. To make the students aware of principles & functions of management & their application to librarianship.**
- 2. To train students in the organization of library work & collection development.**
- 3. To familiarize with various library procedures & housekeeping activities.**
- 4. To understand, monitor and evaluate library procedures & practices.**

### **Unit 1: Principles & functions of Management**

- 1.1 Management- History, Concept & scope, Management & Administration
- 1.2 Schools of Management Thoughts
- 1.3 Principles of Management- by Taylor, Fayol & Urquhart
- 1.4 Functions of Management- POSDCORB & their application to librarianship
- 1.5 Role of Librarian as a Manager

### **Unit 2: Technical Services, Circulation, Maintenance**

#### **2.1 Acquisition of print/ non-print books**

- Objectives of acquisition section, function of acquisition department
- Book Selection Tools and Principles
- sources of acquisition of books,
- Collection development policy: concept, need and purpose
- steps in acquisition,
- Technical Processing- Manual and Machine

#### **2.2 Acquisition of print/ non-print periodicals**

- Types of periodicals, selection tools, procurement (direct & through agent): their pros & cons, receipt & recording of periodicals (three card), shelving, routing of periodicals, collation of completed volumes
- Good Offices Committee

#### **2.3 Circulation Methods and Processes**

- Definition, importance and activities, registration work, reservation, renewal, overdue reminders etc.
- Pre-requisites of good charging system
- Detail study of Browne, Newark charging system & Machine Charging System

#### **2.4 Maintenance:**

- Shelving methods- broken order, parallel arrangement, ethics of shelving, open access v/s closed access

- Stock Verification- definition, need, purpose, advantages & disadvantages, methods
- Stock rectification and Withdrawal policy: concept, need and purpose
- Preservation and Safety Measures- Binding, internal & external causes of deterioration of books, re-formatting, Building Maintenance routine, Opening & Closing routine.

### **Unit 3: Financial & Human Resources Management**

- 3.1 Library Finance- Sources, Estimation of Library's Financial Requirements
- 3.2 Budgeting- definition, importance, kinds of budget: Line-Item, Formula budget, ZBB, PPBS;
- 3.3 Accounting- financial records and its types; Auditing- types; Cost Effectiveness Analysis; Cost Benefit Analysis; Outsourcing: concept, need, pros & cons, library services to be outsourced
- 3.4 Human Resource Management- concept, need, functions, recruitment & hiring
- 3.5 Staff Manual- concept, need

### **Unit 4: Library Rules and Reports**

- 4.1 Library Rules- need, purpose & draft
- 4.2 Library Statistics- purpose, sources & kinds
- 4.3 Annual Report- definition, purpose, contents & its compilation
- 4.4 Library Building and Space Planning- need, factors to be considered while planning, standards, green library building: concept

### **Suggested Pedagogy**

Classroom Lecture and discussion, working in different sections of library during Library hours, Question and Answer, Project on Library Management etc.

### **Suggested Assessments**

Assignments, Surprise test, Peer assessment, Presentation on various topics.

### **Learning Outcome**

1. Training in organization of library work & collection development.
2. Familiarize with various library procedures & library housekeeping activities.
3. Make aware of principles & functions of management & their application to Librarianship.
4. Understand, monitor & evaluate library procedures & practices.

### **References**

1. Brophy, Peter and Courling Kote, Quality Management for Information and Library Managers. Bombay: Jaico, 1997
2. Bryson, J.O. Effective Library and Information. Bombay: Jaico, 1996
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## **PALB- 13: Information Sources, Systems and Services**

### **Aim:**

**The paper aims to provide in-depth knowledge about information sources, systems and services; their importance and pivotal role in libraries.**

### **Objectives:**

- 1. To familiarize students with different library services and sources.**
- 2. To develop the skills for providing reference and information services.**
- 3. To introduce National and International Information Systems and Centers and their information and knowledge management activities.**

### **Unit 1: Information Sources**

- 1.1 Fundamental concepts : Meaning, Definition and Importance
- 1.2 Documentary and Non Documentary Sources (print, non-print & electronic sources etc.)
- 1.3 Primary, Secondary and Tertiary Sources of Information (with details)
- 1.4 Human and Institutional Sources of Information.

### **Unit 2: Reference Sources and Electronic Information Sources**

- 2.1 Reference Sources: Characteristics, Types, Usefulness
- 2.2 Electronic Sources: Online, Offline, E Books, E Journals, E Databases, ETD etc.
- 2.3 Subject Gateways, Web Portals, Bulletin Boards, Discussion Groups /Forums, Multimedia Resources, Databases, Institutional Repositories
- 2.4 Evaluation of Reference Sources and Electronic Information Sources

### **Unit 3: Reference and Information Services**

- 3.1 Users and Information Needs, Orientation Programme
- 3.2 Reference Service: definition, needs, scope and objectives. (Origin and development of reference service from the beginning to the internet era.
- 3.3 Theories of Reference Service: James I. Wyer and Samuel Rothstein
- 3.4 Ready, Short and Long range reference service, Referral Service.
- 3.5 Documentation and Information Services – Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Translation Services, Indexing and Abstracting Services, Bibliographic Services, etc.
- 3.6 Document Delivery Service & Inter Library Loan Service
- 3.7 Reprographic Services – Photocopying, Scanning, Printing, etc.
- 3.8 Online Services – E-Mail, Instant Messaging, RSS Feeds, Podcasts, Vodcasts, Ask a Librarian, Mobile Based Library Services and Tools, Collaborative services : Social networks, Social Bookmarking; Community Information Service

### **Unit 4: Information Systems and Networks**

- 4.1 Information and Knowledge Management- Concept and activities
- 4.2 Information Systems – Meaning, characteristics and functions

- 4.3 National Information Systems and Networks: NISCAIR (NIScPR), NASSDOC, DESIDOC, SENDOC, National Knowledge Network, INFLIBNET, etc with current examples
- 4.4 Global Information Systems and Networks: MEDLARS, AGRIS, INIS, INSPEC, BIOSIS, ERIC, Patents Information System, BIS etc. with current examples
- 4.5 User Education: definition, need, objectives, methods and Information Literacy

### **Suggested Pedagogy**

Classroom Lecture and discussion, Practical use of different sources from the library, Online Access and use of E-resources, working in reference service department of library during Library hours, Mock reference interview, Question and Answer etc.

### **Suggested Assessments**

Project and submission of reference diary, Assignments, Surprise test, Peer assessment, Presentation on various topics.

### **Learning Outcome**

1. Familiarize with nature & organization of reference service in libraries.
2. Familiarize with various reference and information sources, types, contents and their use for answering reference questions of different types.
3. Develop the skills for providing reference and information services.
3. Familiarization with various national and global Information systems.
4. Acquaint with concept of information users.

### **References**

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2. Guide to the WWW: London: Facet Publishing, 1999. Bangalore 2000 Crest, New Delhi
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36. Varma. AK. Trends in subject indexing. Delhi: Mittal, 1984.



## **PALB- 14: Knowledge Organization: Classification Theory**

### **Aim:**

**To emphasize the importance of organization of knowledge and introduce them with the techniques of classification.**

### **Objectives:**

- 1. To understand the role of library classification in knowledge organization.**
- 2. To understand the mode of formation of subjects in the universe of knowledge.**
- 3. To introduce various concepts, theories & principles of classification.**
- 4. To get familiar with select schemes of classification.**

### **Unit 1: Universe of knowledge**

- 1.1 Structure and attribute
- 1.2 Subject: meaning, types( simple, compound, complex)
- 1.3 Modes of formation of subjects
- 1.4 Universe of knowledge as mapped in different classification schemes (DDC, UDC & CC)

### **Unit 2: Library Classification**

- 2.1 Library Classification: Concept, need, purpose, functions
- 2.2 Knowledge classification and Book Classification  
Knowledge classification: concept, types: Vedic classification, Greek classification & Baconian classification; Book classification- features; Difference between Knowledge classification and Book Classification
- 2.3 Notation: meaning, need, types, qualities, mnemonics
- 2.4 Call Number: structure, various parts & their functions
- 2.5 Approaches to classification: Postulation Approach and Systems Approach  
Postulation Approach: canons and postulates  
Canons: Canon for characteristics (idea plane), Canon of context (verbal plane), Canon of synonym and homonym (notational plane)  
Postulates: fundamental categories, principles for facet sequence, rounds and levels, phase relations, systems and specials Systems Approach

### **Unit 3: Library Classification Schemes**

- 3.1 Species of Classification Schemes: Enumerated, Faceted – characteristics and examples
- 3.2 Dewey decimal classification: biographical sketch of Melvil Dewey, origin, basic plan and structure, notation (decimal fraction notation), synthetic devices (seven tables, add instructions), phoenix schedules, relative location, index, versions, revision.
- 3.3 Colon Classification: biographical sketch of Dr. S.R. Ranganathan, origin, structure, versions, notation, features (planes of work), common isolates.
- 3.4 Universal Decimal Classification: Brief history, structure, features, common and special auxiliaries, notation, index, merits and demerits, maintenance & revision.

## **Unit 4: Current Trends**

- 4.1 Simple Knowledge Organization Systems (SKOS)
- 4.2 Automatic Classification
- 4.3 Taxonomies and Ontology
- 4.4 Folksonomies
- 4.5 Semantic Web

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on Classification, Practical use and handling of classification schema, working in Classification department of library during Library hours, Question and Answer etc.

### **Suggested Assessments**

Assignments, Surprise test, Peer assessment, Reflective note

### **Learning Outcome**

- 1. Understand the role of Library classification in knowledge organization.
- 2. Understand mode of formation of subjects in the universe of knowledge.
- 3. Know various concepts, theories and principles in classification.
- 4. Get familiar with select schemes of classification.
- 5. Explore the current trends in library classification.

### **References**

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- 2. Chan, Luis M: Cataloguing and Classification. 2nd Ed. New York: McGraw Hill, 1995.
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## **PALB- 15: Knowledge Organization: Cataloguing Theory**

### **Aim:**

**To emphasize the importance of organization of knowledge and information sources and introduce them to students with the technique of Cataloguing.**

### **Objectives:**

- 1. To impart skills of act of Cataloguing theoretically.**
- 2. To teach the fundamentals, various concepts, theories & principles in cataloguing.**

### **Unit 1: Library Catalogue**

- 1.1 Introduction to various parts of the Document (How to read a book technically)
- 1.2 Library Catalogue: Definition, Concept, Objectives and Functions
- 1.3 Difference between Catalogue, Bibliography, Publisher's Catalogue/ Lists and Accession Register.
- 1.4 Physical Forms of Library Catalogue – Conventional and Non-Conventional
- 1.5 Types of Catalogue: Dictionary Catalogue, Classified Catalogue, Alphabetic Classed Catalogue, Alphabetic Subject Catalogue

### **Unit 2: Catalogue Codes and Normative Principles**

- 2.1 Catalogue Codes: History and Development
- 2.2 Normative Principles (Introduce 20 Normative principles)
- 2.3 Catalogue Entries – Types; Entry According to CCC and AACR (latest editions); Entry Elements; Filing of Entries
- 2.4 Authority Files
- 2.5 Choice and rendering of Headings – Personal Authors, Corporate Authors Western and Indic Names

### **Unit 3: Subject Catalogue and Cataloguing**

- 3.1 Subject Catalogue: Meaning and Purpose,
- 3.2 Chain Indexing
- 3.3 Tools and techniques in deriving subject headings

### **Unit 4: Current Trends in Cataloguing**

- 4.1 Centralized, Cooperative and Copy Cataloguing
- 4.2 Bibliographic Standards – Introduction ISBD, CCF, RDA, FRBR, BibFrame
- 4.3 Metadata; Meaning, Purpose, Types and Use
- 4.4 MARC 21, Dublin Core, TEI, METS, EAD, VRA Core, MODES
- 4.5 Standards for Bibliographic Interchange and Communication ISO 2709, Z39.50 and Z39.71

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on Cataloguing, Practical session of Cataloguing, Working in Cataloguing department of library during Library hours, Question and Answer, Group Discussion etc.

### **Suggested Assessments**

Poster presentation, Assignments, Surprise test, Peer assessment,

### **Learning Outcome**

1. Understand the role of cataloguing for retrieving library materials.
2. Know the fundamentals, various concepts, theories and principles in Cataloguing.
3. Familiarize with the concept of subject cataloguing.
4. Introduce to various standards in cataloguing.

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## **PALB- 23: Basics of Information and Communication Technology (Theory)**

### **Aim:**

**The purpose of this paper is to provide latest knowledge in the field of ICT and its applicability in Library and Information Centres.**

### **Objectives:**

- 1. To introduce concepts such as networks, their types and uses in libraries, digital library.**
- 2. To familiarize students with ICT and its application in library organization.**
- 3. To develop skills to plan and implement library automation.**

### **Unit 1: Fundamentals of Computers**

- 1.1 Concepts, Generation, Types, Hardware
- 1.2 Units of Computers, Arithmetic and Logic Unit, Control Unit, Input and output unit, Memory Unit
- 1.3 Software: System software, Operating Systems – MS Window, UNIX and Linux.
- 1.4 Application Software, MS Word, MS Excel, MS PowerPoint and MS Access

### **Unit 2: Library Automation**

- 2.1 Definition, Purpose, Historical Development
- 2.2 Planning and Implementation of Automation in operations like Acquisition, Cataloguing, Circulation, OPAC, Serial Control and Stock verification
- 2.3 Retrospective Conversion
- 2.4 Library Management Software (Proprietary), Free and Open Source Software (FOSS), Their Evaluation – Criteria for Evaluation
- 2.5 Concept of File Organization, Database, Database Management System Unit

### **Unit 3: Computer Networks and Library Networks**

- 3.1 Computer Networks: Concept, need Topologies, Types: LAN, MAN, WAN 3.2 Internet services and resources- WWW, Email, FTP, Telnet, Bulletin Board.
- 3.3 Internet Protocols and Standards, HTTP, HTTPS, FTP, SFTP, TCP/IP, URI, URL
- 3.4 Data Security and Network Security: Firewalls, Cryptographic Techniques, Anti-virus software, Anti spyware, Intrusion Detection System,
- 3.5 Data download, Data upload, Data zip and unzip.
- 3.6 Library Networks – Concept, history, need, types (Regional, National, International)

### **Unit 4: Website and Search Engine**

- 4.1 Introduction to web page- importance and background
- 4.2 Website – structure, function and importance.
- 4.3 HTML and XML – Introduction and background
- 4.4 Web server- Host and Clientele. Web hosting services and provider.
- 4.5 Search Engine – Concept, Function and mechanism with example. Web Search and strategy.

### **Suggested Pedagogy**

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

### **Suggested Assessments**

PPT Presentation, Assignments, Classroom Surprise test, Peer assessment.

### **Learning Outcome**

1. Familiar with Computer system including hardware and software.
2. Learn to operate the library software and perform the library automation operation.
3. Skillful search and access online resources.
4. Skillful use of Internet and its different applications.
5. Learn the configuration and installation of important software.

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## **PALB- 21- Knowledge Organization: Classification Practical**

**Aim:- To provide practice in document classification.**

**Objective:**

**To develop skills in using classification schemes for classifying various documents.**

### **Unit 1: Structure of DDC (Dewey Decimal Classification – 19/ 21/ 23 Edition)**

- 1.1 Main classes, First summary, Second summary, Third summary
- 1.2 Classification of simple subjects

### **Unit 2: Classification of documents with compound subjects**

- 2.1 Use of seven tables

### **Unit 3: Classification of documents with complex subjects**

- 3.1 Using “Add to” instructions

### **Unit 4: Colon Classification (6<sup>th</sup> Rev. Ed.)**

- 4.1 Use of PMEST formula: Main class Library Science and Literature.
- 4.2 Use of Common isolates in- periodicals, biographies

### **Unit 5: Assigning book numbers**

#### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Hands-on Practical of Schedules, Working in classification section of library during Library hours, Question and Answer, Group Discussion, etc.

#### **Suggested Assessments**

Surprise test, searching a book in the library on given call numbers, Assignments, Peer assessment,

#### **Learning Outcome**

- 1. Develop skills in using classification schemes for classifying various documents.
- 2. Understanding the subject of the document and its facets.

#### **References:**

- 1. Dewey, Melvil. Dewey decimal classification. Ed. 21, Forest Press, Dublin, USA, 1996.
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## **PALB- 22: Knowledge Organization: Cataloguing Practical**

### **Aim:**

**The purpose of this paper is to provide practice in library cataloguing.**

### **Objectives:**

- 1. To impart skills in using world known catalogue codes.**
- 2. To develop skills in cataloguing documents using AACR-2R and CCC Steps in cataloguing**

**Note:** Cataloguing practical According to AACR-2R will carry 40 marks and CCC 10 marks.

### **1. AACR-2R: (40 marks)**

#### **Unit 1: Cataloguing of Works of**

- Single and Shared Authorship
- Works of Mixed Responsibilities
- Pseudonyms

#### **Unit 2: Cataloguing of**

- Editorial Works
- Composite Works
- Series Publications

#### **Unit 3: Cataloguing of**

- Multi Volume Works
- Serial ( Periodicals and similar) Publications

#### **Unit 4: Cataloguing of**

- Uniform Titles
- Corporate Authors
- Non-Book Materials

### **2. CCC: (10 Marks)**

#### **Unit 1. Structure of Main entry and Added Entry**

- Authors/Editors
- Periodicals

**Suggested Pedagogy**

Classroom Practical with discussion, Poster presentation of Catalogue Entry, Pre-reading material for self-study, Hands-on training of use of Subject Headings, Group reading of various rules given in Catalogue Code, Working in cataloguing section of library during Library hours, Question and Answer, Group Discussion, etc.

**Suggested Assessments**

Surprise test, searching a book in the library on given call numbers, Assignments, Peer assessment, Subject Cataloging Competition.

**Learning Outcome**

1. Development of skills in cataloguing documents using AACR-2R and CCC (Cataloguing Code)
2. Understanding the bibliographic element of the documents.
3. Familiar with bibliographic recording format.

**References:**

1. American Library Association: Anglo-American Cataloguing rules, Rev Ed. 2, Library Association, London, 1998.
2. Miller, Joseph. Ed. Sears list of subject headings .Ed. 15. Wilson, New York, 1994.
3. Ranganathan S. R. Classified catalogue code with additional rules for dictionary catalogue code (Ed. 5 (with amendments). Sarada Ranganathan Endowment for Library Science, Bangalore, 1989.

## **PALB- 24: Basics of Information and Communication Technology (Practice)**

### **Aim:**

**The overall purpose is to provide students hands- on experience in the use of ICT for providing library and information services**

### **Objectives:**

- 1. To provide hands-on experience in libraries required set up using ICT, the use of library software, E- Resources and Internet Searches.**

### **Unit 1: Use of Computer**

- 1.1 Setting of Desktop,
- 1.2 Use of Operating System;
- 1.3 Use of Word Processing Software,
- 1.4 Spreadsheet Management Software,
- 1.5 PowerPoint Presentation (inserting of image, table)
- 1.6 MS Access

### **Unit 2: Library Management System**

- 2.1 Library Management Software Installation
- 2.2 Enroll new five users
- 2.3 Generation of various reports using Library Management Software

### **Unit 3: Storage and Searches**

- 3.1 Database Searches– Searching of Places, Organization, Biographic Information, Meaning and Definition of the concepts.
- 3.2 Creation of QR Code and sharing
- 3.3 Cloud Storage

### **Unit 4: Database Creation and Online Searching**

- 4.1 Access (DBMS) – Creation of a bibliographic database for 50 books.
- 4.2 Web Searching - Advance Internet Searching using Google Search Engines
- 4.3 OCLC Catalogue use and search.
- 4.4 Online book store sites and ordering. (Introduction)

### **Suggested Pedagogy**

Computer Lab Practical with discussion, Pre-reading material for self-study, Hands-on training of use of Computer system, Practical use of various application software, Working in various sections of library during Library hours, Question and Answer, Group Discussion, etc.

**Suggested Assessments**

Typing in word and information searching on Internet, E sharing the document, Surprise test, Assignments, Peer assessment, Subject Cataloging Competition.

**Learning Outcome**

1. Give hands-on-experience in computer and application to Library house keeping Operations.
2. Create a database using MS Access, creating the PPT.
3. Familiar with ICT tools
4. Introduction to online and offline search.

# **Discipline Specific Elective Subject**

## **1. PALB- 16: School and Media Centre**

**Aim: To train students to manage effectively and efficiently the school and media Libraries.**

**Objectives:**

- 1. To produce skilled manpower to develop and manage School and Media Library and to provide effective library services to children**
- 2. To educate students about nature of school and media library**
- 3. To familiarize students with the various types of children's literature along with their characteristics**
- 4. To impart skills in managing school and media library**
- 5. To train students in providing various types of services to children**

### **Unit 1: Basics of School and Media Centre**

- 1.1 Types of children and their needs: Preschoolers, Elementary school children, Teenagers, and Teenagers/Young Adults
- 1.2 Importance of reading in children's life
- 1.3 Importance of inculcating reading habits among children and ways and means for the same
- 1.4 Meaning of Children Library
- 1.5 Functions
- 1.6 Types of children libraries: School libraries and children sections in public libraries

### **Unit 2: Collections in School and Media Centre**

- 2.1 Wordless books (picture books)
- 2.2 Story books and toys
- 2.3 Graphical novels (comics)
- 2.4 Magazines for children
- 2.5 Audio and Video Collection
- 2.6 Internet-based sources
- 2.7 Digital libraries for children

### **Unit 3: Services of School and Media Centre**

- 3.1 Read aloud
- 3.2 Reference service
- 3.3 Book and Library Literacy
- 3.4 Reader's advisory service
- 3.5 Story hours
- 3.6 Book discussion groups
- 3.7 Book talking
- 3.8 Summer reading programs
- 3.9 Family programs and family literacy

## **Unit 4: Management of School and Media Centre**

- 4.1 Collection development - Selection, acquisition, weeding
- 4.2 Processing- Classification, Cataloguing
- 4.3 Collection management-shelving, Display
- 4.4 Budget, finance

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on school libraries and their organization and services, Working in various sections of any school library during Library hours, Question and Answer, Group Discussion, etc.

### **Suggested Assessments**

Case Study Project on School Library, Assignments, Peer assessment, quiz competition.

### **Project and Assignment:**

1. Case studies of children libraries (Minimum 2 libraries)
2. Preparing annotated lists of children books (Classics and New minimum, English and Marathi 100)
3. Preparing annotated list of children's websites
4. Preparing annotated lists of children's reference sources
5. Preparing bio-bibliographical sources of children's writers and their books
6. Read aloud to children from age three to 6 (At least 5 hours and maintaining a journal of the same)
7. Study of children's magazines (minimum 5)
8. Study of best practices in school libraries
9. Conducting parents' survey about children's reading (minimum 10 questions, 50 respondents)
10. Conducting children's reading survey (minimum 10 questions, 100 students)

**Learning Outcome** 1. Understand the meaning and functions of children's library. 2. Familiarize with the collection of children's library.

3. Introduce the services of school and media library.
4. Study the collection development and management of school and media library.

### **References:**

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## **2. PALB- 17: Public Library System**

### **Aim:**

**To train students to manage effectively and efficiently the public libraries**

### **Objectives:**

- 1. To familiarize students with the public library system**
- 2. To impart skills in managing public libraries and their services**

### **Unit 1: Introduction to the public library system**

- 1.1 Meaning
- 1.2 Objectives and functions
- 1.3 Role in formal and informal mass education.
- 1.4 Users (Features of all types of users) and their needs

### **Unit 2: Collection Development**

- 2.1 Features collections
- 2.2 Selection and acquisition

### **Unit 3: Processing of books**

- 3.1 Classification (local requirements and how they can be fulfilled)
- 3.2 Requirements of Keywords for fiction and non-fiction collection and its Fulfillment

### **Unit 4: Financial management**

- 4.1 Sources of public library finance (State government, RRRLF, other)

### **Unit 5: Services**

- 5.1 Routine services
- 5.2 Services to the specific types of users (children, senior citizens, etc.
- 5.3 Readers' Advisory service
- 5.4 Extension and publicity (exhibition, book talks, book clubs, authors talk, etc.)
- 5.5 Outreach activities- Mobile and branch library services

### **Unit 6: Associations and their roles in the development of public libraries**

- 6.1 UNESCO Manifesto
- 6.2 IFLA's role
- 6.3 RRRLF
- 6.4 NKC

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of Videos on various public libraries and their organization and services, working in various sections of any public library during internship, Question and Answer, Group Discussion, etc.

## **Suggested Assessments**

Case Study Project on public Library, Assignments, Peer assessment, quiz competition.

## **Projects and Assignments**

1. History and development of Public Libraries- World
2. History and development of Public Libraries- India
3. History and development of Public Libraries- Maharashtra
4. Critical evaluation of Maharashtra State Public Libraries Act (1967)
5. Comparative study of MSPLA (1967) and other similar Acts in India
6. Best practices (Minimum 5 Libraries)
7. Case study of 1 public libraries
8. Study needs of public library users (Minimum 10 questions, 50 respondents)
9. SWOT Analysis of any one public library
10. Case study of Private public libraries (minimum 2)

## **Learning Outcome**

1. Introduce to the objectives and functions of public library.
2. Understand the collection development and management of public library.
3. Familiarize with sources of finance and services to be provided by the public library.
4. Explore the role of national and international associations in the development of public Library.

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1. Goulding, Anne .Public Libraries in the 21st Century: Defining Services and Debating the Future. London, Routledge, 2017.
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## **Generic Elective Subjects**

### **PALB-GE-1 SOFT SKILL FOR LIBRARY PROFESSIONALS (2 credits)**

**Aim:** To develop various skills among LIS students.

**Objective:**

- 1. To develop reading, writing and speaking skills among students.**
- 2. To introduce concept of SWOC.**
- 3. To make the students understand the importance of time management and interpersonal relationship at the workplace.**

#### **Unit 1: Communication skills**

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

#### **Unit 2: Personal Skills**

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

#### **Suggested Pedagogy**

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

#### **Suggested Assessments**

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

#### **Learning Outcome**

1. Develop personal and communication skills among LIS students.

#### **References**

1. Allan, & Pease, Barbara. The Definitive Book of Body language. Australia: McPherson's Printing Group, 2004.
2. Banks, T. Writing for Impact. Cambridge University Press, 2012.
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4. Beattie, G. Visible Thought the New Psychology of Body Language. Routledge, 2003.
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## **PALB –GE-2 TECHNICAL WRITING (2 Credits)**

### **Aim:**

**1. Development of technical writing skills and styles; various technical writing assignments, including a technical report.**

### **Objective:**

- 1. To acquaint students with a variety of forms of writing in science and technology;**
- 2. To develop information searching and gathering skills; 3. To acquaint with the categories of technical communication.**
- 4.**

### **Unit 1:**

- 1.1 Technical writing: Definition, Overview, Purpose, Types, Characteristics, Functions
- 1.2 Target groups and their requirements
- 1.3 Planning, drafting editing, finishing and producing the document
- 1.4 Use of editorial tools viz., Dictionaries, Style Manuals, Standards and specifications

### **Unit 2:**

- 2.1 Language and technical skills, styles, Semantics, Syntax, Diction, Sentence structure, Readability and aberrations
- 2.2 Information searching and gathering skills
- 2.3 Designing pages: Elements of page design, basic design guidelines, developing a style sheet
- 2.4 Using Visual aids: Tables, Line graphs, Bar graphs, Pie charts, Charts, and Illustrations
- 2.5 Defining, Describing, and providing set of instructions including footnotes and end notes, Summarizing

### **Unit 3:**

- 3.1 Structure and format of journal articles, seminar/ conference papers, review articles, technical reports, informal and formal reports, recommendation and feasibility reports, research proposals, monographs, dissertations/theses
- 3.2 Work assignments on technical writing basics.

### **Suggested Pedagogy**

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

### **Suggested Assessments**

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

### **Learning Outcome**

1. Introduce the concept of technical writing.

2. Develop the skills in technical writing.

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## **PALM- 11: Information Retrieval**

### **Aim:**

**The aim of the paper is to introduce concepts in information storage and retrieval.**

### **Objectives:**

- 1. To introduce the concept of ISR including indexing languages, vocabulary control, search strategies etc.**
- 2. To familiarize students with Information retrieval models and develop skills in designing thesaurus.**

### **Unit-1: Fundamental Concepts**

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

### **Unit-2: Content analysis and Representation**

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

### **Unit-3: Information Searching Strategies and Evaluation**

- 3.1 Search Strategy –Boolean operators and Venn Diagram etc. Proximity Search, Advance Search, Federated Search, Navigational Search
- 3.2 Evaluation of IR systems: Need and criteria with example of case study – Cranfield project, MEDLAR Evaluation.

### **Unit-4: Consolidation and Repackaging**

- 4.1 Consolidation and Repackaging of information Product: Concept and steps.
- 4.2 Practice and handling of (5) Five information product and report structure and organization.
- 4.3 Design & development of IR Thesaurus: Steps and Process.
- 4.4 Working on search strategies for various bibliographic databases and for general search engines like Google, Google Scholar.

## **Suggested Pedagogy**

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

## **Suggested Assessments**

Assignments, Peer assessment, PPT Presentation, Reflective note

## **Learning Outcome**

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

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## **PALM- 12: Research Methodology**

### **Aim:**

**The aim of this paper is to develop research skills in students and enable them to carry out research in Library and Information Science.**

### **Objectives:**

- 1. To give an advanced exposure to the students about research.**
- 2. To develop acquaintance with intensive techniques and skills of the research process.**
- 3. To familiarize the art and style of writing a research report.**

### **Unit 1: Introduction to Research**

- 1.1 Research: Definition, need, purpose, characteristics, types- pure, applied and action research
- 1.2 Research Design: definition, identification of problem, steps in research
- 1.3 Hypothesis: definition, types
- 1.4 Literature Review: definition, purpose, importance
- 1.5 Designing of Research Proposal: definition, structure

### **Unit 2: Research Methods and Techniques**

- 2.1 Research Methods: Historical, Descriptive, Experimental, Survey, Case Study & future research
- 2.2 Research Techniques & Tools: Questionnaire, Interview, Observation, Sampling: definition, purpose, types
- 2.3 Bibliometrics: concept, definition, historical development, laws and its application to librarianship, introduction to Scientometrics, Webometrics, Informetrics
- 2.4 Citation: concept, definition, citation database: concept, examples( Web of Science, Scopus, Google Scholar), Citation analysis, citation network, citation matrix, bibliographic coupling, co-citation analysis, impact factor, H-index: concept
- 2.5 Data analysis: process
- 2.6 Data presentation techniques: tabular, graphic, charts etc.

### **Unit 3: Statistics and its Application**

- 3.1 Descriptive Statistics: measures of central tendency, dispersion- range, variation, standard deviation, co-relation
- 3.2 Inferential Statistics: regression: linear and non-linear, Z-T test, chi-square test
- 3.3 Statistical packages

### **Unit 4: Research Reporting**

- 4.1 Research reporting: structure, types, contents
- 4.2 Research Ethics
- 4.3 Style manuals (APA, MLA, Chicago), reference management soft wares (Mendeley, Zotero etc.)

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, PPT Presentation, Short data collection project.

### **Suggested Assessments**

Small project, Assignments, Peer assessment,

### **Learning Outcome**

1. Introduce application of Research Methodology in LIS and inculcate research skills among the students.
2. Understand the use of various data collection tools & statistical techniques for Research.
3. Give exposure to current trends of Research in LIS.

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## **PALM- 13: Management of Electronic Resources – Theory & Practice**

### **Aim:**

**The intention of this paper is to familiarize new trends in world of E-Resources and their managerial skills in to the students**

### **Objectives:**

- 1. To introduce students with the Electronic Resources**
- 2. To familiarize students with the concept of Electronic Resources, the process of acquiring them, organization and skills to disseminate them to users both theoretically and practically.**

### **Unit 1 – Electronic Resources**

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

### **Unit 2 – Life Cycle of Electronic Resource Management**

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

### **Unit 3 – Management and Administration of E-Resources,**

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

### **Unit 4 – Electronic Resource Management Systems (ERMS)**

- 4.1 Introduction to ERMS is software.
- 4.2 Commercial Products (Any one): ERM, SwetsWise, Swets Information Services B.V. and ERM, Innovation Interfaces, Inc.

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

### **Suggested Pedagogy**

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

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

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

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## **PALM- 14: Management of Libraries and Information Centres**

### **Aim:**

**The intention of this paper is to inculcate managerial skills in the students**

### **Objectives:**

- 1. To introduce students with the concept, history, approaches and functions of management**
- 2. To familiarize students with the concept of Change Management, TQM, and Marketing of library and information services.**

### **Unit 1: Management & its functions**

- 1.1 History of Management, Schools of thought, Styles & Approaches to management
- 1.2 Planning: definition, need, principles
  - 1.2.1 Management by Objectives (MBO): concept, objectives, steps, benefits
  - 1.2.2 Risk Management- definition, areas of risk, strategies for managing risks, implications for LICs
  - 1.2.3 Contingency Management- concept, need, application in LICs
  - 1.2.4 Disaster Management- concept, need, Methods and Techniques of Disaster Management for LICs
  - 1.2.5 Technology Management- concept, impact of technology on LICs
- 1.3 Organization: meaning, structure, delegation of authority, types of organization structure, committees: concept, types: Task force, Matrix Organizational Structure, Quality Circles, Self-Managing Teams, Organizational Communication: concept, types, flow of communication in organization, managing conflict

### **Unit 2: Human Resource Management**

- 2.1 Human Resource Management: concept, need, job analysis, job description, job evaluation, recruitment & hiring procedures, Training and Development, Discipline & Grievances
- 2.2 Performance Appraisal: concept, need, methods, problems
- 2.3 Motivation theories
- 2.4 Leadership styles, theories and case studies.

### **Unit 3: System Management & Design**

- 3.1 Study of library as a system, systems analysis & design
- 3.2 Project Management and OR- SWOT/SWOC, PEST, PERT / CPM( concept, steps, benefits), DFD: concept, need.
- 3.3 Management Information Systems- definition, need, characteristics, benefits, problems, MIS for Library and Information managers
- 3.4 Performance Management- concept, performance measurement in LICs, its importance, time & motion study
- 3.5 Performance Evaluation of libraries- concept, purpose, objectives, methods, techniques

## **Unit 4: Change Management, Total Quality Management, Marketing of Library and Information Services**

- 4.1 Management of Change: concept, awareness of changes and nature of changes in LICs, planning & implementation of change in libraries, overcoming problems of managing change
- 4.2 Re-engineering: concept, need, principles, methods, benefits, role of librarian in reengineering of library
- 4.3 Total Quality Management: Total Quality Management (TQM) – Concept & definition of TQM, elements, characteristics, pillars, steps, benefits, barriers, importance & implementation of TQM in LICs
- 4.4 Marketing of Library and Information Services- – Plan, Research, Strategies, Mix, Segmentation, Pricing and Advertising, Five S- concept, need and implementation of 5S in LICs
- 4.5 6 Sigma- concept, need and implementation
- 4.6 Knowledge Management: Definition, objectives, methods, tools

### **Suggested Pedagogy**

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

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

- 1. Study the functions of management & their application to librarianship.
- 2. Familiarize students with the concept of System Analysis, Management of Change TQM & Marketing of LIS services.

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## **PALM- 21: Information and Communication Technology Applications in LIS Theory**

### **Aim:**

**The purpose of this paper is to provide knowledge about the ICT and its applicability in library and information centers.**

### **Objectives:**

- 1. To introduce concepts such as networks, their types and uses in libraries, digital library**
- 2. To familiarize students with library software and their evaluation**
- 3. To develop skills to plan and implement library automation**

### **Unit-1: Library Automation**

- 1.1 Library Automation: Planning and Implementation
- 1.2 Library Automation Software – In house developed or Market based (Proprietary), Open Source Library Automation Software.

### **Unit-2: Internet and Web Technologies**

- 2.1 Internet: advanced features, HTML basics, Internet protocols and security
- 2.2 Web 2.0 & Web 3.0 Features and Functions
- 2.3 Social Media- Introduction and Applications
- 2.4 Library websites, Library Portals, Web Directories, Subject Gateways etc.
- 2.5 Implication of WWW on Library Websites, Web OPACs,
- 2.6 Weblogs (blogs), Podcasts, Instant Messaging, RSS feeds, Wikis etc.

### **Unit-3: Multimedia, Digital Libraries and Institutional Repositories**

- 3.1 Digital Libraries- Genesis, definition, objectives & scope, Digitization processes: input capture devices, image editing software & OCR
- 3.2 File formats: image formats, audio formats, storage media formats, Multimedia Applications in Libraries
- 3.3 Institutional Repositories: Greenstone Digital Library, D Space, E prints and others
- 3.4 Metadata- Standards, Harvesting
- 3.5 Digital Preservation

### **Unit-4: E-security and Emerging Technologies**

- 4.1 Application of Barcode, RFID and QR CODE
- 4.2 Electronic Payment Systems: Overview, Requirements for Internet Based payments, Electronic payment Medias.
- 4.3 E-security: Concept, Security in the cyberspace, Need, and information security measures for the library.
- 4.4 Cloud Computing and M-Computing Concept and usage
- 4.5 Artificial Intelligence and Libraries: Natural Language Processing and Text Analysis (Introduction)

## **Suggested Pedagogy**

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

## **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

## **Learning Outcome**

1. Development of skills in planning and implementation of library automation.
2. Familiarize with the features of Web 2.0 & 3.0 & its application in libraries.
3. Study of digital library, use of e-documents & current trends in the use of ICT.
4. Provide thorough understanding of e-security.

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## **PALM- 22 - Information and Communication Technology Applications in LIS Practice**

### **Aim:**

**The purpose of this paper is provide knowledge about the ICT and its importance in organization and services of library and information centers**

### **Objectives:**

- 1. To provide students with hands-on-experience of various tools of Information Technology and their practical application.**
- 2. To develop skills in web page designing.**
- 3. To develop the skills of creating electronic content and its digital preservation and access.**

### **Unit-1: Application of IT in Academic writing**

- 1.1 Drawing a diagram with the help of- draw.io
- 1.2 Inserting a Column Chart of data in Excel
- 1.3 Basic use of Mendeley Software.
- 1.4 Introduction to various templates of academic writings

### **Unit-2: Digitizing and Preservation of E-contents**

- 2.1 Digitization of documents (scanning, Pdf Conversion of word and image)
- 2.2 YouTube Channel Creation. (Uploading a Video)

### **Unit-3: Digital Copyright Protection**

- 3.1 Online Plagiarism Checking Practice

### **Unit-4: Website Designing**

- 4.1 Designing Library Website.

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Practical session of IT Lab, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Familiarize with various softwares and its application in academic writings.
2. Understand the process of digitization and preservation of e-contents.
3. Able to use plagiarism softwares.
4. Create library website.



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## **PALM- 23: Content Management Systems: Theory and Practice**

### **Aim:**

The purpose of this paper is to impart the advanced and practical knowledge of Content Management tools and system.

### **Objectives:**

1. Introduce students to the three most popular open source content management systems (CMS) in use on the web today, including WordPress, Drupal, and Joomla.
2. Understand the difference between a CMS website, a static website, and websites using other server-side technologies.
3. Understand the benefits of working with a server-side database and the power it brings to creating and managing websites.

### **Unit-1 Introduction to Content Management Systems-**

- 1.1 Roots and Branches of CMS; CMS elements, issues, and challenges; Functionality and Interaction issues; Studying Information Architecture, Content tagging and Metatoring, and Interaction.
- 1.2 Grading and attendance policies
- 1.3 Website strategy and planning, site mapping, content planning

### **Unit-2 CMS Technology**

- 2.1 Purchasing and configuring a domain name and web hosting Exploring CMS terminology, including open source, PHP, MySQL, server-side, client-side, static HTML website, Generating of CMS web pages.
- 2.2 Study of CMS software packages- Introduction to CMS software and platforms – Joomla, Drupal, Wordpress and Moodle.

### **Unit-3 Introduction to Joomla and Drupal**

- 3.1 Joomla and Drupal: study of features and functionalities and practical implementation.
- 3.2 Exploration of the CAM model (Categories, Articles, Menus) approach to creating content for Joomla environments.
- 3.3 Administration and management of users and media:
  - ↳ Installing Joomla and Drupal
  - ↳ Exploring the Admin Interface
  - ↳ Adding and displaying menus
  - ↳ Linking menus to articles and other features
  - ↳ Content creation: nodes, basic content, site information
  - ↳ Content customization: images, video, audio, tags, formats, etc.

### **Unit-4 Web CMS Solution: Wordpress**

- 4.1 Wordpress- Study of features and functionality Architecture, Modules, themes, Installation and Configuration Plug-ins and themes Best Practices
- 4.2 WordPress.org vs. WordPress.com
- 4.3 Installing WordPress
- 4.4 Exploring the admin interface

4.5 Content creation: Posts vs. pages

4.6 Content customization: images, video, audio, tags, formats, etc.

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Practical session of IT Lab, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Provide understanding of content management system.
2. Introduce CMS softwares.
3. Introduce use of Wordpress software.

### **References:**

13. Arthur, M.H. (2006). Expanding a digital content management system: For the growing digital media enterprise. Boston: Elsevier Focal Press.
14. Barrie, M. N. (2009). Joomla! 1.5: A user's guide: building a successful Joomla! Powered website. Upper Saddle River, NJ: Prentice Hall.
15. Bradford L. E. (2008). Content management systems in libraries: Case studies. Lanham, Md.: Scarecrow Press.
16. Hal Stern, Brad Williams, David Damstra (2010). Professional WordPress: design and development. Indianapolis, IN: Wiley Pub., Inc.
17. Janet Majure (2010). Teach yourself visually WordPress. Indianapolis, IN: Wiley Pub., Inc.
18. Jason, C. & Helen F. (2008). Using Moodle. Sebastopol. CA: O'Reilly Community Press.
19. Jason, C. (2005). Using Moodle: Teaching with the popular open source course management system. Sebastopol, CA: O'Reilly Community Press.

# **Discipline Specific Elective Papers**

## **PALM- DSE 2: Information Users & Needs**

### **Unit 1: Information Users**

- 1.1 Identification of Users
- 1.2 Concept of Need, Want, Demand & Requirement
- 1.3 Users Categories: Planners, Policy Makers, Managers, R&D Personnel, People at Grass Root.
- 1.4 Information Seeking Behaviour of Different User Groups

### **Unit 2: Use of Information**

- 2.1 Use of Information in Management activities
- 2.2 Use of Information in Decision Making
- 2.3 Use of Information in R & D
- 2.4 Role of Information in Raising the Standards & Quality of Life
- 2.5 Technology Innovation & Technology Transfer

### **Unit 3: User Studies**

- 3.1 Scope and Content of User Studies
- 3.2 Studies by Types of Libraries: Different User Groups, Different Disciplines
- 3.3 Critical Review of Some Large Scale User Studies.

### **Unit 4: Methodology of User Studies**

- 4.1 Qualitative & Quantitative Paradigm
- 4.2 Data Collection Methods
- 4.3 Other Specific Technique – Scenario Analysis, Interaction Analysis, Delphi Method and Repertory Grids
- 4.4 Evaluation of User Survey

### **Suggested Pedagogy**

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

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Provide understanding of content management system.
2. Introduce CMS software.
3. Introduce use of Wordpress software.
1. Familiarize with the concept of user and its categories.
2. Understand the use of information in various fields.
3. Introduce the concept of user studies.

#### 4. Study of data collection methods in user studies.

#### References

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

## **PALM DSE 2: Information Literacy**

### **Unit 1: Fundamental of Information Literacy**

- 1.1 Concept, Definitions, Need, Objectives, and Importance of Information Literacy.
- 1.2 Various Types of Information Literacy
- 1.3 Historical Perspective of Information Literacy in India and Aboard.
- 1.4 Information Literacy Products- Library Brochure, Database Brochure, Web-based Access Instructions, Information Bulletin
- 1.5 User Education

### **Unit 2: Models, Standards and Programs of Information Literacy:**

- 2.1 Information Literacy Models – Kuhlthau, Bruce's 7 Faces, Eisenberg and Berkovitz Big Six Model, SCONUL- Seven Pillar/Seven Faces Model, Empowering-8 Model, Pappas/Teppe-Pathways to Knowledge Model Louisiana Model, Anderson and Johnston Model etc.
- 2.2 Information Literacy Standards: ACRL, ISTE, ANZIIL, AASL, AECT, IFLA Standards etc.
- 2.3 Information Literacy programmes: Global perspectives of information literacy: Study of Information literacy programmes – UK, USA and Australia; Information literacy programs in India; Program Implementation

### **Unit 3: Application of Information Literacy in Library and Information Centers and Information Searching Skills**

- 3.1 Role of Libraries and Information Centers in Enhancing Information Literacy.
- 3.2 General Practices and Methods of Libraries in Promoting Information Literacy
- 3.3 Information Searching Skills: For Traditional (print) and Digital (non-print) Resources

### **Unit 4: Current trends in Information Literacy**

- 4.1 Current Trends in Information Literacy.
- 4.2 E-Information Literacy: Web based Information Literacy System
- 4.3 Lifelong Learning and its Components.

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Familiarize with the concept of information literacy.
2. Introduce with the models and standards of information literacy.
3. Understand the application of information literacy in libraries.

4. Explore the current trends in information literacy.

#### **References**

1. Bilawar, P.B. Essentials of Information Literacy. New Delhi: Ess Ess Pub., 2017.
2. Bandy, S. J. Teaching and testing information literacy skills. Linworth, 2005.
3. Breivik, P.S. & Gee, E. G. Information Literacy: Revolution in the Library. DetroitMichigan: American Council on Education, 1989.
4. Bruce, C. The seven faces of information literacy. Adelaide: Auslib Press, 1997.

# **Interdisciplinary Elective Papers**

## **PALM- IDE 1: Information Sources and their use in Literature and Humanities**

### **Unit 1 – The Development of Literature and Humanities as subject**

- 1.1 Scope of the Discipline, Brief Historical Review
- 1.2 Research Trends in Literature and Humanities

### **Unit 2 – Users and their information needs in Literature and Humanities**

- 2.1 Information Needs of the Users
- 2.2 User Studies, Meaning, Importance, Types
- 2.3 Planning and conducting of User Surveys
- 2.4 Actual methods of services to users

### **Unit 3 Information Sources and Evaluation**

- 3.1 Primary, Secondary and Tertiary Resources in the Discipline
- 3.2 Evaluation and Evaluation Criteria for Evaluation of these resources
- 3.3 Print and Electronic Resources in the Discipline

### **Unit 4 Databases and Internet Resources and Services**

- 4.1 Databases in the Discipline – Networked and Distributed Databases
- 4.2 Consortia in the Discipline and Subject Gateways
- 4.3 Internet Resources and Services in the Discipline
- 4.4 Review of Institutes and Professional Organisation

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

- 1. Comprehend structure and development of Literature and Humanities.
- 2. Explore various disciplines in the field of Literature and Humanities.
- 3. Understand information sources, services and systems of Literature and Humanities
- 4. Highlight the role of available databases in these fields.

### **References:**

- 1. Ana Cleveland and Donald Cleveland. Introduction to Indexing and Abstracting. 4th ed. Santa Barbara :ABC Clio,2013
- 2. Bunch: The Basis of Introduction: London: Clive Bingley.1984.
- 3. Chowdhury, G. G., & Chowdhury, S. Information users and usability in the digital age. New York: Neal-Schuman Publishers, Inc., 2011.
- 4. Dobрева, M. User studies for digital Library development. S.l.: Facet Publishing, 2012



5. Gurudev singh, Information sources services and systems. Delhi: PHI. 2013.
6. Galuin: Supplementary Readings: how to Select and Use Them. New York Random House, 1969
7. Gopinath, M.A.: Information Sources and Communication Media. DRTC Annual Seminar, Bangalore -1984.
8. Grogan, Dennis: Science & Technology: An Introduction to Literature. London, Clive Bingley, 1982.
9. Higgins, Printed Reference Materials. New Delhi Oxford & Ibh Publishing Co,1980
10. Kim, C. H., & Little, R. D. Public Library users and uses: a market research handbook. Metuchen, N.J.: Scarecrow Press, 1987.
11. Kopycinski, D., & Sando, K. User surveys in college Libraries. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries, 2007.
12. Krishnakumar: Reference Service, Ed.3. New Delhi, Vikas, 1992.
13. Karz, W.A.: Introduction to Reference Work. London, Butterworths, 1989, 2V.
14. Rao, LK.R: Electronic Sources of Information. DRTC Annual Seminar, Bangalore, 2000.
15. Sengupta, B. Indian Reference and Information Sources. Calcutta: World press, 1981.
16. Sharma J.S. & Grover, D.R.: Reference Service and Sources of Information. New Delhi: Ess Ess, 1987.
17. Sridhar, M. S. Library use and user research: with twenty case studies. New Delhi: Concept Pub. Co., 2002
18. Subramanaya, K: Scientific and Technical Information Resources, New York, Marcel Dekkar, 1981.
19. Teague, S. John: Microforms, Video and Electronic media Librarianship, London, Butterworths. 1985.
20. Walford, A.J.: Guide to Reference Materials. London, Library Association, 1990, 3V.
21. <https://libguides.gwu.edu/literaturedatabases>

## **PALM- IDE 2: Information Sources and their use in Natural Sciences**

### **Unit 1 – The Development of Natural Sciences as subject**

- 1.1 Scope of the Discipline, Brief Historical Review
- 1.2 Research Trends in Natural Sciences

### **Unit 2 – Users and their information needs in Natural Sciences**

- 2.1 Information Needs of the Users
- 2.2 User Studies, Meaning, Importance, Types
- 2.3 Planning and conducting of User Surveys
- 2.4 Actual methods of services to users

### **Unit 3 Information Sources and Evaluation**

- 3.1 Primary, Secondary and Tertiary Resources in the Discipline
- 3.2 Evaluation and Evaluation Criteria for Evaluation of these resources
- 3.3 Print and Electronic Resources in the Discipline

### **Unit 4 Databases and Internet Resources and Services**

- 4.1 Databases in the Discipline – Networked and Distributed Databases
- 4.2 Consortia in the Discipline and Subject Gateways
- 4.3 Internet Resources and Services in the Discipline
- 4.4 Review of Institutes and Professional Organizations

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

- 1. Comprehend structure and development of Science and Technology.
- 2. Explore various disciplines in the field of Science and Technology.
- 3. Understand information sources, services and systems of Science and Technology
- 4. Highlight the role of available databases in these fields.

### **References:**

- 1. Ana Cleveland and Donald Cleveland. Introduction to Indexing and Abstracting. 4th ed. Santa Barbara :ABC Clio,2013
- 2. Bunch: The Basis of Introduction: London: Clive Bingley.1984.
- 3. Chowdhury, G. G., & Chowdhury, S. Information users and usability in the digital age. New York: Neal-Schuman Publishers, Inc., 2011.
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8. Grogan, Dennis: Science & Technology: An Introduction to Literature. London, Clive Bingley, 1982.
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12. Krishnakumar: Reference Service, Ed.3. New Delhi, Vikas, 1992.
13. Karz, W.A.: Introduction to Reference Work. London, Butterworths, 1989, 2V.
14. Rao, LK.R: Electronic Sources of Information. DRTC Annual Seminar, Bangalore, 2000.
15. Sengupta, B. Indian Reference and Information Sources. Calcutta: World press, 1981.
16. Sharma J.S. & Grover, D.R.: Reference Service and Sources of Information. New Delhi: Ess Ess, 1987.
17. Sridhar, M. S. Library use and user research: with twenty case studies. New Delhi: Concept Pub. Co., 2002
18. Subramanaya, K: Scientific and Technical Information Resources, New York, Marcel Dekkar, 1981.
19. Teague, S.John: Microforms, Video and Electronic media Librarianship, London, Butterworths. 1985.
20. Walford, A.J.: Guide to Reference Materials. London, Library Association, 1990, 3V.
21. <https://libguides.uwf.edu/>

## **PALM- IDE 3: Information Sources and their use in Social Sciences**

### **Unit 1 – The Development of Social Sciences as subject**

- 1.1 Scope of the Discipline, Brief Historical Review
- 1.2 Research Trends in Social Sciences

### **Unit 2 – Users and their information needs in Social Sciences**

- 2.1 Information Needs of the Users
- 2.2 User Studies, Meaning, Importance, Types
- 2.3 Planning and conducting of User Surveys
- 2.4 Actual methods of services to users

### **Unit 3 Information Sources and Evaluation**

- 3.1 Primary, Secondary and Tertiary Resources in the Discipline
- 3.2 Evaluation and Evaluation Criteria for Evaluation of these resources
- 3.3 Print and Electronic Resources in the Discipline

### **Unit 4 Databases and Internet Resources and Services**

- 4.1 Databases in the Discipline – Networked and Distributed Databases
- 4.2 Consortia in the Discipline and Subject Gateways
- 4.3 Internet Resources and Services in the Discipline
- 4.4 Review of Institutes and Professional Organizations

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Comprehend structure and development of Humanities and Social Sciences.
2. Explore various disciplines in the field of Humanities and Social Sciences.
3. Understand information sources, services and systems of Humanities and Social Sciences
4. Highlight the role of available databases in these fields.

### **References:**

1. Ana Cleveland and Donald Cleveland. Introduction to Indexing and Abstracting. 4th ed. Santa Barbara :ABC Clío,2013
2. Bunch: The Basis of Introduction: London: Clive Bingley.1984.
3. Brittain, J. M. Information and its users: a review with special reference to the social Sciences, Bath: Bath University Press, 1970
4. Chowdhury, G. G., & Chowdhury, S. Information users and usability in the digital age. New York: Neal-Schuman Publishers, Inc., 2011.

5. Dobрева, M. User studies for digital Library development. S.l.: Facet Publishing, 2012
6. Gurudev singh, Information sources services and systems. Delhi: PHI. 2013.
7. Galuin,: Supplementary Readings: how to Select and Use Them. New York Random House, 1969
8. Gopinath, M.A.: Information Sources and Communication Media. DRTC Annual Seminar, Bangalore -1984.
9. Grogan, Dennis: Science & Technology: An Introduction to Literature. London, Clive Bingley, 1982.
10. Higgins, Printed Reference Materials. New Delhi Oxford & Ibh Publishing Co,1980
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12. Kopycinski, D., & Sando, K. User surveys in college Libraries. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries, 2007.
13. Krishnakumar: Reference Service, Ed.3. New Delhi, Vikas, 1992.
14. Karz, W.A.: Introduction to Reference Work. London, Butterworths, 1989, 2V.
15. Rao, LK.R. Electronic Sources of Information. DRTC Annual Seminar, Bangalore, 2000.
16. Sengupta, B. Indian Reference and Information Sources. Calcutta: World press, 1981.
17. Sharma J.S. & Grover, D.R.: Reference Service and Sources of Information. New Delhi: Ess Ess, 1987.
18. Sridhar, M. S. Library use and user research: with twenty case studies. New Delhi: Concept Pub. Co., 2002
19. Subramanaya, K: Scientific and Technical Information Resources, New York, Marcel Dekkar, 1981.
20. Teague, S.John: Microforms, Video and Electronic media Librarianship, London, Butterworths. 1985.
21. Walford, A.J.: Guide to Reference Materials. London, Library Association, 1990, 3V.
22. <https://libguides.umflint.edu/>