REVISED
GUIDELINES, REGULATIONS,
AND SYLLABI

2018-19

M. Lib. I. Sc.
(Master of Library and Information Science)
2-Year Integrated Programme
[Equivalent to BLIS (One Year) + MLIS (One Year)]

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
PONDICHERRY UNIVERSITY
PUDUCHERRY – 605 014
1. PONDICHERY UNIVERSITY

Pondicherry University is a Central University established by an Act of Parliament in October 1985. It is an affiliating University with a jurisdiction spread over the Union Territory of Puducherry, Lakshwadeep and Andaman and Nicobar Islands. The University has been reaccredited with ‘A’ Grade by NAAC with regard to the students’ friendly learning environment, good infrastructure, modern amenities, excellent teaching and the supportive non-teaching fraternity. The University has three campuses. The main campus is located at Puducherry with 800 acres of lush-green Wi-fi enabled area, housing 15 Schools, 37 Departments, 10 Centres and 2 Chairs, offering over 144 PG & Research programmes. Other two smaller campuses are located at Port Blair and Karaikal (about 150 kms. from Puducherry).

The University has a sprawling scenic and serene campus with an inspiring, peaceful and congenial environment. The Campus Life is extremely congenial and entirely self-contained with a Shopping Complex, Health Centre, Bank, Post Office, Gymnasiums, Sports facilities, etc. The University has 92 affiliated colleges, offering Under Graduate and Post Graduate courses in the Faculty of Arts, Science, Commerce, Engineering Technology, Fine Arts, Law, Management and Medicine.

The Pondicherry University is the first University in the country to start a Community College to cater to the needs and demands of the local community to enhance skill development and their employability. The College offers several job oriented courses including paramedical courses with hands on training by expert medical team at hospitals. Selected students of Community College have been awarded financial support by U.S. Government to get training at Community Colleges in U.S. for one year. The University has another Community College at Mahe, started in the academic year 2014-15 for the benefit of the local population of that region. The University runs 26 Diploma / Certificate Add-On Courses in the evenings so that regular students and outside members can attend these courses to acquire additional knowledge and skill that would enhance their job prospects.

The University has 24 hostels (16 for Boys, 7 for Girls and 1 for Foreign Students), State-of-the-Art Laboratories, Free transport, on-and-off campus and excellent sports facilities. It offers rent-free accommodation to all girl students, provides totally-free education to all the differently-abled students. The Wi-fi enabled campus has 100% power back-up to all the Departments and Hostels of the University. With multi-faceted growth on several fronts and academic expansion in terms of new disciplines and projects, the University is moving fast towards its goal of excellence and is the desired destination of youth from all over the country for higher education.
2. **DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

The Department of Library and Information Science was started during the academic year 2007-08. The Department offers a professional Master’s Degree programme (MLIS) and a Ph.D. Degree Programme in Library and Information Science. In addition, an Add-on Course namely Postgraduate Diploma in Library Automation and Networking (PGDLAN) is also offered in the evenings. MLIS course duration is of two (2) years and comprises four (4) semesters.

2.1 **INFRASTRUCTURE FACILITIES**

The physical and academic infrastructure comprises well equipped class rooms with LCD Projectors and Public Address System, Computer Lab with Internet facility and required hardware and software for teaching-learning, Wi-Fi facility in campus, access to e-books, e-journals and institutional repositories, subscription to national and international journals and magazines, latest books on library and information science, separate hostels on campus for girls and boys, etc. The Department also organizes several events like study tour, workshops, Seminars, guest lectures by eminent academics from India and abroad.

2.2 **PLACEMENT OPPORTUNITIES**

M.Lib.I.Sc. programme is a professional degree. There is a great demand for the library professionals in the job market. M.Lib.I.Sc. postgraduates get placed as Librarians, Information Scientists, Knowledge Managers, Cataloguers, Indexers, Information Analysts, Reference Services Specialists, Technical Editors, Consultants, etc. in traditional libraries & information centres and corporate sectors also. Those who qualify UGC-NET or SLET examination can enter academics as an Assistant Professor or Assistant Librarian of a University or Librarian of a College. Those who qualify UGC-JRF can pursue research in the field of Library & Information Science with UGC fellowship. An added qualification of PGDLAN would place the student at a higher advantage in the job arena with knowledge of automation and networking. Our recruiters include LIS Schools, all kinds of libraries and information centres, colleges, universities and corporate companies like Tata Consultancy Services, Indian School of Business etc.
2.3 FACULTY PROFILE

Head of the Department : Dr. R. Sevukan

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Faculty</th>
<th>Designation</th>
<th>Educational Qualification</th>
<th>Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Dr. R. Sevukan</td>
<td>Associate Professor &amp; Head</td>
<td>M.Com., M.L.I.S., M.Phil., PGDDE, Ph.D.</td>
<td>Library Automation, Scientometrics, Academic, Library System, Research Methods, Information Seeking, Behaviour, ICT Applications in Libraries</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. Rekha Rani Varghese</td>
<td>Assistant Professor (SS)</td>
<td>B.Sc., MLIS, Ph.D.</td>
<td>IT applications in Libraries, Institutional Repositories, Information Retrieval, User Studies</td>
</tr>
<tr>
<td>4.</td>
<td>Dr. Mangkhollen Singson</td>
<td>Assistant Professor (SS)</td>
<td>B.Sc., MLIS, Ph.D.</td>
<td>Marketing of Information Products, Knowledge Management, E-journals</td>
</tr>
<tr>
<td>5.</td>
<td>Mr. M. Leeladharan</td>
<td>Assistant Professor (SS)</td>
<td>M.Sc, M.Phil.</td>
<td>Information Retrieval, Scientometrics, Knowledge Organization</td>
</tr>
</tbody>
</table>


3.1 Programme Details

Name of the Department : Department of Library and Information Science
School : School of Media and Communication
Subject : Library and Information Science
Name of the Programme : M.Lib.I.Sc. (Master of Library and Information Science)
Duration of the Programme : 2 Years – divided into 4 Semesters (Choice Based Credit System)
3.2 Objectives of the Programme

1. To impart high level skills and training necessary for those aspiring to hold higher positions in library and information centres within the country and abroad
2. To prepare the library and information professionals for the changing scenario
3. To get the learners familiarized with the basic concepts of information and its communication in society;
4. To teach information processing techniques and develop capability in retrieving information efficiently by applying different search techniques;
5. To get the students acquainted with the activities and services of different information systems and introduce them to packaging and consolidation techniques;
6. To introduce different methods and techniques of research;
7. To sensitize the learners and enable them to resolve the major issues associated with the development of new technology in the libraries and information centres;
8. To impart ICT based skills using open source software in order to make them serve competently in an automated and networked environment; and
9. To introduce modern tools and techniques to students to manage Libraries and Information Centres effectively.

3.3 Eligibility for Admission to the Programme

a) Qualification Criteria for Admission

Candidates who have passed any Bachelor's Degree examination from a recognized university under 10+2+3 system and who have secured at least 50% marks in aggregate in Part III (main subjects) are eligible to apply for admission to the M.Lib.I.Sc (Library and Information Science) Programme. In case of candidates belonging to SC/ST category, relaxation in the percentage of marks shall be given as per the University Guidelines issued from time to time.

b) Entrance Examination

Candidates seeking admission to the programme shall be required to appear for a 2-hour written examination conducted by the University during the last week of May or first week of June or on the date announced by the University. The written examination shall consist of 100 objective type questions to test mental ability, aptitude and general knowledge of the candidate consisting of questions from current topics of general interest, books, authors, libraries, information resources, reading habits and other related areas.
c) **Selection for Admission**

The selection of candidates shall be made on the basis of the marks scored in the entrance examination.

### 3.4 Intake

The total number of Candidates to be admitted to the programme would be 35 (Thirty five) only.

### 3.5 Admission

All admissions shall be made provisionally and any candidate found, on scrutiny, to be ineligible shall be asked to leave the course. Normally all admission process shall be over before the first Monday of July when the classes will commence or as per the schedule announced by the university from time to time.

### 3.6 Internship

Each student shall take up internship during Summer Vacation between Second and Third Semesters for a period of one month in reputed libraries, archives and museums in the country.

### 3.7 Submission of Dissertation

i. M.Lib.I.Sc. (Master of Library and Information Science) students shall have to choose a topic for dissertation in the beginning of the 4th Semester and preliminary preparation be carried out under the guidance of a teacher.

ii. They have to submit the Dissertation on the selected topic, as per (a) above, within the deadline as prescribed by the Department of Library and Information Science.

iii. Candidates keeping terms but not appearing for the Theory and Practical Examinations and not submitted the Dissertation within the prescribed time may appear for respective examinations as Ex-students/Repeaters in subsequent Semester examinations and submit the Dissertation within the prescribed time limit adhering to the detailed dissertation guidelines as provided by the department.
iv. Candidates appearing for the examination under the provision of (c) above will not be eligible for the award of any rank, prize, medal, etc.

3.8 Programme Matrix

The Programme matrix of the M.Lib.I.Sc. course during the academic year/s shall be as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>No. of Courses to be Undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory Examination</td>
</tr>
<tr>
<td>First</td>
<td>4</td>
</tr>
<tr>
<td>Second</td>
<td>4</td>
</tr>
<tr>
<td>Third</td>
<td>5</td>
</tr>
<tr>
<td>Fourth</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

3.9 Scheme of Instruction

The scheme of instruction covers theory papers, practical, dissertation work and library internship.

3.10 Medium of Instruction

The medium of instruction is English only.

3.11 Minimum Requirement of Class Attendance

The student shall be considered to have completed the programme if he/she has attended not less than 70% of the number of working periods (Lectures, Seminars, Practicals and Dissertation Guidance taken together) in each Semester.

4. EVALUATION PATTERN

4.1 Breakup of Internal/ External End Semester Exams:

a) M.Lib.I.Sc. programme shall carry an Internal Assessment component to the extent of 40 marks and End Semester for 60 marks.

b) A student shall not be permitted to repeat any course only for the purpose of improving the grade.
4.1.1 Internal Assessments

A schedule of Internal Assessment tests shall be prepared at the very beginning of the semester. Written tests for each subject will be conducted by the teacher concerned during September / October (Odd semesters) and February / March (Even Semesters). Internal Assessment marks shall be displayed within a week from the date of conduct of examination and all corrected answer papers shall be given back to students with comments, if any. It is mandatory for all students to participate in all the Internal Assessment tests and in various course-work related activities for the award of the above marks. The marks obtained in the Internal Assessment in the first attempt shall be carried over to the examination in the subsequent attempts.

4.1.2 Break up of Internal Assessment (I.A.) Marks

Each teacher shall organize a continuous assessment of each of the courses assigned to him/her. The internal assessment marks shall be given as per the following breakup:

| Internal Assessment Tests (minimum two) | 2 x 15 = 30 |
| Seminars/ Assignments/ Case Demos/ Presentations/ Write ups/ Viva, etc. | 1 x 10 = 10 |
| Internal Total | 40 |

4.1.3 Question Paper Pattern of I.A. (M.Lib.I.Sc.)

Time: 1½ Hours

Max. Marks: 30
(Weightage: 15 Marks)

<table>
<thead>
<tr>
<th>Section</th>
<th>Pattern*</th>
<th>No. of Marks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – MCQ</td>
<td>Answer ALL the questions</td>
<td>5 x 1 = 5</td>
<td></td>
</tr>
<tr>
<td>B – Short Note</td>
<td>Answer ANY THREE questions in about 300 words each</td>
<td>3 x 5 = 15</td>
<td>Coverage shall be from two units at least</td>
</tr>
<tr>
<td>C – Essay Type</td>
<td>Answer ANY ONE question (either/or choice) in about 600 words</td>
<td>1 x 10 = 10</td>
<td></td>
</tr>
</tbody>
</table>

*Question paper pattern for practical courses may vary

4.2 End- Semester Examinations

a) An End Semester examination shall be conducted for M.Lib.I.Sc. in the department. The duration of the end semester examination shall be for 3 hours.
b) A schedule of End Semester examinations be prepared and displayed by the department at least one-month ahead of the conduct of the examination.

c) A student shall apply for all the papers of a semester when he/she appears for the examination of that semester for the first time.

d) No student who has secured less than 70% of attendance in any course shall be permitted to attend the end-semester examination and he shall be given grade of FA-failure due to lack of attendance. He shall be asked to repeat that course the next time it is offered.

4.2.1 Question Paper Pattern of End Semester Examinations (M.Lib.I.Sc.)

Time: 3 Hours
Max. Marks: 60

<table>
<thead>
<tr>
<th>Section</th>
<th>Pattern</th>
<th>No. of Marks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – MCQ</td>
<td>Answer ALL the questions</td>
<td>10 x 1 = 10</td>
<td></td>
</tr>
<tr>
<td>B – Short Note</td>
<td>Answer ANY FIVE questions in about 250 words each</td>
<td>5 x 4 = 20</td>
<td>Coverage shall be distributed from all the units equally</td>
</tr>
<tr>
<td>C – Essay Type</td>
<td>Answer ALL the questions (either/or choice) in about 800 words each</td>
<td>2 x 15 = 30</td>
<td></td>
</tr>
</tbody>
</table>

4.3 Board of Examiners and Evaluation

a) A Panel of External examiners shall be submitted by each course teacher concerned to the Head of the Department by the 6th week of the Semester. Head of the Department shall coordinate the question paper setting work / conduct of exams/ consolidation of marks and Grades and provisionally publish the Results with the approval of Dean of the School.

b) The answer papers of end-semester examinations should be evaluated by the Internal Examiner immediately after the completion of exam and the Award sheet should be submitted to HOD in a sealed cover before the same papers are kept for second valuation by External Examiner.

c) In case of difference of more than 15% of marks the answers paper shall be revalued by the Examination Committee and marks awarded by this committee shall be taken as final.

d) Practical exams shall be conducted involving External Examiners.
4.4 Consolidation of Marks

Programme Committee consisting of Vice-Chancellor’s nominee and External Examiners shall take up the consolidation of Internal Assessment marks and End- Semester marks (average of both Internal and External Evaluation) and prepare a consolidated Marks Statement. In order to declare the pass, a Student should get:

a) A minimum of 40% marks in end-semester exam, and

b) A minimum of 50% marks in aggregate when Internal Assessment and End- Semester marks are added.

4.5 Evaluation of Internship/Dissertation

4.5.1 Internship

The interns are expected to undergo a library internship for one (1) month in reputed libraries. They will submit a detailed report and present a seminar in the department for the evaluation. At the workplace, the interns will be evaluated by the trainer for 60 marks based on the following parameters: Punctuality; Attendance; Reliability; Adaptability; Interpersonal Skills; and Overall Performance during the period of internship.

Total Marks for Internship : 100 Marks
Report : 30 Marks (Internship Coordinator/HOD)
Seminar Presentation : 10 Marks (Internship Coordinator/HOD)
Performance of the Intern : 60 Marks (Trainer at workplace)
at workplace

4.5.2 Dissertation

The dissertation of M.Lib.I.Sc., will be evaluated by both the project guide and the external examiner for 60 marks each. Average will be drawn to finalize the marks of end semester examination. The criteria for evaluation of the project report are as follows:

1. Organisation and Structure of Report 15 Marks
2. Literature Review 10 Marks
3. Style of Presentation 10 Marks
4. Standard of Methodology Adopted 10 Marks
5. Novelty and Utility 10 Marks
6. Referencing Style 05 Marks
The remaining 40 marks are reserved for viva-voce examination which will be conducted by the External Examiner/HOD in the Department.

4.6 Supplementary Exam

a) A failed student who meets the attendance requirement and has a minimum of 40% in internal assessment marks may be permitted to reappear for the next end-semester examination.

b) A student who has failed due to insufficient attendance and/or less than 40% in Internal Assessment marks should repeat the course as and when it is offered.

5. GRADING AND GRADE CARD

The Programme Committee shall prepare two copies of the results, one with marks to be sent to the University Office and another for the Department. Grades shall be awarded as indicated below (Section 5.1) in a meeting of the Programme Committee to be held as per the academic calendar of Pondicherry University.

The department shall display the provisional grades within 15 days. If a student wishes to look at the evaluated answer scripts he/she can approach the concerned teacher within a week of declaration of the provisional results.

5.1 Letter Grades

Performances of students in each paper are expressed in terms of marks as well as in Letter Grades. In case of fractions the marks shall be rounded off to nearest integer. The class interval for the purpose of awarding the grades can be arrived at by dividing the difference between the highest mark secured and the minimum pass mark by 6 as there are six passing grades. The formula is given below:

\[ K = (X - 50)/6 \]

Where, \( K \) = class interval, \( X \)= the highest mark in the subject.

The grades may be awarded as given in the following Table.
<table>
<thead>
<tr>
<th>Range of Marks in %</th>
<th>Letter Grade</th>
<th>Points for Calculate of CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>X to (X-K)+1</td>
<td>O</td>
<td>10</td>
</tr>
<tr>
<td>(X-K) to (X-2K)+1</td>
<td>A+</td>
<td>9</td>
</tr>
<tr>
<td>(X-2K) to (X-3K)+1</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>(X-3K) to (X-4K)+1</td>
<td>B+</td>
<td>7</td>
</tr>
<tr>
<td>(X-4K) to (X-5K)+1</td>
<td>B</td>
<td>6</td>
</tr>
<tr>
<td>(X-5K) to 50</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>Failure due to lack of attendance</td>
<td>FA</td>
<td>0</td>
</tr>
</tbody>
</table>

6. **Equivalence of M.Lib.I.Sc. to one year BLIS + one year MLIS**

Most of the universities and other academic institutions in the country have migrated from one year BLIS and MLIS degrees to 2-Year integrated MLIS degree programme. But the recruitment rules (RR) for librarians in some government organizations like School Libraries of Puducherry, KVS, etc, have not been changed. The minimum qualifications required for these posts in these organizations are one year BLIS or one year MLIS which is not applicable to 2-year integrated MLIS degree holders. However, the modules taught in first year M.Lib.I.Sc. are equivalent to one year BLIS degree offered in any recognized university/college/institution in the country. And the modules taught in second year M.Lib.I.Sc. are equivalent to one year MLIS degree offered in any recognized university/college/institution. Therefore, “the committee recommends to consider our M.Lib.I.Sc. degree as an equivalent to BLIS (one year) + MLIS (one year). This may also be printed in the certificates in future to avoid this kind of recognition problems in the employment market.”
## M.Lib.I.Sc. CURRICULUM STRUCTURE

**Table 2: Details of Scheme of Course and Scheme of Examination**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hard Core/Soft Core</th>
<th>No. of Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISC411</td>
<td>Library, Communication and Society</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC412</td>
<td>Reference and Information Sources</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC413</td>
<td>Knowledge Organisation (Theory)</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC414</td>
<td>Knowledge Organisation (Classification Practice – I: DDC)</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>LISC415</td>
<td>ICT for Information Management (Theory and Practice)</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>LISC421</td>
<td>Management of Libraries and Information Centres</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC422</td>
<td>Information Systems and Services</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC423</td>
<td>ICT Practical – I</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>LISC424</td>
<td>Knowledge Organisation (Cataloguing Practice-AACR 2R)</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>LISC425</td>
<td>ILMS and Digital Libraries</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>LISC426</td>
<td>Elective: (ANY ONE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Public Library System</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(ii)</td>
<td>Preservation and Conservation</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(iii)</td>
<td>School Library System</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISC511</td>
<td>Library Internship (4 Weeks)</td>
<td>HC</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>LISC512</td>
<td>Information Representation and Retrieval (Theory and Practice)</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC513</td>
<td>Research Methods</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC514</td>
<td>ICT Practical – II</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>LISC515</td>
<td>Soft Skills</td>
<td>HC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Electives: (Any TWO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv)</td>
<td>Technical Writing</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(v)</td>
<td>Ontology</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(vi)</td>
<td>Web Technology</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(vii)</td>
<td>Marketing of Information Products &amp; Services</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISC521</td>
<td>Knowledge Management</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC522</td>
<td>Electronic Resources Management</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>LISC523</td>
<td>Project/Dissertation</td>
<td>HC</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Elective: (Any ONE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(viii)</td>
<td>Informetrics</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(ix)</td>
<td>E-Publishing</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(x)</td>
<td>Intellectual Property Rights</td>
<td>SC</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
</tbody>
</table>

Note: HC = Hard Core course, SC = Soft Core course
COURSE OBJECTIVES

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

➢ differentiate between data, information, and knowledge; types of libraries, their functions and role in the development of society;
➢ know the process of information generation including digital information and communicate them through different theories and models;
➢ be familiarized with the status of library legislation in India;
➢ understand the role and functions of various professional bodies in the development of libraries and information centres; and
➢ comprehend the national information policy and changing dimensions of knowledge society.

COURSE OUTLINE


Unit 4: Information Profession and Professional Bodies – Librarianship as a profession: Professional ethics – Professional Associations and their roles: ILA, IASLIC, IATLIS, CILIP, ALA, IFLA, and UNESCO.

Suggested Textbooks


Additional Readings:


Saracevic, T (1990) *Information Science revisited*: Rutgers University School of


COURSE OBJECTIVES:

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

- demonstrate the knowledge of the major information sources and reference tools which facilitate access to information;
- develop evaluative skills for selecting both in print and electronic information sources;
- use the major information sources to answer day-to-day user enquiries;
- select and describe the appropriate source to answer informational questions; and
- provide practical skills related to various reference tools to the students.

COURSE OUTLINE

Unit 1: Basics of Information Sources: Documentary and non-documentary sources – characteristics, scope and value; non-print and electronic sources; categories of information sources – primary, secondary and tertiary.

Unit 2: Types of Documentary Sources: Primary Sources – Periodicals, Technical reports, Patents, Standards and Specifications, Theses and Dissertations, Conference proceedings, Trade literature both in print and electronic versions; Secondary Sources – Dictionaries, Encyclopedias, Yearbooks and Almanacs, Biographical sources, Bibliographies, Geographical sources, Current sources, Statistical information sources, Handbooks and Manuals, indexing and abstracting sources, news summaries both in print and electronic versions. Tertiary Sources – Directories, Guides to reference sources, bibliography of bibliographies, monographs, list of serials, union catalogues, travel guides, textbooks both in print and electronic versions.

Unit 3: Non-Documentary Sources: Human and institutional sources of information, government ministries and departments, R&D organizations, learned societies, publishing houses, archives, data banks, information analysis centers, referral centers, and institutional websites.


Unit 5: Databases (Full text, Citation and Bibliographic): ACM Digital Library, IEEE/IEE Electronic Library Online (IEL), Emerald, EBSCO, PsycINFO, Elsevier Science, PubMed Central, J-Gate, JSTOR, Web of Science, Scopus, SciFinder Scholar, , and RePEc.
Suggested Textbook


Additional Readings

COURSE OBJECTIVES

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

- explain the modes of formation of subjects and its characteristics;
- discuss the principles and philosophy of library classification;
- explain the types and needs for various types of library catalogues;
- understand and make use of the various bibliographic formats for effective management of bibliographic records; and
- understand various standards adopted in digital resource management.

COURSE OUTLINE

Unit 1: Library Classification – Meaning, need, purpose, functions – Notation: Need & Importance; types; qualities of a good notation, Mnemonics. Universe of knowledge – Structure and attribute – Modes of formation of subjects – Different types of subjects.


Unit 3: Cataloguing: Purpose, structure, types including OPAC – Normative principles, Canons & Laws; Standard codes of Cataloguing – ISBDs and AACR, RDF.

Unit 4: Bibliographic Formats – ISO 2709, MARC-21, UNIMARC, CCF, Z39.50, W3C.

Unit 5: Organisation of Digital Resources – Metadata standards – Dublin core, Mark up languages; DOI (Digital Object identifier) – IFLA and LC initiatives – FRBR, FRAD, FRSAD, BIBFRAME 2.0

Suggested Textbooks

Ranganathan, SR. (1957 & 1965) Prolegomena to Library Classification, Ed2, London, LA.
Additional Readings

LISC414: Knowledge Organisation (Classification Practice – I: DDC)  

3 Credits

COURSE OBJECTIVES

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

➢ be familiarized with the DDC 22nd Edition;  
➢ acquire skills required for Classifying various types of documents;  
➢ arrange and locate books shelved in the library; and  
➢ develop an understanding of the organization of the library.

COURSE OUTLINE:  

Classification of Documents using Dewey Decimal Classification (22nd Edition)

Suggested Textbook


Additional Readings


LISC415 – ICT for Information Management (Theory and Practice)  

3 Credits

COURSE OBJECTIVES

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

➢ get acquainted with the components of Information Technology;  
➢ acquire skills required for handling different operating systems;  
➢ use application software for office management; and  
➢ develop an understanding of the file organizations and database management systems.
COURSE OUTLINE


Unit 4: Office Management: Word Processing, Spreadsheet, Presentation Software, Database (MS-Access)

Unit 5: DBMS – MySQL, Scripting Languages, .Net, Python, Java, HTML, XML, Web Graphics

Suggested Textbooks


Additional Readings:


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COURSE OBJECTIVES

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

➢ know the meaning, evolution and purpose of management;
➢ know how to manage library and information centres;
➢ understand different levels of management and various managerial skills required;
➢ understand the application of modern management techniques and methods in managing libraries and information centres; and
➢ apply the principles and procedures for developing an organisational structure for a library.

COURSE OUTLINE

Unit 1: Introduction to Management: Concept, definition and scope, management styles and approaches, principles and functions of management, principles of scientific management.


Suggested Textbook


Additional Readings


Blanche Woolls. *The School Library Media Manager*. Ed. 3.


COURSE OBJECTIVES

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

➢ To induce information systems and identify international organisations devoted to collection, processing and dissemination of information;
➢ To explain the programmes and activities that are being undertaken by such organisations in promotion, coordination and development of library and information services;
➢ To discuss the development of reference and information service; differentiate between reference and information service;
➢ To discuss different types, role and function of reference services.
➢ To identify the information needs of different groups of users; and
➢ To explain the types of services library can offer to meet these information needs; and

COURSE OUTLINE

Unit 1: Information Systems: Concept, purpose & types. Global & National Information Systems; UNISIST, NISCAIR, NASSDOC, INIS, AGRIS, INSPEC and MEDLARS.


Unit 5: Information Use & User Studies: Theories and Models of Information Seeking behavior – Information Literacy.

Suggested Readings


LISC423: ICT Practical – I  
3 Credits


LISC424 – Knowledge Organisation (Cataloguing Practice-AACR 2R)  
3 Credits

COURSE OBJECTIVES

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

➢ create catalogue entries for the Print resources; and
➢ create catalogue entries for Non-print resources using AACR 2R

COURSE OUTLINE: Cataloguing of Documents: Print and Non-Print using AACR-2R

Suggested Readings


LISC425 – ILMS and Digital Libraries  
3 Credits

COURSE OBJECTIVES

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

➢ understand the concept of library automation and how to implement in libraries;
➢ get familiarized with the automated services that can be rendered in libraries and information centres;
➢ know what a digital library is and how to design and develop it;
➢ understand the process of digitization and the related equipment;
➢ be aware of various software packages on library automation and digital libraries, free, open, and commercial.

COURSE OUTLINE


Suggested Readings:


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**SOFT CORE COURSES**

**LISC426 – Public Library System**

**3 Credits**

**Unit 1: Public Library:** Origin and Growth, Public Library and Society, Public Library services, Public Library systems and their branches, Agencies in the Promotion and Development of Public Library System, Missions, Goals, and Objectives, Library Policies, Procedures, Practices and Legislation of Public Libraries.

**Unit 2: Public Library System & Library Buildings:** Organizational Structure of Public Library System, Accountability – metrics and outcomes, quality of life and human development, Public Library Standards, Governance and Performance Evaluation of Public Libraries. Public library buildings, resources on building design, green and sustainable building, disasters and public libraries.


**Unit 4: Community Information System:** Understanding the community and assessment of its needs, serving the community, youth and adults services, and public library as the facility to community engagement. Collaboration and partnerships, social responsibly of public library – publicizing programs and services, evaluating services & programs. Bookmobiles & Book Bikes, building engagement, civic & community engagement, libraries transform, outreach strategies, universal access, working with community groups.
Unit 5: Collaboration, Consortia and Future Trends: Cooperation with other libraries, Consortia of state libraries, cooperating with the community and other libraries, Types of Library Services, Resource Sharing and Networking, Public Library Scenario in India, UK and USA. Global perspective of public Libraries. IFLA: a global voice for public Libraries.

Suggested Textbook:


Additional Readings


ALA TechSource (2011), The Transforming Public Library Technology Infrastructure. Chicago, IL : ALA.


Hage, Christine Lind (2004). The Public Library Start-up Guide. Chicago : ALA.


Holt, Leslie Edmonds; Holt, Glen E (2010). Public Library Services for the Poor: Doing All We Can. Chicago : ALA.


LISC427 – Preservation and Conservation 3 Credits

COURSE OBJECTIVES

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

➢ explain the evolution of various information carriers;
➢ explain the characteristic of these information carriers and the problems they face;
➢ discuss the effect of various disasters and calamities on the Library collections; and
➢ explain the need for preservation and conservation.

COURSE OUTLINE


Unit 2: Hazards to Library Materials and Control Measures – Environmental Factors, Biological Factors, Chemical Factors, Disaster Management

Unit 3: Binding – Types of Binding – Binding Materials – Binding Process – Standards of Binding

Unit 4: Restoration and Reformatting – Material Repair – Microfilming and Digitisation of Print Media

Suggested Textbooks


Additional Readings


LISC428 – School Library System 3 Credits

COURSE OBJECTIVES

At the end of the course, the student should be able to:
• get an idea about the role of the school library within the local and national contexts of a changing educational scene;
• establish an understanding of library and its role in the school.
• find out the key issues emerging in school librarianship ranging from information access to roles in school reform and student achievement;
• know theories and processes involved in managing personnel, resources, facilities, and finances;
• develop evaluation skills of school library, its services and programmes.

COURSE OUTLINE

Unit 1: Mission, Purposes, Legal and Financial Framework for a School Library – Definition and role of a school library, vision and mission statement for a school library, objectives, functions and importance of school libraries. Apply legal and ethical principles/issues that govern information access, intellectual property rights, and the use of technology tools and online resources. Infrastructure support for school library development, policies, planning, and funding. IFLA/UNESCO’s School Library manifesto, instructional role of a school librarian.
Unit 2: Human Resources for a School Library – Definition of a school librarian, roles of a professional school librarian – instruction, management, leadership and collaboration, community engagement, and promoting library services. Staffing roles and rationale, roles and competencies of para-professional school library staff, role of school library volunteers, ethical standards. Concepts, strategies and techniques of administering a school library. Competencies needed to provide school library programs.

Unit 3: Physical and Digital Resources of a School Library – Facilities – location and space, organization of space, physical and digital access. Collection development and management - policies and procedures, issues related to digital resources, collection standards and Resource sharing. Policy development, budgeting, collection development, instructional design, support staff training, facilities design, supervision, and information networking within the school. School library standards.

Unit 4: Programs and Activities of a School Library - Programs and activities, information literacy, reading promotion, media and information literacy instruction, inquiry-based learning models, technology integration, professional development for teachers, and instructional role of a school librarian.

Unit 5: School Library Evaluation and Public Relations – Evaluation of a school library services and programs, evaluation of a school library and evidence-based practice, approaches to school library program evaluation, impacts of school library program evaluations. School library public relations - promotion and marketing, advocacy. access to library services, reference services, personnel, fiscal, collection management, and consortia arrangements. Latest trends in school libraries.

Suggested textbook


Additional Readings


COURSE OBJECTIVES

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

➢ realize the importance of libraries, archives, and museums in disseminating information to the citizens of the country;
➢ develop confidence through practical knowledge gained from the libraries; and
➢ work in a library or information centre independently based on the knowledge acquired through the library internship

The students need to undergo an Internship for one month in any reputed libraries, archives, and museums during summer vacation that falls between second and third semesters. The students can select any institution of their choice in the country and report to the Internship Coordinator/HOD for getting formal approval from the institution concerned. The students are expected to strictly adhere to the following Internship Guidelines:

1 The internship is an assessable component for 2 credits by the Trainer and the Internship Coordinator (HOD).
2 You are expected to be sincere and obedient in your work during your internship following the instructions of the Trainer (The Librarian) at your Library.
3 You need to keenly observe every activity performed in the library and correlate with your theoretical knowledge gained.
4 Availing any leave during the period of internship is not allowed. Failing which, you will have to repeat next time in order to complete the course successfully.
5 A detailed report has to be submitted to the Internship Coordinator (HOD) based on your experience and knowledge gained through internship after successful completion of your internship. In addition, you need to give a presentation based on your Internship report for assessment.
6 To maintain a work diary during internship period is a must. Every student should maintain work diary for the activities performed by you on day-to-day basis in the following manner. This would enable you to prepare your internship report conveniently.
COURSE OBJECTIVES

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

➢ acquire skills required for indexing various kinds of documents;
➢ get familiarized with the indexing systems;
➢ retrieve documents precisely by using different search strategies; and
➢ develop an understanding of the organization of information storage and retrieval systems.

COURSE OUTLINE

Unit 1: Information Retrieval Systems: Concept, definition, characteristics, components and functions – Digital IR System – Multilingual IR, Multimedia IR, Intelligent IR and NLP.


Unit 5: Hands on Practical: Database Searching (Textual, Referral, and Reference)

Suggested Textbook


Additional Readings


COURSE OBJECTIVES

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

➢ understand the basics of research which include how to identify a research problem and do a comprehensive literature review;

➢ be familiarized with different types of research design, formulation of hypotheses, sampling techniques, and how to prepare a research proposal;

➢ adopt a suitable data collection method and tool based on the nature of research problem;

➢ know how to test hypotheses by applying appropriate statistical tools such as T-Test, Chi-Square, ANOVA, Correlation Analysis;

➢ use the statistical software package called Statistical Package for Social Sciences; and

➢ prepare a research report adhering to the structural components as prescribed in style manuals like Chicago, MLA, APA, etc.

COURSE OUTLINE


Unit 4: Statistical Tools: Need and Importance, Descriptive and Inferential Statistics – Measures of Central Tendency – Standard Deviation – T-Test, Chi-Square, ANOVA, Correlation Analysis – Introduction to SPSS.

Suggested Textbooks


Additional Readings


**LISC514 – ICT Practical – II**

An in-depth practical on Digital Library Software using GSDL and Content Management System using Drupal.

**LISC515 – Soft Skills**

**COURSE OBJECTIVES**

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

- understand and identify their strengths and weaknesses;
- know how to effective speak formally at different stages using various strategies;
- make use of various tools and techniques available for effective writing including preparation of a project proposal;
- understand various workplace skills required for being a competent professional; and
- know how to acquire job related skills such as preparing personal profile, interview, and public relations.

**COURSE OUTLINE**

**Unit 1: Personality Development**: Understanding personal strengths and weaknesses, work and organisational psychology – Stress management, Time management and crisis management – Communication Skills – Interpersonal, Intrapersonal, and Group.

**Unit 2: Effective Speaking**: Elements and types – impromptu speech, memorized speech, manuscript speech, extemporaneous speech – stages and strategies.

**Unit 3: Writing Skills**: Principles of presentation of ideas – Techniques and tools for effective writing – Internal and External correspondence at the workplace – preparation of a project proposal/research papers.


**Unit 5: Job Related Skills**: Preparing Personal Profile, Portfolio, Resume – Job Interview – Public Relations; Different types of meetings and Negotiation Strategies.
Suggested Textbook


Additional Readings


COURSE OBJECTIVES

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

➢ basics of technical writing and its types along with their characteristics;
➢ understand how to prepare short communications, review articles, technical report, monographs, project proposals, dissertations/theses and house bulletins;
➢ get familiarized with the editorial process and editorial tools such as Dictionaries, Style Manuals, Standards and specifications;
➢ acquire the knowledge on effective presentation of ideas by using Tables, Line graphs, Bar graphs, Pie charts, Charts, and Illustrations; and
➢ understand the criteria for evaluation of scientific and technical communications and presentations.

COURSE OUTLINE

Unit 1: Basics of Technical Writing – Definition, Overview, Purpose, Types, Characteristics, Functions – Target group in Written Communication – Reader / Writer Relationship.


Unit 4: Technical Writing Techniques – Information searching and gathering skills - Designing pages – Elements of page design, basic design guidelines, developing a style sheet - Visual aids - Tables, Line graphs, Bar graphs, Pie charts, Charts, and Illustrations

Unit 5: Technical Presentations and Evaluation – Use of MS-Office for the preparation, production and presentation of scientific and technical communications – use of multimedia facilities for presentation – Criteria for evaluation of scientific and technical communications and presentations – Technical Writing Software Tools.

Suggested Readings


<table>
<thead>
<tr>
<th>LISC517 – Ontology</th>
<th>3 Credits</th>
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**COURSE OBJECTIVES**

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

➢ understand the concept and scope of ontology and its role in knowledge management;
➢ get acquainted with various tools for ontology;
➢ be familiarized with different phases of ontology based knowledge management;
➢ know various case studies on ontology and evaluate them.

**COURSE OUTLINE**


**Unit 2: Ontology Languages**: Introduction- OIL and DAML+OIL Semantic web pyramid of languages


**Unit 5**: Case Studies

**Suggested Readings**


COURSE OBJECTIVES

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

➢ explain the evolution of Internet and Web;
➢ understand various services of Internet and WWW;
➢ discuss the functions and features of the Web browsers and Search Engines; and
➢ differentiate the Websites based on the way they function and categoryise them based on the content and the client it caters to.

COURSE OUTLINE


Unit 2: Web Browsers and Services – History, Function, Features of Browsers (IE, Firefox, Chrome)

Unit 3: Mark-up Languages and Scripting Languages – Functions & Features of HTML, XML, DHTML, XHTML, CGI

Unit 4: Websites – Tools and Techniques; Types of Websites, Web contents, Static web contents, Dynamic Web Contents – MySQL, PostgreSQL.


Suggested Readings

LISC519 – Marketing of Information Products & Services 3 Credits

COURSE OBJECTIVES

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

➢ explain why information is a commodity? and further explain the role of information industry
➢ introduce the nature of information as a product, customers and profiling the information industry
➢ explain the importance of marketing to information organizations and in the information marketplace
➢ explore the nature of marketing and promotion of marketing orientation or the marketing concept in information intensive industry.
➢ introduces the marketing mix and different marketing strategies.
➢ explain the consumer behaviour and decision-making in organizational markets

COURSE OUTLINE

Unit 1: Information as a Resource - Economics of Information; Information as a product; The range of information products, customers, profiling the information industry, the marketing environment. Pricing Information products and Services.

Unit 2: Concept of Marketing – Marketing Mix; Kotler’s Four C’s; McCarthy’s Four P’s, Corporate Mission.

Unit 3: Marketing Research – Branding and Corporate Identity: Marketing Research: Market Segmentation and Targeting; Geographic and Demographic Segmentation; Behavioral and Psychographics Segmentation; User Behavior and Adoption.

**Unit 5: Trends in Marketing Library** – Role of Social Media in Marketing of Information – Case Specific Strategies.

**Suggested Readings:**


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**FORTH SEMESTER**

**LISC521 – Knowledge Management**  
**4 Credits**

**COURSE OBJECTIVES**

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

➢ describe the concept of Knowledge Management
➢ apply complex theories and practice of knowledge and intellectual capital management
➢ apply theories to a wide range of scenarios;
➢ formulate action plans for knowledge intensive organisations;
➢ distinguish aspects of industrial era management that may be inappropriate for knowledge intensive organisations and provide alternatives;
➢ formulate a framework for thinking about knowledge intensive organisations;
➢ describe and work with intangibles.

**COURSE OUTLINE**

**Unit 1: Knowledge Management**: Concept and definitions – Need for Knowledge Management in the emerging and changing business environment – Understanding knowledge; Types of Knowledge – explicit and tacit Knowledge – Knowledge works - changing role of Library and Information Professionals.
Unit 2: Knowledge Creation and Capturing: Knowledge creation model – Capturing tacit knowledge

Unit 3: Knowledge Codification and Organization: Knowledge base - knowledge mapping, decision trees, decision tables, frames etc.

Unit 4: Tools and Techniques of Knowledge Management: Neural network, Data Mining.

Unit 5: Case studies

Suggested Readings


<table>
<thead>
<tr>
<th>LISC522 - Electronic Resources Management</th>
<th>4 Credits</th>
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**COURSE OBJECTIVES**

At the end of the course, the student will be able:

- To learn about selection, licensing, and evaluation of electronic resources.
- To enable to analyze the evolving relationships among publishers, vendors, and libraries.
- To critically examine the laws and policies that made an impact on electronic resource management.
- To understand the critical technologies and standards behind electronic resource management.
- To understand how licensing access to information, impact on libraries and information users, especially with regards to Copyright Law.

**COURSE OUTLINE**

**Unit 1: Electronic Resources**: Overview, concept, definition, evolution, need, characteristics, benefits and drawbacks – E-Resource life cycle.


Unit 4: Web-based Resources: Scope, types and evaluation. Economics of E-resources – Pricing. Access management of E-resources: authentication and access management of e-resources. Subscription models: copyright, licenses and tactics and terms in the negotiation of e-resources licenses.

Unit 5: Recent Trends in ERM: Future of ERMS, hardware and software changes, user behaviour and expectations, disintegration of the ILS, intellectual property and perpetual access and archiving – Coral.

Suggested Readings


### LISC523 – Project/Dissertation 4 Credits

M.L ib.I.Sc. (Master of Library and Information Science) students shall have to choose a topic for project / dissertation in the beginning of the 4th Semester under the guidance of a teacher. They have to submit the Dissertation on the selected topic.

### SOFT CORE COURSES (ANY ONE)

### LISC524 – Informetrics 3 Credits

#### COURSE OBJECTIVES

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

- be familiar with the concept of bibliometrics, informetrics, scientometrics, webometrics and altmetrics.
- carry out quantitative studies on various subject fields.
- get acquainted with the concept of citation analysis, different forms of citation, impact factor etc.
- apply qualitative as well as quantitative techniques in library and information science.

#### COURSE OUTLINE

**Unit 1: Introduction:** Concept, definition, need and historical overview and application of Informetrics, Librametrics, Bibliometrics, Scientometrics, Webometrics and Altmetrics

**Unit 2: Classical Bibliometric Laws:** Zipf’s Law, Lotka’s Law and Bradford’s Law – Application of bibliometric laws.

**Unit 3: Growth and Obsolescence of Literature:** Various growth models
Unit 4: Citation Analysis: Definition, Citation indexing, including bibliographic coupling and co-citation analysis. Formulas for measuring Citations: H-index, Impact Factor, Immediacy index. Citation Indexing Databases and Services: Scopus, Google Scholar, web of Knowledge, others.

Unit 5: Mapping of Science: Journal – Journal, Authors, Citation – Mapping Indicators – Mapping & Data Analysis Tools – VOS Viewer, Pajek, Bibexcel, Histcite, etc.

Suggested Readings


De Bellis, Nicola. (2009). Bibliometrics and citation analysis: From the Science Citation Index to cybermetrics. Lanham, MD: Scarecrow Press.


Vinkler, P. (2010). Indicators are the essence of scientometrics and bibliometrics. Scientometrics, 85, 861-866.

**COURSE OBJECTIVES**

At the end of the course, the student should be able to:

- demonstrate the knowledge of the major design tools for e-publishing that are required for developing electronic documents;
- digitise and edit text, graphics, audio and video information;
- acquire authoring skills required for developing e-documents;
- be familiarized with the design and development principles and rules of e-publications.

**COURSE OUTLINE**

**Unit 1: Desktop Publishing (DTP)** – History, typography, methods of DTP, DTP software, other hardware and software required – Scanners, Digital cameras, Adobe InDesign.

**Unit 2: Types of Documents** – Periodicals, promotional, informational, stationary, instructional, and presentations. Layout and design principles, basic elements of popular DTP. Using DTP software – importing and positioning text, understanding typography, enhancing documents with graphics, tables, colours, indexes and tables of contents for large size publications; printing and publishing – proofing, Portable Document Format (.pdf), preflight, etc.

**Unit 3: Image Editing** – Images (analogue/digital), image processing, common image file formats in publishing - .jpg, .tif/.tiff, .psd, .ai; resolution – monitor, printer, scanner; colors management – RGB, CMYK; image manipulation, adjustment and correction tools and techniques, layering images, channels and masks, adding text, filters.

**Unit 4: Web Publishing** – Web design and layout concept differences – Head content and location, formatting text, images – file formats, size; enhancing for print vs. web, accessibility and navigation. Adding and configuring audio, creating play and stop buttons. Adding video – setting video playback options, placing video into a document. HTML overlays - adding local HTML content into an overlay – Author Publishing – Aggregator as model of E-Publishing.
**Unit 5: Technological Trends** – Multimedia publishing, DRM Technology and standards, Internet publishing law, ethics in publishing – copyright, privacy etc.

**Suggested Textbook**


**Additional Readings:**


Botello, Chris (2008). Adobe InDesign or similar software CS3 Revealed. Thomson Course Technology, a division of Thomson Learning, Inc.


The Design Collection Revealed (Adobe InDesign or similar software CS3) (2008). Thomson Learning, Inc.
LISC526 – Intellectual Property Rights  3 Credits

COURSE OBJECTIVES

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

- understand the need and importance of ip.
- give a brief idea about ipr and related rights.
- learn about different organization working in ip in india and abroad
- analyze the legal issues, challenges and protection related to ip
- learn about the government initiatives and policies to protect ip

COURSE OUTLINE

Unit 1: Intellectual Property Rights: Concept, definition, purpose and functions of IPR, significance in the present scenario, some important examples of IPR, protection of IPR, genesis and development of IPR in India and abroad.

Unit 2: Different Types of IPR: Copyrights and related rights, Patents, Trade Marks, Industrial Designs, Geographical Indications, Traditional Knowledge, Plant Variety Protection, Biological Diversity, Protection of Integrated Circuits Layout Designs, Protection of Undisclosed Information.


Unit 5: IPR in Digital Environment: Need and uses, electronic resources licensing, rules and laws governing IPR in India and abroad, its development and amendments – Plagiarism – DRM.

Suggested Textbooks

**Additional Readings**

Adukia, R.S. Handbook on Intellectual Property Rights in India.


