

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT (PPR)

on

MASTER OF LIBRARY AND INFORMATION SCIENCES (M. Lib. I. Sc.)

(To be Offered from 2026-27 Academic Session)



Submitted to

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT (PPR)

MASTER OF LIBRARY AND INFORMATION SCIENCES

1. Programme Overview

The Master of Library and Information Sciences (M. Lib. I. Sc.) is a one-year (Two semesters) programme proposed to be offered from the academic session beginning in July 2026. The programme is designed in line with the notifications, guidelines, and regulations set forth by the University Grants Commission (UGC) from time to time.

The 44th Meeting of the Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirements. The assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

To ensure a holistic educational experience, the programme will include practical sessions and hands-on training, preparing learners for the demands of the library and information science profession. The course design has been structured in such a way that learners will gain exposure to various aspects of library management, information retrieval, digital libraries and information technology. Moreover, the University is registered with the Academic Bank of Credit (ABC) to ensure that learners can easily transfer credits between institutions, promoting flexibility in their academic journey.

The academic structure also incorporates an internship component, providing learners with valuable hands-on experience in real-world library settings. This practical exposure is designed to enhance learners' understanding of library operations and equip them with the skills needed to manage and organize library resources effectively. The inclusion of internships is expected to bridge the gap between theoretical knowledge and practical application, allowing learners to develop a deeper insight into the day-to-day functioning of libraries and information centers.

The faculty of the Discipline of Library and Information Sciences, with the assistance of the Committee on Courses (CCS) and the Schools of Studies, has designed the proposed programme and the detailed syllabi. This Programme Project Report (PPR) on the One-Year (two semesters) Master Degree Programme of Library and Information Sciences is the result of this collaborative process.

2. Programme Mission and Objectives

2.1 Programme Mission

Guru Prasad Das School of Interdisciplinary and Vocational Studies of KKHSOU seeks to provide advanced academic and professional opportunities to graduates, working personnel and professionals who intend to enhance their competencies in Library and Information Sciences. The M. Lib. I. Sc. programme is designed to equip learners with specialized and contemporary knowledge required for advanced professional engagement in libraries, information centres, digital environments and research support systems.

The M. Lib. I. Sc. Programme aims to impart learning opportunities to the learners in the area of organizing and managing library and information centers along with provide various library service. Syllabi of M. Lib. I. Sc. Programme have been finalized after discussion with academic experts in the respective field from University of repute, viz., Gauhati University and Cotton University. This programme has been thoroughly revised in accordance with the UGC Regulations on Open and Distance Learning, 2020. The quality of Curriculum has been so designed to accommodate the recent developments in the field of higher education in general and the Library and Information Sciences area in particular.

The M. Lib. I. Sc. programme aims to offer quality postgraduate education through the Open and Distance Learning mode in tune with the University's motto, "Education Beyond Barriers," while fostering flexibility, access and lifelong learning. It further seeks to integrate emerging themes such as digital libraries, research data management, scientometrics, scholarly communication and open knowledge practices into postgraduate LIS education.

2.2 Programme Objectives

The Master of Library and Information Sciences (M. Lib. I. Sc.) programme is structured to achieve the following objectives:

- a) To provide advanced theoretical and applied knowledge in major areas of Library and Information Sciences.
- b) To develop professional competence in information storage and retrieval, digital library development, e-resource management and research data management.
- c) To equip learners with research skills through training in research methodology, research ethics and dissertation writing.
- d) To enable learners to use bibliometric, scientometric, webometric and related evaluation techniques for research assessment and library decision-making.
- e) To develop practical skills in library automation and management software such as SOUL, KOHA and DSpace.
- f) To promote understanding of scholarly communication, open access, open knowledge systems and intellectual property issues relevant to information services.
- g) To support working professionals and fresh B. Lib. I. Sc. graduates who wish to upgrade their qualification and employability in the LIS field.

3. RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS

In the spirit of reaching out to the unreached, the University endeavors to provide higher education and training in various skills using the latest educational inputs and technology. The vision of the University entails to:

1. Emerge as a premier Institute of higher education in the NE region of India, with adequate display of social responsibility.
2. Equip the learners with necessary knowledge and skills.
3. Enable the learners to compete and excel in their respective areas of interest and to live a life of their choice with dignity.

With the motto “Education Beyond Barriers”, the Mission of the University entails imparting innovative and contextually relevant education and providing opportunities for lifelong learning to its learners through excellence in education, research and innovation. The University, accordingly, envisages formulating its academic programmes in such a way so as to attract learners from all sections of the society, with, however, a specific focus on the underserved, disadvantaged and marginalized. The M. Lib. I. Sc. Programme of KKHSOU offered through City Study Center to contribute towards accomplishment of the mission of the University in the following manner:

- a) Ensuring that M. Lib. I. Sc. programme is made accessible, inclusive and responsive to the needs of diverse groups of learners with special focus on learners from disadvantaged population groups, particularly youth with special needs and with various forms of disabilities and ensuring that all enrolled learners are supported to enable them achieve the expected learning outcomes;
- b) Providing the employed and self-employed individuals with the preference for Library and Information Sciences education;
- c) Ensuring social, regional and gender gaps are eliminated and gender equality and women’s empowerment are promoted throughout the education system;
- d) Ensuring integration of Information and Communication Technologies (ICTs) in this programme

4. Target Group of Learners

KKHSOU specially strives to cater to the needs of the learners from far flung areas cutting across of age, sex and backwardness so that they can have access to quality education and it functions with a motto of “Education beyond Barriers”. KKHSOU offers its M. Lib. I. Sc. programme specially designed and developed for the learners to make them acquainted with various skills related to professionals working in library and Information centers skills such as organizing resources, managing library and information system. The M. Lib. I. Sc. Programme has been designed for Graduates in Bachelors of Library and Information Sciences seeking advanced knowledge and specialization

5. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The M. Lib. I. Sc. programme at KKHSOU has been designed to help learners understand the concepts and practices of library science through the open and distance learning (ODL) mode. The entire programme is structured to allow learners to study various courses by using the Self Learning Materials (SLMs) specifically created for this programme. Additionally, the programme includes supplementary resources such as community radio programmes and counselling sessions at City study centre, which are aimed at helping learners clarify any doubts they may have. Furthermore, video lectures created by the faculty will be made readily accessible, enhancing the delivery of the programme through the university's Learning Management System (LMS)

6. Instructional Design

6.1 Curriculum Design

The M. Lib. I. Sc. programme has been so designed that it meets the standards within the provision of the UGC ODL Regulations 2020. Designed with the help of experts in the subject from other reputed university in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, UGC Distance and Online Education Regulations 2020, Academic Integrity Regulation 2018, UGC-definitions of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration

The Master of Library and Information Sciences programme is of one year (semester-based) duration and is organized into two semesters with a total of ten courses carrying 40 credits. The structure combines theory, practical work, documentation and field work, and dissertation work. The overall programme-structure of the Master of Library and Information Sciences has been shown in **Table 1**.

Table 1: Programme Structure of M. Lib. I. Sc

Semester	Paper Code	Name of the Course	Credit
I	MLIS 101	Information Storage and Retrieval	4
	MLIS 102	E Resource Management and RDM in Libraries	4
	MLIS 103	Research Methodology	4
	MLIS 104	Digital Libraries	4
	MLIS 105	Documentation and Field Work	4
	MLIS 201	Research Evaluation Practices	4
	MLIS 202	Library and Information Marketing	4

II	MLIS 203	Scholarly Communication and Open Knowledge System	4
	MLIS 204	Library Management Tools (Practical)	4
	MLIS 205	Dissertation	4
Total			40

The structure of the M. Lib. I. Sc. Programme and detailed course wise syllabus are presented in Annexure I and II. Relevant Documentation and Field Work and Dissertation Guidelines have been attached in Annexure III and IV.

6.3 Duration of the Programme

The M. Lib. I. Sc. programme has two semesters and is of minimum one year. The programme has 5 courses in each semester carrying 100 marks (70 marks for summative assessment and 30 marks for formative assessment). Two semesters of the programme will have 10 courses (40 credit) including dissertation (80 marks for dissertation report and 20 marks for viva voice). The duration of the programme is as stated below:

☐ Minimum Duration: 2 semesters (1 year).

☐ Maximum Duration: 2 years.

6.4 Definition of Credit Hours

As per the credit definition given in the UGC ODL and Online Regulations of 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course is offered to the learners at City study center and through centralized online counseling. This programme has 40 credits in total. The semester-wise distribution of credits in M. Lib. I. Sc. is shown in **Table 2**.

Table 2: Semester-wise Credit Distribution in M. Lib. I. Sc.

Semester	Courses	Project/Dissertation	Total Credits in the Semester
I	4	1	20
II	4	1	20
Total Credits	8	2	40

6.5 Faculty and Support Staff Requirement

The Discipline of Library and Information Sciences under the Guru Prasad Das School of Interdisciplinary and Vocational Studies currently has five full time faculty members (Assistant Professors).

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at City Study Centre (LSC).

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

A list of assigned faculty members against each course offered by the Library and Information Sciences Discipline is presented in Annexure V.

6.6 Instructional Delivery Mechanisms

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorizing, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the states has also been sought in preparing the SLMs. The experts from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the M. Lib. I. Sc. through LMS. The e-resources are developed in four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

(a) **Course Objectives** (major objectives of the Unit are stated)

(b) **Introduction** (linkage with previous Unit as may be applicable and general introduction of the content is provided)

(c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)

(d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)

(e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)

(f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)

(g) **Let us Sum up** (pin pointed summary of the Unit is given)

(h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)

(i) **Model Questions** (Different types of questions have been provided in the Unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilized to the optimum level.

6.7 Identification of Media - Print, Audio or Video, Online, Computer Aided

All learners will be provided with printed as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like eGyan Kosh (<https://egyankosh.ac.in/>) and free DTH channel for education Swayam Prabha (<https://www.swayamprabha.gov.in/index.php/>) where in the University also partners in providing digital contents. Many of the University's digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM Jnan Taranga Community Service Station of the University. Most of the audio-video programmes are accessible online through the University's website and its official YouTube channel.

6.8 Learner Support Services

The learners of the proposed Masters' programme in Library and Information Sciences would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centres of KKHSOU located at Jorhat, Lakhimpur, Silchar, and Bongaigaon in Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their queries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state,

handle these affairs on behalf of the University. There are at present 343 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programmes through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVIYYmFxNkI2SHI5Zz09&title=learners-charter, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines and Handbook for the Study Centres <https://kkhsou.ac.in/web/storage/uploads/pdf/Handbook-for-the-Study-Centres-PDF--20231228023634.pdf> in addition to a Standard Operating Procedures (SOP) of Examination https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch. The university learners can also access the Sugamya Pustakalya.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal https://kkhsou.in/web_new/grievanance-redress.php# through which the queries received are automatically moved to concerned department for solving the same. Once the problem

is solved, the learner is informed by SMS and email. The University also has a single window grievance redress cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- **Website:** The University has a full-fledged official website www.kkhsou.ac.in in which contains all relevant information and resources for learners and the general public. It has a Learners' Corner https://kkhsou.ac.in/web/index_learners_zone.php that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance learners learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open-source MOODLE which can be accessed via <https://lmskkhsou.in/web/> . The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.
- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the

mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimize personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their fingertips instantly.

- **Community Radio Service:** The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the Community for taking up Community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners though <https://kkhsou.ac.in/web/jnantaranga/index.html>

- **Digital Library:** The digital library at <https://dlkkhsou.inflibnet.ac.in/> of the University hosts a large number of resources which include documents, SLMs, ebooks, conference/seminar proceedings, faculty publications, previous year question papers, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- **Online Counselling:** The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- **SMS Alert Facility:** The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- **E-mail Support:** Learners can also write emails to any officials/faculty members of the University atinfo@kkhsou.in and grc@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- **KKHSOU in Social Media:** KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210>) WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' Community.

6.9 Documentation and Field Work / Dissertation

The M. Lib. I. Sc. curriculum includes Documentation and Field Work (MLIS-105) and Dissertation (MLIS-205). Documentation and Field Work include activities such as newspaper clipping, bibliographic project and library visit report. The detailed guidelines about preparing the Documentation and Field Work is given in Annexure III.

The dissertation component is a 4-credit research-based course intended to help learners apply theoretical and methodological understanding to a library or information-related issue. The detailed guidelines about how to prepare a dissertation is given in Annexure IV.

7. Procedure for Admission, Curriculum Transaction and Evaluation

7.1 Procedure for Admission:

(a) Minimum Qualification: For the Master of Library and Information Sciences programme, learners need to have a Bachelor's Degree in Library and Information Sciences from KKHSOU itself or any other UGC recognized University.

(b) Online Admission: Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal. The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digitalresources for instant access.

(c) Refusal/Cancellation of Admission: At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time of admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc., as the case may be.

(d) Continuous Admission: The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester

even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.

(e) Lateral Entry: The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to selected UG and PG programmes. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to various academic programmes.

(f) Pursuing Two Academic Programmes Simultaneously: The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

(g) Fee Waiver for Differently Able Persons (DIVYANGJAN): The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this programme also.

(h) Fee Structure: The fee structure of the M. Lib. I. Sc. programme would have a break- up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. As decided by the University, all-inclusive fees for the M. Lib. I. Sc. programme will be Rs 6,500 per semester. The project fees in the second semester will be Rs. 1,200 for dissertation.

7.2 Curriculum Transaction

(a) Activity Planner:

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) Self-learning Materials (SLMs):

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self-learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction..

(c) Multimedia Materials:

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) Induction and Counselling Sessions:

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully. The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further the 35th meeting of the Academic Council has adopted the SGPA and CGPA system of evaluation as per the

UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under **Table 3:**

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the 19 sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1. Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Assignments totaling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline, unless otherwise warranted (e.g., Course 105). In general, the formative assessment comprises:

- a. A closed-ended assignment directly derived from the course or study material = 10 marks
- b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
- c. An assignment pertaining to an environmental topic = 10 marks
- d. Additional assignments in lieu of Multiple-Choice Question tests = 10 marks

The learner's marks will be allocated by the City study center according to the breakdown provided for (a), (b), (c), and (d), totaling 50 marks, which will be automatically reduced to 30 marks by the system.

The learners are communicated about the details through the University website, official notifications, City study centre, mentoring groups and social media. The city study center conducts MCQ based test (online/offline) for the learners. However, if required, it may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Learners are required to submit the hand written hard copies of these assignments to the City study centre. The City study centre will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The city study centre would also arrange for Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the City study centre in the Home Assignment portal specifically created by the examination branch.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in City study centre (*for 70% of total marks*). The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of project and dissertation

A learner has to prepare a documentation work report and a field visit report in Semester I and a dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester II of the proposed M. Lib. I. Sc. Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is mentioned on *d)Annexure IV: Guidelines for Dissertation* and will be available at the website of the university.

8. Requirement of Laboratory Support and Library Resources

The University is already equipped with computer lab for the learners of M. Lib. I. Sc. programme. Library services are offered to the learners through physical library facilities set up by the University at the City study center. Reference books are suggested by the SLM writers of the University.

The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to Library and Information Sciences. The books available at the Central Library are quite helpful for the faculty members and the SLM writers and the content editors as well. The digital version of the University Central Library, KKHSOU is also available on the website: <https://dlkkhsou.inflibnet.ac.in/> which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. The University has an OER Policy. (http://dlkkhsou.inflibnet.ac.in/bitstream/123456789/831/1/KKHSOU_OER%20Policy.pdf.) In the Digital Library platform, the catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to the programme are also made available. The learners are communicated once the subscriptions are made to specific journals.

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 2 print journals, 13,000 e-journals through ONOS on various disciplines, 6 magazines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University

library at their own time and convenience. Moreover, the learners can take advantage of the facilities of the Digital Library (<https://dlkksou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global Community including its learners. Further, the Library of the university maintains a web catalogue to facilitate the learners to browse library collection online.

The University also has an OER Policy The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' Community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>). For the courses of the proposed Master Programme of Library and Information Sciences the required laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their city study centre and the University's city campus.

9. Cost Estimate of the Programme and the Provisions

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the co ordinators of the City study center etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the M. Lib. I. Sc. programme.

9.1 Programme Development Cost

The office of the Finance Officer of KKHSOU has worked out the following also.

a. **SLM Development Cost for Master Programme:** Rs. 7,600/- per Unit. A 4-credit course normally has 14 Units. In this One-Year M. Lib. I. Sc Programme, there will be 10 Courses.

b. **Printing Cost per Unit of SLM:** The printing cost per Unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost

The SLMs prepared have to be delivered to City study centre. On an average, the University delivers about 2.2 KGs of study materials per learner. The cost of delivery of 1 KG of such

material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the Master of Library and Information Sciences will be provisioned by the University. The office of the Finance branch has calculated the delivery cost of SLM per learner at Rs. 132.00.

9.3 Programme Maintenance Cost

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. According to the cost calculated by the office of Finance Branch, the programme maintenance cost is Rs. 1,750.

The figures as indicated above will be applicable for the **Master Programme of Library and Information Sciences** of the University. The University is fully committed to offer a quality programme at Post-Graduate level in library and information sciences. Accordingly, the University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. Quality Assurance Mechanism and Expected Programme Outcomes

10.1 Quality Assurance Mechanism: With regard to the quality concerns of the course materials of M. Lib. I. Sc. Programme, Guru Prasad Das School of Interdisciplinary and Vocational Studies in particular, is involved in the following activities:

- The programme design and structure are decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, the Committee on Courses (CCS) is helped by the in-house faculties while preparing the framework of the programme.
- The next step after the completion of the framework preparation is the allotment of the assigned papers (which normally comprises 14 units) to the assigned authors. The in house faculties prepare a carefully chosen list of authors for the task which needs approval from School of Studies and Academic Council. The in-house faculties also contribute their writings, besides the outsourced authors, who are mostly research scholars and faculty members from higher educational institutions.

- The content editors are then roped in for the next round. The content editors, who are mostly academics from reputed higher educational institutions, look into the contents of the units and provide their suggestions and feedbacks to be included by the coordinator of the programme.
- The next step is that of printing and distributing the SLMs to the City study center. Arrangements are made to distribute the SLMs to the learners at the time of admission. The University adheres to the requirements of SLM Policy. (<http://dlkksou.inflibnet.ac.in/handle/123456789/825>).
- The Centre for Internal Quality Assurance (CIQA) of the University takes care of the quality of the various facets of the University including the quality of SLM with the following activities:
 - Counsellors' workshops
 - Stakeholders' meetings
 - Feedback Responses from the learners
 - SLM Audit
- In order to keep the programme updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above.

10.2 Expected Programme Outcomes

The outcomes of the M. Lib. I. Sc. Programme are manifold, after completion of the programme learners will be able:

- i. To demonstrate an understanding of core concepts, theories, and practices in library and information science, including information retrieval, digital libraries, research methods, and scholarly communication.
- ii. To plan, organize, and deliver library and information services in diverse settings, addressing the information needs of different user communities.
- iii. To manage electronic resources, digital repositories, and web-based services using appropriate tools, standards, and policies.
- iv. To design and conduct basic research, analyse data using appropriate methods, and apply bibliometric and scientometric techniques for research evaluation.
- v. To use library automation systems, digital library platforms, and relevant ICT tools effectively in library operations and digital content management.
- vi. To understand and apply principles of research ethics, publication ethics, copyright, and intellectual property in scholarly and professional activities.

- vii. To assess user information needs and apply marketing concepts and strategies to promote library resources and services.
- viii. To prepare clear, structured reports, documentation, and scholarly outputs, and communicate effectively with users, colleagues, and other stakeholders.

10.3 Learning Objectives and Outcomes of M. Lib. I. Sc. Programme

The objective and outcomes of the M. Lib. I. Sc. Programme has been presented in the following **Table 4**.

Table 4: Course Objectives and LOCF of the M. Lib. I. Sc Programme.

Semester	Course Name	Course Objectives	Course Learning Objectives
I	Information Storage and Retrieval	The course intends to: 1. explain the basic concepts, components, and functions of information storage and retrieval systems. 2. describe how data is modelled, stored, organised, and indexed for efficient retrieval. 3. introduce major information retrieval models, evaluation measures, and web-based IR tools. 4. make learners aware of user information needs and their role in designing IR	After completing the course, the learner will be able to: 1. define key terms and describe the main components and types of IR systems in libraries and digital environments. 2. explain and illustrate basic data models, file structures, and indexing methods used for information storage and retrieval. 3. formulate search queries using appropriate techniques and compute evaluation measures such as recall and

		systems and services.	precision for IR systems. 4. analyse different user information needs and seeking behaviours and suggest suitable IR tools, interfaces, and services for them.
	E Resource Management and RDM in Libraries	The course intends to: 1. explain the nature, types, and significance of electronic resources in modern libraries. 2. describe principles and practices of e-resource selection, licensing, consortia use, and digital repositories. 3. introduce key concepts, processes, and tools of research data management (RDM) in academic libraries. 4. sensitise learners to legal, ethical, and technological	After completing the course, the learner will be able to: 1. classify major types of e-resources and explain their features, advantages, and challenges for libraries. 2. outline procedures for evaluating, selecting, licensing, and renewing e-resources, including the role of consortia and digital repositories. 3. describe the research data life-cycle, prepare a basic data management plan, and identify appropriate

		issues in managing digital resources and research data.	RDM tools and repositories. 4. explain key aspects of copyright, DRM, licensing, privacy, and security in e-resources and RDM, and discuss emerging technological trends affecting library data management.
	Research Methodology	The course intends to: 1. explain fundamental concepts, types, and processes of research in library and information science. 2. describe procedures for identifying research problems, designing studies, sampling, and collecting data. 3. introduce basic statistical techniques, hypothesis testing, and report writing in LIS research.	After going through the course, the learner will be able to: 1. distinguish major types of research in LIS and describe the stages of the research process. 2. formulate research problems and hypotheses, design suitable research plans, and select appropriate sampling and data collection methods. 3. apply basic descriptive statistics and simple inferential tests, including

		4. familiarise learners with research ethics, scientific misconduct, and publication ethics.	chi-square, and prepare a structured research report. 4. identify unethical research and publication practices and explain principles of responsible conduct and publication ethics in LIS research.
	Digital Libraries	The course intends to: 1. . define digital libraries and explain their evolution, components, and services in comparison with traditional libraries. 2. describe technical infrastructure, architectures, standards, and interoperability requirements for digital libraries. 3. explain principles and practices of digital collection development, digitisation, organisation, and preservation.	After going through the course, the learner will be able to: 1. . describe the concept, need, and components of digital libraries and differentiate them from traditional and virtual libraries. 2. explain hardware, software, networking requirements and key standards such as Z39.50 and OAI-PMH used in digital library systems. 3. outline processes of digital collection development,

		4. familiarise learners with open-source DL software, evaluation approaches, marketing, and major DL initiatives.	including selection, digitisation, knowledge organisation, and digital preservation strategies. 4. compare major open-source DL software and initiatives, and discuss methods for evaluating and marketing digital libraries at national and global levels.
	Documentation and field work	The course intends to: 1. develop practical skills in standard documentation work used in libraries and information centres. 2. provide field exposure through library visits and reflective reporting on actual practices.	After going through the course, the learner will be able to: 1. compile and present organised newspaper clippings and bibliographic lists on selected themes using consistent documentation standards. 2. prepare a systematic library visit report describing sections, services, systems, and professional roles observed in the field.

II	Research Evaluation Practices	The course intends to: 1. explain the concepts, scope, and historical development of librametrics, bibliometrics, scientometrics, informetrics, and webometrics. 2. describe classical bibliometric laws, citation analyses, and research performance indicators. 3. introduce major data sources, software tools, and visualisation techniques for bibliometric and scientometric studies. 4. discuss limitations, challenges, and ethical issues in metric-based research evaluation.	After going through the course, the learner will be able to: 1. define and differentiate various metric approaches and explain their applications in LIS research and library decision making. 2. apply Bradford's, Lotka's, and Zipf's laws to sample data and interpret their implications for collection and author analysis. 3. compute basic research performance indicators such as h-index, impact factor, and altmetrics, using standard databases and tools. 4. use or interpret outputs from bibliometric mapping tools and critically discuss the strengths and limitations of metric-based research evaluation

	Library and Information Marketing	The course intends to: 1. explain fundamental concepts, evolution, and relevance of marketing in libraries and information centres. 2. describe the marketing environment, market research, segmentation, and targeting of information users. 3. introduce the marketing mix, strategies, and planning models for library products and services. 4. familiarise learners with marketing of e-resources and digital services and methods for evaluating marketing efforts.	After going through the course, the learner will be able to: 1. explain key marketing concepts and philosophies and relate them to library and information services. 2. conduct a basic environmental scan or SWOT analysis and design simple user surveys or studies for library market research. 3. apply the marketing mix and selected strategic models to propose marketing strategies for specific library products or services. 4. outline a simple library marketing plan for e-resources or digital services and suggest indicators to assess its effectiveness.
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	Scholarly Communication and Open Knowledge System	The course intends to: 1. . explain the concept, scope, and evolution of scholarly communication and its key stakeholders. 2. describe academic publishing processes, peer review systems, and intellectual property rights in scholarly work. 3. introduce open access philosophy, models, policies, and major open access directories and initiatives. 4. explain concepts of open knowledge, open data, open science, and open educational resources, with emphasis on Indian initiatives.	After going through the course, the learner will be able to: 1. . describe the research lifecycle, main channels of scholarly communication, and changing roles of authors, publishers, and libraries. 2. explain the academic publishing workflow, peer review types, and basic IPR and licensing options available to authors. 3. distinguish between major open access models and identify key OA directories, repositories, and policy frameworks. 4. define open knowledge, open data, open science, and OER and illustrate their use through global and Indian platforms.
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	Library Management Tools (Practical)	The course intends to: 1. provide hands-on experience with library automation and management software used in libraries. 2. develop operational skills in performing core library functions using integrated library systems (ILS). 3. introduce basic operations of an institutional repository platform such as DSpace.	After going through the course, the learner will be able to: 1. perform routine circulation, cataloguing, and member management tasks using a selected library automation software. 2. create, edit, and manage bibliographic and item records and generate simple reports through an ILS. 3. deposit, organise, and retrieve digital documents in an institutional repository environment such as DSpace.
	Dissertation	Learner has to undertake a Project/Dissertation on a relevant issue.	Project Guidelines attached in Annexure IV.

11. List of Annexures

- a) Annexure I: M. Lib. I. Sc. Programme Structure
- b) Annexure II: Detailed Syllabus
- c) Annexure III: Guidelines for Documentation and Field Work
- d) Annexure IV: Guidelines for Dissertation
- e) Annexure V: Course wise Faculty allotment of M. Lib. I. Sc. Programme

Annexure-I

M. Lib. I. Sc. PROGRAMME STRUCTURE

The semester wise courses of the M. Lib. I. Sc. Programme are listed below:

Semester	Paper Code	Name of the Course	Credit
I	MLIS 101	Information Storage and Retrieval	4
	MLIS 102	E Resource Management and RDM in Libraries	4
	MLIS 103	Research Methodology	4
	MLIS 104	Digital Libraries	4
	MLIS 105	Documentation and Field Work	4
II	MLIS 201	Research Evaluation Practices	4
	MLIS 202	Library and Information Marketing	4
	MLIS 203	Scholarly Communication and Open Knowledge System	4
	MLIS 204	Library Management Tools (Practical)	4
	MLIS 205	Dissertation	4
Total			40

Annexure-II
DETAILED SYLLABUS

MLIS 101 - INFORMATION STORAGE AND RETRIEVAL

Unit 1: Introduction to Information and IR

- Information Retrieval: definition, features, scope and objectives
- Need for information retrieval.
- Brief history of information retrieval and early use of computers in IR.

Unit 2: Basic Concepts and Components of IR Systems

- Types of IR systems.
- Basic components IR system
- Purpose and functions of IR systems.

Unit 3: Database Management Systems

- Introduction to Database Management Systems (DBMS).
- Advantages of DBMS in ISAR context.
- ACID properties and their relevance to IR databases.
- Data models: object-based logical model; record-based logical model.
- DBMS languages: DDL, DML, DCL.

Unit 4: Database modelling system

- Database modelling system: Linear sequential model; Hierarchical model; Network model; Entity-relationship (E-R) model; Relational model; Object-oriented model.

Unit 5: Organisation of Data

- Data organisation; Record structure.
- Organisational methods: Sequential file structure (advantages and disadvantages); Direct file organisation; Index file structure and trees (e.g., B-trees) for fast retrieval.

Unit 6: Indexing in IR

- Document representations; Query formulation; Query matching, Relational statements in query specification; Relevance feedback

Unit 7: Evaluation and Measurement of IR Systems

- Evaluation of IR systems.
- Need for evaluation.
- Evaluation criteria and approaches.
- Evaluation of outcome: recall and precision, fallout and generality; limitations of recall and precision.
- Evaluation experiments: Cranfield tests, MEDLARS, SMART experiments.

Unit 8: Multimedia Information Retrieval

- Introduction to multimedia information retrieval; concepts and challenges, example.
- Text information retrieval vs audio and music information retrieval.
- Image information retrieval.
- Video information retrieval.

Unit 9: Users of IR Systems and Information Needs

- Users and their nature.
- Types of information needs.
- Information needs in different areas of activity: Industrial; Planning; Decision-making; Research and development; Business.
- Information seeking behaviour of users.
- User studies and their role in IR system design and improvement.

Unit 10: Standards and Protocol in IR

- Information retrieval standards and protocols: Z39.50 (including how Z39.50 works); SRW, SRU, CQL.
- Intelligent information retrieval: Expert systems (ES) and their applications for library professionals; ES in cataloguing, classification, document delivery, abstracting.
- Vocabulary control in IR system, Thesaurus.

Unit 11: Statistical Methods for IR

- Statistical methods in IR.
- Boolean model; Vector Space Model (VSM); Probabilistic model.

Unit 12: Natural Language Processing

- Natural language processing in information retrieval.
- NLP techniques and tasks: Tokenization; Stemming and stemming algorithms; Lemmatization and comparison with stemming, NLP dictionaries.
- Semantic analysis: knowledge base and knowledge representation using semantic networks and frames.

Unit 13: Web-based Information Retrieval

- World Wide Web: document model and naming.
- Users' interaction and search behaviour on the web.
- Search engines: types, features and advanced search applications.
- Web directories;
- Semantic web and its role in IR.

Unit 14: Semantic Web

- Semantic web components: XML: salient features and issues; RDF and RDF triplets; salient features of RDF; RDF Schema (RDFS): differences from RDF; issues; Ontology; Logic and ontology languages; description logics and components; Web Ontology Language (OWL Full, OWL DL, OWL Lite);

Suggested Readings:

- Baeza-Yates, R., & Ribeiro-Neto, B. (2011). *Modern information retrieval: The concepts and technology behind search* (2nd ed.). Addison-Wesley.
- Croft, W. B., Metzler, D., & Strohman, T. (2010). *Search engines: Information retrieval in practice*. Addison-Wesley.
- Manning, C. D., Raghavan, P., & Schütze, H. (2008). *Introduction to information retrieval*. Cambridge University Press.
- Salton, G., & McGill, M. J. (1983). *Introduction to modern information retrieval*. McGraw-Hill.

MLIS 102 - E RESOURCE MANAGEMENT AND RDM IN LIBRARIES

Unit 1: E resources in Libraries

- Definition, nature, scope, and need of e-resource, Evolution from traditional print to electronic collections,
- Types, e- resource aggregators, Advantages and challenges of e-resource.

Unit 2: Digital Rights management

- Digital information resources (copyright, DRM, other IPR issues, licensing issues);
- Commercial Publishers and Digital Resource products.

Unit 3: ERM and Library Consortia

- Collection Development of Electronic Resources: Evaluation, Subscription models, Pricing models, Policy, Renewal issues;
- Consortia model for electronic resources: Need, Importance, Benefits

Unit 4: Digital Repositories

- Digital Repositories: Concept, Need, Significance, Institutional Repositories, Proprietary and open-source software.
- National and international Digital Repositories

Unit 5 Web technologies in Library

- Web technologies: Meaning and significance, Concept of HTML, UURLs, WEB browsers, search engines, websites, directory, blogs and portals,
- Internet protocols and Internet security, AI in Library development

UNIT 6: Data Management Planning

- Creating DMPs: key components, practical examples, essential tools for drafting;
- FAIR Principles: framework for Findable, Accessible, Interoperable, Reusable data.

Unit 7: Data Ethics and Tools

- Privacy and Ethics: considerations in data handling, privacy regulations, sensitive data protection;
- Data Management Tools: types overview, popular software comparison, selection for research needs.

Unit 8: Fundamentals of Research Data Management

- Introduction to various aspects of Data;

- Research Data Life-cycle; Research Data Management: Meaning, Definition, Scope, Purpose, Role of librarian

Unit 9: RDM Software and tools

- RDM software & services: Commercial, Free and Open-Source examples, features and benefits

Unit 10: RDM in Academic Libraries

- Roles of Academic Libraries; Skills Requirements for Research Data Management (Rdm), best practices and case studies

UNIT 11: RDM Training

- Data Literacy: program design, workshops;
- Librarian roles, evaluation methods; Promoting RDM culture.

UNIT 13: RDM Policies

- Institutional Policies: development, funder mandates;
- Compliance, legal guidelines; Auditing, improvement.

UNIT 13: Research Data Repositories

- Data Repositories: concept, types, features;
- Metadata standards, access policies; Preservation strategies.

UNIT 14: Emerging Trends in Library data management

- AI, machine learning, blockchain, and cloud solutions in data management, Data privacy, protection
- Cyber-security trends, new data governance strategies for libraries

Suggested Readings:

Calvert, K. (2016). *Managing electronic resources: A LITA guide*. Rowman & Littlefield.

Corrall, S., & Lewis, V. (Eds.). (2018). *Digital scholarship, data management, and open science in libraries*. Facet Publishing.

Johnson, P. (2018). *Fundamentals of collection development and management* (4th ed.). American Library Association.

Pryor, G., Jones, S., & Whyte, A. (2014). *Delivering research data management services: Fundamentals of good practice*. Facet Publishing.

MLIS 103 - RESEARCH METHODOLOGY

Unit 1: Introduction to Research

- Research; Meaning, Objectives, Significance and approach of Research
- Criteria of Good Research. Challenges of Research

Unit 2: Type of research and Research Process

- Types of Research; Descriptive and Analytical, Applied and fundamental, Quantitative and qualitative, conceptual and empirical
- Research Methods and their Techniques

Unit 3: Research Problem identification and Research design

- Research Problem; meaning, requirements and techniques of identifying research problem
- Research design; meaning, need, important features, Important concepts of research design

Unit 4: Sampling in Research

- Sampling; concept, Steps, criteria of sampling procedure sampling theory, Sampling size Sample Design
- Characteristics of a good sampling design, different types of sampling designs,

Unit 5: Measurements and Scaling in research

- Measurement; concept, scales, errors in measurement, Scaling, meaning, techniques, common scales used in research
- Likert scales, arbitrary scales, multidimensional scaling etc.

Unit 6: Data and data collection

- Data, concept, meaning, different types of data, Collection procedure of different types of data
- Observation, interview, questionnaire, Schedules, case study etc.

Unit 7: Data Processing and analysis

- Data Processing; Meaning, concept, Data analysis, meaning, types, Statistics of data analysis
- Measures of Central Tendency, Measures of Dispersion Measures of Asymmetry (Skewness), Concept of correlation and regression.

Unit 8: Research Hypothesis

- Hypothesis, meaning and significance, concept, types of hypotheses, Testing of Hypothesis: various concept of testing of hypothesis, parametric and non-parametric test of hypothesis,
- Chi-Square test; Concept and Significance in Statistical analysis, Steps Involved in Applying Chi-square Test,

Unit 9: Research Reporting

- Interpretation, Meaning, needs, techniques, Report Writing in Research; Significance, types, steps of report writing

UNIT 10 Philosophy and Research Ethics

- Philosophy: definition, nature, scope, concept, branches;
- Ethics: definition, moral philosophy, nature of moral judgements, reactions;
- Scientific conduct: ethics in science/research, intellectual honesty, research integrity.

UNIT 11 Scientific Misconducts

- Scientific misconducts: Falsification, Fabrication, Plagiarism (FFP);
- Redundant publications: duplicate, overlapping, salami slicing;
- Selective reporting, misrepresentation of data.

UNIT 12 Publication Ethics

- Publication ethics: definition, introduction, importance; Best practices: COPE, WAME guidelines;
- Conflicts of interest, publication misconduct: definition, types, violations, authorship, contributor ship.

UNIT 13 Publication Misconduct Handling

- Identification of publication misconduct, complaints, appeals;
- Predatory publishers/journals;
- Open access: publications, initiatives, SHERPA/RoMEO policies.

UNIT 14 Research Tools

- Software tools: predatory detection (SPPU), journal finders (JANE, Elsevier, Springer), plagiarism (Turnitin, Drillbit);
- Databases: Web of Science, Scopus, OpenAlex, Lens.org;

Suggested Readings:

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson.

Shamoo, A. E., & Resnik, D. B. (2015). *Responsible conduct of research* (3rd ed.). Oxford University Press.

MLIS 104 - DIGITAL LIBRARIES

Unit 1: Introduction To Digital Library

- Definition, Historical Evolution of DL, Differences from Traditional/Virtual Libraries, Need of DL,
- Components of DL System, DL Services.

Unit 2: Technical Infrastructure, Architecture and Standards Of DL

- Hardware, Software, Networking, Client-Server Models, DL Architecture;
- Components and Models, Cloud Computing and DL, Standards for Communication and Interoperability (Z39.50, OAI-PMH).

Unit 3: Collection Development In DL

- Digital Collection; Types, Digitization and Its Benefits, E Resources: Selection Criteria
- Evaluation, Licensing Aspects, Knowledge Organization in DL: Need, Challenges, Levels, Tools, Knowledge Organization in Traditional Vs Digital Library.

Unit 4: Planning, Implementation, Infrastructure and HRM In DL

- Planning of DL; Information Needs, Quality in Plan, Security, IT Infrastructure,
- Digitization: Need, Determining Materials, Process, Tools, Access, Staffing and Budget,
- Key Guidelines for Creating DL System. Requirements And Feasibility, Human Resource Planning, IFLA/UNESCO Manifesto for DL.

Unit 5: Browsing and Search Interface In DL

- Search Interface: Simple Or Basic Search, Advanced Search,

- Expert Search, Faceted Search and Meta Search, Browse Interface in Digital Library

Unit 6: Semantic Web and Linked Data in DL

- Semantic Digital Library: Core Services, Architecture, Examples of Semantic Digital Library Initiatives,
- Application of Linked Data in Digital Library: Benefits and Challenges.

Unit 7: Digital Preservation and Conservation in Digital Library

- Concept of Digital Preservation, Preservation Strategies in Digital Library,
- Challenges, Digital Library Conservation; Aspects, Role of Librarians, Metadata Standards for Digital Curation (PREMIS, METS), Digitization Techniques, File Formats, and Long-Term Storage.
- Cloud Archiving and Blockchain.

Unit 8: Open-Source Toolkits

- Comparative Studies Between Popular Open-Source Software for Digital Libraries: DSpace, GSDL, E-print, Omeka Benefits of Open-Source Software Of DL,
- Popular Examples DLs Based on Open-Source Software: Indian and Global.

Unit 9: Registry and Item Management in Digital Library

- DL registry, ROAR, Digital Library Handles, CNRI, DOI, Integrating service like ORCID Id, Researcher ID

Unit 10 Case Study of DL Software: E print

- Features of E print as DL Software, versions, System requirements, workflow, Installation and customization of user interface. Examples.

Unit 11: Case Study of DL Software: GSDL

- Features of GSDL as DL Software, versions, System requirements, Greenstone Library Interface, (GLI), Installation and customization of user interface. Examples.

Unit 12: Case Study of Popular DL Software: DSpace

- Features of DSpace as DL Software, Versions of DSpace, Information Model and Architecture of DSpace, Installation of Various Operating System, Basic Customization of DSpace, Examples.

Unit 13: DL Evaluation and Marketing

- DL Evaluation: Concept And Need, Process of Evaluation, Criteria of Evaluation,

- Models of DL Evaluation, Marketing Of DL: Need, Strategies for Marketing of DLs.

Unit 14: DL Initiatives and Recent Trends

- Indian Initiatives: NDLI, E-Shodhsindhu, Vigyan Prasar Digital Library, Traditional Knowledge Digital Library,
- Kalāsampadā: Digital Library Resources for Indian Cultural Heritage, ONOS,
- Global Initiatives: Project Gutenberg, NDLTD, NSDL, DLESE, ArXiv, GDL, UNESCO initiatives

Suggested Readings:

Arms, W. Y. (2000). *Digital libraries*. MIT Press.

Deegan, M., & Tanner, S. (Eds.). (2006). *Digital preservation*. Facet Publishing.

Tedd, L. A., & Large, A. (2005). *Digital libraries: Principles and practice in a global environment*. K. G. Saur.

Xia, Z., & Zhang, Y. (Eds.). (2019). *Digital library technologies: Complexities of successful implementation*. IGI Global.

MLIS 105 - DOCUMENTATION AND FIELD WORK.

Credit: 4

Course Objective: After Completion of the course, students shall

- Develop skills for standard documentation works.

Documentation works: Students shall be given projects works under following two areas of documentation work: Newspaper clipping or Bibliographic project

Library Visit: The learner is expected to observe and document the following aspects:

1. Organizational structure and administration of the library
2. Collection development and management practices
3. Technical processing: cataloguing, classification, and accessioning
4. Library automation system in use (e.g., Koha, SOUL, or any ILS)
5. User services: circulation, reference, and information services
6. Digital resources, e-library infrastructure, and internet facilities

7. Any special collections or unique services offered by the library
8. Suggestion and feedback for the library

MLIS 201 - RESEARCH EVALUATION PRACTICE

Unit 1: Domains of Research Evaluation

- Research Evaluation: Need and importance.
- Definitions, scope and objectives of librametrics, bibliometrics, scientometrics and informetrics, webometric; Historical development.

Unit 2: Data Sources and Software Tools for Bibliometric Studies

- Concept and scope of data sources and tools in bibliometric studies
- Motivations and patterns of scholarly publishing
- Databases: Web of Science, Scopus, Google Scholar, Salient Feature of Citations
- Software/Tools for Bibliometric Analyses

Unit 3: Classical Laws of Bibliometrics

- Bradford's Law of Scattering: statement, theoretical basis, graphical representation and applications in journal selection and collection evaluation.
- Lotka's Law of author productivity: formulation, interpretation and limitations.
- Zipf's law
- Empirical testing of Bradford's, Lotka's and Zipf's laws; their use in LIS research.

Unit 4: Citation Index and Analysis

- Concept of citation indexing, need.
- Citation Analysis, Need for Citations, Citation Importance, features.

Unit 5: Co-citation Analysis and Bibliographic Coupling

- Co-citation analysis: concept and application,
- Bibliographic coupling: concept and application
- limitations of Co-citation analysis and Bibliographic coupling

Unit 6: Research Performance Indicators

- Research performance indicators: need and types.
- Author-level indicators: H-index, G-index, i10,
- Journal-level indicators: Impact Factor, SJR.

Unit 7: Growth and Obsolescence of Literature

- Citation half life
- Different Models of Growth: The Exponential Model, The Logistic Model, The Power Function, The Gompertz Model, Ware's Model
- Relationship between Growth of Sources (Journals) and Items (Articles)
- Obsolescence of Literature: Relation between Growth rate and Obsolescence rate

Unit 8: Scientometrics for Libraries

- Concept of scientometrics, Scientometric Techniques, technology forecasting; Scientometric 2.0.
- Use of scientometrics for libraries.

Unit 9: Bibliometric Mapping

- Citation Networks Visualization using Gephi, BIBLIOSHINY, VOS Viewer, ScientoPy, Pajek; Data analytics Tools for Citation Analysis; Citation Normalization Practices.

Unit 10: Challenges of Bibliometric and Scientometric Studies

- Limitations of Bibliometric Analysis,
- Characteristics and Limitations of Bibliometric Indicators: Publication Indicators, Citation Indicators, Journal Indicators

Unit 11: Webometrics, Altmetrics and Usage Metrics

- Webometrics: concept, purpose, indicators (web impact factor, domain link analysis, pagerank measure, etc.) and applications.
- Altmetrics: concept, tools and indicators (downloads, social media mentions, bookmarks, etc.) and their relationship with citations.
- Usage statistics for e-resources (COUNTER, SUSHI) and their role in collection evaluation.

Unit 12: Bibliometrics in Assessing Productivity and Impact of Research

- Bibliometric criteria for evaluating research productivity

- Impact of Citation Analysis, Individual Productivity and Impact, Impact related authorship phenomena, The impact of research and Ranking of journals, Institutional Productivity and Impact
- Bibliometrics and Country's analysis of impact of research, Impact of Bibliometric Laws, Impact of H-Index, Impact of the obsolescence rate of documents in different subjects

Unit 13: Open Citation

- Open Citation: Concept, Need and Importance; modern day application

Unit 14: Citation styles

- Concept of citation styles and their role in academic writing (importance, necessity)
- Basic principles of citing sources: in-text citation, reference list, and avoiding plagiarism.
- Core elements of a reference: author, title, source, date, publisher, DOI/URL.
- Major citation styles used in academia: APA, MLA, Chicago, Harvard, IEEE.
- Citation tools: Zoreto, Mendeley.

Suggested Readings:

Bornmann, L., & Daniel, H.-D. (2008). What do citation counts measure? A review of studies on citing behavior. *Journal of Documentation*, 64(1), 45–80.

De Bellis, N. (2009). *Bibliometrics and citation analysis: From the science citation index to cybermetrics*. Scarecrow Press.

Glänzel, W. (2003). *Bibliometrics as a research field: A course on theory and application of bibliometric indicators*. Scientometrics School.

Moed, H. F. (2005). *Citation analysis in research evaluation*. Springer.

MLIS 202 - LIBRARY AND INFORMATION MARKETING

Unit 1: Introduction to Marketing

- Definition, concept, and evolution of marketing
- Relevance of marketing in the information sector
- Key marketing philosophies (production, product, selling, marketing, societal concepts)

Unit 2: Marketing Management

- Concept, need, and importance in libraries
- Functions and scope of marketing management
- Role of marketing in library planning and service delivery

Unit 3: Marketing Environment

- Internal and external marketing environment
- SWOT analysis for libraries
- Environmental scanning and its implications on library marketing

Unit 4: Market Research for Libraries

- Concept and process of market research
- Methods: surveys, interviews, usage data analysis
- Application of research results in service improvement

Unit 5: Market Segmentation and Targeting

- Concept, need, and bases of segmentation (geographic, demographic, psychographic, behavioral)
- Target market selection and positioning for library services

Unit 6: Marketing Mix

- The concept of McCarthy's Four P's in service marketing
- Evolution from 4Ps (Product, Price, Place, Promotion) to 7Ps (adding People, Process, Physical Evidence)
- Kotler's Four C's;

Unit 7: Product and Service Strategy

- Definition of library products and services
- Product levels and product life cycle in libraries
- Innovation in service design and delivery

Unit 8: Pricing Strategies

- Pricing objectives and policies for library services
- Cost recovery and value pricing models
- Free vs. fee-based information services

Unit 9: Promotion and Communication

- Promotional mix tools (advertising, publicity, personal selling, public relations)

- Internal marketing (staff awareness and motivation)
- Traditional and digital promotion techniques

Unit 10: Place and Distribution Channels

- Delivery channels for library services (physical and digital)
- Marketing through consortiums, interlibrary loan, and digital repositories
- Enhancing accessibility and user reach

Unit 11: Process, People, and Physical Evidence

- Service delivery process optimization
- Role of staff (librarians as marketers)
- Tangible cues and library environment as branding elements

Unit 12: Marketing Strategies and Models

- Portfolio Management and BCG Matrix
- Ansoff's Product-Market Matrix
- Application of strategic models in library marketing plans

Unit 13: Marketing of E-Resources and Digital Services

- Strategies for promoting e-journals, databases, and online repositories
- Library website as a marketing tool
- Promotion through intranet, social media, and face-to-face interaction

Unit 14: Marketing Plan and Evaluation

- Components of a library marketing plan
- Implementation steps and control mechanisms
- Methods of measuring marketing effectiveness (feedback, usage statistics, ROI)

Suggested Readings:

Gupta, D. K., Koontz, C., Massisimo, A., & Savard, R. (Eds.). (2006). *Marketing library and information services: International perspectives*. K. G. Saur.

Kotler, P., & Keller, K. L. (2016). *Marketing management* (15th ed.). Pearson.

Rowley, J. (2003). Information marketing: Seven questions. *Library Management*, 24(1/2), 13–19.

Weingand, D. E. (1995). *Future-driven library marketing*. American Library Association.

MLIS 203 - SCHOLARLY COMMUNICATION AND OPEN KNOWLEDGE SYSTEM

Unit 1: Scholarly Communication – Concept and Genesis

- Definition, Scope, and Purpose of Scholarly Communication
- Historical Development and Milestones
- Evolution from Print to Digital Scholarship

Unit 2: Research Lifecycle and Communication Process

- Research Lifecycle and Communication Pathways
- Knowledge Dissemination in Scholarly Communities
- Stakeholders in the Scholarly Ecosystem

Unit 3: Contemporary Trends in Scholarly Communication

- Changing Roles of Libraries, Publishers, and Authors
- Collaborative and Networked Scholarship
- Emerging Scholarly Tools and Digital Platforms

Unit 4: Academic Publishing – Concepts and Processes

- Academic Publishing: Purpose and Scope
- Publishing Workflow and Editorial Processes
- Ethical Aspects and Responsibilities of Authors and Editors

Unit 5: Channels of Academic Publishing

- Scholarly Journals, Conference Proceedings, and Monographs
- Preprints, Grey Literature, and Institutional Outputs
- Peer Review Systems: Concepts, Types, and Limitations

Unit 6: Intellectual Property and Rights Management

- Overview of Intellectual Property Rights (IPR)
- Types of Rights in Scholarly Works
- Licensing Principles and Rights Retention

Unit 7: Open Licenses and Access Frameworks

- Creative Commons and Other Open Licenses
- Rights Management Tools and Practices
- Balancing Author Rights and Public Access

Unit 8: Open Access – Philosophy and Evolution

- Definition, Principles, and Scope of Open Access
- Historical Evolution and Pioneering Initiatives
- Benefits, Challenges, and Ethical Issues in OA

Unit 9: Models and Policies of Open Access

- OA Models – Green, Gold, Hybrid, and Diamond
- OA Business and Sustainability Models
- Institutional, Government, and Funder OA Policies

Unit 10: Open Access Advocacy and Promotion

- Importance and Goals of OA Advocacy
- Advocacy Strategies for Researchers and Librarians
- Capacity Building and OA Training Modules

Unit 11: Open Access Directories and Initiatives

- Major OA Directories and Registries – DOAJ, DOAB, BASE, CORE, SSRN, ArXiv, PLOS, etc.
- Repository Networks and Aggregators
- Role of Consortia and International Collaborations

Unit 12: Open Knowledge and Shared Resources

- Concept, Definition, and History of Open Knowledge
- Relationship Between Scholarly Communication and Open Knowledge
- Open Data, Open Science concept, and Knowledge Sharing Practices

Unit 13: Open Educational Resources (OER) and Standards

- OER – Meaning, Scope, and Relevance
- Major OER Initiatives: UNESCO, National and Global Frameworks
- Interoperability Standards: OAI-PMH, Z39.50, Linked Open Data

Unit 14: Open Access Repositories and Indian Initiatives

- Subject and Institutional Repositories: Structure and Functioning
- Indian OA and Knowledge Platforms – NDLI, SWAYAM, e-PG Pathshala, NPTEL
- Use, Visibility, and Preservation of OA Publications

Suggested Readings:

Borgman, C. L. (2015). *Big data, little data, no data: Scholarship in the networked world*. MIT Press.

Chan, L., & Costa, S. (Eds.). (2005). *Open access: Key strategic, technical and economic aspects*. Chandos Publishing.

Suber, P. (2012). *Open access*. MIT Press.

Willinsky, J. (2006). *The access principle: The case for open access to research and scholarship*. MIT Press.

MLIS 204 - LIBRARY MANAGEMENT TOOL (PRACTICAL)

Practical on Library Automation and Management Software viz SOUL, KOHA, Dspace.

MLIS 205 – DISSERTATION

Dissertation work in MLIS is a 4-credit, 120-hour individual research project requiring application of theory, originality, and APA 7 citation style. Students must select relevant topics, consult qualified guides, follow prescribed formatting, avoid plagiarism, and submit a properly structured, typed report with approved supervision and authentic contribution to the field.

Annexure III:
GUIDELINES FOR DOCUMENTATION AND FIELD WORK

1. Introduction

Documentation and Field Work is a project-based practical course in the first semester of the M. Lib. I. Sc. programme. It aims to equip learners with hands-on skills in standard library documentation practices by undertaking structured projects in real library settings.

Learners has to submit to a documentation work as assignment, that will carry 30% weightage and a library visit report that will carry 70% weightage. Both are compulsory for passing in the course.

2. Objectives of the Course

Upon completion of course the student shall be able to:

- Develop skills for standard library documentation practices including newspaper clipping, bibliographic project.
- To collect and organise news items on a specific topic.
- To prepare a detailed bibliography of a topic.
- Produce well-structured documentary outputs following professional standards
- Conduct systematic observation and reporting through library visits.

3. Project Areas

Learners must complete one project from the following two documentation works:

3.1 Newspaper Clipping

- Select a national or regional newspaper (print or digital) and clip/collect news items on a specific theme (personality/subject/Institution/government) over a minimum period of 4 weeks, having minimum 30 clippings.
-Personality: one individual; ex. “Newspaper coverage of Ratan Tata(Jan-Dec 2025)”

-Institution: one organisation; ex. “Press reports on Krishna Kanta Handiqui State Open University(Academic Session 2025-26)”

-Government: Central/State government actions/policies; ex. “News on Government of Assam education polices (2024-2026)”

-Subject: a theme or a topic; ex. “Newspaper coverage of Floods in Assam (June-September 2025)”

- Arrange clippings systematically under subject headings using a consistent classification scheme
- Each clipping must include: date, source/publication, page number, subject heading assigned, and a brief annotation (2–3 sentences)
- Prepare a subject index of all clipped items at the end of the collection
- Mount physical clippings neatly on A4 sheets, or compile digital clippings in a PDF portfolio with proper metadata
- Submit a brief report (minimum 500 words) explaining the selection policy, classification method used, and usefulness of the service.
- Entries must follow APA 7th Edition citation style.

3.2 Bibliographic Project

- A bibliography is a systematic and organised list of documents like books, journal articles, theses, reports, web resources, and other information sources compiled on a specific subject/by a specific author/on a specific author/from a specific period in particular or combination of two or more.
- Select a specific subject area relevant to library and information science or any academic discipline
- Compile an annotated bibliography of minimum 30 items covering books, journal articles, reports, theses, and web resources
- Entries must follow APA 7th Edition citation style.
- Each entry must include a brief descriptive annotation of 3–5 sentences
- Arrange entries either alphabetically by author or systematically by sub-topics, with an introduction explaining the scope and methodology
- Attach a subject and author index at the end.

DOCUMENTATION WORK
(Newspaper Clipping / Bibliographic Project)
On
“ _____ (Name of the topic) _____ ”

SUBMITTED TO
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
IN
PARTIAL FULLFILLMENT OF THE
Master of
Library and Information Sciences
(YEAR)

by

Name:.....

Enrollment No.....

Study Centre Code:

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.
Guwahati, Assam

4. Library Visit Report

- Visit at least one type of library (academic, public, special, or national) that has at least 10,000 book collection, along with LMS like SOUL/KOHA and observe its services, infrastructure, collection, and management practices
- Observe and document: organizational structure, catalogue and classification system used, automation/ILS software (e.g., Koha, SOUL), user services, digital resources, and any special collections
- The report should be 1,500–2,000 words structured as: Introduction, Library Profile, Observations (section-wise), Critical Evaluation, Suggestions, Conclusion, and Appendices
- Attach photographs (with permission), brochures, or any library handouts collected during the visit

LIBRARY VISIT REPORT

“ Name of The Library ”

SUBMITTED TO
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
IN
PARTIAL FULLFILLMENT OF THE
Master of
Library and Information Sciences
(YEAR)

by

Name:.....

Enrollment No.....

Study Centre Code:

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.
Guwahati, Assam

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Library Visit Report

Master of Library and Information Sciences

Course Name: Documentation and Field Visit Report

To,

The Librarian

.....
.....

Sub: Library Visit for Field Work

Sir/Madam,

I have the honour to inform you that the bearer of this letter is a learner of the **Master of Library and Information Sciences (M. Lib. I. Sc.)** programme at Krishna Kanta Handiqui State Open University, Assam. As part of the first semester curriculum, each learner is required to complete a **Library Visit Report** under the course **MLIS 105 – Documentation and Field Work**, which carries 4 credits.

The primary objective of this library visit is to provide the learner with a firsthand practical exposure to the functioning of a library and its information services. During the visit, the learner is expected to observe and document the following aspects:

1. Organizational structure and administration of the library
2. Collection development and management practices
3. Technical processing: cataloguing, classification, and accessioning
4. Library automation system in use (e.g., Koha, SOUL, or any ILS)
5. User services: circulation, reference, and information services
6. Digital resources, e-library infrastructure, and internet facilities

7. Any special collections or unique services offered by the library

The visit shall be carried out for a **minimum of one full working day (or as mutually agreed upon)**, and the learner will prepare a structured report based on systematic observations made during the visit.

I kindly request you to extend your cooperation and facilities to the learner to complete this academic requirement. Please note that your participation is completely voluntary. If you decide to associate with us, you are requested to provide a brief **Certificate of Visit** (as per the format given overleaf) duly signed by the Librarian/Librarian-in-Charge along with the official stamp of the library/institution. The certificate may be submitted by the learner along with the Visit Report to the Controller of Examination.

If you have any query, concern, or need any additional clarification regarding this field work requirement, please feel free to contact the undersigned. We shall be happy to respond at the earliest.

Thanking you in anticipation.

Yours sincerely,

.....

(Programme Coordinator, MLIS)

Discipline of Library and Information Science

Guru Prasad Das School of Interdisciplinary and Vocational Studies

Krishna Kanta Handiqui State Open University

NH 37, Resham Nagar, Khanapara, Near Bodoland Guest House,

Guwahati – 781022, Assam

Mobile:

Certificate of Library Visit

(To be completed by the Host Librarian and returned to the learner in a sealed envelope)

Name of the Library/Institution:

.....

Address of the Library/Institution:

.....

Name of the Librarian/Librarian i/c:

.....

This is to certify that Ms./Mr.
bearing

Enrolment No. and Study Centre Code
.....,

a learner of the **Master of Library and Information Sciences (M. Lib. I. Sc.)** programme of
Krishna Kanta Handiqui State Open University, visited this library on
.....

(date) for the purpose of fulfilling the Library Visit requirement under

His/Her conduct and engagement during the visit was *(please circle)*: **Satisfactory / Good /
Excellent**

Additional Remarks (if any):

.....

.....

.....

Date:

Signature of the Librarian	Official Seal/Stamp of the Library
Name:	
Designation:	

This certificate should be submitted in a sealed envelope with the signature and stamp of the Librarian to the Deputy Registrar (Exam), Examination Branch, Krishna Kanta Handiqui State Open University, NH 37, Resham Nagar, Khanapara, Near Bodoland Guest House, Guwahati – 781022, Assam.

6. Evaluation Scheme

The course carries 4 credits (100 marks).

Projects	Marks
Documentation Work (Newspaper Clipping/ Bibliographic Project)	30
Library Visit Report	70
Total	100

7. Key Compliance Points

- All projects must be original and not submitted elsewhere for any prior degree or diploma.
- Group projects are not permitted, individual submission is mandatory
- Matching content between two students' submissions will result in zero marks for both, as per KKHSOU policy.
- Data collected during library visits must be used ethically and with written permission from the institution
- Reference all sources accurately using APA 7th Edition citations

Annexure IV:

GUIDELINES FOR DISSERTATION

Section I: Introduction

Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MASTER OF LIBRARY AND INFORMATION SCIENCES courses. This Project/Dissertation work consist of 4 credits, requiring you 120 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future. In undergoing the Dissertation work, you can take up a theoretical concept, or any historically relevant event that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course ‘Research Methodology’ paper that you have come across in the first semester. We have listed certain topics for dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Dissertation Report in English.

Most importantly, you should note that the Dissertation Work undertaken should be authentic and should contribute towards the growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to out rightly reject the Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Dissertation more effectively.

Citation and Referencing Style in Dissertation: Writing of Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association).

Role of your Dissertation Guide: Your dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discuss your dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- LIS Professionals holding Masters' degree in the respective field having a minimum of 2 years of experience in the relevant area, preferably College Librarian/ Assistant Librarian In University/ Deputy Librarian/ University Librarian .
- If you are taking the help of a Teacher/LIS Professional apart from the faculties engaged during the counselling sessions at your City study centre, then the Teacher/LIS Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work. The University will notify the details on the aspects of conducting the Dissertation/ Project report.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place in face to face or through online mode.
- The Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the end and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. Colour of the Hard

Cover of the Project Report must be NAVY BLUE.

- ☐ The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- ☐ Your name and enrolment number/ Exam roll no /year of examination.
- ☐ Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- ☐ Name and designation of the person of the organization who has guided you.

DISSERTATION

On

“Topic Name

”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

Master in

Library and Information Sciences

(YEAR)

by

Name:.....

Enrollment No.....

Study Centre Code:

Under the Guidance

of

Name of Internal Guide/External Guide

Designation

Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor/GuideName:	
Designation:	
This is to certify that the dissertation entitled “_____” has been prepared by Ms./Mr. _____ bearing enrolment number _____ under my supervision and guidance, for the partial fulfilment of Master of Library and Information Sciences of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre:

<u>Certificate of Study Centre Coordinator/Academic Counsellor</u>
Coordinator/Academic consultant Name:
Designation:
This is to certify that the dissertation entitled “_____” has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms. _____, for the partial fulfilment of Master Programme in Library and Information Science of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his/her signature and the Enrollment no. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration by The Learner

I do hereby declare that this dissertation entitled “_____” submitted by me for the partial fulfilment of the requirement for the award of **Master of Library and Information Sciences** of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name:

Signature of the Learner

Enrolment Number:

Date:

Table of Contents: Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- Chapter-I: Introduction of the problem: this chapter should provide a background of the study and what is proposed to be investigated. The significance of the study, the objective and the scope of the study and the contribution and impact your study will make should be elaborated.
- Chapter-II: Theoretical Perspective/Literature Review: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- Chapter-III: Methodology, Scope, Limitations: This chapter should describe in detail the steps followed in completing the study. The sources of primary and secondary data

must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

- Chapter-IV, V, VI Discussion/Body of the Report: Presentation of the relevant data and analysis and discussion thereon form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- Appendices and Annexure: Appendices are listed alphabetically e.g Appendix A, Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which though not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- References: References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices/ Annexure.
- Bibliography: A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. Thus, descriptive names such as socio-economic condition of the tea tribes of the Sonitpur district, religiosity and women, social changes among the tribes of Assam, changing family values among the Bodos of Assam etc., would be suitable. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "A research into..." or "An experiment to discover..." in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. You should aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: After reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not required to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Characterisation: Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a

test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain broad areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

1. Bibliometric/ Scientometric/ Webometric studies
2. Library Resource Sharing
3. Study of Campus wide Information Networks
4. Study of the problems and constraints in library automation in different organization
5. Design of Web-based information services for person with disability
6. Comparative study of information infrastructure of different libraries
7. Study of metadata practices in digital repository
8. Information Seeking behaviour of different type of library user
9. Any other subject areas that is relevant to the discipline of Library and Information Sciences.

Annexure V
COURSE-WISE FACULTY ALLOTMENT OF M. LIB. I. SC. PROGRAMME

Semester	Course Code	Name of the Course	School	Discipline	Course Coordinator
I	MLIS 101	Information Storage and Retrieval	Guru Prasad Das School of Interdisciplinary and Vocational Studies	M. Lib. I. Sc	Komal Kumari
	MLIS 102	E Resource Management and RDM in Libraries		M. Lib. I. Sc	Pranjit Kalita
	MLIS 103	Research Methodology		M. Lib. I. Sc	Jayashree Konwar
	MLIS 104	Digital Libraries		M. Lib. I. Sc	Pranjit Kalita
	MLIS 105	Documentation and Field work		M. Lib. I. Sc	Komal Kumari
II	MLIS 201	Research Evaluation Practices		M. Lib. I. Sc	Pranjit Kalita
	MLIS 202	Library and Information Marketing		M. Lib. I. Sc	Komal Kumari
	MLIS 203	Scholarly Communication and Open Knowledge System		M. Lib. I. Sc	Jayashree Konwar
	MLIS 204	Library Management Tools (Practical)		M. Lib. I. Sc	Pranjit Kalita
	MLIS 205	Dissertation		M. Lib. I. Sc	Jayashree Konwar