

**THE MAHATMA GANDHI UNIVERSITY
UNDERGRADUATE PROGRAMMES
(HONOURS) SYLLABUS
MGU-UGP (Honours)**

(2024 Admission Onwards)



Faculty: Social Sciences

Expert Committee: Library and Information Science

Subject: Library and Information Science

**Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India**

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Preface

As Mahatma Gandhi University, Kottayam, embarks on an exciting educational journey with the introduction of the Four-Year Undergraduate Programme (FYUGP) from the academic year 2024 - 2025, we are equally thrilled to present the Minor in Library and Information Science. This program is designed in alignment with the innovative guidelines set forth by the Kerala State Higher Education Council, aiming to redefine undergraduate education with a focus on comprehensive skill development and multidisciplinary knowledge.

Our curriculum for the Minor in Library and Information Science is part of a broader initiative to enhance foundational learning and foster intellectual growth over the first four semesters. The syllabi for this course reflect the latest advancements in the field, ensuring our students are well-prepared to navigate and contribute to the evolving landscape of information management and services. This focus on currency and relevance in course content guarantees that our students are not only receivers of knowledge but are also well-equipped to innovate and lead in their future roles.

We extend our deepest appreciation to the Expert Committee in Library and Information Science, the faculty members, experts, and all stakeholders who have poured their expertise into curating this rigorous and forward-thinking curriculum. Their collective effort is a testament to our commitment to academic excellence and student success.

With this new minor, we are confident that our students will gain the necessary skills and insights to excel in the dynamic field of Library and Information Science, making a significant impact in their careers and communities.

This preface now specifically addresses the minor in Library and Information Science, highlighting the tailored aspects of the curriculum and the strategic vision behind its development.

Expert Committee

Sl.No.	Name	Designation
1	Dr. Gilu G.Ettaniyil (Convenor)	College Librarian (Academic Level 13 A) St. Thomas College of Teacher Education, Pala
2	Dr. Cherian K. George (Member)	College Librarian Union Christian College, Aluva
3	Mr. Biju V.V. (Member)	College Librarian (Academic Level 12) Sacred Heart College (Autonomous), Thevara
4	Mr. Jasimudeen S. (Member)	College Librarian (Academic Level 12) St. Stephen's College Uzhavoor
5	Mrs. Supriya Susan Kurian (Member)	College Librarian (Academic Level 11) Mar Thoma College for Women, Perumbavoor
6	Dr. Sherin Yohannan (Member)	College Librarian Govt. Arts College Thycaud Thiruvananthapuram

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Syllabus Index

Name of the Minor: **Library and Information Science**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCLIS100	Foundations of Library and Information Science	DSC B	4	5	3		2	

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCLIS100	Digital Libraries and Online Information Services	DSC B	4	5	3		2	

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Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG3DSCLIS200	Information Organisation and Retrieval	DSC B	4	5	3		2	

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG4DSCLIS200	Research Methods and Scholarly Communication	DSC C	4	5	3		2	

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Programme						
Course Name	Foundations of Library and Information Science					
Type of Course	DSC B					
Course Code	MG1DSCLIS100					
Course Level	100 -199					
Course Summary	<p>This course explores the basic concepts and frameworks underlying the practice and scholarship of Library and Information Science (LIS). Topics include the historical development and fundamental principles of libraries, types, and roles of libraries in various contexts, and an overview of information science. Students will learn about various types of information sources, library services, and the ethics and laws governing the field. The course also covers library automation, digital libraries, and the impact of technology on library services.</p>					
Semester	I	(HONOURS)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the concepts of data, information, knowledge and the role of libraries as social institutions	U	1,3,6
2	Identify and use different types of information sources and services for user needs	A	2, 3, 10
3	Compare and evaluate different approaches to knowledge organisation and information retrieval	E	1,2,10
4	Apply techniques of cataloguing, classification, and indexing for organising library resource	A	2,4,5,10
5	Use library automation software for circulation, cataloguing and other library functions	A	6,10
6	Search, locate and compile references from print and digital information sources	A	8,9,10
7	Explain the concepts, architecture and applications of digital libraries and repositories	U	4, 7, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Foundations of Library and Information Science	1.1	Concepts of data, information, knowledge; information life cycle	3	1
	1.2	Laws of Library Science, Library legislation and professional ethics	3	1,7
	1.3	Library as a social institution - history, types, functions, services	5	1
	1.4	Information Science - interdisciplinary nature and its relation to LIS	4	1
2. Information Sources and Services	2.1	Types of information sources - primary, secondary, tertiary; print vs digital	1	2
	2.2	Reference sources - encyclopedias, dictionaries, yearbooks, directories etc.	2	2
	2.3	Information services - ready reference, long-range, referral, current awareness	1	2
	2.4	Literature search techniques and reference interview process	1	2,6
	2.5	Knowledge organisation - need, purpose, approaches Library classification schemes - DDC, UDC, CC; notation, call number Library cataloguing - need, types; cataloguing codes - AACR, RDA, FRBR	10	3,4
3. Library Automation and Digital Services	3.1	Need and purpose of library automation; components and functions	3	5,7
	3.2	Integrated Library Systems/software - features and modules	4	5
	3.3	Digital libraries and repositories - concepts, architecture, tools	4	7

	3.4	Web-based library services and products; mobile apps for libraries	4	5,7
4. Practicum	4.1	Library classification schemes - DDC, UDC, CC; notation, call number	10	4,5
	4.2	Classification of documents using DDC	5	4
	4.3	Library cataloguing - need, types; cataloguing codes - AACR, RDA toolkits, FRBR	5	4
	4.4	Use of library automation software (Koha) basic features	5	5
	4.5	Indexing and abstracting - techniques and standards	3	4
	4.6	Searching for print and online information sources; bibliography compilation	2	2,6
5.	Teacher Specific Content.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture cum discussion, practicum, group presentations, seminars, peer tutoring, ICT-based teaching and learning, and assignments.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 Marks Test in Foundations of Library and Information Science Practicum Assignment
	B. End Semester examination 70 Marks Part A Two Mark Questions Out of 12 (10 x 2 = 20 Marks) Part B Five Mark Questions Out of 6 (4x 5 = 20 Marks) Part C 15 Mark Questions Out of 4 (2 X 15 =30 Marks)

Suggested Reading

Bilal, D. (2014). *Library automation: Core concepts and practical systems analysis*. United States: ABC-CLIO.

Chowdhury, G. G., Burton, P. F., McMenemy, D., & Poulter, A. (2008). *Librarianship: An introduction*. London: Facet Publishing.

Keeler, H. R. (2021). *Foundations of library services: An introduction for support staff*. United States: Rowman & Littlefield Publishers.

Kumar, K. (1997). *Library organization*. India: Vikas Publishing House.

Kumar, P. S. G. (2003). *Foundations of library and information science*. Delhi: B.R. Pub. Corp.

Library and information science. (2004). India: Atlantic Publishers & Distributors.

Mangla, P. B., & Prashar, R. G (Eds.). (2004). *Library and information science education in South Asia*. Ludhiana: Medallain.

Patra, N. K. (2017). *Digital disruption and electronic resource management in libraries*. United Kingdom: Elsevier Science.

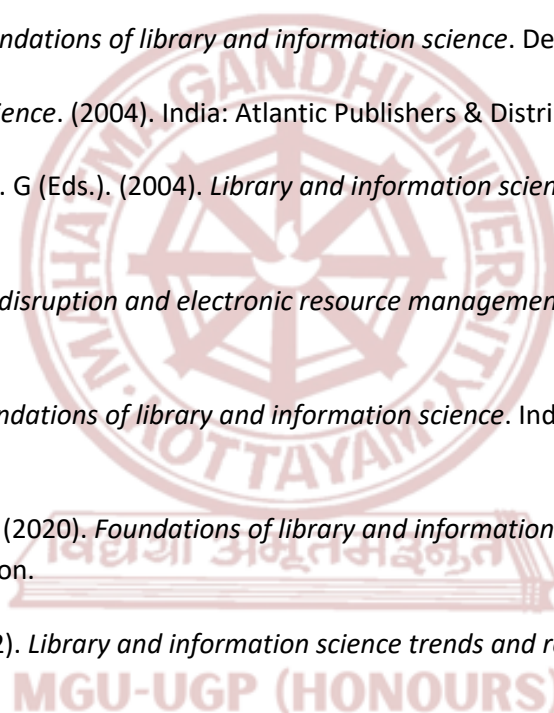
Prajapati, R. S. (2013). *Foundations of library and information science*. India: Discovery Publishing House.

Rubin, R. E., & Rubin, R. G. (2020). *Foundations of library and information science*. United States: American Library Association.

Spink, A., & Singh, D. (2012). *Library and information science trends and research: Asia-Oceania*. Bingley: Emerald.

Ustun, A. (2002). The changing role and responsibilities of information professionals. *Library Progress (International)*, 22(2), 101-108.

Young, D. (2022). *Foundations of library and information science*. United States: Clanrye International.



Syllabus



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Programme						
Course Name	Digital Libraries and Online Information Services					
Type of Course	DSC B					
Course Code	MG2DSC LIS100					
Course Level	100-199					
Course Summary	<p>This course provides an in-depth understanding of digital libraries, covering the theoretical foundations, technological frameworks, and practical aspects of building, maintaining, and evaluating digital libraries. Key topics include the types of digital content and services, the architecture of digital libraries, and major digital library projects worldwide. Students will explore issues related to copyright, digital rights management, and the ethics of digital information. The course also delves into current and emerging technological trends affecting digital libraries.</p>					
Semester	II	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts, types, components and development processes of digital libraries	U	1,3,7
2	Identify and evaluate different types of online information resources based on user needs	A, E	2,3,8
3	Use online information search and retrieval tools effectively for locating relevant resources	A	5,6,10
4	Design and deliver personalised and collaborative online information services	C	4,5,9
5	Analyse the legal, ethical, technological and societal issues and trends in the digital information landscape	An	1,7,8
6	Create digital information products like subject guides, tutorials, web portals or mobile apps	C	6,9,10
7	Develop personal digital libraries and information management strategies for lifelong learning	A, C	3,9,10
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Digital Libraries and Online Information Sources	1.1	Definition, types and characteristics of digital libraries; benefits and challenges Digital library components - content, technology, users, services, standards	4	1
	1.2	Digital library development processes - creation, organisation, access, preservation Major digital library initiatives and projects - global and Indian scenario	3	1
	1.3	Types of online resources - e-books, e-journals, databases, datasets, multimedia etc. Open access resources - e-prints, ETDs, open educational resources, institutional repositories	4	1
	1.4	Reference sources on the web - dictionaries, encyclopedias, atlases, almanacs etc. Evaluation criteria for online resources - accessibility, usability, reliability, currency etc.	4	1
2. Online Information Services	2.1	Web-based library services - OPAC, virtual reference, document delivery, alerts etc.	3	3,4,6
	2.2	Online information search and retrieval - search engines, subject gateways, discovery tools	3	3
	2.3	Personalised and collaborative services - SDI, RSS feeds, social bookmarking, wikis etc.	5	4
	2.4	Mobile information services - library apps, mobile websites, QR codes, augmented reality	4	3,4,6

3. Issues and Trends in the digital information landscape	3.1	Legal issues - copyright, digital rights management, privacy, security, plagiarism etc.	4	5
	3.2	Ethical issues - information access, censorship, net neutrality, digital divide etc.	5	5
	3.3	Technological trends - Semantic Web, linked data, big data, cloud computing, AI, IoT etc.	3	5
	3.4	Societal trends - digital literacy, information management strategies for lifelong learning, social media, citizen science etc.	3	5,7
4. Practicum	4.1	Searching and evaluating digital libraries and online resources	5	2,3
	4.2	Using e-books, e-journals and databases for literature search and review	5	2,3
	4.3	Creating and managing personal digital libraries using tools like Calibre, Zotero etc.	5	4,6
	4.4	Designing and delivering online information services - subject guides, tutorials etc	5	4,6
	4.5	Case studies of innovative digital libraries and online services	5	1,5
	4.6	Project work - developing a web portal or mobile app for information access/dissemination	5	3,4,6
5	Teacher Specific Content.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture cum discussion, practicum, group presentations, seminars, peer tutoring, ICT-based teaching and learning, and assignments.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 Marks Test Digital Libraries and Online Information Services Practicum Assignment
	B. End Semester examination 70 Marks Part A Two Mark Questions Out of 12 (10 x 2 = 20 Marks) Part B Five Mark Questions Out of 6 (4x 5 = 20 Marks) Part C 15 Mark Questions Out of 4 (2 X 15 =30 Marks)

Suggested Reading

- Andro, M. (2018). *Digital libraries and crowdsourcing*. United Kingdom: Wiley.
- Andrews, J. (2017). *Digital libraries: Policy, planning and practice*. United Kingdom: Taylor & Francis.
- Banerjee, K., & Reese, T. (2018). *Building digital libraries*. United States: American Library Association.
- Botyriute, K. (2018). *Access to online resources: A guide for the modern librarian*. Germany: Springer.
- Chowdhury, G. G., & Chowdhury, S. (2011). *Information users and usability in the digital age*. United Kingdom: Facet.
- Fox, E. A., & Torres, R. d. S. (2022). *Digital library technologies*. Switzerland: Springer.
- Jacobs, M. (2008). *Electronic resources librarianship and management of digital information: Emerging professional roles*. United Kingdom: Haworth Information Press.
- Miller, J. B. (2014). *Internet technologies and information services*. United States: Bloomsbury Publishing.
- Stachokas, G. (2014). *After the book: Information services for the 21st century*. Netherlands: Elsevier Science.
- Stachokas, G. (2019). *The role of the electronic resources librarian*. United Kingdom: Elsevier Science.
- Stern, D. (2014). *Digital libraries: Philosophies, technical design considerations, and example scenarios*. United Kingdom: Taylor & Francis.



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Programme						
Course Name	Information Organisation and Retrieval					
Type of Course	DSC B					
Course Code	MG3DSCLIS200					
Course Level	200-299					
Course Summary	<p>Focusing on the organization, management, and retrieval of information, this course covers theories and practices related to bibliographic control, indexing, cataloging, and the use of classification schemes. Students will learn about different information retrieval systems, metadata standards, and the interoperability of information systems. Practical skills in managing bibliographic databases, developing metadata, and utilizing information retrieval technologies are emphasized to prepare students for roles in information-intensive environments.</p>					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the principles, tools, and techniques of organising information resources	U	1,3
2	Apply classification schemes, cataloguing codes, and metadata standards for resource description	A	2,4,6
3	Analyse information retrieval models, components, file structures, and indexing methods	An	1,2,5
4	Formulate search strategies and queries for effective information retrieval from databases and systems	C	3,5,10
5	Evaluate the performance of information retrieval systems using standard metrics and criteria	E	2,8,10
6	Create metadata records and develop interoperable information systems using semantic web technologies	C	6,7,9

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Foundations of Information Organization	1.1	Concepts of information organization, bibliographic control, resource description	3	1
	1.2	Classification theory and methods; faceted approach; major classification schemes	4	1,2
	1.3	Cataloguing principles and tools; cataloguing codes - AACR2, RDA; formats - MARC, CCF	4	1,2
	1.4	Indexing systems - pre-coordinate, post-coordinate; thesauri, subject headings	4	1,2
2. Information Retrieval Principles	2.1	Information retrieval process - components, models, query representation	3	3
	2.2	Information retrieval systems - types, functions, file structures, indexing	4	3
	2.3	Search strategies and techniques - basic and advanced; controlled vocabulary	3	3,4
	2.4	Evaluation of IR systems - criteria, methods, metrics; relevance judgement	5	3,5
3. Metadata and Semantic Web	3.1	Metadata - types, functions, standards - Dublin Core, MODS, VRA Core, EAD	4	2,6
	3.2	Interoperability protocols and frameworks - OAI-PMH, Z39.50, OAIS reference model	4	6
	3.3	Semantic Web technologies - XML, RDF, ontologies, linked data; Semantic search	4	6
	3.4	Metadata creation tools and practices; digital asset management systems	3	2,6

4. Practicum	4.1	Cataloguing of various formats using RDA toolkit and MARC21 standards	5	2
	4.2	Indexing of articles using thesauri and subject heading lists	5	2
	4.3	Creation of metadata records using Dublin Core and MODS schema	5	2,6
	4.4	Formulation of search queries and strategies; citation analysis and visualisation	5	3,4
	4.5	Digital libraries, archives and repositories - features, standards and software	5	5
	4.6	Bibliographic databases - Web of Science, Scopus, LISA, LISTA; search techniques	5	4,6
5.	Teacher Specific Content.			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture cum discussion, group presentations, seminars, peer tutoring, ICT-based teaching and learning and assignments.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 Marks</p> <p>Test in Information Organisation and Retrieval Assignment Seminar</p>
	<p>B. End Semester Examination 70 Marks</p> <p>Part A Two Mark Questions Out of 12 (10 x 2 = 20 Marks) Part B Five Mark Questions Out of 6 (4x 5 = 20 Marks) Part C 15 Mark Questions Out of 4 (2 X 15 =30 Marks)</p>

Suggested Reading

Anderson, J. D., & Peréz-Carballo, J. (2005). *Information retrieval design: Principles and options for information description, organisation, display, and access in information retrieval databases, digital libraries, catalogues, and indexes*. United States: Ometeca Institute.

Ceri, S., Bozzon, A., Brambilla, M., Della Valle, E., Fraternali, P., & Quarteroni, S. (2013). *Web information retrieval*. Germany: Springer Berlin Heidelberg.

Chatterjee, A. (2016). *Elements of information organization and dissemination*. Netherlands: Elsevier.

Gartner, R. (2016). *Metadata: Shaping knowledge from antiquity to the semantic web*. Germany: Springer.

Handbook of metadata, semantics and ontologies. (2013). Singapore: World Scientific Publishing.

Hendler, J., Gandon, F., & Allemang, D. (2020). *Semantic web for the working ontologist: Effective modeling for linked data, RDFS, and OWL*. United Kingdom: Association for Computing Machinery and Morgan & Claypool Publishers.

Information retrieval: Searching in the 21st century. (2009). Germany: Wiley.

Manning, C. D., Raghavan, P., & Schütze, H. (2008). *Introduction to information retrieval*. United Kingdom: Cambridge University Press.

McInerney, C., & Koenig, M. E. (2022). *Knowledge management processes in organizations: Theoretical foundations and practice*. Switzerland: Springer.

Natural language processing and information retrieval: Principles and applications. (2023). United States: Taylor & Francis.

Picot, A., Reichwald, R., & Wigand, R. T. (2008). *Information, organization and management*. Germany: Springer.

Svenonius, E. (2000). *The intellectual foundation of information organization*. United Kingdom: MIT Press.



Mahatma Gandhi University Kottayam

Programme						
Course Name	Research Methods and Scholarly Communication					
Type of Course	DSC C					
Course Code	MG4DSCLIS200					
Course Level	200-299					
Course Summary	<p>This course introduces students to various research methodologies used in library and information science and the broader context of scholarly communication. It covers the spectrum of research designs and methods, including qualitative, quantitative, and mixed methods approaches. Topics such as research ethics, data management, and scholarly publishing are thoroughly examined. Students will engage in activities such as formulating research questions, designing studies, analyzing data, and understanding the publication process in academia.</p>					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the types, methods, and ethical considerations of research in library and information science	U	1,8
2	Formulate research problems, questions, and hypotheses; develop research proposals	C	1,2,4
3	Design and conduct research studies using appropriate qualitative and quantitative methods and tools	A,C	2,5,6
4	Analyse and interpret research data using statistical techniques and software; visualise and present results	An,A	2,4,6
5	Explain the scholarly communication process, publication types, and research evaluation metrics	U	3,7,8
6	Apply data management principles and citation tools throughout the research lifecycle for reproducibility	A	6,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Foundations of Research	1.1	Types of research - descriptive, exploratory, explanatory; applied vs fundamental	4	1
	1.2	Research paradigms and frameworks - positivist, interpretivist, pragmatic	3	1
	1.3	Research ethics and integrity - plagiarism, copyright, confidentiality, informed consent	4	1
	1.4	Research process - problem formulation, literature review, research design, reporting	4	1,2
2. Research Methods and Techniques	2.1	Qualitative methods - case study, phenomenology, ethnography, grounded theory	3	3
	2.2	Quantitative methods - survey, experimental, bibliometrics, webometrics	4	3
	2.3	Data collection tools - questionnaire, interview, observation, document analysis	4	3
	2.4	Sampling techniques - probability and non-probability; sample size determination	4	3
3. Scholarly Communication and Research Evaluation	3.1	Scholarly communication process - evolution, models, stakeholders, issues	2	5
	3.2	Scholarly publications - journals, conference papers, monographs, reports, patents	4	5
	3.3	Citation analysis and bibliometrics - laws, indicators, networks, visualisation	4	4
	3.4	Research evaluation - peer review, impact factors, h-index, altmetrics	5	5, 6

		Research data lifecycle - creation, processing, analysis, preservation, sharing		
4. Practicum	4.1	Formulation of research problems and questions; literature search and synthesis	3	2
	4.2	Developing research proposals and data management plans; ethics compliance	2	2,6
	4.3	Designing and administering surveys using tools like Google Forms, SurveyMonkey	3	3
	4.4	Qualitative data collection and analysis using tools like NVivo, ATLAS.ti	4	3
	4.5	Statistical analysis and visualisation tools - SPSS, R, Tableau, VOSviewer, Dimensions	5	4
	4.6	Citation data gathering and analysis; research impact evaluation and visualisation	5	4,5
	4.7	Data management plans and tools - DMPonline, DMPTool, Dataverse, Figshare	3	6
	4.8	Reference management and citation tools - Zotero, Mendeley, EndNote, LaTeX	5	4,6
5	Teacher Specific Content.			

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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture cum discussion, group presentations, seminars, peer tutoring, ICT-based teaching and learning and assignments.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Test in Research Methods and Scholarly Communication</p> <p>Assignment</p> <p>Seminar</p>

	<p>B. End Semester examination 70 Marks</p> <p>Part A Two Mark Questions Out of 12 (10 x 2 = 20 Marks)</p> <p>Part B Five Mark Questions Out of 6 (4x 5 = 20 Marks)</p> <p>Part C 15 Mark Questions Out of 4 (2 X 15 =30 Marks)</p>
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Suggested Reading

Corti, L., Van den Eynden, V., Bishop, L., & Woollard, M. (2019). *Managing and sharing research data: A guide to good practice*. United Kingdom: Sage.

Dawson, C. (2019). *A-Z of digital research methods*. United Kingdom: Taylor & Francis.

Kothari, C. R. & Garg, G. (2024). *Research methodology: Methods and techniques*. India: New Age International.

Research data management: A European perspective. (2017). Germany: De Gruyter.

Research methods: Information, systems, and contexts. (2017). United Kingdom: Elsevier.

Rubin, R. (2016). *Foundations of library and information science*. United Kingdom: American Library Association.

Tan, W. C. K. (2017). *Research methods: A practical guide for students and researchers*. Japan: World Scientific Publishing Company.

Teaching research data management. (2022). United States: ALA Editions.

Tibor, K. (2021). *Research data management and data literacies*. United Kingdom: Elsevier.

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