



NEP-2020 Based

PhD Course Work SYLLABUS



PhD IN LIBRARY AND INFORMATION SCIENCE



OFFERED BY

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

SWAMI VIVEKANANDA SCHOOL OF LIBRARY SCIENCES

ASSAM UNIVERSITY (A CENTRAL UNIVERSITY)

SILCHAR, ASSAM

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Background

In an effort to align with the National Education Policy-2020 and the UGC Quality Mandate for Higher Education Institutions-2021, Assam University, Silchar undertook a comprehensive revision of its under-graduate, postgraduate and PhD programmes' curriculum across all academic departments. This initiative was guided by the "Comprehensive Roadmap for Implementation of NEP-2020," which detailed the policy's key features and outlined a clear action plan and timeline for academic reforms. The curriculum began with a series of lectures and discussions, educating faculty about the policy's and stakeholders main elements to ensure their curriculum revisions were in harmony with these new guidelines. This process aimed at fostering the development of holistic, innovative, and well-rounded individuals, equipped with essential 21st-century skills and a deep sense of social consciousness and knowledge. The Assam University adopted a phased approach to implement these curricular reforms, with provisions for annual reviews to maintain alignment with the evolving educational landscape.

Introduction About the Department

The field of Library and Information Science (LIS) has undergone significant transformation, particularly in Assam, reflecting the broader changes in this profession globally. The role of library and information professionals has expanded beyond traditional tasks. They now gather, organize, and coordinate access to information resources, employing Information and Communication Technologies (ICTs) like computers, the internet, and networking. This technological integration has revolutionized library and information service delivery, influencing the education and training of professionals and adapting to the changing information-seeking behaviours of users. There's been a paradigm shift from conventional librarianship to a modern, hybrid model. This model emphasizes client-oriented professionalism, adapting to the needs of a diverse audience and utilizing technology to enhance access and dissemination of information.

In 2009, Assam University established the Department of Library and Information Science, commencing its first batch of integrated two-year Master in Library and Information Science (MLISc) course in 2010. This department, later set up under the school named the 'Swami Vivekananda School of Library Sciences', represents a significant addition to LIS education in the Northeast Region and India. It focuses on specialized LIS education, equipped with a new building and infrastructure. The department started offering MPhil and PhD programs, with students coming from diverse regions and communities since 2013.

The department aims to educate students in LIS principles, practices, and ethics, preparing them as life-long learners and leaders in a rapidly evolving information society. The mission includes teaching, learning, research, and community service, integrating technology into the curriculum, and preserving cultural heritage and scholarly research.

The department aspires to be nationally and internationally respected, producing professionally qualified librarians and information professionals who are ethical, adaptable, and lifelong learners. It commenced with three faculty members and has grown, offering Masters, and PhD programmes.

USP of the Department

The Department imparts the knowledge and skills required for the LIS professionals by integrating technology across the curriculum. It also strives to offer high-quality student-centred programmes necessary to prepare professionals in the knowledge society of the 21st century.

Name of the Programme

Doctor of Philosophy (PhD) in Library and Information Science (LIS)

Preamble

The Doctor of Philosophy (PhD) programme in Library and Information Science (LIS) at Assam University is designed to provide advanced knowledge, skills, and ethical foundations essential for conducting scholarly research in the field. The programme is structured to equip scholars with a deep understanding of theoretical concepts, research methodologies, and practical applications, ensuring their preparedness for contributing significantly to the ever-evolving landscape of LIS. The programme is designed to cultivate a deep understanding of theoretical concepts, research methodologies, and ethical considerations. Through this rigorous curriculum, scholars will be equipped with the tools necessary to contribute significantly to the dynamic and ever-evolving landscape of Library and Information Science.

In the first paper, "**Research and Publication Ethics**" (LIS 701), scholars will explore the foundational aspects of philosophy and ethics, including an introduction to the nature and branches of philosophy. The course explores into the ethical considerations specific to scientific research, emphasizing intellectual honesty, research integrity, and addressing scientific misconduct such as falsification, fabrication, plagiarism, and redundant publications. Additionally, scholars will gain insights into identifying publication misconduct, conflicts of interest, and the prevalence of predatory publishers. The practical part of the paper gives the thorough understanding of the theories they learnt and their applications in research.

The second paper, "**Research Methodology**" (LIS 702), focuses on building a solid foundation of knowledge and research methodology. Scholars will explore the universe of knowledge and various modes of acquiring it. The course addresses essential aspects such as scientific inquiry, the scientific method, research problems, literature search, and research design. Additionally, scholars will gain practical knowledge of research methods, data collection tools, and statistical analysis techniques.

The third paper, "**Emerging Trends in LIS**" (LIS 703), explores the contemporary trends in Library and Information Science. Scholars will critically review research in the field, examine internet sources, and understand citation styles. The course covers digital information resources, exploring formats, gateways, libraries, and virtual tools in LIS. Furthermore, scholars will gain expertise in web technology, interactive digital resources, and the design and development of digital libraries.

The final paper, "**Term Paper**" (LIS 704), requires scholars to apply their knowledge by writing a term paper on a topic under the guidance of a departmental supervisor. At the end of the semester, scholars are expected to submit a comprehensive dissertation/report to the Examination Department of the University. This practical component ensures that scholars not only acquire theoretical knowledge but also develop the skills needed to conduct independent and impactful research.

Finally, the PhD programme's comprehensive structure aims to produce well-rounded researchers who can contribute meaningfully to the field of Library and Information Science, grounded in sound theoretical principles, ethical considerations, and practical research skills.

Course Objectives

The objectives of this course are:

- To develop a comprehensive understanding of philosophical principles and ethical considerations within the context of Library and Information Science (LIS).
- To acquire knowledge and skills related to scientific conduct in research, focusing on ethics, intellectual honesty, and research integrity.
- To explore the nuances of publication ethics, including the definition, best practices, conflicts of interest, and identification of publication misconduct.
- To familiarize with open access publishing, SHERP/RoMEO online resource, and tools for identifying predatory publications and suggesting journals.
- To engage in group discussions to critically analyse subject-specific ethical issues, falsification, fabrication, authorship, conflicts of interest, complaints, and appeals.
- To gain proficiency in utilizing plagiarism software such as Turnitin, Urkund, and other open-source tools for ensuring research integrity.
- To develop expertise in databases, including indexing databases and citation databases like Web of Science and Scopus.
- To explore research metrics, including impact factors, SNIP, SJR, IPP, Cite Score, h-index, g index, i10 index, and Altmetrics.
- To understand the fundamentals of knowledge acquisition, research methodology, scientific inquiry, and the importance of literature review in LIS.
- To develop skills in formulating research questions, hypotheses, and designing research projects with a focus on validity, reliability, objectivity, and subjectivity.

Programme Specific Outcomes

PSO - 1:

Develop a comprehensive understanding of philosophical principles and ethical considerations within the context of Library and Information Science (LIS).

PSO - 2:

Acquire knowledge and skills related to scientific conduct in research, focusing on ethics, intellectual honesty, and research integrity.

PSO - 3:

Explore the nuances of publication ethics, including the definition, best practices, conflicts of interest, and identification of publication misconduct.

- PSO - 4: Familiarize with open access publishing, SHERP/RoMEO online resource, and tools for identifying predatory publications and suggesting journals.
- PSO - 5: Engage in group discussions to critically analyse subject-specific ethical issues, falsification, fabrication, authorship, conflicts of interest, complaints, and appeals.
- PSO - 6: Gain proficiency in utilizing plagiarism software such as Turnitin, Urkund, and other open-source tools for ensuring research integrity.
- PSO - 7: Develop expertise in databases, including indexing databases and citation databases like Web of Science and Scopus.
- PSO - 8: Explore research metrics, including impact factors, SNIP, SJR, IPP, Cite Score, h-index, g index, i10 index, and Altmetrics.
- PSO - 9: Understand the fundamentals of knowledge acquisition, research methodology, scientific inquiry, and the importance of literature review in LIS.
- PSO - 10: Develop skills in formulating research questions, hypotheses, and designing research projects with a focus on validity, reliability, objectivity, and subjectivity.

Minimum Eligibility Criteria

Candidates for admission to the Ph.D. programme shall have a Master degree in LIS or a professional degree declared to be equivalent to the Master degree with at least 55% marks in aggregate, or its equivalent grade or an equivalent degree. A relaxation of 5% of marks, from 55% to 50% or an equivalent relaxation of grade may be allowed for those belonging to SC/ST/OBC (Non-creamy layer)/ differently able and other categories.

Duration of PhD Programme

The PhD Course Work shall be of one (1) semester.

The whole PhD programme shall be of a minimum duration of three (3) years including course work, and a maximum duration of six (6) years from the date of admission to the PhD programme.

A maximum of an additional two (2) years can be given through a process of re-registration; provided, however, that the total period for completion of a PhD programme should not exceed eight (8) years from the date of admission in the PhD programme.

Admission Procedure

The admission to this programme shall be through an Entrance Test or CUET followed by a Personal Interview (PI) conducted by the department at Assam University. The candidates with UGC NET/UGC JRF, will get preference with additional weightage. There are other provisions for bonus marks such as categories, having PG degree from AUS, etc.

Number of Seats

Every year, number of seats in the department will be decided based on the vacancy available with each guide in the department.

Course Structure:

The course work shall be of 12 credits. A maximum of three (3) Coursework credits may be earned through courses on UGC approved online platforms with permission from RAC.

Course No	Level	Course Title	Full Marks/Credits
LIS - 701	Interdisciplinary	Research and Publication Ethics	100/2 credit
LIS - 702	Multidisciplinary	Research Methodology	100/2 credit
LIS - 703	Emerging Trends in LIS	Subject Specific	100/4 credit
LIS - 704	Research Specific	Term Paper	100/4 credit
		Total Marks:	400/12 credit

Note: The candidate who scores below 50% marks in each paper will be required to clear the paper(s) in the next examination.

Evaluation and Assessment

Continuous Internal assessment (CIA):

The theoretical courses will be assessed based on written exams, assignments, presentations and regularity in the class. Assessment of the practical courses will be based on any or all of the following - regularity, practical records, assignments, viva etc. The Term Paper will be assessed based on the regular interaction with the supervisor, regular presentation of work, completion of assigned tasks, synopsis submission, etc. The internal evaluation will be carried out throughout the term.

Participation of students in discussions, seminars, workshops, LIS activities and other extra-curricular activities will be encouraged by the department.

End Semester Examination (ESE):

The theoretical courses will be assessed based on written exam, which may be essay type and short notes. This will cover the entire syllabus.

Assessment of the practical courses will be based on performing and/or description of experiments, maintaining of the practical records, viva etc. The dissertation will be assessed based on the report, viva etc. The end of semester examination comprises 100% of the final grade. Both internal and End semester evaluations will be on offline mode only.

A scholar has to obtain a minimum of 55% in aggregate and a minimum of 50% in each paper in the course work to be eligible to continue in the programme and submit the thesis.

Upon satisfactory completion of course work and obtaining the marks/ grade, the PhD scholar shall be required to proceed for dissertation/thesis title registration. This needs to be done within one year of qualifying the course work examination

Course work should be completed in the first semester of the programme. Arrear, if any should be cleared within the next semester failing which the admission will stand cancelled. There shall be no re-evaluation /betterment for coursework examination.

SYLLABUS

For

**Doctor of Philosophy (PhD)
Course Work**

In

Library and Information Science

Duration of the Course: 1 (One) Semester

Department of Library and Information Science

**Swami Vivekananda School of Library Science
Assam University, Silchar – 788 011 Assam**

Course –LIS 701

Research and Publication Ethics

Course Level: Interdisciplinary

Full Marks: 100/2 credit

Course Code: CPE- RPE

Course Objectives (Theory and Practice):

- To define philosophy and explore its nature, scope, concepts, and branches.
- To define ethics, moral philosophy, and examine the nature of moral judgments and reactions.
- To analyse ethical considerations in science and research.
- To emphasize the importance of intellectual honesty and research integrity.
- To examine scientific misconducts, including falsification, fabrication, and plagiarism (FFP).
- To investigate redundant publications, duplicate and overlapping publications, and salami slicing.
- To discuss ethical concerns related to selective reporting and misrepresentation of data in research.
- To define publication ethics and understand its importance in scholarly communication.
- To explore best practices and standards-setting initiatives in publication ethics (e.g., COPE, WAME).
- To identify and analyse conflicts of interest in the publication process.
- To define and conceptualize publication misconduct, examining problems leading to unethical behaviour.
- To explore violations of publication ethics, authorship, and contributorship issues.
- To equip students with skills to identify publication misconduct, handle complaints, and understand the appeals process.
- To analyse the concept of predatory publishers and journals, exploring associated risks and challenges.
- To understand open access publications and initiatives.
- To explore the SHERP/RoMEO online resource for checking publisher copyright and self-archiving policies.
- To examine the software tool developed by SPPU to identify predatory publications.
- To familiarize with journal finder/journal suggestion tools like JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

- To engage in group discussions on subject-specific ethical issues, FFP, authorship, conflicts of interest, complaints, and appeals.
- To learn about the use of plagiarism software, including Turnitin, Urkund, and other open-source tools.
- To explore indexing databases and citation databases such as Web of Science, Scopus, etc.

Learning Outcomes (Theory and Practice):

Students will be able to:

- Demonstrate a clear understanding of philosophy, its definition, nature, scope, and various branches.
- Apply ethical principles and moral philosophy concepts to analyse and respond to ethical issues.
- Evaluate ethical considerations specific to scientific research, emphasizing the importance of intellectual honesty and research integrity.
- Identify and address instances of scientific misconduct, including falsification, fabrication, and plagiarism (FFP).
- Analyse ethical issues related to publication, including redundant publications, selective reporting, and misrepresentation of data.
- Apply best practices in publication ethics, incorporating standards set by organizations like COPE and WAME.
- Recognize conflicts of interest and apply strategies to manage and mitigate them in the publication process.
- Understand and apply ethical principles related to authorship and contributorship in academic publications.
- Demonstrate the ability to identify publication misconduct, handle complaints, and understand the appeals process.
- Evaluate the concept of predatory publishers and journals, recognizing associated risks and implementing preventive measures.
- Demonstrate understanding of open access publications and their significance in scholarly communication.
- Navigate the SHERP/RoMEO online resource to assess publisher copyright and self-archiving policies.
- Utilize the software tool developed by SPPU to identify predatory publications.
- Effectively use journal finder/journal suggestion tools, such as JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.
- Participate in informed group discussions on subject-specific ethical issues, FFP, authorship, conflicts of interest, complaints, and appeals.
- Apply plagiarism software tools like Turnitin, Urkund, and other open-source options for academic integrity.
- Navigate and utilize indexing databases and citation databases like Web of Science, Scopus, etc.
- Analyze research metrics, including understanding the impact factor of journals, SNIP, SJR, IPP, Cite Score.
- Apply metrics such as h-index, g index, i10 index, and Altmetrics to evaluate research impact and productivity.

Overview

This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation:

Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure:

The course comprises of six modules listed in table below. Each module has 4-5 units.
Modules Unit Title Teaching Hours

Theory

- RPE 01 Philosophy and Ethics
- RPE 02 Scientific Conduct
- RPE 03 Publication Ethics

Practice

- RPE 04 Open Access Publishing
- RPE 05 Publication Misconduct
- RPE 06 Databases and Research Metrics

Syllabus in Detail

THEORY

RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

RPE 02: SCIENTIFIC CONDUCT (5 hrs.)

1. Ethics with respect to science and research

2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

RPE 03: PUBLICATION ETHICS (7 hrs.)

1. Publication ethics: definition, introduction and importance
2. Best practices and standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)

1. Open access publications and initiatives
2. SHERP/RoMEO online resource to check publisher copyright & self-archiving Policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

RPE 05: PUBLICATION MISCONDUCT (4 hrs.)

A. *Group Discussions (2 hrs.)*

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. *Software tools (2 hrs.)*

Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: DATABASES AND RESEARCH METRICS (7 hrs.)

A. *Databases (4 hrs.)*

1. Indexing databases

2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, Altmetrics

Reading List

1. Adams, G. R., & Schvaneveldt, J. D. (1991). *Understanding research methods* (2nd ed.). Longman.
2. Babbie, E. (1990). *Survey research methods* (2nd ed.). Wadsworth.
3. Backstrom, C. H., & Hursh, G. D. (1981). *Survey research* (2nd ed.). John Wiley and Sons.
4. Bailey, K. D. (1994). *Methods of social research* (4th ed.). Free Press.
5. Blaxter, L., Hughes, C., & Tight, M. (2002). *How to research*. Viva Books.
6. Festinger, L., & Katz, D. (1970). *Research methods in social sciences*. Amerind.
7. Fowler, F. J. Jr. (2001). *Survey research methods* (3rd ed.). Sage.
8. Frankfort, C., & Nachims, D. (1999). *Research methods in social sciences* (6th ed.). Worth Publisher.
9. Ghosh, B. N. (1982). *Scientific methods and social research*. Sterling.
10. Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
11. Gray, G., & Guppy, N. (1999). *Successful surveys: Research methods and practice* (2nd ed.). Harcourt Brace.
12. Phillips, D. L. (1971). *Knowledge from what: Theories and methods in social research*. Rand McNally.
13. Reddy, T. S., & Rao, P. B. (1995). *Research methodology and statistical measures*. Reliance Publishing House.
14. Young, P. V. (1982). *Scientific social survey and research*. Prentice Hall.

Course – LIS 702

Research Methodology

Course Level: Inter School Level Course
Full Marks: 100/2 credit

Course Objectives

- To gain a comprehensive understanding of the universe of knowledge.
- To define and comprehend the concept of research, including scientific inquiry and the scientific method.
- To differentiate between theoretical and applied research problems.
- To grasp the purpose and objectives of literature search, emphasizing the importance of literature survey.
- To recognize the need and purpose of literature survey in research.
- To define, formulate, and test hypotheses, focusing on research questions.
- To comprehend the research process, research design, and the differentiation between basic, applied, and action research methods.
- To understand various research methods, including survey, historical, and experimental research, along with descriptive, comparative, exploratory, case study, and Delphi techniques.
- To distinguish between qualitative and quantitative data, exploring both primary and secondary data sources.
- To master the structure and components of a research report, presentation of findings, abstract preparation, citation styles, and the preparation and presentation of a research article.

Learning Outcomes:

Students will be able to:

- Demonstrate the ability to explore and apply various modes of acquiring knowledge.
- Articulate a clear understanding of the definition, concept, objectives, and need for research.
- Apply the principles of scientific enquiry, emphasizing validity, reliability, objectivity, and subjectivity.
- Identify and differentiate between theoretical and applied research problems using appropriate methods.
- Conduct a purposeful literature search, outline objectives, and review related literature effectively.

- Formulate research questions that are relevant, clear, and aligned with the research objectives.
- Formulate hypotheses, test them using appropriate methods, and interpret the results.
- Understand and apply the overall research process, including variables and research design components.
- Conduct a literature survey effectively, recognizing its importance in the research process.

Unit 1: Knowledge and Research

- Knowledge: Universe of knowledge; Modes of acquiring knowledge.
- Research: Definition, concept, objectives, and need; Research ethics.
- Scientific enquiry and Scientific Method: Validity, reliability, objectivity and subjectivity.
- Research Problem: theoretical and applied; methods of identification.
- Literature Search: Purpose and objectives in research, procedures; Review of related literature.

Unit 2: Research Questions, Hypothesis and Research Design

- Research questions: Need, importance and formulation.
- Hypothesis: Definition, meaning, formulation, types and testing.
- Research process: concept, steps, and variables.
- Research Design: Aims, objectives, scope, components and limitations; Problems in research design.
- Literature survey: Need and purpose.

Unit 3: Research Methods and Data Collection Tools

- Research Methods: Basic, Applied and Action research;
- Survey, Historical, and Experimental research.
- Descriptive, comparative, exploratory, case study and Delphi technique;
- Collection of primary and secondary data; Qualitative data Vs Quantitative data;
- Secondary data: Documentary and Non-documentary sources.
- Tools of data collection: Questionnaire, Interview and Observation; Scales and Check Lists.

Unit 4: Data Analysis Tools and Techniques

- Sampling methods: Types and techniques.
- Data analysis technique: Statistical techniques – Measures of Central Tendency, Mean, Mode, Median; Measures of Dispersion, Variance and Co-variance; Standard deviation;
- Coding and Tabulation; Graphical Presentation of data: Bar diagrams, Pie-chart, Line Graphs and Histograms.
- Software for statistical analysis: SPSS / MS-Excel.
- Testing of Hypothesis.

Unit 5: Research Report

- Report Writing: Structure and parts of Research Report.
- Presentation of findings; Preparation of Abstract;
- Footnotes, pagination, Annexure / Appendices; Proof Reading;
- Citation Style: Bibliography-purpose and scope. References Vs Bibliography.
- Citation Standards for Print, Digital and Internet resources - MLA STYLE SHEET, APA, Chicago Manual. Reference Vs Plagiarism.
- Preparation and Presentation of Research Article.

Reading List:

1. Adams, G. R., & Schvaneveldt, J. D. (1991). *Understanding research methods* (2nd ed.). Longman.
2. American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. American Psychological Association.
3. Babbie, E. (1990). *Survey research methods* (2nd ed.). Wadsworth.
4. Backstrom, C. H., & Hursh, G. D. (1981). *Survey research* (2nd ed.). John Wiley and Sons.
5. Bailey, K. D. (1994). *Methods of social research* (4th ed.). Free Press.
6. Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. SAGE Publications.
7. Blaxter, L., Hughes, C., & Tight, M. (2002). *How to research*. Viva Books.
8. Booth, A., Papaioannou, D., & Sutton, A. (2016). *Systematic Approaches to a Successful Literature Review*. SAGE Publications.
9. Bordens, K. S., & Abbott, B. B. (2019). *Research Design and Methods: A Process Approach*. McGraw-Hill Education.
10. Creswell, J. W., Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
11. Creswell, J. W., Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
12. Day, R. A., & Gastel, B. (2012). *How to Write and Publish a Scientific Paper*. Cambridge University Press.
13. Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. SAGE Publications.
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21. Graziano, A. M., & Raulin, M. L. (2018). *Research Methods: A Process of Inquiry*. Pearson.
22. Leedy, P. D., & Ormrod, J. E. (2014). *Practical Research: Planning and Design*. Pearson.
23. Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2019). *Reading and Understanding Research*. SAGE Publications.
24. Modern Language Association. (2016). *MLA Handbook*. Modern Language Association.
25. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

26. Nosek, B. A., et al. (2015). Promoting an Open Research Culture. Link
27. Phillips, D. L. (1971). Knowledge from what: Theories and methods in social research. Rand McNally.
28. Reddy, T. S., & Rao, P. B. (1995). Research methodology and statistical measures. Reliance Publishing House.
29. Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Students. SAGE Publications.
30. Schutt, R. K. (2019). Investigating the Social World: The Process and Practice of Research. SAGE Publications.
31. Sekaran, U., & Bougie, R. (2016). Research Methods for Business: A Skill-Building Approach. John Wiley & Sons.
32. Yin, R. K. (2018). Case Study Research and Applications: Design and Methods. SAGE Publications.
33. Young, P. V. (1982). Scientific social survey and research. Prentice Hall.

Course – LIS 703

Emerging Trends in LIS

Course Level: Subject Specific
Full Marks: 100/4 credit

Course Objectives:

- To conduct literature and critical reviews of LIS research in India, developing skills in synthesizing and analysing scholarly works.
- To explore internet sources like DOAJ, Wikipedia, and web resources, gaining proficiency in identifying reliable and credible information online.
- To learn citation styles, including structure and guidelines, enhancing the ability to cite and reference academic work accurately.
- To understand modern trends in LIS research, focusing on electronic theses and dissertations, and develop the capability to contribute to innovative research projects.
- To gain insights into designing project proposals, funding agencies, and interactions with LIS schools, acquiring practical knowledge for initiating and managing research initiatives.
- To examine digital information resources, formats, and tools, developing competence in utilizing digital resources effectively.
- To evaluate subject gateways, digital libraries, and subject directories, honing skills in navigating and utilizing specialized information repositories.
- To analyse journal portals, publisher's portals, and tools for book reviews and selection, acquiring proficiency in accessing and evaluating scholarly publications.
- To explore virtual reference tools, including commercial and cross-publisher options, and develop skills in providing and utilizing virtual reference services.
- To understand data mining and data warehousing in the context of LIS, gaining insights into the extraction and storage of valuable information.
- To explore interactive digital information resources and their nature and features, developing the ability to engage with and utilize dynamic digital content.
- To engage in LIS discussion forums, mailing lists, and blogs, fostering collaboration and communication within the LIS community.
- To explore wikis, Wikipedias in LIS, and Library 2.0 tools, developing a comprehensive understanding of collaborative platforms and emerging technologies.
- To conduct a comparative study of traditional, automated, digital, and virtual library systems, gaining a holistic view of library system architectures.
- To gain insights into digital library development, including hardware, software, processes, and policies, developing the knowledge to contribute to the establishment and enhancement of digital libraries.
- To explore Free/Libre Open Source Software (FLOSS) tools, understanding the principles and applications of open-source solutions in library settings.
- To examine national and international digital library systems, acquiring a global perspective on digital information management.

- To learn about research data management in higher educational institutions, acquiring skills in organizing, storing, and preserving research data effectively.

Learning Outcomes:

Students will be able to learn the following:

- Proficiency in conducting literature reviews and critically reviewing research.
- Knowledge of diverse sources of information on the Internet and citation styles.
- Awareness of modern trends in LIS research, including electronic theses and dissertations.
- Evaluation skills for digital information resources, formats, and tools.
- Competence in using virtual reference tools and understanding data mining.
- Proficiency in utilizing interactive digital resources and participating in online discussions.
- Familiarity with the design and development of digital libraries, including hardware, software, and open-source tools.
- Comparative understanding of traditional and modern library systems.
- Awareness of national and international digital library systems and evaluation criteria.
- Knowledge of the Indian Research Information Network System and the application of AI and ML in libraries.
- Understanding of open access, open licensing, social network analysis, and big scholarly data in the context of research information.
- Competence in research data management practices in higher educational institutions.

Unit 1: Recent Trends in LIS

- Literature Review, Critical Review of Research in LIS in India.
- Sources of Information on Internet: DOAJ, Wikipedia, Web Resources.
- Citation Style: Structure, Guidelines for Citation / References
- Modern trends of Research in LIS: Electronic theses and dissertations;
- Designing project proposals, Funding agencies, and LIS Schools

Unit 2: Digital Information Resources on LIS

- Digital Information Resources and formats of digital resources
- Subject Gateways and Digital Libraries on LIS, Subject Directories in Web.
- Journal Portals, Publisher's Portals, Book Reviews, Book Selection.
- Virtual Reference Tools: Commercial Tools (e.g. Xrefer.com), Cross-Publishers.
- Data mining and data warehousing

Unit 3: Web Technology & Interactive Digital Resources

- Interactive Digital Information Resources: Nature, Features and Types
- LIS Discussion Forums and Mailing Lists (ListSrvs) – LIS in general and Lists
- Blogs and Biblioblogsphere: Nature, Features, Types, Projects and Services
- Wikis and Wikipaedias in LIS: Nature, Features, Types, Projects and Services

- Library 2.0 Tools: Information Mashup, Social Network etc.

Unit 4: Design and Development of Digital Library

- Traditional, automated, digital and virtual library systems – comparative study
- Digital Library Development: Hardware, Software, Process, File formats, Issues, policies and principles
- Free/Libre Open Source Software (FLOSS): GSDL, MyLibrary, WWWISIS, GENISIS etc.
- National & International digital library systems
- Evaluation parameters and models

Unit 5: Research Information Network

- Indian Research Information Network System
- Application of Artificial Intelligence and Machine Learning in Library Operations and Services
- Open Access to Scholarly Communications & Open Licensing
- Social Network Analysis and Big Scholarly Data
- Research Data Management in Higher Educational Institutions

Reading Lists:

1. Alexander, J., & Tate, M. A. (1999). *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Psychology Press.
2. Bruce, C. (1994). *Evaluating Information: A Guide for Users of Social Science Research*. *Educational Technology Research and Development*, 42(2), 93–109.
3. Casey, M. E., & Savastinuk, L. C. (2007). *Library 2.0: A Guide to Participatory Library Service*. Information Today, Inc.
4. Chowdhury, G. G. (2010). *Introduction to Modern Information Retrieval*. Facet Publishing.
5. Chu, C. M., & Hsieh-Yee, I. (2008). *Digital Libraries: Principles and Practice in a Global Environment*. Scarecrow Press.
6. Connaway, L. S. (2006). *Research Methods in Library and Information Science*. *Library Trends*, 55(2), 171–179.
7. Crestani, F. (2003). *Digital Libraries: Functionality, Usability, and Accessibility*. *Knowledge and Information Systems*, 5(4), 428–437.
8. European Commission. (2010). *Europeana: Building a European Digital Library*. <https://pro.europeana.eu/page/about>
9. Evans, G. E., & Aire, C. A. (2011). *Collection Management Basics*. ALA Editions.
10. Fox, E. A. (1997). *Electronic Theses and Dissertations: A Sourcebook for Educators, Students, and Librarians*. Marcel Dekker.
11. Greenstone Digital Library Software. (n.d.). <http://www.greenstone.org/>
12. Han, J., & Kamber, M. (2006). *Data Mining: Concepts and Techniques*. Morgan Kaufmann.
13. JSTOR. (n.d.). <https://www.jstor.org/>

14. Kern, M. K. (2011). *Virtual Reference Best Practices: Tailoring Services to Your Library*. Libraries Unlimited.
15. Klobas, J. E. (2006). *Wikis: Tools for Information Work and Collaboration*. Chandos Publishing.
16. LibraryThing. (n.d.). <https://www.librarything.com/>
17. Pickard, A. J. (2013). *Research Methods in Information*. Facet Publishing.
18. Rosenfeld, L., & Morville, P. (2006). *Information Architecture: For the Web and Beyond*. O'Reilly Media.
19. Ruthven, I. (2008). *Interactive Information Seeking, Behaviour, and Retrieval*. Facet Publishing.
20. Sternberg, R. J. (2000). *Writing Successful Grant Proposals from the Top Down and Bottom Up*. SAGE Publications.
21. Suber, P. (2012). *Open Access*. MIT Press.
22. University of Edinburgh. (n.d.). *MANTRA: Research Data Management Training*. <http://mantra.edina.ac.uk/>
23. Wasserman, S., & Faust, K. (1994). *Social Network Analysis: Methods and Applications*. Cambridge University Press.

Course-LIS 704

Term Paper

Course Level: Research Specific
Full Marks: 100/ 4 credit

Course Objectives:

- To develop research skills for academic inquiry.
- To learn the process of selecting a research topic in consultation with a supervisor.
- To enhance academic writing skills, focusing on clarity and coherence.
- To effective communication and collaboration with a research supervisor.
- To cultivate critical thinking skills for evaluating methodologies and drawing conclusions.
- To understand the procedures and protocols for submitting a dissertation/report to the Examination Department.

Learning Outcomes:

Students will be able to learn the following:

- Proficiency in conducting academic research.
- Skills in selecting and refining a research topic.
- Improved academic writing, structuring, and presentation skills.
- Effective communication and collaboration with a research supervisor.
- Critical thinking for evaluating literature and interpreting data.
- Knowledge of the submission process for academic work

Each scholar has to write a term paper in an area of Assam University, Silchar under the supervision of a respective guide of the department. On following topic the research students have to write one Term Paper Examination. At the beginning of the session, the scholars have to select the topic with the consultation of the supervisor and at the end of the semester a students are required to submit a Dissertation /Report to the Examination Department of the University duly forwarded through the respective supervisors for evaluation.

Following are some illustrative topics which are not limited on which the scholars may select for

Term Paper:

- Collection Development
- Public Library Movement in India
- Preservation and Conservation of Manuscripts
- National Manuscript Mission
- Digital Preservation
- Library Automation and Networking
- Resource Sharing amongst University Libraries
- National Library Networks: DELNET and INFLIBNET
- Library Consortia for E-Resources
- INDEST / UGC-INFONET Digital Library Consortia
- Internet and Web Applications
- Library 2.0
- Web 2.0 and its impact on Libraries
- Semantic Web
- Digital Library Initiatives in India
- Institutional Repositories
- Open Source Software
- Open Access Movement : National and International Scenario
- Knowledge Organisation in Digital Era
- Storage Media
- Metadata: MARC and Dublin Core Standards
- Web technologies and access systems
- Common Gateway Interface (CGI) – architecture and programming tools (PERL, PHP, JSP)
- Web databases
- Web-enabled DBMS – Relational and Bibliographic DBMS
- Information retrieval in digital library systems
- Digitization and Collection development
- Free/Libre Open Source Software (FLOSS)
- Centralized processing and distributed access systems
- Evaluation of digital library systems



DLIS ASSAM UNIVERSITY

The Department of Library and Information Science was set up by Assam University in 2009 with its specific vision and missions. It is a remarkable addition in LIS education not only for North-Eastern Region but also for the country with its unique features along with its own building and infrastructure. The department started its PhD program in 2013.



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