

**Master of Library
and
Information Science
(MLISc.)**

● ————— **Semester-II** ————— ●



Scheme of M.L.I.Sc. Papers (as per the NEP 2020 Framework)

Options	Type of Course	Nomenclature of Course:	Credits Distribution			Total Credits	Internal Assessment Marks	Examination Marks	Total Marks
	Post Graduate Professional	Master of Library and Information Science	Lecture	Tutorial	Practical				
Semester II									
Core Courses	DSC-5	Information Storage and Retrieval System	3	1	0	4	30	70	100
	DSC-6	*Information and Communication Technology Applications in Libraries: Practical	0	0	4	4	30	70	100
	DSC-7	Advanced Information Literacy	3	1	0	4	30	70	100
	DSC-8	Academic Library and Information System	3	1	0	4	30	70	100
Discipline Specific	DSE-3	Artificial Intelligence and Libraries	3	1	0	4	30	70	100
	DSE-4	Choose any one of the following:							
		Print and Electronic Sources and Literature in Humanities	3	1	0	4	30	70	100
		Print and Electronic Sources and Literature in Natural Sciences	3	1	0		30	70	100
Print and Electronic Sources and Literature in Social Sciences	3	1	0	30	70		100		
Skill Enhancement Course	SEC-1	Dissertation 9. Preparing Research Proposal 10. Review of Literature 11. Selection of Research Method 12. Selection of Data Collection Tools and Techniques 13. Pilot Study 14. Data Collection 15. Data Analysis and Interpretations 16. Report Writing	2	0	2	4	-	100	100
TOTAL CREDITS						28	TOTAL MARKS		700
General Elective**	GE-2	Choose any one of the following:							
		Research and Publication Ethics	3	1	0	4	30	70	100
		Statistical Tools and Techniques	3	1	0		30	70	100
		Intellectual Property Rights	3	1	0		30	70	100

DSC 5

Information Storage and Retrieval System

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Information Storage and Retrieval System	4	3	1	0	BLISc	-

Course Objectives

This course explores the fundamental principles of Information Storage and Retrieval (ISAR) systems. Students will master indexing techniques, vocabulary control, and retrieval models, while learning to design advanced search strategies and evaluate system performance using modern tools like data mining and the semantic web.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Understand and evaluate the fundamental concepts, components, and models of Information Storage and Retrieval (ISAR) systems.
- ☞ Apply indexing systems, classification tools, thesauri, and vocabulary control for effective information retrieval.
- ☞ Design and implement search strategies using Boolean logic, proximity operators, and web-based tools for diverse information needs.
- ☞ Analyze the role of metadata, file organization, and knowledge management techniques in modern retrieval systems.

UNIT I: Basics of Information Retrieval System 10 Hours

- ☞ Information Retrieval System: Concept, Components, Types and Compatibility
- ☞ Information Retrieval Models
- ☞ Evaluation of Information Retrieval System

UNIT II: Information Storage and Organization 11 Hours

- ☞ Controlled Vocabulary
- ☞ Thesaurus: Need, Purpose and Construction
- ☞ Classification Schedules, Subject Heading Lists
- ☞ Bibliographic Description Standards and Tools

UNIT III: Indexing and Indexing Systems 12 Hours

- ☞ Index, Indexing and Indexing Systems
- ☞ Types of Indexing Systems: Pre-Coordinate, Post-Coordinate, Assigned, Derived and Automatic
- ☞ Landmarks in Indexing Systems

UNIT IV: Information Retrieval and Searching Techniques 12 Hours

- ☞ Information Retrieval: Types and Techniques
- ☞ Information Searching: Types and Techniques
- ☞ Data Mining, Data Harvesting and Semantic Web
- ☞ Trends in Information Storage and Retrieval

Essential Readings

- ☞ BAEZA-YATES (R) and RIBEIRO-NETO (B). Modern information retrieval: the concepts and technology behind search. 2nd ed. Boston, Addison-Wesley. 2011.
- ☞ CHOWDHURY (GG). Introduction to modern information retrieval. London, Library Association. 1999.
- ☞ CLEVELAND (DB) and CLEVELAND (AD). Introduction to indexing and abstracting. Colorado, Libraries Unlimited. 2001.
- ☞ CROFT (WB) and others. Search engines: information retrieval in practice. Boston, Addison Wesley. 2010.
- ☞ LANCASTER (FW). Vocabulary control for information retrieval. 2nd ed. Arlington, Information Resources Press. 1985.

- ☞ LANCASTER (FW). Indexing and abstracting in theory and practice. 3rd ed. Urbana, University of Illinois. 2003.
- ☞ MANNING (CD) and others. Introduction to information retrieval. Cambridge, Cambridge University Press. 2008.
- ☞ ROWLEY (J). The basics of information systems. 2nd ed. London, Library Association. 1996.
- ☞ SARACEVIC (T). Evaluating information retrieval systems. Cham, Springer. 2016.

Suggested Readings

- ☞ FOSKETT (AC). Subject approach to information. 5th ed. London: Library Association. 1996.
- ☞ GHOSH (SN) and SATPATHI (JN). Subject indexing system: concepts, methods and techniques. Calcutta, IASLIC. 1998.
- ☞ KORFHAGE (RR). Information storage and retrieval. New York, John Wiley. 1997.
- ☞ SOERGEL (D). Indexing languages and thesauri: construction and maintenance. New York, John Wiley and Sons. 1974.
- ☞ WALKER (G) and JANES (J). Online retrieval: a dialogue of theory and practice. Englewood, Libraries Unlimited. 1993.

DSC 6

Information and Communication Technology Applications in Libraries: Practical

**120 Hours
(120hrs Practical)**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre- Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Information and Communication Technology Applications in Libraries: Practice	4	0	0	4	BLISc	-

Course Objectives

This course provides hands-on training in library automation and digital repository management. Students will master the installation and configuration of Koha, execute core housekeeping operations like circulation and serials management, and learn to build digital collections using institutional repository software and standardized metadata.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Install and configure Koha for library automation.
- ☞ Perform cataloguing, circulation, and reporting using Koha.
- ☞ Apply metadata standards for digital resource management.
- ☞ Design and manage automated and digital library systems.

UNIT I: Library Automation Using Koha**30 Hours**

- ☞ Installation and Configuration of Koha
- ☞ Creation of Library Branches and User Categories
- ☞ System Preferences and Administration Tools
- ☞ Customization of Bibliographic Framework

UNIT II: Koha Modules and Housekeeping Operations**30 Hours**

- ☞ Database Creation
- ☞ Patron Management
- ☞ Acquisition
- ☞ OPAC Configuration and Customization
- ☞ Serials Management
- ☞ Import and Export
- ☞ Conversion of Spreadsheet to MARC File
- ☞ Reports and Statistics Generation

UNIT III: Building Collection using Institutional Repository Software**30 Hours.**

- ☞ Installation and Configuration
- ☞ Collection Creation and Index Generation
- ☞ Importing Digital Documents
- ☞ Browsing and Search Interfaces

UNIT IV: Metadata Creation and Customization**30 Hours**

- ☞ Metadata Creation
- ☞ Indexing and Search Configuration
- ☞ Interface Design and Multilingual Support
- ☞ Customization

Essential Readings

- ☞ ARMS (WY). Digital libraries. Cambridge, MIT Press. 2000.
- ☞ BORGMAN (CL). Scholarship in the digital age: Information, infrastructure, and the Internet. Cambridge, MIT Press. 2007.

- ☞ BREEDING (M). Library technology guides. Chicago, American Library Association. 2016.
- ☞ KOHA COMMUNITY. Koha manual. Wellington, Koha Library Software Foundation. 2023.
- ☞ WITTEN (IH) and others. How to build a digital library. San Francisco, Morgan Kaufmann. 2010.

Suggested Readings

- ☞ CHOWDHURY (GG) and CHOWDHURY (S). Introduction to digital libraries. London, Facet Publishing. 2003.
- ☞ HARAVU (LJ). Library automation: Design, principles and practice. New Delhi, Allied Publishers. 2004.

DSC 7

Advanced Information Literacy

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Advanced Information Literacy	4	3	1	0	BLISc	-

Course Objectives

This course explores advanced information literacy models and frameworks essential for the knowledge society. Students will learn to design instructional programs, apply critical evaluation techniques like CRAAP and SIFT to combat misinformation, and integrate AI tools into digital literacy initiatives while upholding media ethics and data privacy.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Explain advanced concepts, models, and standards of information literacy, and compare global IL frameworks with a focus on their relevance to Indian libraries.
- ☞ Design an IL curriculum and training module for a specific user group, applying effective instructional methods and evaluation strategies.
- ☞ Demonstrate advanced search strategies in various information systems and databases, and critically evaluate sources for authority, accuracy, and relevance.
- ☞ Apply critical thinking and evaluation techniques (CRAAP, SIFT, SMART) to identify misinformation, practice digital ethics, and integrate emerging trends such as AI and app-based tools in MIL initiatives.

UNIT I: Foundation of Information Literacy **10 Hours**

- ☞ Concept, Scope, and Evolution of Information Literacy.
- ☞ Information Literacy in the Knowledge Society and Lifelong Learning.
- ☞ Five Laws of Media and Information Literacy
- ☞ Information Literacy Standards and Frameworks
- ☞ Information Literacy Models

UNIT II: Designing and Delivering Information Literacy Programmes **12 Hours**

- ☞ Needs Assessment for Information Literacy Training
- ☞ Information Literacy for Specific User Groups
- ☞ Information Literacy: Instruction Modes, materials and Methods
- ☞ Web-based Information Literacy
- ☞ AI tools integration in Information Literacy Programmes

UNIT III: Information Literacy Skills **12 Hours**

- ☞ Information Search Strategies: Basic and Advance
- ☞ Digital literacy and Media Literacy
- ☞ Information Literacy Skills through Web-Based Instruction
- ☞ Trends in Information Literacy: Artificial Intelligence
- ☞ Assessment and Evaluation of Information Literacy Programmes

UNIT IV: Assessment and Evaluation of Information **11 Hours**

- ☞ Fake News, Misinformation, Disinformation, Cyberbullying, and Netiquettes
- ☞ Open Access Movement and Creative Commons Licensing
- ☞ Data Privacy, Security Issues and Media and Information Ethics
- ☞ Evaluating Resources and Methods

Essential Readings

- ☞ AMERICAN LIBRARY ASSOCIATION. Framework for information literacy for higher education. Chicago, American Library Association. 2016.

- ☞ BROWN (N) and others. Visual literacy for libraries: a practical, standards-based guide. London, Facet Publishing. 2016.
- ☞ BURKHARDT (JM). Teaching information literacy reframed: 50+ framework-based exercises for creating information-literate learners. London, Facet Publishing. 2016.
- ☞ CRAWFORD (J) and IRVING (C). Information literacy and lifelong learning: policy issues, the workplace, health and public libraries. Oxford, Chandos Publishing. 2014.
- ☞ GODWIN (P) and PARKER (J). Information literacy beyond library 2.0. London, Facet Publishing. 2012.
- ☞ JACOBSON (TE) and MACKEY (TP). Metaliteracy in practice. London, Facet Publishing. 2015.
- ☞ JULIEN (H) and others. The information literacy framework: Case studies of successful implementation. Lanham, Rowman & Littlefield Publishers. 2020.
- ☞ LEUNG (B T H), and Others. Transferring Information Literacy Practices. Singapore: Springer.2019

Suggested Readings

- ☞ HEPWORTH (M) and WALTON (G). Teaching information literacy for inquiry-based learning. London, Facet Publishing. 2009.
- ☞ HORTON (FW). Understanding information literacy: a primer. Paris, UNESCO. 2007.
- ☞ KISHOR (J). Model of information literacy. Ahmedabad: INFLIBNET Centre. 2018.
- ☞ MADHUSUDHAN (M) and PANDEY (P). Smart Library Systems: Competencies for Information Professionals. Agra: Social Development Federation. 2026.
- ☞ SCONUL. The seven pillars of information literacy. London, SCONUL. 2011.

DSC 8

Academic Library and Information System

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8: Academic Library and Information System	4	3	1	0	BLISc	-

Course Objectives

This course examines the evolution and management of academic library systems, specifically within the Indian context. Students will explore collection development policies, financial planning, and organizational governance, while gaining the skills to implement ICT-enabled services, resource-sharing networks like INFLIBNET, and effective human resource management strategies.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Explain the origin, development, and role of academic libraries in formal and non-formal education, with reference to India.
- ☞ Develop and manage diverse library collections, including print, non-print, and digital resources, and understand consortium-based access models.
- ☞ Analyze organizational structures, administration, standards, budgeting, and financial management in academic libraries.
- ☞ Implement information services, ICT-enabled services, networking, and human resource management to enhance library efficiency and user satisfaction.

UNIT I: Academic Libraries: History and Development**10 Hours**

- ☞ Types, Objectives, Functions and Services of Academic Libraries
- ☞ History and Development of College and University Libraries with Special Reference to India
- ☞ Role of Academic Libraries in Formal and Non-Formal Education
- ☞ Role of UGC in the Development of Academic Libraries

UNIT II: Collection Development and Information Resources**12 Hours**

- ☞ Collection Development Policy and Procedures
- ☞ Print and Electronic Resources
- ☞ Non-Book Materials
- ☞ Consortia and Access Models

UNIT III: Organization, Administration and Standards**11 Hours**

- ☞ Organizational Structure and Governance in Academic Libraries
- ☞ Staff Manual, Library Statistics, Surveys, Annual Reports and Standards
- ☞ Budgeting: Types of Budget and Financial Planning in Libraries
- ☞ Sources of Finance for Academic Libraries

UNIT IV: Information Services, Networking, and Human Resources**12 Hours**

- ☞ Information Services: CAS, SDI, etc
- ☞ Web Based Library Services: OPAC, Digital Reference, Online Helpdesks, etc
- ☞ Resource Sharing and Library Networks: INFLIBNET, DELNET, etc
- ☞ Human Resource Management: Job Analysis and Assessment
- ☞ Staff Competency Development and Performance Evaluation

Essential Readings

- ☞ AGGARWAL (DS). Management of academic libraries in the digital era. New Delhi, EssEss Publications. 2015.

- ☞ BAKER (D), ed. Resource management in academic libraries. London, Library Association. 1997.
- ☞ BHATT (RK). University Libraries. Delhi, Narendra Publishing House. 2019.
- ☞ BROPHY (P). The academic library. London, Library Association. 2000.
- ☞ BUDD (JM). The academic library: the context, its purpose and its operation. London, Libraries Unlimited. 1988.
- ☞ CHAPMAN (L). Managing acquisitions in library and information services. London, Library Association. 2001.
- ☞ DOWLER (L), ed. Gateways to knowledge: the role of academic libraries in teaching, learning and research. London, MIT Press. 1998.
- ☞ GUPTA (DK). Library networks and resource sharing in India. Munich, K. G. Saur. 2009.
- ☞ RANGANATHAN (SR). School and college libraries. Madras, Madras Library Association. 1942.
- ☞ SHARMA (JP). Academic libraries in India: emerging trends and challenges. New Delhi, Chand Publications. 2016.

Suggested Readings

- ☞ JORDAN (P). The academic library and its users. London, Gower Publishing Limited. 1998.
- ☞ KUMAR (P) and SINGH (S). Human resource management in academic libraries. New Delhi, Routledge. 2020.
- ☞ LINE (MB), ed. Academic library management. London, Library Association. 1990.
- ☞ RAJU (NV) and KUMAR (R). Digital library services : planning, design and management. New Delhi, Excel Books. 2018.
- ☞ WEBB (SP). Personal development in information work. 2nd ed. London, ASLIB. 1991.
- ☞ WHITE (CM). Survey of the University of Delhi. Delhi, Planning Unit, University of Delhi, 1965.

DSE 3

Artificial Intelligence and Libraries

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Artificial Intelligence and Libraries	4	3	1	0	BLISc	-

Course Objectives

This course explores the transformative role of Artificial Intelligence in library environments, covering fundamental branches like Machine Learning and Natural Language Processing. Students will learn to implement AI-powered search, metadata generation, and virtual reference services while critically addressing algorithmic bias, data privacy, and the evolving competencies required for AI-augmented knowledge services.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Explain the fundamental concepts, history, and branches of Artificial Intelligence, and relate their relevance to Libraries.
- ☞ Identify and evaluate AI applications in library services, including cataloguing, reference, search systems, and recommender technologies.
- ☞ Demonstrate practical skills in using AI-based tools for metadata creation, content analysis, plagiarism detection, and bibliometric analysis in library workflows.
- ☞ Critically assess ethical, legal, and policy implications of AI in libraries, and propose strategies for responsible AI adoption.

UNIT I: Fundamentals of Artificial Intelligence **10 Hours**

- ☞ Definition, Scope, and Characteristics of AI
- ☞ Branches of AI: Machine Learning, Natural Language Processing (NLP)
- ☞ AI Trends in Global and Indian Contexts

UNIT II: AI Applications in Library and Information Services **13 Hours**

- ☞ Artificial Intelligence based Integrated Library Management Systems (ILMS)
- ☞ AI in Cataloguing and Metadata Generation
- ☞ AI-Powered Search and Discovery Systems
- ☞ Natural Language Processing for Information Retrieval
- ☞ Chatbots and Virtual Reference Services
- ☞ AI-Based Recommendation Systems

UNIT III: AI Tools for Libraries **12 Hours**

- ☞ AI-Driven Tools for Librarians: Cataloguing & Metadata, Text and Content Analysis, Plagiarism Detection, Image & OCR Tools
- ☞ AI in Digital Preservation and Archive Management
- ☞ AI-Powered Bibliometric and Scientometric Analysis

UNIT IV: Challenges, Ethics, and Future of AI in Libraries **10 Hours**

- ☞ Data Privacy and Security in AI-Powered Systems
- ☞ Bias and Fairness in AI Algorithms
- ☞ Skills and competencies for Library and Information Science Professionals
- ☞ Future trends: Generative AI, Semantic Web, and AI-Augmented Knowledge Services.

Essential Readings

- ☞ ANDERSON (CB) and FISHER (DH). Artificial intelligence for academic libraries. London, Routledge. 2025.
- ☞ IFLA. Artificial intelligence and libraries. The Hague, International Federation of Library Associations and Institutions. 2020.

- ☞ JONES (R). AI and machine learning for librarians. Chicago, ALA Editions. 2022.
- ☞ KHAMIS (I). Applications of artificial intelligence in libraries. Hershey, IGI Global Scientific Publishing. 2024.
- ☞ LUND (BD). Artificial intelligence for libraries. London, Bloomsbury Publishing. 2025.
- ☞ MEESAD (P) and MINGKHWAN (A). Libraries in transformation. Cham, Springer Nature Switzerland. 2024.

Suggested Readings

- ☞ CHOI (Y) and YI (H). Artificial intelligence in libraries: Applications and challenges. Journal of academic librarianship. 2021.
- ☞ NORTON (A), SACCO (K) and ARMS (K). Navigating AI in academic libraries: Implications for academic research. Hershey, IGI Global Scientific Publishing. 2025.
- ☞ ROSS (M). AI libraries. Oslo, Publifys AS. 2025.
- ☞ SAHOO (S). AI-driven information management: Strategies for libraries in the digital era. New Delhi, IIP Iterative International Publishers. 2025.

DSE 4a

Print and Electronic Sources and Literature in Humanities

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4a: Print and Electronic Sources and Literature in Humanities	4	3	1	0	BLISc	-

Course Objectives

This course examines the landscape of scholarly communication and information resources within the humanities. Students will analyze the unique information-seeking behaviors of humanities researchers, evaluate diverse print and electronic sources from manuscripts to digital databases and explore the role of international research institutions and digital humanities platforms in supporting global scholarly output.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Explain the scope, development, and research trends in humanities disciplines such as religion, philosophy, fine arts, and literature.
- ☞ Analyze the information needs and information-seeking behaviour of users in humanities.
- ☞ Identify, evaluate, and utilize print and electronic information sources relevant to humanities research.
- ☞ Access and use databases, digital resources, and institutional outputs while recognizing contributions of scholars and organizations in humanities.

UNIT I: Historical Development and Scope of Humanities

11 Hours

- ☞ Scope and Nature of Humanities Disciplines
- ☞ Historical Development of Humanities Literature
- ☞ Research Trends in Humanities: Religion, Philosophy, Fine Arts and Literature
- ☞ Evolution of Scholarly Communication in Humanities

UNIT II: User Studies and Information-Seeking Behaviour

10 Hours

- ☞ Information Needs of Humanities Scholars and Researchers
- ☞ Information-Seeking Behaviour in Humanities Disciplines
- ☞ User Studies: Importance, Objectives and Types
- ☞ Planning and Conducting User Surveys
- ☞ Methods and Techniques of User Services in Humanities Libraries

UNIT III: Information Sources and Evaluation

12 Hours

- ☞ Primary, Secondary, and Tertiary Sources in Humanities
- ☞ Types of Sources: Manuscripts, Books, Journals, Essays, Archival Materials
- ☞ Evaluation of Print and Electronic Sources
- ☞ Reference Sources: Bibliographies, Encyclopedias, Indexes and Abstracts
- ☞ Criteria for Evaluating Authenticity, Authority and Relevance

UNIT IV: Databases, Internet Services, and Institutional Contributions

12 Hours

- ☞ Networked and Distributed Databases in Humanities
- ☞ Consortia, Subject Gateways and Digital Humanities Platforms
- ☞ Internet Resources, Digital Libraries and E-Journals
- ☞ Role of Research Institutions and Professional Organizations in India, UK, and USA Contributions of Prominent Thinkers in Religion, Philosophy, Fine Arts and Literature

Essential Reading

- ☞ BALAY (Robert), Ed. Guide to reference books. Ed.11. 1996. ALA,

Chicago.

- ☞ CASE (D). Looking for information: A survey of research on information seeking, needs, and behavior. 2nd ed. London, Emerald Publishing. 2006.
- ☞ CASE (Donald O.) and GIVEN (Lisa M.). Looking for information: A survey of research on information seeking, needs, and behavior (4th edition). Bingley, UK: Emerald Group Publishing, 2016
- ☞ CHANDLER (G). How to find out about literature. Rev. Ed. 5. 2014. Elsevier.
- ☞ CHATTERJEE (Satischandra) and DATTA (Dhirendra Mohan). An Introduction to Indian Philosophy. Motilal Banarsidass Publishers Private Limited, 2016.
- ☞ CRANE (R S). Idea of the humanities, and Other Essays Critical and Historical. v. 1. 1967. University of Chicago Press, Chicago.
- ☞ FISHER (Karen E.), ERDELEZ (Sanda) and MCKECHNIE (Lynne). Theories of Information Behavior. Information Today Inc, 2005.
- ☞ INDIAN COUNCIL FOR CULTURAL RELATIONS.
<https://iccr.gov.in/about-us/history>
- ☞ INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH.
<https://icpr.in/>
- ☞ INDIAN INSTITUTE OF ADVANCED STUDY. Accessed on 4/4/2026, <https://iias.ac.in/>
- ☞ JONES (W T). The Sciences and the Humanities: Conflict and Reconciliation. 2023. University of California Press, Berkeley.
- ☞ KENNA (Stephanie) and Ross (Seamus), Ed. Networking in the humanities: Proceeding. 1995. Bowker-Saur, London.
- ☞ OHIO HUMANITIES. Accessed on 4/4/2026, <https://www.ohiohumanities.org/about/>
- ☞ RADHAKRISHNAN (Sarvepalli). Indian Philosophy (Volume I & II). Oxford University Press, 2008.

Suggested Reading

- ☞ AL-SUQRI (Mohammed Nasser) and AL-AUFI (Ali Saif). Information Seeking Behavior and Technology Adoption: Theories and Trends. IGI Global, 2015.DOI:10.4018/978-1-46668156-9
- ☞ DASGUPTA (Surendranath). A History of Indian Philosophy, Diamond Publishers, 2017

- ☞ DIRECTORY OF OPEN ACCESS JOURNALS (DOAJ). DOAJ. Available at: <https://doaj.org/toc/2076-0760>
- ☞ IRANI (Z) and LOVER (P). Evaluating information systems: Public and private sector. London, Butterworth-Heinemann. 2008.
- ☞ NAIK(MK). A History of Indian English Literature, Sahitya Akademi, 2009
- ☞ SASTRY (Trilochan). The Essentials of Hinduism: An Introduction to All the Sacred Texts. India Viking, 2023
- ☞ SMITH (Huston). The World's Religions: A Study of the Essential Teachings of the World's Major Faiths. HarperOne, 2009.
- ☞ WINTERNITZ (Maurice). A History of Indian Literature (Set of 3 Volumes). Motilal Banarsidass pub Ltd., 2018.

DSE 4b

Print and Electronic Sources and Literature in Natural Sciences

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4b: Print and Electronic Sources and Literature in Natural Sciences	4	3	1	0	BLISc	-

Course Objectives

This course explores the historical evolution and scholarly communication landscape of the natural sciences. Students will analyze the specialized information-seeking behaviors of scientists, evaluate the credibility of primary and technical resources, and master the use of global databases, subject gateways, and consortia to support research in the physical and biological sciences.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Understand the historical development, scope, and trends of research in natural sciences.
- ☞ Analyze the information needs and information-seeking behaviour of users in natural sciences.
- ☞ Evaluate and utilize print, electronic, and tertiary sources for research and study in natural sciences.
- ☞ Identify and access relevant databases, consortia, and internet resources; recognize contributions of institutions and eminent scientists.

UNIT I: Historical Development and Scope **12 Hours**

- ☞ Historical Development of Natural Sciences Literature
- ☞ Scope of the Discipline: Physical Sciences and Biological Sciences
- ☞ Research Trends and Emerging Areas in Natural Sciences
- ☞ Evolution of Scientific Communication and Publications

UNIT II: User Studies and Information-Seeking Behaviour **12 Hours**

- ☞ Understanding Information Needs of Researchers and Students
- ☞ Information-Seeking Behaviour in Natural Sciences
- ☞ Importance, Objectives, and Types of User Studies
- ☞ Planning and Conducting User Surveys
- ☞ Methods and Strategies for Effective User Services

UNIT III: Information Sources and Evaluation **11 Hours**

- ☞ Primary, Secondary, and Tertiary Sources of Information in Natural Sciences
- ☞ Evaluation of Secondary Sources: Print vs Electronic Resources
- ☞ Scientific Journals, Monographs, Conference Proceedings, Technical Reports
- ☞ Use of Bibliographies, Indexes, Abstracts, and Review Literature
- ☞ Criteria for Evaluating Quality, Relevance, and Credibility

UNIT IV: Databases, Internet Services and Institutional Contributions **10 Hours**

- ☞ Networked and Distributed Databases in Natural Sciences
- ☞ Consortia, Subject Gateways, and Federated Search
- ☞ Internet Resources, E-Journals, and Digital Libraries
- ☞ Role of Research Institutions and Professional Organizations in India, UK, and USA
- ☞ Contributions of Prominent Physical and Biological Scientists

Essential Readings

- ☞ AMERICAN CHEMICAL SOCIETY. Searching the chemical literature. Washington, American Chemical Society. 1979.
- ☞ BERNAL (JD). Social function of science. Cambridge, MIT Press. 1964.

- ☞ BROWN (CH). Scientific serials. Chicago, Association of College and Research Libraries. 1956.
- ☞ LANCASTER (FW) and FAYEN (EG). Information retrieval systems: Theory and practice. 2nd ed. San Diego, Academic Press. 2012.
- ☞ MOSER (DK) and SPANGENBURG (G). The history of science. New Delhi, University Press. 1994.
- ☞ ROWLEY (J) and HARTLEY (R). Organizing knowledge: An introduction to managing access to information. 5th ed. London, Routledge. 2017.
- ☞ SPANGENBURG (R) and MOSER (DK). The history of science in the 19th century. Hyderabad, University Press. 1994.
- ☞ TENOPIR (C) and KING (DW). Communication patterns of scientists. 2nd ed. Oxford, Wiley-Blackwell. 2004.

Suggested Readings

- ☞ DAMPIER (WC). History of science and its relations with philosophy and religion. London, Cambridge University Press. 1961.
- ☞ GROGAN (D). Science and technology: Introduction to the literature. 4th ed. London, Clive Bingley. 1982.
- ☞ HAMES (I). Peer review and manuscript management in scientific journals: Guidelines for good practice. Oxford, Wiley-Blackwell. 2013.

DSE 4c

Print and Electronic Sources and Literature in Social Sciences

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4c: Print and Electronic Sources and Literature in Social Sciences	4	3	1	0	BLISc	-

Course Objectives

This course explores the nature, scope, and research trends within major social science disciplines like Economics, Sociology, and Political Science. Students will analyze the specific information-seeking behaviors of social scientists, evaluate primary and electronic resources, and examine the impact of global research institutions and networked databases on the development of the field.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Comprehend with nature, scope, development and research trends of major social science disciplines, their importance along-with current relevance in global scenario
- ☞ Acquaint students about the Information systems and sources, Network and related resources in the field of Social Sciences at national and international level
- ☞ Profound Knowledge of prominent Social Sciences Institutes/ Organizations: their role and activities at national and international level

- ☞ Comprehend with major contributions of eminent social scientists of national and international repute

UNIT I: Historical Development, Scope and User Studies

12 Hours

- ☞ Nature, Scope and Development of Social Sciences
- ☞ Definition, Scope, Landmarks and Research Trends in Political Science, History, Economics and Sociology
- ☞ Information Needs of User's in Social Sciences
- ☞ Information Seeking Behaviour for Research
- ☞ User Studies: Importance, Objectives, Types and Planning User Survey

UNIT II: Information Sources and Evaluation

12 Hours

- ☞ Primary, Secondary and Tertiary Sources of Social Sciences
- ☞ Evaluation of Sources: Print and Electronic Resources

UNIT III: Databases and Internet Services

11 Hours

- ☞ Networked and Distributed Databases
- ☞ Consortia and Subject Gateways in the Field of Social Sciences
- ☞ Internet Resources and Services

UNIT IV: Role of Contributors and Institutions

10 Hours

- ☞ Activities of Research Institutions and Professional Organisations in the Growth and Development of Social Sciences with Particular Reference to India, UK and USA London School of Economics and Political Science
- ☞ Contributions made by the Prominent Social Scientists in the field of History, Political Science, Economics and Sociology

Essential Readings

- ☞ ADAMS (BN) and SYDIE (RA). Sociological Theory. Pine Forge Press, California. 2001.
- ☞ ALVEY (JE). An Introduction to Economics as a Moral Science. International Journal of Social Economics, 27(12), 1231–1252. 2000. <https://doi.org/10.1108/03068290010353208>

- ☞ BHATT (RK) and KUMAR (M). Ed. Development of Social Sciences: A Librarian's Companion. K.K. Publications, New Delhi. 2014.
- ☞ CASE (DO). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. 2nd ed. Elsevier/Academic Press, London. 2007.
- ☞ DATA.GOV.IN. India Government Data. <https://www.data.gov.in>
- ☞ DIRECTORY OF OPEN ACCESS JOURNALS (DOAJ). DOAJ. <https://doaj.org/toc/20760760>
- ☞ FISHER (D) and others. Eds. Information Sources in the Social Sciences. K.G. Saur, München. 2002.
- ☞ INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR). <http://ichr.ac.in/v3/>
- ☞ INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR). <https://icssr.org/>
- ☞ INDIAN INSTITUTE OF PUBLIC ADMINISTRATION (IIPA). <https://www.iipa.org.in/cms/public/page/about-us>
- ☞ INSTITUTE OF ECONOMIC GROWTH (IEG). <https://iegindia.org/>
- ☞ INTERNATIONAL POLITICAL SCIENCE ASSOCIATION (IPSA). <https://www.ipsa.org/>
- ☞ INTERNATIONAL SOCIOLOGICAL ASSOCIATION (ISA). <https://www.isa->

Suggested Readings

- ☞ HIST 300 – Introduction to Historical Studies: Historical Writing. <https://uscupstate.libguides.com/c.php?g=257967&p=3139252>
- ☞ KUNDU (DK). Models of Information Seeking Behaviour: A Comparative Study. International Journal of Library and Information Studies, 7(4), 393–405. 2017. http://www.ijlis.org/img/2017_Vol_7_Issue_4/393-405.pdf
- ☞ MOMIGLIANO (A). The Introduction of the Teaching of History as an Academic Subject and its Implications. Minerva, 21(1), 1–15. 1983. <https://www.jstor.org/stable/41820514>
- ☞ NATIONAL COUNCIL OF APPLIED ECONOMIC RESEARCH. NCAER.

SEC 1

Dissertation

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
SEC 2: Dissertation	4	2	0	2	BLISc	-

Course Objectives

The course is designed to enhance student's ability to identify and formulate research problems in Library and Information Science. It aims to equip them with the skills needed to create well-structured research proposals that include clear objectives, research questions, and hypotheses. The course also trains the students to conduct systematic literature reviews and identify research gaps. It also provides knowledge of suitable research methods and techniques for data collection and analysis. Furthermore, the course focuses on developing competencies in academic writing, proper citation practices, and ethical research conduct. Finally, it prepares students for effective dissertation writing and presentations.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Formulate research problems, objectives, and hypotheses in LIS.
- ☞ Conduct a systematic literature review and identify research gaps.
- ☞ Apply suitable research methods, sampling techniques, and data collection tools.
- ☞ Analyze and interpret data using statistical techniques and software.
- ☞ Prepare a structured dissertation following academic writing standards.

- ☞ Use proper citation methods and plagiarism detection tools ethically.
- ☞ Effectively present and defend research findings during the Viva Voce exam.

UNIT I: Research Design and Proposal Development

- ☞ Identification and formulation of research problems in Library and Information Science
- ☞ Formulation of research objectives, research questions, and hypotheses
- ☞ Scope, significance, and limitations of the study
- ☞ Preparation of a research proposal, including planning and timeline

UNIT II: Literature Review and Research Gap

- ☞ Purpose and importance of literature review
- ☞ Identification of sources: print, digital databases, and open access resources
- ☞ Literature search strategies using keywords and Boolean operators
- ☞ Use of citation and reference management tools
- ☞ Conducting a systematic literature review
- ☞ Critical analysis and synthesis of literature
- ☞ Identification of research gaps

UNIT III: Research Methodology and Data Analysis

- ☞ Selection of research methods: qualitative, quantitative, and mixed methods
- ☞ Sampling techniques and sample design
- ☞ Methods of primary and secondary data collection
- ☞ Data collection tools (questionnaires, interview schedules, checklists)
- ☞ Data processing: coding, classification, and tabulation
- ☞ Application of statistical techniques
- ☞ Use of data analysis software

UNIT IV: Dissertation Writing

- ☞ Structure and organization of the dissertation
- ☞ Interpretation and presentation of data using tables and figures
- ☞ Use of standard citation styles and academic writing tools
- ☞ Use of plagiarism detection tools
- ☞ Preparation and submission of the final dissertation

Essential Readings

- ☞ BOOTH (A), SUTTON(A), and PAPAIOANNOU (D). Systematic approaches to a successful literature review (3rd ed.). Sage Publications Limited.2022.
- ☞ CONNAWAY (L S) and RADFOR (M L). Research methods in library and information science. Bloomsbury. 2021.
- ☞ CRESWELL (J W) and CRESWELL (J D). Research design: qualitative, quantitative, and mixed methods approaches(5th ed.). Sage Publications. 2017.
- ☞ KOTHARI (C R). Research methodology: Methods and techniques (4th ed.). New Age International Publishers. 2020.
- ☞ KUMAR (R). Research methodology: a step-by-step guide for beginners (3rd edition). New Delhi: Sage. 2011.
- ☞ SINGH (Y K). Fundamental research methodology and statistics. New Delhi: New Age Publishers. 2006.

Suggested Readings

- ☞ MCMILLAN (K) and WEYERS (J). How to write dissertations & project reports. Prentice Hall. 2021.
- ☞ UNIVERSITY GRANTS COMMISSION. UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018. UGC. 2018.Available at: https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf

GE 2a

Research and Publication Ethics

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1a: Research and Publication Ethics	4	3	1	0	BLISc	-

Course Objectives

This course examines the ethical foundations of scholarly inquiry and the principles of research integrity. Students will learn to identify scientific misconduct like falsification and plagiarism, navigate global publication standards such as COPE, and understand the role of open access initiatives and research metrics in maintaining academic honesty within an evolving digital landscape.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Orient and develop basic understanding of research ethics and its importance, value for academic and professional activities along-with intellectual honesty
- ☞ To familiarize with various association/institutional ethics guidelines regarding academic integrity, plagiarism and its related issues and fair practices
- ☞ Aware students about open access publishing and importance of metric studies.
- ☞ Assess their abilities in context with respect to critical reasoning, effective communication, and ethical decision-making to deal with professional responsibilities

UNIT I: Ethics and Research Integrity

12 Hours

- ☞ Ethics - Definition, Moral Philosophy, Principles of Research Ethics, Nature of Moral Judgements
- ☞ Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP)
- ☞ Intellectual Honesty and Research Integrity

UNIT II: Professional Ethics

12 Hours

- ☞ Publication Ethics: Definition, Introduction, Importance and Salami Slicing
- ☞ Best Practices/Standards Setting Initiatives and Guidelines: COPE, WAME, etc.
- ☞ Publication Misconduct: Definition, Concept and Problems Lead to Unethical Behaviour
- ☞ Predatory Publishers and Journals

UNIT III: Open Access Publishing

11 Hours

- ☞ Open Access Publishing and initiatives
- ☞ Metrics: h-index, i10 index, g index, Altmetrics
- ☞ Ethical Values Towards the Issue of Plagiarism, UGC/HEI Plagiarism Guidelines (Latest)

UNIT IV: Challenges and Issues in Research Ethics

10 Hours

- ☞ Institutional Role in Awareness and Curbing Unethical Practices
- ☞ Use of AI Tools for Ethical Research

Essential Readings

- ☞ AHUJA (VK) and BAISHYA (K). Ed. Research and Publication Ethics. National Law University and Judicial Academy, Assam, Guwahati. 2024.
- ☞ BOS (J). Research Ethics for Students in the Social Sciences. 1st ed. Springer International Publishing, Cham. 2020.
- ☞ OLIVER (P). The Student's Guide to Research Ethics. 2nd ed. Open University Press, Maidenhead. 2023.
- ☞ PRATAP (U), AHLAWAT (S) and SHARMA (S). Research and Publication Ethics. Sultan Chand & Sons, New Delhi. 2023.
- ☞ PULIDO (MP). Ethics Management in Libraries and Other Information Services. Chandos Publishing. 2017.

- ☞ SHAMOO (AE) and RESNIK (DB). Responsible Conduct of Research. Ed. 3. Oxford University Press, New York. 2015.
- ☞ UNIVERSITY GRANTS COMMISSION (UGC). Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions Regulations. University Grants Commission, New Delhi. 2018.
https://www.ugc.gov.in/pdfnews/7771545_academic_integrity-Regulation2018.pdf
- ☞ VERMA (V) and Others. Textbook on Research and Publication Ethics. 1st ed. Jaya Publishing House, New Delhi. 2022.

Suggested Readings

- ☞ ALASUUTARI (P) and Others. Eds. The Sage Handbook of Social Research Methods. Sage Publications. 2008. <https://arunodayauniversity.ac.in/wp-content/uploads/2025/01/The-SAGE-Handbook-of-Social-Research-Methods-Sage.pdf>
- ☞ STENECK (NH). Introduction to the Responsible Conduct of Research. Office of Research Integrity, Washington, DC. 2007.

GE 2b

Statistical Tools and Techniques

60 Hours
(45hrs Lect. + 15 hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1b: Statistical Tools and Techniques	4	2	0	2	BLISc	-

Course Objectives

This course introduces the essential statistical methods and tools required for evidence-based research in Library and Information Science. Students will learn to collect and classify data, apply measures of central tendency and dispersion, and perform correlation and hypothesis testing using modern software to interpret and present research findings effectively.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Explain the basic concepts of statistics and their importance in library and information science research.
- ☞ Apply descriptive statistical methods to organize, summarize, and interpret library and information data.
- ☞ Utilize statistical techniques and software tools for analyzing research data in LIS studies.
- ☞ Interpret statistical results and present findings using appropriate tables, graphs, and charts for decision-making and research reporting.

UNIT I: Introduction to Statistics

11 Hours

- ☞ Concept, Scope, and Importance of Statistics
- ☞ Qualitative and Quantitative Data

- ☞ Data Collection Tools
- ☞ Classification and Tabulation of Data
- ☞ Presentation of Data

UNIT II: Descriptive Statistical Measures

12 Hours

- ☞ Measures of Central Tendency
- ☞ Measures of Dispersion
- ☞ Frequency Distribution, Probability and Graphical Representation

UNIT III: Correlation and Basic Inferential Statistics

12 Hours

- ☞ Concept and Types of Correlation
- ☞ Methods of Calculating Correlation
- ☞ Regression Analysis: Concept and Applications
- ☞ Testing of Hypotheses

UNIT IV: Statistical Tools and Applications

10 Hours

- ☞ Use of Statistical Tools and Software
- ☞ Presentation and Interpretation of Research Results
- ☞ Web-based Statistical Tools

Essential Reading

- ☞ CROXTON (FE), COWDEN (DJ) and KLEIN (S). Applied general statistics. 3rd ed. New Delhi, Prentice Hall of India. 1982.
<https://archive.org/details/in.ernet.dli.2015.462536/page/n1/mode/2up>
- ☞ FIELD (A). Discovering Statistics using IBM SPSS Statistics. 4th ed. London, SAGE Publications. 2019.
- ☞ GUPTA (SP). Statistical methods. 46thEdn. New Delhi, Sultan Chand & Sons. 2023.
- ☞ KOTHARI (CR) and GARG (G). Research methodology: Methods and techniques. 4th ed. New Delhi, New Age International. 2019.
- ☞ REMENYI(Dan), ONOFREI(George) and JOSEPH (English). An Introduction to Statistics using Microsoft Excel 2nd Edition. Academic Conferences & Pub, Ltd, 2015
- ☞ SIMPSON (IS). Basic Statistics for Librarians. Clive Bingley, 1988

Suggested Reading

- ☞ BABBIE (E). The practice of social research. 14th ed. Boston, Cengage Learning. 2016.
- ☞ BRYMAN (A). Social research methods. 5th ed. Oxford, Oxford University Press. 2016.
- ☞ CRESWELL (JW). Research design: Qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, SAGE Publications. 2014.
- ☞ MANN (Prem S) and LACKE (Christopher Jay). Introductory Statistics. 7thEdn. John Wiley& Sons, 2010.
- ☞ POWELL (RR) and CONNAWAY (LS). Basic research methods for librarians. 5th ed. Santa Barbara, Libraries Unlimited. 2010.
- ☞ PANDIAN (Sundara P) and Others. Research methodology & Applications of SPSS in Social Science Research. Sultan Chand & Sons, 2022.

GE 2c

Intellectual Property Rights

60 Hours
(45hrs Lect. + 15hrs Tut.)

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 1c: Intellectual Property Rights	4	3	1	0	BLISc	-

Course Objectives

This course covers the legal frameworks of Intellectual Property Rights with a focus on library and academic environments. Students will explore IPR categories, the Copyright Act of 1957, and fair use provisions, while analyzing international treaties and the legal consequences of copyright violations as defined by UGC regulations.

Learning Outcomes

After completing this course, students will be able to:

- ☞ Understand the concept and categories of Intellectual Property Rights (IPR)
- ☞ Explain legal and copyright issues in libraries.
- ☞ Analyze international conventions, treaties and legal frameworks related to IPR.
- ☞ Understand the legal implications and penalties for copyright violation in research and academic integrity.

UNIT I: Intellectual Property Rights – Concept and Categories

11 Hours

- ☞ Intellectual Property Rights: Nature, Concept, Importance and Provisions
- ☞ Categories of Intellectual Property Rights
- ☞ The Copyright Act, 1957 (India) and Information Technology Act, 2000

UNIT II: Intellectual Property Rights and Legal Issues in Libraries

12 Hours

- ☞ Legal issues in libraries and information centres
- ☞ Provisions for Fair Use
- ☞ Copyright Issues and Challenges in Digitization and Digital Libraries

UNIT III: International Conventions, Treaties and Digital IPR

12 Hours

- ☞ Intellectual Property Rights: Developments at the Global Level
- ☞ International organizations, Conventions and Treaties
- ☞ Digital Rights Management
- ☞ Creative Commons Licenses

UNIT IV: Penalties for Copyright Violation

10 Hours

- ☞ The University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018
- ☞ Legal Implications with regard to IPR Violations

Essential Readings

- ☞ BHANDARI (MK). Law Relating to Intellectual Property Rights. 2024. Central Law Publications. Uttar Pradesh.
- ☞ GUPTA (A) and Others. Essentials of Intellectual Property Rights in India. 2024. A2Z Edu Learning Hub. Kerala.
- ☞ WADHERA (BL). Law Relating to Intellectual Property Rights. Ed 5. 2016. Universal Law Publishing Co. New Delhi.
- ☞ WIPO. Artificial intelligence and intellectual property. Available at <https://www.wipo.int/portal/en/index.html>

Suggested Readings

- ☞ RAMAKRISHNA (B) and KUMAR (HSA). Fundamentals of Intellectual Property Rights. 2017. Notion Press. Delhi.
- ☞ SWAIN (NK). IPRs and Contemporary Issues: Contexting Information Intermediaries. 2010. Raj Publishing House. Jaipur.