



OFFICE OF THE REGISTRAR :: DIBRUGARH UNIVERSITY :: DIBRUGARH

Ref. No. DU/DR-A/156th PGB and 132nd AC/LISc-Ph.D.-CW/2024/1950

Date: 22.11.2024

NOTIFICATION

As recommended by the Board of Studies (BoS) in Library and Information Science, Dibrugarh University held on 23.07.2024, the Joint Meeting of the 156th Post Graduate Board and 132nd Academic Council, Dibrugarh University held on 12.11.2024 vide **Resolution No. 14** has approved the syllabus of Ph.D. Coursework Programme for Library and Information Science with effect from the 2024-2025 academic session.

Issued with due approval.

Alagunke
22/11/2024
Deputy Registrar (Academic)

Dibrugarh University

Phelan

Copy for kind information and necessary action to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University.
2. The Deans, Dibrugarh University.
3. The Registrar, Dibrugarh University.
4. The Heads / Chairpersons of the Teaching Departments / Centres of Studies, Dibrugarh University.
5. The Chairperson, Centre for Library and Information Science Studies, Dibrugarh University.
6. The Controller of Examinations i/c, Dibrugarh University.
7. The Joint / Deputy Controller of Examinations – 'B', 'C' & 'A', Dibrugarh University.
8. The Programmer, Dibrugarh University with a request to upload the notification and the above mentioned syllabi in the Dibrugarh University Website.
9. File.

Alagunke
22/11/2024
Deputy Registrar (Academic)

Dibrugarh University

Phelan

Ph.D Coursework Syllabus in Library and Information Science



Centre for Library and Information Science Studies
Dibrugarh University
Dibrugarh

**Structure of the Ph.D Course Work in Library and Information Science (LIS)
Centre for Library and Information Science Studies (CLISS), Dibrugarh University**

About the Ph.D. Program: Research in any domain is essential for advancing knowledge, driving innovation, addressing challenges, supporting evidence-based practice, fostering professional development, contributing to societal impact, and promoting collaboration within the field and beyond. Research in Library and Information science ensures that libraries and information services continue to evolve and meet the changing needs of users in a digital age. The Centre for Library and Information Science Studies (CLISS) of Dibrugarh University was started functioning from 2005 and has been able to mark its existence in the field since then in the post-graduate level. The stride of CLISS now needs to focus on further development of the subject domain as well as creating excellence in human resource development in the field of LIS for contributing towards expansion of knowledge society. The research programme in the LIS at the CLISS, DU will focus on some core areas, such as, continues advancement of Knowledge in LIS, innovation and improvement, addressing challenges, evidence-based practice, professional development, collaboration and networking, casting impact on society and so on.

Programme Specific Outcomes (PSOs): After completion of Ph.D. programme from the CLISS, DU, the researchers would be able to:

- conduct independent and original research in the field of LIS.
- design research methodologies appropriate to LIS research questions.
- critically evaluate existing research literature and contribute new knowledge to the field.
- understand comprehensively the theoretical frameworks and concepts relevant to LIS, such as information organization, retrieval systems, digital libraries, and information behavior.
- critically analyze and synthesize complex theoretical perspectives to address research problems.
- do scholarly communications proficiently, including the ability to produce high-quality research papers, dissertations, and articles for publication in peer-reviewed journals.
- develop effective oral communication skills for presenting research findings at conferences and seminars.
- lead and contribute to innovative initiatives in LIS, such as developing new library services, digital preservation strategies, or information literacy programs.
- understand ethical issues and principles in research, including issues related to intellectual property, privacy, and access to information.
- achieve recognition as an expert in a specialized area of LIS research through peer review and academic recognition.
- appreciate interdisciplinary approaches to LIS research and the ability to collaborate with scholars and professionals from related disciplines (e.g., computer science, education, sociology)

Structure of the Ph.D Coursework

Total Credit: 16 (Total Marks: 400)			
Course Code	Course Title	Total Marks	Total Credit
PHDLIS-101	Understanding Universe of Knowledge and Research	100	4
PHDLIS-102	Research Methodology in LIS	100	4
PHDLIS-103	Optional Papers:(Any paper to be opted from the following)	100	4
	(a) Information literacy and information Management		
	(b) Preservation and Conservation of Library documents		
PHDLIS-104	Literature Review and project (Assignment)	100	4
PHDLIS-RPE	Research and Publication Ethics	50	2 (Audit Course)
	Total		

**DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDLIS 101**

Course Title: Understanding Universe of Knowledge and Research

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives:

The objectives of the course is to make the scholars enable to -

1. understand the fundamentals of universe of knowledge, paradigms of knowledge and dynamics of Knowledge
2. develop an understanding of research and research process
3. write review of research paper/books.

Course code	Course Title	L	T	P	Total
PHDLIS-101	Understanding Universe of Knowledge and Research	40(1 hr)	5 (1 hr)	30 (2hrs)	75 hrs

UNITS	TOPICS	MARKS
Unit-I	Fundamentals of Universe of Knowledge: Origin of Knowledge; Definitions; Scope and Diversity; Scientific Enquiry; Dynamics of Knowledge	15
Unit-II	Paradigms of Knowledge: Ontology; Epistemology; Nature of enquiry in Historical and Contemporary Perspectives; Theories of Knowledge; Knowledge Organization; Knowledge Formats	15
Unit-III	Understanding Research: Meaning and Definitions of Research; Purpose of Research; Truth and Facts in Research; Impact and Application of Research; Collaboration and Interdisciplinary nature of Research; Ethical Considerations in Research	15
Unit-IV	Research Process: Formulation of Research Problem; Review of Related Literature; Writing Research Questions and Objectives; Formulation of Hypotheses; Research Design; Selection of Data source and validation.	15

Modes of In-Semester Assessment (40 Marks):

1. At least Two Sessional Tests **:20 Marks**
2. At least two of the following activities: **:20 Marks**
 - Selection of best examples of Scientific Enquiry & dynamics of knowledge and their presentation
 - Assignment on Epistemology and knowledge Organization and its presentation
 - Review and presentation of literature related to historical perspective of knowledge development

- Review of given research papers /books /any other related literature
- Illustration of Truth and Facts in Research
- Research questions, Research objectives and Research Hypothesis
- Any other activities deemed to be fit by the course teachers

Learning Outcomes:

After completion of the course, the research scholars will be able to-

1. analyze the fundamentals components and structures of universe of knowledge, paradigms of knowledge and dynamics of Knowledge
2. analyze fundamentals of research and research process
3. formulate research questions or hypotheses that are clear, focused, and relevant to the field of study
4. write review of research paper/books.

Recommended Reference Sources

Textbooks:

- Introduction to Information Science by David Bawden and Lyn Robinson
- Foundations of Library and Information Science by Richard Rubin
- Research Methods in Information by Alison Jane Pickard
- Research Methods: Information, Systems, and Contexts by Kirsty Williamson and Graeme Johanson
- Research Methods for Information Management and Systems by Kirsty Williamson and Graeme Johanson

Encyclopedias and Handbooks:

- Encyclopedia of Library and Information Sciences edited by Marcia J. Bates and Mary Niles Maack
- Handbook of Information Science edited by Wolfgang G. Stock and Mei Zhang
- Handbook of Research on Digital Libraries: Design, Development, and Impact edited by Yin-Leng Theng and Schubert Foo

Databases and Indexes:

- Library and Information Science Abstracts (LISA)
- Library, Information Science & Technology Abstracts (LISTA)
- WoS, SCOPUS, Pub MED

Professional Organizations and Websites:

- American Library Association (ALA)
- International Federation of Library Associations and Institutions (IFLA)
- Association for Information Science and Technology (ASIS&T)
- Special Libraries Association (SLA)

- Research Data Management (RDM) Lib Guide by University Libraries: Offers guidelines and resources for managing research data in LIS.

Online Resources and Portals:

- OCLC Research: Provides research reports and publications related to library and information science.
- IFLA World Library and Information Congress Proceedings: Contains papers and presentations from global conferences on LIS topics.

COURSE NO.: PHDLIS 102
Course Title: Research Methodology
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: After completion of the course, the scholars will able to -

CO1- apply research methods and design properly in their study.

CO2- select a appropriate sampling design and correctly apply various data collection tools.

CO3- prepare a good research report in a form of abstract and thesis.

CO4- analyse the quantitative data through proper application of statistical tools.

Course code	Course Title	L	T	P	Total
PHDLIS-102	Research Methodology in Library and Information Science	40 (1 hr)	5 (1 hr)	30 (=2hrs)	75 hrs

Units	Topics	Marks
Unit-I	Fundamentals of Research <ul style="list-style-type: none"> • Research Design and Research Methods: Meaning and Types: Quantitative (Descriptive Research, Experimental Research, Historical Research), Qualitative (Grounded Theory Research, Narrative Research, Case Study, Ethnography) and Mixed Methods (Triangulation, Explanatory and Exploratory Research); • LIS research in India 	15
Unit-II	Application of Sampling and Data Collection process <ul style="list-style-type: none"> • Sampling: Meaning, characteristics and importance • Sampling Types: Probability and Non-Probability • Selection process of Sampling, Sample size and error • Data in Research • Tools and Techniques of Data Collection: Questionnaire, Interview, Observation, Schedule, Check-list, etc. 	15
Unit-III	Data Analysis and Preparation of Research Report <ul style="list-style-type: none"> • Process of data analysis and interpretation • Application of Tables, Charts and Graphs in presentation of Data • Developing Research Proposal: (Developing research proposal for Ph.D., Preparing research proposal for submitting to funding authorities) • Writing the Research Report (Guidelines, Format, Chapterization, Characteristics of a good research report, Use of abbreviations) • Referencing: (References, Footnote, Bibliographies) • Citation Style: (APA, CHICAGO, MLA etc.,) • Reference Management Software: Zotero, Mendeley etc. 	15

Unit-IV	<p>Analysis of Qualitative and Quantitative Data</p> <p>a. Qualitative Data</p> <ul style="list-style-type: none"> • Comparing Methods of Data Analysis • Coding and Concept Formation • Analytical Strategies for Qualitative Data <p>b. Quantitative Data</p> <ul style="list-style-type: none"> • Parametric Test: Condition for using parametric test • Test for Normality • Hypothesis Testing and Error • Correlation and Covariance • ANOVA- One way and Two way • Analysis of Co-variance • Non parametric Test- Chi-Square, Mann –Whitney U test, etc. • Regression: Simple Linear and Multiple <p>c. Software Application</p> <ul style="list-style-type: none"> • Introduction to data analysis software: MS Excel, SPSS, R, • Introduction to DBMS 	<ul style="list-style-type: none"> • 15

Modes of In-Semester Assessment (40 Marks):

1. At least Two Sessional Tests: :20 Marks
2. At least two of the following activities: :20 Marks

- o Review of given research papers /books /any other related literature.
- o Illustration of the sampling technique for a given research problem.
- o Construction of a survey tool, etc
- o Collection and analysis of qualitative data using qualitative data analysis techniques.
- o Collection and analysis of quantitative data using statistical measures.
- o Writing a research paper.
- o Any other activities deemed to be fit by the course teachers.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. distinguish between different type of research
2. select a representative sample using appropriate sampling technique for their study.
3. use different qualitative and quantitative measures for analysis and interpretation of data.
4. write research reports in the form of a thesis, dissertation or a research paper.

Recommended Reference Sources

- Charles H. Busha & Stephen, P. Harter (1980). *Research Methods in Librarianship: Techniques and Interpretation*. New York: Academic Press.
- Connaway, L S & Powell R R. (2010) *Basic research methods for librarians*. 5th ed. California, Libraries unlimited.
- Fowler, F.J. (1993) *Survey Research Methods*. New Delhi, Sage.
- Gibaldi, Joseph. (2008) *MLA Style Manual and Guide to Scholarly Publishing*. America, Modern Language Association of America.
- Glootenberg A.(2013) *Research methodology in Library and information science*, Uxbridge, Koros.
- Goode, William J and Hatt, Paul K. (1982). *Methods in Social Research*. New York, McGraw-Hill Book Company.
- Greenfield, T. (1996) *Research Methods: Guidance for Postgraduates*. London: Hodder Anrold.
- Khotari, R.C.(1985) *Research Methodology: Methods & technique*, Delhi, Wiley Eastern Ltd.
- Kothari, C R. (2006) *Research methodology: Methods & Techniques (Rev. Ed.)* New Delhi, New Age International.
- Leo, Egghe and Rousseau, Ronald. (2001). *Elementary Statistics for Effective Library and Information Service Management*. London, Aslib.
- Marurice, B. Line. (1982) *Library Surveys: An introduction to the use, planning procedure and presentation of surveys*. 2nd ed. London, Bingley.
- Mary Lee, Bundi. (1983) *Reader in Research Methods for Librarianship*. USA, Greenwood Press.
- McClure, Charles R. and Herson, Peter, Eds. (1991) *Library and Information Science Research: Perspectives and Strategies for Improvement*. NJ: Ablex PUB. Corp. 400p
- Powell, Ronald R. and Connaway, Lynn Silipigni. (2004) *Basic Research Methods for Librarians*. 4th ed. Westport, Libraries Unlimited.
- Ravichandra Rao. I.K.(1985) *Quantitative methods for Library and Information Science*, New Delhi, Wiley Eastern.
- Roig ,M. (2006) *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*.
- Slater, M. (1990) *Research Methods in Library and Information Studies*. London, L.A.
- Stevens, R.E., *ed.* (1971) *Research Methods in Librarianship*. London, Clive Bingley.
- Vaughan L. (2004) *Statistical methods for the information professional: A practical, painless approach to understanding, using and interpreting statistics* 2nd ed. Medord, Information Today,
- Willemese I (2009) *Statistical methods and calculation skills*. 3rd ed. Cape Town, Juta.
- Young, P.V. (1984) *Scientific Social Survey and Research*. Rev. 4th ed. New Delhi, Prentice Hall.

COURSE NO.: PHDLIS 103 (a)
Course Title: Information literacy and information Management
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: After completion of the course, the scholars will able to

CO-1 identify information needs based on specific contexts, tasks, or problems.

CO-2 use appropriate tools and strategies to access information from various sources, including libraries, databases, and the internet.

CO-3 critically evaluate information for accuracy, relevance, authority, currency, and bias.

CO-4 recognize the importance of continuous learning and develop skills for ongoing information literacy throughout life.

CO-5 apply information literacy skills to effectively manage and utilize information resources in information management contexts.

CO-6 develop critical thinking skills to evaluate and solve information-related problems in various contexts.

Course code	Course Title	L	T	P	Total
PHDLIS-103 (a)	Information literacy and information Management	40(=1 hr)	5 (=1 hr)	30 (= 2hrs)	75 hrs

Units	Topics	Marks
Unit-I	Information Literacy (IL): Concept, Need and Objectives; Definition, Categories, Models, Standards of IL.; Information Literacy Skills & Indicators; Five Laws of Media & Information Literacy; Role of Institution in IL; Information Literacy Programmes, Scope & initiatives in National & International Level; Role of UNESCO, IFLA, IAIL, SCONUL & ALA	15
Unit-II	Information Literacy Products & Services: Bibliographic Instruction, Handbooks, Manuals, Library Brochure or Pamphlets; Web-based Access Instructions, Database Brochure, Blogs/Weblogs, Online Reports, Online Toolkits, Tutorial Websites, MOOCs, SWAYAM etc.; Library Orientation Programme, Information skill workshop, Seminar, etc; Recent Trends in IL Products & Services.	15
Unit-III	Application of Information Literacy in Library and Information Centres: Information Literacy for Users, Information Literacy for Professionals, Information Literacy for Research and Development; Trends in Information Literacy: Web based Information Literacy System, OPAC Information Literacy System, Life Long Learning System.	15

Unit-IV	Information management: concepts, definitions, components; Principles of information management; Levels of information management: corporate, team/division/unit and individual; Information management models; Information Service Quality Assessment: concepts, need and factors; Evaluation of library and information systems and services; TQM; International Federation of Library Associations and Institutions (IFLA) professional competency model, etc.	15
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Modes of In-Semester Assessment (40 Marks):

1. At least Two Sessional Tests: :20 Marks
2. At least two of the following activities: :20 Marks

- o Selection of a special category of population from the society and finding out their information need.
- o Selection of a special category of library users and finding out their information need and search strategy of the library resources.
- o Selection of a community from the society and finding out their community information need and probable strategies to mitigate the needs
- o Selection of a special task from Library services for a special group of users and formulating a most suitable IL programme/IL Model for them
- o Any other activities deemed to be fit by the course teachers.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. Identify and articulate information needs based on specific contexts, tasks, or problems.
2. Demonstrate proficiency in accessing information using a variety of sources and technologies, including libraries, databases, and the internet.
3. Critically evaluate information for relevance, accuracy, authority, currency, and bias.
4. Communicate information effectively through various formats, such as written reports, presentations, and digital media.
5. Recognize the importance of lifelong learning and develop skills for continuous improvement in information literacy.
6. Understand and apply principles of information governance, including policies for privacy, security, and compliance with legal and regulatory requirements.

Recommended Reference Sources

- a. Association of College and Research Libraries (2016). Framework for Information Literacy for Higher Education. <http://www.ala.org/acrl/standards/ilframework>.
- b. Eisenberg, M. (2004). Information Literacy: The whole enchilada (ppt). <https://web.archive.org/web/20111001054537/http://www.big6.com/presentations/sreb/>
- c. <http://www.unesco.org>>access to knowledge

- d. Ryan, J., & Capra, S. (2001). *Information Literacy Toolkit*: ALA
- e. Muthukumar, R., & Santhosh Kumar, S. (2018). *SERQUAL model*. Lap Lambert Academic Publishing.
- f. P. Krishna Sankar, Arunprasath, S. & Kumar, S. (2017). *Information management*. ARS Publication.
- g. P. Sahni, S., & Junnarkar, M. (2019). *Maximizing human potential through behavioural competencies: 100 Core Competencies*. Bloomsbury.
- h. Secker, J., & Coonan, E. (2019). *Rethinking information literacy: A practical framework supporting learning*. Facet Publishing.
- i. Shokeen, S., Singh, P. & Mann, S. (2018). *Information system management*. I.K. International Publishing House. Pvt. Ltd.
- j. SCONUL (2007). *The Seven Pillars of Information Literacy Model*. http://www.sconul.ac.uk/groups/information_literacy/sp/model.html
- k. Wikipedia. *Information Literacy*. https://en.m.wikipedia.org/wiki/information_literacy

COURSE NO.: PHDLIS 103 (b)**Course Title: Preservation & Conservation of Library Documents****Marks: 100 (End-semester 60 and In-semester 40)****Course Objectives:** After completion of the course, the scholars will able to-

CO-1 explain the fundamental principles and theories of preservation and conservation of library documents, including preventive conservation and restoration techniques.

CO-2 identify and assess preservation needs and risks associated with different types of library materials, including books, manuscripts, photographs, and digital resources.

CO-3 apply appropriate preservation strategies and techniques to prolong the life and usability of library documents, considering factors such as environmental conditions, handling procedures, and storage methods.

CO-4 Demonstrate proper handling and care techniques for library materials to minimize physical damage and deterioration.

CO-5 Understand and perform basic conservation treatments, such as cleaning, repair, and stabilization of damaged library documents.

Course code	Course Title	L	T	P	Total
PHDLIS-103 (a)	Information literacy and information Management	40(=1 hr)	5 (=1 hr)	30 (= 2hrs)	75 hrs

Units	Topics	Marks
Unit-I	Preservation and Conservation: 1. Meaning, Concept, Definition; 2. History and Development: preservation in early historical period, Preservation in the age of enlightenment, Preservation in the modern age; 3. Meaning and concept of rare documents, manuscripts; 4. Need, purpose and importance of Preservation and Conservation of rare documents, manuscripts; 5. Management of preservation activities and actions. 6. Restoration: Meaning, Concept, Definition & Need	15
Unit-II	Factors of Deterioration: 1. Environmental or Physical factors for deterioration: Temperature, Humidity, Light, Air pollution; 2. Biological factors of deterioration: Micro-organisms, Insects, Rodents. 3. Chemical factors: Acidity, Browning of paper, Reaction with Ink, Action of Pigments. 4. Man-made factors and natural calamities.	15
Unit-III	Methods and materials & tools for Conservation: 1. Types of Conservation: Meaning and definition of Preventive Conservation and Curative Conservation; 2. Methods of Preventive Conservation: Basic methods of Handling, Cleaning, dusting, preserving of documents; 3. Methods of Curative Conservation: Process, Control and Monitoring of deterioration caused by environmental factors, Microclimate; 4. Process, Control and Monitoring of deterioration caused by Chemical factors, acidity and acidic materials; 5. Process, Control and Monitoring of deterioration	15

	caused by Biological factors; Control on man-made factors and natural calamities 6.Steps and actions of Curative Conservation.	
Unit-IV	Organization and Preservation Initiatives: 1. Role and Initiatives of Library and archives in preservation of heritage collections; 2. Role of International Organizations: IFLA, UNESCO; 3. Role and Initiatives of Govt. of India: National Archives of India, National Library of India, Asiatic Society of India IGNC, NMM etc; 4. Role and Initiatives of Govt. of Assam: Kamrup Anusandhan Samity, Assam State Archives, Satras, Universities and Colleges of Assam.	15

Modes of In-Semester Assessment (40 Marks):

1. At least Two Sessional Tests: :20 Marks
2. At least two of the following activities: :20 Marks

- o Documentation of records cultural heritage in a repository.
- o Monitoring, Recording and Illustration of factors of deterioration (environmental /biological / chemical) of records in a repository.
- o Illustration of the actions of preservation for deteriorating library records in a specific library/repository/museum
- o Illustration of the preservation techniques for a given physical/biological/chemical problem occurred in library/repository/museum records
- o Development of a research proposal for preservation and conservation of special collections of a library/repository/museum to the Authority/Funding agency/Government.
- o Any other activities deemed to be fit by the course teachers.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. demonstrate a comprehensive understanding of the principles and theories of preservation and conservation as they apply to library and archival materials
2. identify and assess preservation needs and risks associated with different types of library documents, including books, manuscripts, photographs, and digital resources
3. apply appropriate preservation techniques and practices to prolong the life and usability of library documents, considering factors such as environmental conditions, handling procedures, and storage methods
4. perform basic conservation treatments, such as cleaning, repair, and stabilization of damaged library documents, following established conservation standards and practices.

Recommended Reference Sources

1. Balakrishnan, S. and Paliwal, P K ed (2001). *Preservation of Library Collections*. New Delhi: Anmol Publication.
2. Deegan, Marilyn and Tanner, Simon, ed. (2006). *Digital Preservation*. London: Facet.

3. Feather, John (1996).*Preservation and the management of library collections*. London : Library Association.
4. Mahapatra,P.K. & Chakrabarty,B.(2003).*Preservation in Libraries*.New Delhi: EssEss Publications.

COURSE NO.: PHDLIS 104
Course Title: Assignment/Project
Marks: 100

Each scholar will submit a review report on a topic in the area of interest in consultation with the concerned faculty member. The scholar will give three presentations/seminars on the same. The credit for this paper will be 4 credits. Out of which the following activities will have 60 Marks and Viva-voce and progress reports of the following will have 40 Marks.

A. (60 Marks)

- Project Proposal Preparation and presentation
- Review of literature on proposed area of research

B. (40 Marks)

- Viva-voce and progress reports

COURSE NO.: PHDLIS -PRE
Course Title: Research and Publication Ethics
Marks: 50 (End-semester 30 and In-semester 20)

(Syllabus is As per the UGC Notification and Common classes would be conducted for all researcher or as per the instruction of Dibrugarh University)

This interdisciplinary course is a compulsory audit course of 2 credits (30hrs) mandated by the UGC since 2019 for enhancing awareness about research and publication ethics amongst Ph.D. scholars. This course constituted with a total of 6 units focusing on the basics of the philosophy of science and ethics, research integrity, and publication ethics with hands-on practice sessions on moderns research techniques and tools related to referencing, indexing and citation databases (SCOPUS, WoS, etc), PDS, OAI, research metrics (citations, h-index, Impact Factor, etc.) The Pedagogy and the Evaluation criteria are as per the UGS syllabus as discussed follows.

Course code	Course Title	L	T	P	Total
PHDLIS-PRE	Preservation & Conservation of Library Documents	25(=1 hr)	5(=1 hr)	7 (= 2hrs)	37 hrs

Units	Topics	Marks
Unit-I	<p>A. Philosophy and ethics 1. Introduction to Philosophy: definition, nature and scope, concept, branches; 2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions.</p> <p>B. Scientific Conduct 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;</p>	10
Unit-II	<p>A. Publication Ethics 1. Publication ethics: definition, introduction and importance; 2. Best practices / standards setting initiatives and guidelines: COPE,WAME etc.; 3. Conflicts of interest; 4. Publication misconduct: Definition, concept, problems that lead to unethical behavior 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; 8. 6. AI based text in research publications</p>	10
Unit-III	<p>A. Open Access Publishing (Practice) 1. Open-accesses publications and initiatives; 2. SHERPA / RoMEO online resource to check publisher copyright & self-archiving policies; 3. Software tool to identify predatory publications developed by SPPU: (UGC-CARE listed journals); 5. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.</p>	10

	<p>B. Databases And Research Metrics</p> <p>I. Databases</p> <p>1. Indexing databases</p> <p>2. Citation databases: Web of Science, Scopus etc.</p> <p>II. Research Metrics (3hrs)</p> <p>1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, CiteScore</p> <p>2. h-index, g-index, i-10 index, altmetrics</p>	
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Modes of In-Semester Assessment (20 Marks):

1. At least Two Sessional Tests: :10 Marks
2. At least two of the following activities related to Publication Misconduct: :10 Marks

(Weightage will be given for active participation)

A. Group discussions:

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:

Use of anti-plagiarism software like Turnitin and other proprietary/open-source software tools

C. Any other activities deemed to be fit by the course teachers.

Recommended Reference Sources

- Bird, A. (Latest edition) Philosophy of Science. Routledge
- Psillos, Stathis and Curd, Martin (2008) The Routledge Companion to the Philosophy of Science (Edited). Routledge, Abingdon, Oxford
- MacIntyre, Alasdair (1967) A Short History of Ethics. London
- Chaddah, P. (2018) Ethics in Competitive Research: Do not get scooped: do not get plagiarized, ISBN 978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2000) On Being a Scientist: A Guide to Responsible Conduct in Research; Third Edition, National Academies Press
- Resnik, D. B. (2011) What is ethics in research, and why is it important? National Institute of Environmental Health Science, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012) Predatory publishers are corrupting open access. Nature, 489 (7415), 179-179 <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA) (2019), Ethics in Science Education, Research and Government, ISBN: 978-81-939482-1-7. Retrieved from https://www.insaindia.res.in/pdf/Ethics_Book.pdf

Names: _____ Signatures

1. Prof. Moses M Naga, Subject Expert:
2. Dr. Sadananda Nath, Librarian, Member
3. Dr. Deepa Baruah, Librarian, Member:
4. Dr. Rima Nath, Assistant Professor, Member :
5. Ms. Deepsikha Dutta, Assistant Professor, Member :
6. Ms. Priyanka Bhuyan, Assistant Professor, Member :



(Chairperson, BoS, CLISS, DU