

ALLAMA IQBAL OPEN UNIVERSITY

Department of Library and Information Sciences

PhD Program in Library and Information Sciences

1. Introduction and Objectives

The Department of Library and Information Sciences was established in 1985 within the Faculty of Social Sciences and Humanities. The Department is currently offering six programs namely; Certificate in Librarianship (CLS), BA in Library and Information Science (BLIS-phased out), Associate Degree in Library and Information Science (AD-LIS), Master of Library and Information Sciences (MLIS-phased out), BS in Library and Information Sciences (BS-LIS), and MPhil in Library and Information Sciences (MPhil-LIS).

The main objective of launching PhD program is to contribute to the national and international Library and Information Sciences (LIS) literature through high quality research particularly focusing on current and future needs. Secondly, there is a high demand from information professionals across Pakistan to have this program at the AIOU platform through unconventional means of education. Thirdly, there is a high number of LIS professionals working in Islamabad and Rawalpindi who intend to enhance their professional qualifications and they find no such program offered by public or private universities in this region. Other objectives include:

- To address the local issues in LIS and provide a viable solution through research.
- To enable LIS professionals to make informed decisions based on research.
- To promote evidenced-based LIS practice through the use of relevant research.
- To promote LIS research culture in Pakistan.
- To enrich Pakistani LIS research literature through a quality research.
- To endeavor to create a new knowledge in LIS.
- To prepare LIS professionals for challenging leadership role.
- To meet the current demand of multidisciplinary research.
- To instill critical and analytical thinking in research students.

- To instill information literacy skills in research students.
- To improve academic writing skills of LIS research students.
- To improve soft skills of LIS research students.
- To provide a specialized manpower to the LIS job market, and
- To promote information entrepreneurship by establishing industry-academia linkages through need-based research.

2. Scope of the Program and Job Market

There is no such program being offered by any university, public or private, in Islamabad, Rawalpindi, Khyber Pakhtunkhwa, and Baluchistan. Further, only a few public sector universities in Pakistan (University of the Punjab, University of Sargodha, Islamia University Bahawalpur, University of Karachi, and Sindh University) are offering this program in LIS with limited number of seats and annual pass-out. Moreover, no public sector university is offering this program in a flexible mode of study that could be affordable to on-job professionals who cannot leave their homes and jobs for a long time for conventional mode of study. There are number of academic and top managerial positions vacant in public and private universities and government colleges in this discipline (LIS) owing to lack of specialized manpower having PhD qualifications. The fee package of some of the private universities offering this program is not affordable to many of the interested candidates. Further, such universities lack the required permanent and qualified teaching faculty too. Therefore, the afore-mentioned circumstances demand this program to be offered at the AIOU platform.

3. Entry Requirements (Admission Criteria) and Number of Seats

PhD in LIS is a merit-based program. Any candidate having 18-year MPhil degree with Thesis in Library and Information Sciences or equivalent local/foreign degree from an HEC-recognized institution bearing at least 3.0/4.0 CGPA in semester system or first division (60% marks) in annual system can apply for admission. The number of seats will be limited based on merit as per AIOU/HEC policy. The admission merit will be determined as per AIOU rules and procedure.

4. Duration of the Program

The minimum and maximum duration of this program is according to AIOU/HEC rules in effect.

5. PhD Coursework

There will be a two-semester PhD coursework of 18 credit hours, consisting of six courses of three credit hours each. All these courses are compulsory. The semester-wise breakup of the courses is as under:

1st Semester

Sr. #	Code	Course Title	Credit Hours	Marks
1	7831	Research Methods: Information, Systems, and Context	3	100
2	7832	Development of Library and Information Science in Pakistan	3	100
3	7833	Independent Study	3	100

2nd Semester

Sr.#	Code	Course Title	Credit Hours	Marks
4	7834	Information: Perspectives, Needs, Seeking, and Use	3	100
5	7835	Leadership and Team Management	3	100
6	7836	Seminar in Advanced Research	3	100
Subsequent Semesters				
7	7840	Thesis	36	As per AIOU rules

6. Research Proposal and Thesis (Third and subsequent semesters)

As per AIOU/HEC rules.

7. Mode of Study

As per AIOU policy.

8. Medium of Study

English language will be the medium of study. Students may not opt for any other language

for any of the components of this program.

9. Assessment/Evaluation of Students' Coursework and Thesis

Multiple criteria will be adopted to assess students' coursework and thesis as per AIOU rules/policy or where specified otherwise (e.g. see outlines of 7833 and 7836).

10. Fee Tariff

As per AIOU approved rates.

ANNEXURE-I: COURSE OUTLINES

1. RESEARCH METHODS: INFORMATION, SYSTEMS, AND CONTEXT

- Unit 1. Research Concepts
- Unit 2. The fundamentals of research planning
- Unit 3. Information research: Patterns and practice
- Unit 4. Archival and record keeping research: Past, present and future
- Unit 5. The methodological landscape: Information systems and knowledge management
- Unit 6. Research method
- Unit 7. Research techniques
- Unit 8. Research practice and communication
- Unit 9. Information research

Recommended reading:

- Williamson, K. & Johanson, G. (Eds.). (2017). *Research methods: information, systems, and context*. Chandos Publishing.

Suggested readings:

- Bergman, M. M. (Ed.). (2008). *Advances in mixed methods research: Theories and applications*. Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, Incorporated.
- Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209-240.

- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.
- Sale, J. E., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and quantity*, 36(1), 43-53.

2. DEVELOPMENT OF LIBRARY AND INFORMATION SCIENCES IN PAKISTAN

Unit 1.	Public librarianship in Pakistan
Unit 2.	University Librarianship in Pakistan
Unit 3.	College librarianship in Pakistan
Unit 4.	School librarianship in Pakistan
Unit 5.	Development of E-libraries in Pakistan
Unit 6.	National Librarianship in Pakistan
Unit 7.	Library and Information Science organizations in Pakistan
Unit 8.	Library and Information Science education in Pakistan
Unit 9.	Library and Information Science research in Pakistan

Recommended readings:

- Ahmed, M. I., & Sheikh, R. A. (2015). Public library legislation in Pakistan: legal and regulatory infrastructure for public libraries in Pakistan. *International Journal of Academic Library and Information Science*, 3(2), 37-49.
- Bhatti, R. (2010). An Evaluation of User-Education Programmes in the University Libraries of Pakistan. *Library Philosophy and Practice, E-Journal*. Available at <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1324&context=libphilprac>

- Bhatti, R. & Chohan, T. M. (2013). The Education System and Librarianship in Pakistan: An Overview. *Library Philosophy and Practice* (e-journal). Available at <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2266&context=libphilprac>
- Haider, S. J. (2001). Public Libraries Facilities in Pakistan. *Public Library Quarterly*, 19:4, 27-42, DOI: 10.1300/J118v19n04_04
- Haider, S. J. (2004). Perspectives on ... coping with change: issues facing university libraries in Pakistan. *The Journal of Academic Librarianship*, 30 (3), 229-236
- Haider, S. J. (2002). School Libraries in Pakistan. *Information Development*, 18 (1).
- LLC Books (Eds.) (2010). *Libraries in Pakistan: National Library of Pakistan, Liaquat National Memorial Library, Iqbal Cyber Library, Punjab Public Library Lahore*. General Books LLC.
- Malik, A& Ameen, K. (2016). A Snapshot of LIS Education in Pakistan. In book: *Transformation of LIS Education, Libraries and Information Services for Knowledge Society*. Publisher: Ess Ess Publications New Delhi Editors: Malhan, Kaur.
- Naseer, M. M. (2013). Library and Information Science Research in Pakistan: Bibliographic Control, Bibliometric Analysis and Issues. (Unpublished Ph.D.), University of the Punjab, Lahore, Pakistan.

Suggested readings:

- Ameen, K. (2006). University libraries in Pakistan and status of collection management policy. *Library Collections, Acquisitions, and Technical Services*, 30(3-4), 154-161, DOI: 10.1080/14649055.2006.10766124
- Bhatti, R., & Chohan, T. M. (2013). The Education System and Librarianship in Pakistan: An Overview. *Library Philosophy and Practice* (e-journal).
- Batool, S. H. & Webber, S. (2017). Conceptions of school libraries and the role of school librarians: findings from case studies of primary schools in Lahore. *Information Research*, 22(1). Available at <http://www.informationr.net/ir/22-1/colis/colis1606.html#fat89>

- Haider, S. J. (1998). Public libraries and development planning in Pakistan: a review of past efforts and future needs. *Asian Libraries*, 7(2), 47-57, <https://doi.org/10.1108/10176749810368937>
- Mairaj, M. I. (2013). Use of University's Library Websites in Pakistan: An Evaluation. *Pakistan Journal of Library and Information Science* (now, PJIML), 14, 3-8.
- Mehmood, K., & Shafiqur, R. (2015). Problems of College Libraries in Pakistan. *Pakistan Library & Information Science Journal*, 46(3), 34-44.
- Rafiq, M., & Ameen, K. (2013). Digitization in university libraries of Pakistan. *OCLC Systems & Services: International digital library perspectives*, 29(1), 37-46, <https://doi.org/10.1108/10650751311294546>
- Saeed, H., Asghar, M., Anwar, M., & Ramzan, M. (2000). Internet use in university libraries of Pakistan. *Online Information Review*, 24(2), 54-160, <https://doi.org/10.1108/14684520010330364>
- Shafiq UR, R., & Pervaiz, A. (2007). Challenges and Opportunities for Libraries in Pakistan. *Pakistan Library & Information Science Journal*, 38(3), 6-11.

3. INDEPEDENT STUDY

There is no unit-wise description for this course. In this course, each student will receive a separate mini research project and he/she will be bound to complete that particular project and submit report at the end of semester under the supervision of resource person. Each student will also require to give a presentation and defending his /her submitted project. Marks out of 100 (pass marks as per AIOU rules) will be decided in consultation with a panel of experts (preferably LIS Department's faculty) at the time of student presentation.

4. INFORMATION: PERSPECTIVES, NEEDS, SEEKING, AND USE

Unit 1.	Information Behavior: An Introduction
Unit 2.	The concept of Information
Unit 3.	Information needs, information seeking, and related concepts
Unit 4.	Models of information behavior

Unit 5.	Perspectives, paradigms, and theories
Unit 6.	Reviewing the research: its history, size, and types
Unit 7.	Research by occupation
Unit 8.	Research by social role and demographic group
Unit 9.	Reviewing, critiquing, concluding

Recommended reading:

- Case, D. O. (2007). Looking for information: A survey of research on information seeking, needs, and behavior. Elsevier. UK.

Suggested readings:

- Abobott, R. (2004). Subjectivity as a matter of concern for information science: A popperian perspective. *Journal of Information Science*, 30, 95-106.
- Allen, T., & Wilson, T. D. (2003). Information overload: Context and causes. *The New Review of Information Research: Studies of Information Seeking in Context (Proceedings of ISIC 2002)*, 4, 31-44.
- Chelton, M. K., & Cool, C. (2007). *Youth information seeking behavior II: Context, theories, models, and issues*. U.S.A. Scarecrow Press
- Fischer, K. E., Erdelez, S., & Mckechnie, E. F. (Eds.) (2005). *Theories of information behavior*. New Jersey, U.S.A.: Information Today, Inc.
- Frohmann, B. (2004). *Deflating information: From science studies to documentation*. Toronto: University of Toronto Press.

5. LEADERSHIP AND TEAM MANAGEMENT

Unit 1.	Leadership teams
Unit 2.	Requirements of high performing leadership teams
Unit 3.	Concepts of team coaching
Unit 4.	Team coaching process
Unit 5.	Coaching five disciplines: systemic team coaching

Unit 6.	Team coaching
Unit 7.	Effective team coach/leader
Unit 8.	Supervising team coaching
Unit 9.	Team coaching methods, tools and techniques

Recommended reading:

- Hawkins, P. (2011). *Leadership team coaching: Developing collective transformational leadership*. London, U.K: Kogan Page.

Suggested readings:

- Brent, M., & Dent, F. E. (2017). *The leadership of teams: how to develop and inspire high-performance teamwork*. London, U.K.: Bloomsbury Publishing.
- Ellis, P., & Bach, S. (2015). *Leadership, management and team working in nursing (2nd ed.)*. California, U.S.A.: Sage Publications, Inc.
- Mullins, C., & Constable, G. (2007). *Leadership and team building in primary care*. Oxon, U.K.: Radcliffe Publishing.
- Northousse, G. P. (2010). *Leadership theory and practice (5th ed.)*. California, U.S.A.: Sage Publications, Inc.

6. SEMINAR IN ADVANCED RESEARCH

There is no unit wise description for this course. All the enrolled students will be trained by practice of developing a quality research proposal. In this course, each student will receive a separate research topic and he/she will be bound to complete that particular project and submit completed proposal at the end of semester under the supervision of resource person. Each student will also require to give a presentation of his/her research proposal. Marks out of 100 (pass marks as per AIOU rules) will be decided in consultation with a panel of experts (preferably LIS Department's faculty) at the time of student presentation.