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Faculty of Humanities & Social Sciences
Master of Arts in Library and Information
Science

Syllabus
SEMESTER SYSTEM
2024



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Library and Information Science
University Campus, Kirtipur
Nepal

Syllabus

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1. Introduction to Master of Arts in Library and Information Science

Library and Information Science (LISc) is a multidisciplinary field that focuses on the organization, management, preservation, and dissemination of information. It encompasses the study of libraries, archives, information management, and information technology. LISc courses and programs are designed to prepare professionals who work in libraries, archives, museums, and various information settings to effectively manage and provide access to information resources.

LISc (Library and Information Science) programs typically cover a wide range of topics, including cataloguing, classification, information retrieval, digital libraries, information technology, information ethics, collection development, reference services, and archival management. Students learn about the principles and practices related to the organization and retrieval of information.

Here, are some key aspects of Library and Information Science courses and their importance. One of the central components of LISc is the organization of information. Students learn to create metadata, classify materials, and design effective search systems. Properly organized information is essential for efficient retrieval and citation. LISc programs emphasize the importance of ethical considerations in information management. This includes copyright, plagiarism, privacy, and intellectual property issues. Proper citation is key for maintaining ethical standards in research and information use.

LISc professionals often work in educational settings, teaching information literacy skills to students. This empowers individuals to evaluate information sources, conduct effective research critically. They learn to locate, evaluate, and use information effectively, which is closely tied to the ability to cite sources accurately. Accurate citations help users trace the sources of information and verify its reliability.

In the digital age, managing vast amounts of digital information is a significant challenge. LISc courses address issues related to digital libraries, data management, and information retrieval systems. LISc programs also cover topics related to the preservation of historical documents and materials. This includes digitization efforts and the creation of archival records, essential for documenting the history of information and its sources.

With the increasing reliance on technology, LISc programs often include courses on information technology, including databases, digital libraries, and information systems. Proper citation is important in digital environments as well. Since, libraries and information centers are community hubs, LISc professionals create spaces for learning, collaboration, and community engagement.



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Libraries and information centres serve diverse communities with unique needs. LISc professionals are trained to provide specialized services, such as medical librarians helping healthcare professionals find the latest research, or law librarians assisting legal practitioners with legal research.

Graduates of LISc (Library and Information Science) programs can pursue careers as librarians, archivists, information specialists, data analysts, knowledge managers, and more. Proper understanding of citation practices is crucial in these roles, as they often involve curating and organizing information resources.

In summary, Library and Information Science courses cover a wide range of topics related to information management and access. The importance of citation within this field lies in its role in accurately attributing sources, promoting ethical information use, and ensuring the accessibility and reliability of information for users. Proper citation is a fundamental skill for LIS professionals and researchers in general.

2. Background of Master of Arts in Library and Information Science

The Central Department of Library and Information Science was established in 1995 A.D. (2052 B.S.) under the Faculty of Humanities and Social Sciences. From the year of establishment, the department started teaching one-year postgraduate bachelor's degree courses (BLISc).

The establishment of BLISc was not the sudden decision that took place. Many TU staff were sent to study with scholarships at different universities in India for library education. Those Universities were Delhi University, Patna University, Lucknow University, SNDT Women's University, Mumbai University, Bangalore University, Dr. B.R. Ambedkar University, and Poona University. Such scholarships were received during 1985 A.D. to 2002 A.D. through the World Health Organization, Higher Education Project, and Faculty Development Programme. The course was aimed to produce an officer-level librarian who could manage medium and large-sized libraries either special, academic, children, or other libraries.

Along with pioneer librarians of Nepal, the graduates with BLISc degree served in the management of renowned libraries of Nepal, for instance, the National Library, Kesar Library, Dilliraman-Kalyani Regmi Memorial library, Tribhuvan University Central Library, different college libraries, and so on. The history of libraries walked with the performance of those graduates as professional librarians. To cope with the information explosion age, specialized professional human resources were the need of the time. As time and the need changed, the library did not remain static as the center for organizing, preserving, and disseminating human graphic records, rather it moved as a center for solving the problems of knowledge records, and effective communication of knowledge. To go with the advancement, the BLISc was upgraded to MLISc (Master's degree in library and information science) at Central Department of Library and Information Science, TU, in 2002 A.D. (2059 B.S.). This was the landmark for the professional development of librarianship in Nepal. After completing 10 batches of the yearly



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system, the semester system started in 2014 A.D. (2071 B.S.). The master's program aimed to conduct research, provide support and guidance for distinct types of libraries, suggest legal provisions for libraries, and produce high-skill professional human resources who could lead both traditional and new digital types of libraries.

3. The Objectives of the Central Department of Library and Information Science

- Introduce the principles and practices related to the organization and retrieval of information.
- Enhance distinct categories of information personnel required for the country in the field of library and information science.
- Execute information services to the users who attend libraries or information centres of diverse types and sizes through professional support.
- Organize research in the field of library and information science.
- Organize seminars, workshops, research, and consultancies in the field of library and information science.
- Monitor the policy and other related matters in the field of Library and Information Science.
- Devise faculty development programs for professional development
- Suggest and coordinate with the concerned bodies for making various policies, acts, laws, and legislation in the field of library and information science.
- Suggest the concerned authorities, present proposals, programs, and advice to the concerned organizations and governmental offices according to their needs and requests for the development of information sectors.

4. Core Competencies of MLISc

The Master's degree in library and information science (MLISc) graduates are expected to develop the following core competencies:

- Exhibit professionalism through the knowledge, skills, and attitudes of library and information science theories, policies, and practices.
- Explore complexities of information services in diverse cultural settings and use digital tools and technologies in a responsive way
- Analyse the Information needs of users and demonstrate the ability to integrate 21st-century skills in the implementation of information services.
- Employ different evaluation techniques for the selection of information sources.
- Apply appropriate communication skills and networking with all stakeholders including users.
- Use research approaches in identifying current issues and plan for addressing them.
- Demonstrate skills in the use of digital tools and technologies relevant to library and information services.
- Implement organization and dissemination of information using ICTs (Information Communication Technology).



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- Prepare and use an online public access information management system with an appropriate digital system.
- Be engaged creatively, critically, and constructively to produce ideas and demonstrate skills and attitude to solve problems
- Be fully acquainted with the meaning of information professional's identity and its development in the changing world in the 21st century

5. Course Structure

The structure of the course is divided into four semesters, i.e., first semester, second semester, third semester, and fourth semester. The duration of the course is two academic years. In the first semester, there are 15 credits with 5 courses of 3 credits each. The second semester also comprises 15 credits with 5 courses of 3 credits each. Similarly, in the third semester, there are 15 credits with 5 courses of 3 credits each, and in the final or fourth semester, there are 18 credits with two theoretical and a practical course, including an internship of 30 working days, preparation of internship report, and thesis writing. Each course requires at least 3 classes per week and more than three classes may require in some practical cases.

First Semester

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 501	Foundation of Library and Information Science	3	60	40	100
LISc 502	Library Classification and Cataloguing-I [Theory]	3	60	40	100
LISc 503	Library Classification and Cataloguing -I [Practical]	3	-	-	100
LISc 504	Information Communication Technology [Theory]	3	60	40	100
LISc 505	Information Communication Technology [Practical]	3	-	-	100

Second Semester

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 551	Library and Information Management- I	3	60	40	100
LISc 552	Library Classification and Cataloguing-II [Theory]	3	60	40	100
LISc 553	Library Classification and Cataloguing-II [Practical]	3	-	-	100
LISc 554	Networking and Content Management [Theory]	3	60	40	100
LISc 555	Networking and Content Management [Practical]	3	-	-	100



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Third Semester

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 601	Library and Information Management- II	3	60	40	100
LISc 602	Research Methodology	3	60	40	100
LISc 603	Library Software and Digitization [Theory]	3	60	40	100
LISc 604	Library Software and Digitization [Practical]	3	-	-	100

Specialization Subjects

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 605-1	Analytical Products of Information [Theory]	3	60	40	100
LISc 605-2	Community Information Service [Theory]	3	60	40	100

Fourth Semester

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 651	Information Sources and Services	3	60	40	100
LISc 652	Quantitative Techniques	3	60	40	100

Specialization Subjects

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 653-1	Analytical Products of Information [Practical]	3	-	-	100
LISc 653-2	Community Information Service [Practical]	3	-	-	100

Internship and Thesis

Course Code	Course Title	Credit	Ext. Marks	Int. Marks	Total Marks
LISc 654	Internship	3	-	-	100
LISc 655	Thesis	6	-	-	100





6. Admission Requirements

The candidate seeking admission to the course should satisfy the following conditions:

- i) Bachelor's degree or its equivalent from any university recognized by TU
- ii) Proficiency in English
- iii) Basic knowledge of computer
- iv) Special consideration shall be given to the eligible candidates from
 - a. the field of Library and Information Science, Science and Technology.
 - b. employees in libraries and information centers or holding some basic qualifications in library and information science education.
- v) Candidate has to pass an entrance test for admission, securing not less than 50% of marks. The entrance examination will be of 100 marks.

7. Attendance

It is a professional course; a student will be debarred from appearing in the examination if he/she fails to get a minimum of 80% attendance in the class.

8. Examination and evaluation

The performance of the student is evaluated by written and practical examinations. The semester examination system is followed in this regard. There is a final examination at the end of each semester conducted by the Dean's Office of the Faculty of Humanities and Social Sciences. Apart from semester examinations, there will be assignments, presentations, and internal examinations.

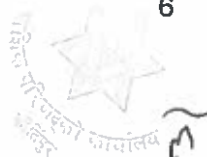
Each course will be evaluated for 100 full marks or accordingly. The marks are divided into 60-40 grading systems. The student should appear in the semester examination at the end of the semester taken by the University for 60 marks. The remaining 40 marks are awarded based on the submission of assignments, presentations, attendance, and the internal examination system. Internal evaluation is grounded on continuous monitoring by the supervisor and teachers using specific tools. The 40 marks are further divided into internal examinations as follows:

Theoretical subjects

Subjects	Marks
Interaction in Class, Presentation, and Participation	15
Submission of Assignments	10
Internal Examination or Assessment	15

Practical subjects

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Internship

Headings	Marks
Thirty Working Days Internship	50
Submission of Internship Report	40
Internship Report Presentation	10

Thesis

Headings	Marks
Thesis Proposal Submission and Presentation	15
Thesis Format	10
Thesis Presentation	60
Viva	15

There will be an internal examination which carries 40 marks as stated above. Students' failure to score 50% marks in the internal examination cannot appear in the semester examination.

Question Format:

Theory:

- Long Answer Question, 20 Marks out of 60.
- Short Answer Question, 40 Marks out of 60.

Practical:

- Long answer and short answer questions with practical operation, 50 Marks out of 60.
- Viva 10, Marks out of 60.

Internship: In the fourth semester, students must do 30 working days of internship to gain real-world work experiences in the LIS field and related institutions.

Thesis: In the fourth semester, students must do a thesis, which is mandatory. For the completion of the thesis, students must submit a proposal and face a defence. After the approval of the proposal from the Research Committee of the Department, students are eligible to continue the research. Students are expected to complete the thesis within the fourth semester. There will be viva after the submission of the full thesis. The thesis will be evaluated based on the viva presentation.





9. Grading Point System

To receive credit for a course, a student must be regular in attendance and satisfactorily complete all assignments, securing a passing grade according to the marking system established by Tribhuvan University. All courses will be examined at the end of the semester in which they are taken; each course will be marked in percentage, out of 100, and translated into literal grades as indicated in the table below. The pass mark in all courses will be 50 marks in each course.

Letter Grade	Cumulative Grade Point average (CGPA)	Percentage	Remark
A	4.0	90 and above	Distinction
A-	3.7-3.99	80-89.99	Very Good
B+	3.3-3.69	70-79.99	First Division
B	3.0-3.29	60-69.99	Second Division
B-	2.7-2.99	50-59.99	Pass in Individual
F	0.0	Below 50	Fail

10. Teaching Methods

The traditional lecture method will occupy more time for teaching. Except that following will be suggested methods of teaching for quality education and skills:

- The last 10 minutes of the lecture will be discussion time
- Monthly seminar to be organized
- Group discussion and cooperative projects to be followed
- Computer technology to be used
- Hands-on experience will be provided whenever possible and wherever required
- Student-centred approach will be applied to teaching and learning

11. Teaching Aids

There are different kinds of teaching aids for scientific teaching of information science. New methods of communication are being developed and new information technologies are being used. Information Science is a rapidly developed discipline. The following facilities will be provided for teaching:

- Projector
- Audio and Video Equipment
- Personal Computers
- Necessary Computer Software
- Internet
- Moodle



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12. Other Activities

- Field Observation: Provision is made for visiting various libraries and documentation centers in the country and abroad in the students' expenditure.
- Training, seminars, and conferences: Special provisions will be made to have exposure to students' training, seminars, conferences, projects, presentations, and lectures by visiting experts and professors.



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13. For More Details, Please Visit Us

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Subject: Library and Information Science
Level: Master's Degree
Course Title: Foundation of Library and Information Science
Course Code: LISc 501

Semester: 1st Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course is designed to give a clear concept about the development of libraries, information centers, and documentation centers passed through various human civilizations. It also focuses on the existence of various kinds of libraries in society, their aims, and functions to meet ever growing needs and demands of information seekers.

The objectives of this course are to:

- Introduce a comprehensive overview of the history and development of libraries.
- Explain the role of libraries in human and modern society.
- Explain the different types of libraries and their functions.
- Interpret the laws of library science and their impact on library development.
- Analyse library legislation and library associations.
- Find public relations and extension activities of libraries.

After completion of this course, students will be able to:

- Define and explain the key concepts, history, and development of library science and libraries.
- Analyse the role of libraries in human and modern society.
- Identify the different types of libraries and their functions.
- Discuss the laws of library science and their impact on library development.
- Analyse the importance of library legislation and library associations for its development.
- Investigate public relations and extension activities of libraries regarding changing times.

Unit	Course Content	Lecture hrs.
1.	History of Libraries <ul style="list-style-type: none">- Etymological meaning, Information preservation centers of the early period- Development of Information Sources<ul style="list-style-type: none">- Before Paper and Printing- After Paper and Printing- After Electronic Devices and the Internet- Role of the library in human/modern society- History of Libraries in Nepal<ul style="list-style-type: none">- Library movements before 1951 A.D.- Library developments after 1951 A.D. to date	10



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| 2. | Information Communication <ul style="list-style-type: none">- Data, information, and knowledge: their relation- Characteristics of information; natural characteristics- Information quality- Library literacy: library orientation, instruction- basics- Library advocacy: meaning and concept- Economics of information, marketing of information, information industry, Information society | 8 |
| 3. | Types of Libraries: Definition, Objectives, Functions, Services, Collection, and User <ul style="list-style-type: none">- Academic Library- Public library/ Community Library- National Library- Special Library- Depository Library | 8 |
| 4. | Laws of Library Science <ul style="list-style-type: none">- Five Laws of Library Science by Dr. S.R. Ranganathan<ul style="list-style-type: none">- Each law with its impacts on library developments- Comments and expansion of these laws, analytical study- Five Laws and Information Technology: relevancy of these laws in the age of IT | 8 |
| 5. | Library Legislation and Library Associations <ul style="list-style-type: none">- Concept, Function, and Need- Nepal Library Legislation- Right to Information Act, 2064 (2007A.D.)- Library Guidelines, 2064- International, regional, and national library associations,<ul style="list-style-type: none">- NLA (Nepal Library Association), ASIALA (Asian Library Association), IFLA (International Federation of Library Associations and Institutions) | 8 |
| 6. | Public Relations and Extension Activities of Libraries <ul style="list-style-type: none">- Concept and Need- Library's public relations and extension service- Community information service: Community Learning Center, Community Learning Research Center- Local history collection center- Information resource sharing and networking | 6 |



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Suggested Readings

- Campbell, J. W. P. (2013). *The library: A world history*. University of Chicago Press.
- DeCristofaro, C., Hutter, J. & Tanzi, N. (2020). *Best technologies for public libraries: policies, programs, and services*. Bloomsbury Publishing USA.
- Evans, G. E., & Greenwell, S. (2018). *Academic librarianship* (2nd ed.). ALA Neal-Schuman.
- Karki, M. (2012). *Libraries, information centers & information professionalism in Nepal*. Nirala Prakashan.
- Khanna, J. K. (1994). *Library and society*. Ess Ess Publications.
- Kumar, K. (2007). Fundamentals of information science. *Library Herald*, 45(1), 84-87.
- Ramaiah, L. S., & Rao, P. G. (1997). *Information and society: Essays in the memory of Prof. P. Gangadhara Rao*. Ess Ess Publications.
- Ramaiah, L. S. (1997). *Public library systems: Services & networking* (vol I and II). Ess Ess Publications.
- Rubin, R. (2004). *Foundations of library and information science*. Neal-Schuman Publishers.
- Ranganathan, S. R. (1989). *Five laws of library science* (2nd ed). Sarada Ranganathan Endowment for Library Science.
- राष्ट्रिय सूचना आयोग. (२०७३). सूचनाको हक सम्बन्धी ऐन, नियमावली र कार्यविधि एवं निर्देशिकाको सँगालो राष्ट्रिय सूचना आयोग.
- नेपाल राष्ट्रिय पुस्तकालय. (२०६४). पुस्तकालय तथा सूचना सेवा राष्ट्रिय नीति.
- Comito, L., Geraci, A., & Zabriskie, C (2012). *Grassroots library advocacy*. American Library Association.
- Prasher, R. G. (1991). *Information and its communication*. Medallion Press.
- Singh, G. (2013). *Information sources, services and systems*. PHI Learning.
- Walton, G., & Pope, A. (2006). *Information literacy: Recognising the need*. Chandos Publishing.
- Ranganathan, S. R. (2006). *The five laws of library science*. Ess Ess
- Cho, C. S. (2010). An observation on the public relations of public libraries. *Journal of the Korean Biblia Society for Library and Information Science*, 21(4), 5-15.



Subject: Library and Information Science
Level: Master's Degree
Course Title: Library Classification and Cataloguing - I [Theory]
Credit Hours: 3
Course Code: LISc 502

Semester: 1st Semester
Full Marks: 100
Lecture Hours: 48

Course Introduction

This course is designed to provide theoretical knowledge through library classification and library catalogues. Information is available in different forms and formats in plenty of numbers. Without proper organization of information, it cannot be retrieved to establish the right communication with users and information at the right time. Therefore, each professional should have the proper knowledge of information-controlling techniques and a catalogue for the best organization of the information.

The objectives of the course are to:

- Explain the role of library classification and library catalogue in knowledge organization.
- Summarize different schemes of library classification and library catalogue.
- Explain the fundamentals of cataloguing standardization.

After completion of this course, students will be able to:

- Explain the evolution, meaning, need, and tools of information control techniques and their functions
- Compare and contrast the different types of library classification schemes
- Explain the concept of library catalogues and their different forms
- Classify documents following various library classification schemes
- Prepare different kinds of library catalogues

Unit	Course Content	Lecture hrs.
1.	Information Control Techniques <ul style="list-style-type: none">- Meaning and need of information control- Tools of controlling techniques: need and functions<ul style="list-style-type: none">- Library classification- Library cataloguing, bibliography- Subject heading; keywords- Indexing- Abstracting	6
2.	Evolution of Theory of Library Classification <ul style="list-style-type: none">- Concept, and need for library classification theory- Descriptive theory<ul style="list-style-type: none">- Enumerative scheme- Almost enumerative scheme- Dynamic theory<ul style="list-style-type: none">- Faceted schemes- Rigidly faceted- Almost Faceted- Freely Faceted- Modes of subject formation<ul style="list-style-type: none">- Structure of subjects	10

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3. Introduction, Concept, Structure, and Notation of Library Classification Schemes 8
 - Dewey Decimal Classification scheme
 - Library of Congress
 - National Library of Medicine
 - Colon Classification

4. Library Catalogue 8
 - Types of cataloguing process: copy catalogue and original catalogue
 - Concept of centralized cataloguing and union catalogue
 - Difference between library catalogue and bibliography

5. Form of Library Catalogue 8
 - Physical forms: Book, Sheaf, Card, Machine-readable (including OPAC and Web-OPAC); their merits and demerits and suitability for their kinds of library
 - Inner forms: dictionary/alphabetical, classified, and alphabetic-classed forms.
 - Descriptive cataloguing
 - Document description: Eight main areas
 - Types of entries -main, added, analytical, cross reference
 - Rules for filing
 - Authority file

6. Cataloguing Codes 8
 - Cataloguing codes- definition, objectives, scope, and components
 - Historical overview of different codes
 - Features of AACR2
 - International Standard of Bibliographic Description (ISBD): Concept and types
 - ISBN
 - ISSN



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Suggested Readings

- Carter, R. C., & Kao, M. L. (2001). *Cataloguing and classification for library technicians*. Haworth Press.
- de, K. P. (2012). *Indexing: From thesauri to the semantic web*. ProQuest Ebook Central .
- Fritz, D. A., & Fritz, R. J. (2002). *Marc 21 for everyone: A practical guide*. ProQuest Ebook Central .
- Hunter, E. J. (2018). *Classification made simple*. Taylor & Francis Group.
- Intner, S. S., & Fountain, J. F. (2010). *Cataloging correctly for kids: An introduction to the tools*. ProQuest Ebook Central.
- Joudrey, D. N., & Taylor, A.G. (2018). *The organization of information* (4th ed.). Libraries Unlimited.
- Karki, M. (2012). *Information control technique: Theory of library classification*.
- Lazarinis, F. (2014). *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC21 standards*. ProQuest Ebook Central.
- Mortimer, M. (2007). *Learn descriptive cataloguing*. ProQuest Ebook Central.
- Raju, J., & Rajud, R. (2006). *Descriptive and subject cataloguing: A workbook*. Chandos Publishing.
- Joudrey, D. N., & Taylor, A.G. (2018). *The organization of information* (4th ed.). Libraries Unlimited.
- Aswal, R. S. (2004). *MARC 21: Cataloging format for 21st century*. EssEss.
- Baca, M. (2008). *Introduction to Metadata* (online edition, version 3.0).
http://getty.edu/research/publications/electronic_publications/intrometadata/index.html
- Batley, S. (2005). *Classification in theory and practice*. Chandos.
- Boeuf, P. L. (Ed.). (2005). *Functional requirements for bibliographic records (FRBR): Hype or cure-all?* The Haworth Information Press.
- Michell, A. M., & Surratt, B. E. (2005). *Cataloguing and organizing digital resources: A how to-do it manual for libraries*. Facet Pub.
- Satiya, M.P. (2007). *The theory and practice of Dewey Decimal Classification scheme*. Chandos.



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Library Classification and Cataloguing -I [Practical] Credit Hours: 3

Course Code: LISc 503

Semester: 1st Semester

Full Marks: 100

Lecture Hours: 48

Course Introduction

This course is designed to provide practical knowledge to manage library collections through classification schemes and cataloguing code. Practical knowledge and skill, which is an essential paradigm for organizing the different forms of information. Different classification schemes, cataloguing codes, and physical forms are inherent to fulfill the purpose, widely used and relevant schemes and codes are introduced in this course.

The objectives of the course are to:

- Build basic class numbers using DDC
- Identify the mapping structure of Library of Congress (LC), National Library of Medicine Classification Scheme (NLM), and Colon Classification (CC)
- Utilize the cataloguing code AACR2

After completion of this course, students will be able to:

- Distinguish the structures of classification schemes
- Classify documents using the DDC, LC, NLM, and CC
- Judge AACR-II to create accurate and consistent catalogue records with necessary added entries
- Prepare special reference to localization: Nepalese names and references

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Structures of Classification Schemes - Hierarchical formation of DDC - Classification using First, Second, and Third Summary - Building basic class numbers using; - Recognition of the mapping structure of LC - Recognition of the mapping structure of NLM - Recognition of the mapping structure of CC	24
2.	Anglo-American Cataloguing Rules- II (AACR-II) - Choice of access point for entry - Identification of necessary punctuation marks and their layout and order - Identification of proper indentation - Entry under single personal/joint/ more than 3 authors - Mixed and shared responsibility - Editorial works - Headings for persons; pseudonyms - Special reference to localization: Nepalese names and references - Assigning subject headings for documents using Sears List of Subject Headings	24

Suggested Readings

- Mortimer, M. (2007). *Learn descriptive cataloguing*. ProQuest Ebook Central.
- Dewey, M. (2011). *Dewey decimal classification* (23rd ed.). Forest Press.
- Maxwell, R. L. (2004). *Maxwell's handbook for AACR2: Explaining and illustrating the Anglo-American cataloguing rules through the 2003 update*. American Library Association.
- Gorman, M., & Winkler, P. W. (Eds.). (1998). *Anglo-American cataloguing rules* (2nd rev. ed.). Canadian Library Association, Library Association Publishing Limited, and American Library Association.
- Lazarinis, F. (2015). *An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 standards*. Chando's Publishing.
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- Miller, J. (Ed.). (2010). *Sears list of subject headings* (20th ed.). The H. W. Wilson AACR, 2nd revised with 2005 updates. Chicago, A.L.A., 2005
- Ranganathan, S. R. (1969). *Colon classification* (7th ed.).
- Chan, L. M., Intner, S. S., & Weihs, J. (2016). *Guide to the library of congress classification*. ABC-CLIO.
- Ganendran, J., & Farkas, L. (2007). *Learn library of congress subject access*. TotalRecall Publications.





Subject: Library and Information Science

Level: Master's Degree

Course Title: Information Communication Technology [Theory] Credit Hours: 3

Course Code: LISc 504

Semester: 1st Semester

Full Marks: 100

Lecture Hours: 48

Course Introduction

This course covers Information Communication Technology (ICT), which includes computers, the Internet, and mobile devices. It covers hardware, software, and multimedia components, library management systems, circulation, database management, and security. The course also covers managerial aspects like planning, hardware selection, software evaluation, and website development. The goal is to provide a comprehensive understanding of ICT and its potential to enhance library services.

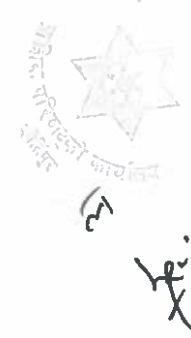
The objectives of this course are to:

- Identify the basics of Information Communication Technology (ICT) and its applications in libraries.
- Explain computer hardware and software, including operating systems, application software, and multimedia applications.
- Interpret the basics of computer programming languages, including definition, scope, and use.
- Explain the software development life cycle, system design, algorithms, and characteristics of computers.

After completion of this course, students will be able to:

- Demonstrate a basic understanding of ICT and its applications in libraries.
- Use computer hardware and software effectively.
- Develop multimedia applications.
- Interpret different programming languages.

Unit	Course Content	Lecture hrs.
1.	Information Communication Technology (ICT): Introduction, need, and components <ul style="list-style-type: none">- Computer Hardware and Software- ICT application in libraries<ul style="list-style-type: none">- Application of Internet of Things; Library Management System, Circulation: Check-in and check-out, Database Management, Security, etc.	8





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| 2. | Logical Units of ICT: Software | 10 |
| - | System software / Operating system - Types and functions, examples of operating systems: Windows and Linux, MAC Operating System, etc. | |
| - | Application software; system utility software, software packages, and their domain of application | |
| - | Open-source Software and related to the LIS domain | |
| 3. | Multimedia Application | 8 |
| - | Elements of multimedia system | |
| - | Application of multimedia in information centres: Forms and format of information resources with multimedia, Multimedia enabled services of the information centres | |
| - | Role of multimedia for sharing and preserving information | |
| 4. | Computer Programming Languages | 8 |
| - | Definition, scope, and use of programming languages | |
| - | Types of programming languages, machine language, assembly language, and high-level language | |
| - | High-level programming language- overview, classification, application domain, and generations | |
| - | Program development tools - compiler, interpreter, loader, linker, and locator | |
| 5. | Software development life cycle | 8 |
| - | Flowcharting and system design: purpose and use, symbols of flowchart, constructing charts | |
| - | Algorithms | |
| - | Characteristics of computers | |
| - | Developing algorithms | |
| - | Analysis of system study | |
| 6. | Managerial aspects of ICTs | 6 |
| - | Planning for Information and Communication Technology in Libraries: assessment of needs, priority settings, hardware selection, software evaluation and selection, website and portal development, restructuring of physical setup, ergonomics, staff training, financial aspects, | |
| - | Maintenance of hardware, software security, Institutional repositories, web content management, data migration | |



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Suggested Readings

- Carpenter, T. (2012). *Microsoft Windows operating system essentials*. ProQuest Ebook Central.
- Lambert, J., & Lambert, P. A. (1991). *How to find information in science and technology* (2nd ed.). Bingley.
- Rowley, J. (1996). *The basics of information systems*. Library Association Publishing.
- Sowe, S. K., Parayil, G., & Sunami, A. (Eds.). (2012). *Free and open source software and technology for sustainable development*. ProQuest Ebook Central.
- Stanger, J., Lane, P. T., & Stanger, J. (2001). *Hack proofing Linux: A guide to open source security*. ProQuest Ebook Central.
- Yadav, D. (2006). *Foundations of information technology*. New Age International.
- Stallings, W. (2003). *Computer organization and architecture: Designing for performance* (6th ed.). Prentice-Hall.
- Alexander, T., & Mathew, J. (2012). *Computer and information technology*. Neha Publishers & Distributors.
- Das, D. (2012). *Application of information technology in libraries*. JBA.
- Dhamdher, D. M. (2012). *Operating systems: A concept-based approach*. Jain Publishing.
- Jones, E. (2010). *Microsoft word 2010: An introduction* [Kindle Edition]. Amazon Digital Services.
- Mishra, V. K. (2016). *Basics of library automation, koha library management software and data migration: Challenges with case studies*. Ess Ess Publications.
<https://koha-community.org/manual/22.11/en/html/>
<https://wiki.lyrasis.org/display/DSDOC7x>
- Strachey, C. (2000). Fundamental concepts in programming languages. *Higher-order and symbolic computation*, 13, 11-49.
- Chowdhury, G. G., & Chowdhury, S. (2003). *Introduction to digital libraries*. Facet publishing.
- Li, Z. N., Drew, M. S., & Liu, J. (2004). *Fundamentals of multimedia*. Pearson Prentice Hall.
- Furht, B. (1994). Multimedia systems: An overview. *IEEE MultiMedia*, 1(1), 47-59.



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Information Communication Technology [Practical] Credit Hours: 3

Course Code: LISc 505

Semester: 1st Semester

Full Marks: 100

Lecture Hours: 48

Course Introduction

This course deals with operating systems, bibliographic and full-text databases, Web 2.0 tools, and library resources effectively. It enables the utilization of various ICT tools and software for the enhancement of library and information services.

The objectives of this course are to:

- Learn the basics of operating systems, including Windows OS, MS Word, Excel, PowerPoint, and Linux.
- Learn how to search bibliographic and full-text databases.
- Learn how to use Web 2.0 tools. Prepare information products supporting library and information services.

After completion of this course, students will be able to:

- Use operating systems effectively.
- Search bibliographic and full-text databases effectively.
- Use Web 2.0 tools effectively.
- Prepare library brochures, banners, etc.

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Operating systems - Windows OS- MS Word, Excel, PowerPoint, - Linux basics	24
2.	Bibliographic and full-text database searching from available sources, for example: - Research4Life: Hinari, ARDI, AGORA, GOALI, OARE - Google Scholar - RemoteXS - NepJOL - Using Web 2.0 Tools - Google Maps, Google Docs, etc. search - Library 2.0- Wiki, Blog, Really Simple Syndication (RSS), Bookmarks, OPAC - Preparing library Brochures, Banners, etc.	24

Suggested Readings

- Bright, S. (2020). *Windows operating system: Windows operating system (OS) installation, basic windows OS operations, disk defragment, disk partitioning, windows OS upgrade, system restore, and disk formatting.*
- Cannon, J. (2017). *Linux for beginners: An introduction to Linux operating.*
- Fox, R. (2014). *Linux with operating system concepts.*
- Ghate, S.V. (2017). *Operating system concepts and basic linux commands.*
- Panek, C. (2019). *Windows operating system fundamentals.*
- <https://www.nepjol.info/>
- <https://www.research4life.org/>
- <https://doaj.org/>
- <https://scholar.google.com/>
- Nixon R. (2018). *Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5* (5th ed.). O'Reilly Media.
- Chua, A. Y., & Goh, D. H. (2010). A study of Web 2.0 applications in library websites. *Library & Information Science Research*, 32(3), 203-211.
- Garrand, T. (2020). *Writing for multimedia and the Web: A practical guide to content development for interactive media.* CRC Press.
- Central Department of Library and Information Science, T.U. (2023). *Handbook of Training Manual.*



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Library and Information Management-I

Course Code: LISc 551

Semester: 2nd Semester

Full Marks: 100

Credit Hours: 3

Lecture Hours: 48

Course Introduction

This course is intended to instruct the students about the application of scientific management of theories, principles, and policies for effective and prompt functioning of a library or information centres. It also focuses on various housekeeping operations performed inside the libraries.

The objectives of the course are to:

- Define and understand the management of libraries and information centers.
- Explain the principles of management and how they can be applied to libraries and information centres.
- Interpret the different management philosophies and schools of thought and how they have influenced the management of libraries and information centres.
- Analyse distinct types of library administration and their organization.
- Analyse the concept of collection development and the different selection criteria that can be used.
- Examine the physical planning of the libraries.

After completion of this course, students will be able to:

- Identify types of materials that can be collected in a library and how they are managed.
- Interpret policies and procedures that are used in technical processing.
- Understand the distinct types of storage that can be used for library materials and how they are maintained.
- Implement library committees and library authorities and their functions.
- Invent the role of the librarian and library statistics in decision-making.
- Design and implement a physical plan for a library.

Unit	Course Content	Lecture hrs.
1.	General Management <ul style="list-style-type: none">- Concept and need- Definition and functions- Principles of management- Management philosophy and schools of thought<ul style="list-style-type: none">- Brief description of classical, neoclassical, and scientific schools of thought	8
2.	Management of Libraries and Information Centres <ul style="list-style-type: none">- Application of management principles in libraries and information centers- Library administration- concept, definition, and scope- Housekeeping operations	8





- The external and internal environmental factors of the library: government policies, social values, changes in technology, management planning system, policies and practices, organizational structure, recruitment, and personnel policies
3. Collection Development and Management 10
- Concept and need
 - Selection Criteria: Melvil Dewey, S.R. Ranganathan, and Francis Drury
 - Rules and regulations for selection (local)
 - Acquisition process, record maintenance
 - Collection management: policies, and maintenance
 - Types of materials - books, non-books, non-print, and digital resources
 - Serials management: policies, selection criteria, methods of subscription and procurement, e-journals, binding of periodicals, access to back volumes of e-journals
4. Technical Processing 8
- Policies, accession, classification, cataloguing, physical processing, record maintenance
 - Storage maintenance: policies, storage requirement, stock verification, stock rectification, weeding, preservation, archiving, binding, electronic storage
 - Computer applications for library administration
5. Circulation Control 6
- Circulation: policies, methods, and procedures (Newark and Browne circulation system), registration of members, barcode, QR code, RFID (Radio Frequency Identification), Interlibrary loan, record maintenance
 - Extension service: extension service branches, extension counters, mobile libraries
6. Physical Planning of Library 8
- Library building: preliminary consideration, and space allocation
 - Ergonomics
 - Library furniture
 - Library equipment



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Suggested Readings

- Joudrey, D. N., & Taylor, A.G. (2018). *The organization of information* (4th ed.). Libraries Unlimited.
- Kumar, P.S.G. (2003). *Management of libraries and information centers*.
- Kandiuk, M. (2020). *Archives and special collections as sites of contestation*. Library Juice Press.
- Kaula, P. N. (Eds) (1996). *International and comparative librarianship and information systems* (Vol. I and II). B. R. Publishing Corporation.
- Purcell, A. D. (2012). *Academic archives: Managing the next generation of college and university archives, records, and special collections*. American Library Association.
- Smallwood, C. (Ed.). (2011). *Library management tips that work*. American Library Association.
- Mittal, R. L. (2007). *Library administration: Theory and practice*. Ess Ess Publication.
- Kumar, K. (2018). *Library administration and management*. Vikas Publishing.
- Garter, E. D. (Ed.). (2005). *Advances in library administration and organization*. Elsevier.
- Gorman, G. E. (Ed.) (2000). *Collection management*. Library Association Publishing.
- Prajapati, C. L. (2005). *Conservation of documents: Problems and solutions: policy perspectives*. Mittal Publications.
- Singh, S. K. (2000) *Library technical services*. Authors Press.
- Williams, D. E., & Golden, J. (Eds.). (2010). *Advances in library administration and organization* (Vol. 29). Emerald Group Publishing.
- Zhou, D. (2019, November). Intelligent library system based on RFID technology. In *Journal of Physics: Conference Series* (Vol. 1345, No. 4, p. 042047). IOP Publishing.



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Library Classification and Cataloguing –II [Theory] Credit Hours: 3

Course Code: LISc 552

Semester: 2nd Semester

Full Marks: 100

Lecture Hours: 48

Course Introduction

This course is designed to provide theoretical knowledge through library classification and library catalogues. Information is available in different forms and formats in plenty of numbers. This course will introduce students to the principles and practices of machine-readable cataloguing (MARC). Additionally, this course covered the topics: MARC record formats, Recent trends in library catalogues, such as Online Public Access Catalogues (OPACs), The cataloguing code, Resource Description and Access (RDA), Metadata formats, including Dublin Core (DC), Authority data control, Principles and rules of cataloguing and classification, introduction to Universal Decimal Classification (UDC), etc.

The objectives of this course are to:

- Explain the knowledge and skills necessary to create and manage machine-readable catalogues.
- Create and identify different types of authority data, subject headings, and descriptors.
- Execute the universal decimal classification (UDC)

After completion of this course, students will be able to:

- Understand the basics of machine-readable catalogues
- Execute MARC formats to create and manage bibliographic records
- Implement UDC to classify library materials

Unit	Course Content	Lecture hrs.
1.	Machine Readable Catalogue <ul style="list-style-type: none">- Bibliographic record format – UNIMARC, MARC21- Recent trends in library catalogue: Online Public Access Catalogue (OPAC)- Cataloguing Code: Resource Description and Access (RDA)	6
2.	Metadata Formats <ul style="list-style-type: none">- Meaning definition, purpose, and importance of metadata- Features of Metadata- Types and elements of metadata- Metadata Standards: Dublin Core (DC)- Metadata for libraries and users	10
3.	Authority Data Control <ul style="list-style-type: none">- Name authority- Subject authority- Rendering of name	8



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| 4. Subject Cataloguing | 8 |
| <ul style="list-style-type: none">- General principles and features- Subject heading list and their features<ul style="list-style-type: none">- Sears List of Subject Heading- Library of Congress Subject Heading- Descriptors- Thesaurus, e.g., MeSH | |
| 5. Principles and Rules of Cataloguing and Classification | 12 |
| <ul style="list-style-type: none">- Normative principles: meaning, objectives, scope- Development of Cataloguing Codes; British Museum Catalogue, Anglo-American Code of 1908, AACR-1, AACR-2, Concept of RDA, and Classified Catalogue Code- Normative principles of cataloguing and classification propounded by S.R. Ranganathan: law, canon, principles- Three planes of classification: idea plane, verbal plane, and notational plane- Notation in classification: Meaning, need, function, types, and qualities | |
| 6. Universal Decimal Classification – stage 1 (Edition as decided by Department) | 4 |
| <ul style="list-style-type: none">- Main tables- Auxiliary tables<ul style="list-style-type: none">- Common auxiliaries- Special auxiliaries- Analysis and Synthesis | |



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Suggested Readings

- Carter, R.C., & Kao, M. L. (2001). *Cataloguing and classification for library technicians*. Haworth press.
- de, K. P. (2012). *Indexing: From thesauri to the semantic web*. ProQuest Ebook Central.
- Fritz, D. A., & Fritz, R. J. (2002). *MARC 21 for everyone: A practical guide*. ProQuest Ebook Central.
- Hunter, E. J. (2018). *Classification made simple*. Taylor & Francis Group.
- Intner, S. S., & Fountain, J. F. (2010). *Cataloging correctly for kids: An introduction to the tools*. ProQuest Ebook Central.
- Joudrey, D. N., & Taylor, A.G. (2018). *The organization of information* (4th ed.). Libraries Unlimited.
- Karki, M. (2012). *Information control technique: Theory of library classification*.
- Lazarinis, F. (2014). *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC21 standards*. ProQuest Ebook Central.
- Mortimer, M. (2007). *Learn descriptive cataloguing*. ProQuest Ebook Central.
- Raju, J., & Rajud, R. (2006). *Descriptive and subject cataloguing: A workbook*. Chandos Publishing.
- Campbell, H. M., Dieckman, C. S., Teal, W., & Wintermute, H. E. (2022). Improving subject headings for IOWA indigenous peoples. *Library Resources & Technical Services*, 66(1), 48.
- Samanta, K. S., & Rath, D. S. (2020). User-generated social tags versus librarian-generated subject headings: A comparative study in the domain of history. *Desidoc Journal of Library & Information Technology*, 40(3).



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Subject: Library and Information Science

Level: Master's Degree

Title: Library Classification and Cataloguing-II [Practical]

Course Code: LISc 553

Semester: 2nd Semester

Full Marks: 100

Credit Hours: 3

Lecture Hours: 48

Course Introduction

This course is designed to provide practical knowledge to manage library collections through classification schemes and cataloguing code. Practical knowledge and skill, which is an essential paradigm for organizing the different forms of information. The extensive description of documents with subject indexing, and description of non-book materials are described. Different classification schemes and machine-readable cataloguing codes for digital forms and physical forms are inherent to fulfill the purpose, and widely used and relevant schemes and codes are applied in this course.

The objectives of this course are to:

- Identify with cataloguing codes and execute them practically in Libraries
- Apply cataloguing multi-volume, corporate author, and non-book materials and classification
- Explain the knowledge and skills necessary to create and manage machine-readable catalogues
- Identify the different types and importance of authority data
- Apply main tables and auxiliary tables of the Universal Decimal Classification (UDC) for the classification of the documents

After completion of this course, students will be able to:

- Explain the basics of machine-readable catalogues
- Manage electronic bibliographic database with MARC formats, and Dublin Core metadata formats
- Apply RDA principles and practices to create cataloguing records
- Assign subject headings and descriptors
- Apply principles and rules of cataloguing and classification
- Classify documents through UDC.

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Building class numbers using 6 tables and schedule to schedule addition in DDC - Universal Decimal Classification (UDC) (Edition as decided by Department) <ul style="list-style-type: none">- Main tables- Auxiliary tables<ul style="list-style-type: none">- Common auxiliaries- Special auxiliaries	24
2.	AACR2 <ul style="list-style-type: none">- Concept and use of Multi-volumes and Serials- Corporate Author: Conferences, Governmental/ Non-governmental institutions, organizations- Non-Book Materials: Cartographic Materials, Electronic Documents, Audio-visual Materials, and Continuing Resources-Series- MARC 21 bibliographic format- Authority lists and MARC 21 authority format- Dublin core- simple & qualified and selected domain-specific metadata schemas- MARC edit, Cataloguing editors, and Metadata editors	24

Suggested Readings

- Carter, R. C., & Kao, M. L. (2001). *Cataloguing and classification for library technicians*. Haworth Press.
- de, K. P. (2012). *Indexing: From thesauri to the semantic web*. ProQuest Ebook Central.
- Fritz, D. A., & Fritz, R. J. (2002). *MARC 21 for everyone: A practical guide*. ProQuest Ebook Central.
- Hunter, E. J. (2018). *Classification made simple*. Taylor & Francis Group.
- Intner, S. S., & Fountain, J. F. (2010). *Cataloging correctly for kids: An introduction to the tools*. ProQuest Ebook Central.
- Joudrey, D. N., & Taylor, A.G. (2018). *The organization of information* (4th ed.). Libraries Unlimited.
- Karki, M. (2012). *Information control technique: Theory of library classification*.
- Lazarinis, F. (2014). *Cataloguing and classification: An introduction to AACR2, RDA, DDC, LCC, LCSH and MARC21 standards*. ProQuest Ebook Central.
- Mortimer, M. (2007). *Learn descriptive cataloguing*. ProQuest Ebook Central.
- Raju, J., & Rajud, R. (2006). *Descriptive and subject cataloguing: A workbook*. Chandos Publishing.
- Campbell, H. M., Dieckman, C. S., Teal, W., & Wintermute, H. E. (2022). Improving subject headings for IOWA indigenous peoples. *Library Resources & Technical Services*, 66(1), 48.
- Samanta, K. S., & Rath, D. S. (2020). User-generated social tags versus librarian-generated subject headings: A comparative study in the domain of history. *Desidoc Journal of Library & Information Technology*, 40(3).



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Networking and Content Management [Theory]
Course Code: LISc 554

Semester: 2nd Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course will introduce the basics of computer networks, including network classification, local area network topologies, application of computer networks in libraries and information centers, the Internet reference model, network security, introduction to digital information resources, content management systems, and emerging database models and technologies. This course is designed to interpret the computer networks and their applications. This course helps pursue a career in information technology. The course will be delivered through a combination of lectures, readings, and hands-on activities. Several assignments and projects will be applied to successfully complete the course.

The objectives of this course are to:

- Introduce the fundamentals of computer networks. Provide a comprehensive understanding of the Internet Reference Model. Explain the network security. Introduce digital information resources. Explain the content management systems. Interpret emerging database models and technologies.

After completion of this course, students will be able to:

- Describe the several types of computer networks and their applications.
- Identify the different layers of the Internet reference model.
- Explain the principles of network security. Describe the different types of digital information resources.
- Use a content management system in an online database.
- Identify the different types of emerging database models.

Unit	Course Content	Lecture hrs.
1.	Computer Network <ul style="list-style-type: none">- Introduction to Computer Networks- Network classification: LAN, MAN, WAN- Local Area Network Topologies: Physical and logical<ul style="list-style-type: none">- Bus, Ring, Star, Mesh- Application of computer networks in libraries and information centres:<ul style="list-style-type: none">- Concepts, scope, advantages, and disadvantages	6



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2. Internet reference model 12
- Application Layer
 - client-server paradigm, addressing, email
 - Transport Layer
 - Duties, UDP, TCP
 - Network Layer
 - Addressing, Routing, Packetizing, Fragmenting
 - Data link layer
 - Duties, packetizing, addressing
 - Physical Layer
 - Digital, Analog, Transmission modes. Line configuration, Duplexity
3. Network Security 6
- Authentication
 - Digital signatures
 - Firewalls
 - Information Security/ Cyber Security
4. Introduction to Digital Information Resources 6
- Definition and scope
 - Features and advantages of digital information resources
 - Types electronic information resources
 - E-Books, E-Journals, Electronic Databases: online and offline databases
 - Other digital resources may include; CD ROM, DVD, USB Drive, etc.
5. Content Management System 8
- Content management: concept and needs and types
 - Principles, models, and best practices of content management
 - Content management software
 - Use of Mark-up languages in content management (HTML, XML, etc.)
6. Emerging Database Models and Technologies 10
- Concept and Description
 - Multimedia Database
 - Factors Influencing the Growth of Multimedia Data
 - Applications of Multimedia Database
 - Contents of Multimedia Database
 - Designing Multimedia Database
 - Spatial Database and Geographic Information Systems



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Suggested Readings

- Dukare, D. A. (2020). Concept and types of digital resources, what are the benefits of consortia approach in collection development. *IP Indian Journal of Library Science and Information Technology*, 5(1), 46-49.
- Peterson, L. L., & Davie, B. S. (2007). *Computer networks: A systems approach*. Elsevier.
- Crovella, M., & Krishnamurthy, B. (2006). *Internet measurement: Infrastructure, traffic and applications*. John Wiley & Sons.
- Mills, D. L. (2006). *Computer network time synchronization: The network time protocol*. CRC press.
- Kizza, J. M. (2005). *Computer network security*. Springer.
- Dalkir, K. (2013). *Knowledge management in theory and practice*. Routledge.
- Tedd, L. A. (1985). *An Introduction to computer-based library systems* (2nd ed.). John Wiley.
- Barker, D. (2016). *Web content management: Systems, features, and best practices*. O'Reilly Media.
- White, M. (2005). *The content management handbook*. Facet Publishing.



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Networking and Content Management [Practical] Credit Hours: 3

Course Code: LISc 555

Semester: 2nd Semester

Full Marks: 100

Lecture Hours: 48

Course Introduction

The fundamentals of utilizing HTML to build web pages are covered in this course. It allows for the definition of HTML, the use of web page creation tools and HTML editors, as well as the addition of features and content to a web page. Software for managing content and references is also retained, both of which are crucial for academic and organizational information management. With WordPress installation, themes, web page building, plugins, news feeds, and content management, you will gain practical experience. Additionally, the reference management program EndNote will be covered.

The objectives of this course are to:

- Examine the use of Hyper-text markup language (HTML) for web page-making
- Apply reference management software for academic writing.
- Organize information management through websites.

After completion of this course, students will able to:

- Create basic web pages using HTML
- Use different tools to create web pages
- Use an HTML editor to add content and elements to a web page
- Install and use WordPress
- Create themes and web pages using WordPress
- Apply plugins and news feeds in WordPress
- Manage content in WordPress
- Apply the EndNote to manage references



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Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Creating Web pages using HTML - Meaning of HTML, Tools for creating web pages, HTML editor, adding content and elements web page	24
2.	Content and Reference Management Software - Hands-on practice: WordPress - installation, themes, web page creation, plugin, news feed, content management - Reference Management tool: EndNote	24

Suggested Readings

- Tedd, L. A. (1985). *An Introduction to computer-based library systems* (2nd ed.). John Wiley.
- Barker, D. (2016). *Web content management: Systems, features, and best practices*. O'Reilly Media
- White, M. (2005). *The content management handbook*. Facet Publishing.
- Patel, S. K., Rathod, V. R., & Prajapati, J. B. (2011). Performance analysis of content management systems-Joomla, Drupal, and WordPress. *International Journal of Computer Applications*, 21(4), 39-43.
- Srivastav, M. K., & Nath, A. (2014). Web content management system. *International Journal of Innovative Research in Advanced Engineering*, 3(3).
- Jones, K. M., & Farrington, P. A. (2011). *Using WordPress as a library content management system*. American Library Association.
- Willard, W. (2003). *HTML: A beginner's guides*.
- Robbins, J. N. (2012). *Learning web design: A beginner's guide to HTML, CSS, JavaScript, and web graphics*. O'Reilly Media.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Library and Information Management-II
Course Code: LISc 601

Semester: 3rd Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

Library and Information Management II intend to teach all policies and procedures of technical processing functions, namely cataloguing, classification, storage maintenance, stock verification, electronic storage, and computer application in managerial tasks. It enables managing the physical planning of the library, circulation sessions of the library, and financial management of the library and information science.

The objectives of this course are to:

- Explain the principles of library organization and management.
- Develop skills in human resource management in libraries.
- Evaluate the leadership functions in libraries.
- Illustrate financial management in libraries.
- Monitor system analysis in libraries.

After completion of this course, students will be able to:

- Analyze the organizational structure of a library.
- Develop and implement human resource policies and procedures in a library.
- Identify and apply leadership theories and practices in a library setting.
- Develop and implement a financial plan for a library.



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Unit	Course Content	Lecture hrs.
1.	Library Organization <ul style="list-style-type: none">- Concepts and purposes- Organizational structure; organizational charts, roles, and responsibilities- Library organization vs library administration	8
2.	Human Resource Management <ul style="list-style-type: none">- Objective of human resource management- Job analysis, job description, recruitment process, induction and deployment, training, and development- Performance appraisal, interpersonal relations, group dynamics	8
3.	Leadership in Libraries <ul style="list-style-type: none">- Concept and features of leadership- Behaviour approaches, Styles of leadership,<ul style="list-style-type: none">- Four styles of leadership: autocratic, democratic, laissez-faire, and transformational	10



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- Leadership challenges
 - Effective leadership in the library: activities, qualities, entrepreneurship
- Leader vs manager
- Motivation
 - Sources of motivation
 - Motivational theories: Maslow's theory, Herzberg's theory, and McGregor's theory

- 4. Managerial Task of Library 6
 - Library committee and library authority: functions, and types
 - Librarians and their role in decision-making
 - Library rules and regulations
 - Library records and reports: records management, reports - types, annual reports, library statistics

- 5. Financial Management 6
 - Sources of funds, and fund generation
 - Library budget: budgeting technique types (Planning Programming Budgeting System, Zero Based Budgeting)
 - Auditing
 - Library Insurance

- 6. Monitoring and System Analysis 10
 - Library performance measurement
 - Monitoring and controlling: Management by Objectives (MBO), Management Information System (MIS), Strengths, Weaknesses, Opportunities, and Threats (SWOT), Risk Management, Time Management, Data-flow Diagram (DFD), Network analysis, Project Execution Plan (PEP), Process Control Systems (PCS)



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Suggested Readings

- Pugh, L. (2007). *Change management in information services* (2nd ed.). Ashgate.
- Greenlaw, R. (2012). *Technical writing, presentation skills, and online communication: professional tools and insights*. Information Science Reference.
- Kumar, K. (1993). *Library organization*. Vikas Publishing.
- Kumar, K. (2018). *Library administration and management*. Vikas Publishing.
- Kumar, P.S.G. (2003). *Management of libraries and information centers*.
- Mittal, R.L. (2007). *Library administration: Theory and practice*. Ess Ess
- Pymm, B., & Hickey, D. D. (2003). *Learn library management*.
- Sundem, G. (2007). *Improving student writing skills (professional development for successful classrooms)*. Shell Education
- Smallwood, C. (Ed.). (2011). *Library management tips that work*. ALA.
- Stueart, R.D., & Moran, B. B. (2004). *Library and information center management*
- Evans, G. E., & Layzell, P. (2007). *Management basics for information professionals*. (2nd ed.). Libraries Unlimited.
- Martin, J. (2009). *Human resource management*. Sage.
- Simmons-Welburn, J., & McNeil, B. (2004). *Human resource management in today's academic library: Meeting challenges and creating opportunities*. Libraries Unlimited.
- Jordan-Makely, C. (2019). Libraries as bureaucracies: A SWOT analysis. *Library Management*, 40(5), 294-304. <https://doi.org/10.1108/LM-03-2018-0019>
- Sengar, S., & Singh, R K. (2009). *Human resource management in libraries*. Shree Publisher & Distributors.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Research Methodology
Course Code: LISc 602

Semester: 3rd Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

The course aims to familiarize students with basic research methodology in library and information management. It presents a variety of research methodologies as well as the relevant techniques of data collection, analysis of data statistical tools, and techniques required for the preparation of a research project.

The objectives of this course are to:

- Explain how to carry out, interpret, and present a research study.
- Undertake research projects and prepare the presentation of a dissertation.
- Examine the importance of research in the library and information fields.
- Develop skills in systematic analysis of library and information science.

After completion of this course, students will be able to:

- Define research and explain its role in librarianship.
- Identify and evaluate different research methods.
- Conduct a literature review.
- Develop a research design.
- Collect and analyse data.
- Write a research report.
- Apply ethical principles to research.

Unit	Course Content	Lecture hrs.
1.	Research: concept, nature, and need <ul style="list-style-type: none">- Research methods in library and information science- Role of research in librarianship- Current trends in Library and Information Science research	8
2.	Literature Review <ul style="list-style-type: none">- Concept, need, and types- Organizing library and internal findings- Citation and bibliography preparation- Use of reference management software	8





3. **Research Design** 8
 - Concept of research design
 - Philosophical worldview
 - Strategy of Inquiry
 - Research methods
 - Research questions and hypotheses
 - Criteria for research evaluation

4. **Data Collection and Data Analysis** 8
 - Collection of primary and secondary data
 - Sampling: types, size, source
 - Tools: questionnaire, observation, interview

5. **Writing Strategies and Ethical Considerations** 10
 - Topic selection and formulation of proposal
 - Format for a qualitative, quantitative, and mixed-method proposal
 - Proposal design
 - Peer reviewing research, research ethics,
 - Plagiarism
 - Types, ethics, practice, software

6. **Research Report Writing** 6
 - Research Report Design
 - Quantitative design, qualitative design, and mixed design



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Suggested Readings

- Pant, P. R. (2018). *Social science research and thesis writing* (7th ed.). Buddha Publication.
- Panda, B.D. (1997). *Research methodology for library science with statistical methods and bibliometrics*. Anmol Publications.
- Peter, S., & Hornby, S. (1997). *Simple statistics for library and information professionals* (2nd ed.). Library Association Publishing.
- Sardana, J. L., & Sehgal, R. L. (1982). *Statistical methods for librarians*. EEP.
- Gupta, S.P. (2006). *Statistical methods*. Sultan Chan & Sons.
- Kumar, R. (2019). *Research methodology* (5th ed.). Sage Publications.
- Wildemuth, B. M. (2009). *Applications of social research methods to questions in information and library science*. Libraries unlimited.
- Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.
- Kothari, C.R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Lawal, I. (2009). *Library and information science research in the 21st century: A guide for practicing librarians and students*. Elsevier Science.
- Stewart, D. W., & Kamins, M. A. (1993). *Secondary research: Information sources and methods* (Vol. 4). Sage Publications.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Library Software and Digitization [Theory]
Course Code: LISc 603

Semester: 3rd Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course will provide students with an overview of database concepts and components, database design and management, digitization, open source and software for library services, data backup bibliographic database, and digital repository software.

The objectives of this course are to:

- List the tools of digitization, such as scanners, scanning software
- Explain the various approaches, features, functions, and databases in Library and Information Science.
- Discuss the impact of DBMS for searching information.
- Describe the data migration and data harvesting

After completion of this course, students will be able to:

- Identify the different types of databases, such as catalogue, bibliographic, and full text.
- Explain the need for data structure and file organization.
- Describe the steps in the process of digitization, such as selection of materials, scanning, indexing, storing, and retrieving.
- List the tools of digitization, such as scanners, scanning software, and born-digital.
- Explain the planning and implementation of digitization.

Unit	Course Content	Lecture hrs.
1.	Database Concepts and Components <ul style="list-style-type: none">- Database Concept: Various approaches, features, functions, and databases in Library and Information Science- Types of databases: Catalogue, bibliographic, full text, etc.- Need of data structure and files organization	8
2.	Database Design and Management (DBMS) <ul style="list-style-type: none">- Concepts, Evolution, Needs, and Functions of DBMS- Impact of DBMS for searching information- Database searching; Information retrieval, parameters of searching, search strategy, nature of queries, etc.	8



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| 3. | Digitization: Concept, Need, and Methods | 8 |
| | <ul style="list-style-type: none">- Steps in the Process of Digitization; selection of materials, scanning, indexing, storing, retrieving- Techniques of Digitization; Bit Depth or Dynamic Range, Resolution, Threshold, Image Enhancement, compression, and file formats and media types- Tools of digitization; scanners, scanning software- Planning and Implementation; Feasibility test, Planning the project, Requirement of hardware and software, Selection of material for digitisation and 'born digital', Placement and training of manpower, Content creation, and Execution of the project. | |
| 4. | Open Source and Software for Library services | 8 |
| | <ul style="list-style-type: none">- Introduction, objectives, prerequisites- Open-source software vs proprietary software- Integrated Library Software, applications, and supporting databases- ILS Modules<ul style="list-style-type: none">- Administration, Cataloguing, Patron, Tools, Circulation, Serials, Acquisitions, Reports | |
| 5. | Data Backup Bibliographic Database (Software decided by Department) | 8 |
| | <ul style="list-style-type: none">- Data migration process- Z39.50 application- MARC 21 format | |
| 6. | Digital repository software (Software decided by Department) | 8 |
| | <ul style="list-style-type: none">- Introduction, objectives- Data management; prerequisites (e.g. handle.net), uniformity, and standardization- Data input- Dublin core metadata- OAI-PMH- data harvesting | |



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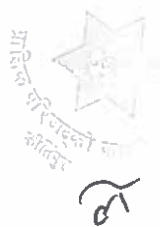


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Suggested Readings

- Barve, S., & Dahibhate, N. B. (2012). Opensource software for library services. *DESIDOC Journal of Library & Information Technology*, 32(5).
- Barnes, S. J. (Ed.). (2004). *Becoming a digital library*: Marcel Dekker
- Batley, S. (2007). *Information architecture for information professionals*. Neal-Schuman.
- Clobridge, A. (2010). *Building a digital repository program with limited resources*. Chandos.
- Gorman, G. E. (Ed.). (2002). *The digital factor in library and information services*. Facet.
- White, M. (2005). *Content management handbook*. Facet.
- Tennant, R. (2002). *XML in Libraries*. Neal-Schuman Publishers.
- Giaretta, D. (2011). *Advanced digital preservation*. Springer Berlin Heidelberg.
- Owens, T. (2018). *The theory and craft of digital preservation*. Johns Hopkins University Press.
- Pan, Y., & Lu, D. (2011). *Digital preservation for heritages: Technologies and applications*. Zhejiang University Press.
- Corrado, E. M., & Moulaison, S.H. (2017). *Digital preservation for libraries, archives, and museums*. Rowman & Littlefield Publishers.
- Halder, S. N., & Jana, S. (2013). *Library and information science in changing paradigm*. Ess Ess Publications.
- Arms, W. (2000). *Digital libraries*. MIT Press.
- Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. Facet Publishing.
- Lynch, C. A. (1997). The Z39. 50 information retrieval standards. *D-lib Magazine*, 3(4).
- Kroenke, D. M., Auer, D. J., Vandenberg, S. L., & Yoder, R. C. (2010). *Database concepts*. Prentice Hall.
- Engard, N. (2010). *Practical opensource software for libraries*. Elsevier Science.
- Haynes, D. (2018). *Metadata for information management and retrieval: Understanding metadata and its use*. Facet Publishing.
- Arthur, M. H. (2013). *Expanding a digital content management system: For the growing digital media enterprise*. Taylor & Francis.



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Subject: Library and Information Science

Level: Master's Degree

Course Title: Library Software and Digitization [Practical]

Course Code: LISc 604

Semester: 3rd Semester

Full Marks: 100

Credit Hours: 3

Lecture Hours: 48

Course Introduction

This course will provide students with the knowledge and skills necessary to use integrated library software, digital repository software, and supporting databases. Students will learn about the different modules of integrated library software, how to use Z39.50 application and MARC 21 format, data input, data management, data backup, and data migration. They will also learn about OAI-PMH- data harvesting, Dublin core metadata, PHP and MySQL language basics.

The objectives of this course are to:

- Apply the integrated library software for library and information services
- Examine different protocols and computer languages for web applications
- Develop incremental indexing in library software.

After completion of this course, students will be able to:

- Demonstrate proficiency in using integrated library software, digital repository software, and supporting databases.
- Apply Z39.50 application and MARC 21 format to library data management.
- Perform data input, data management, data backup, and data migration.

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Integrated library software, Digital repository software, and supporting databases (Software decided by Department) <ul style="list-style-type: none">- Hands-on practice on all operational modules of integrated library software- Z39.50 application, MARC 21 format- Data input, Data Management, Data backup, and Data migration- OAI-PMH- data harvesting, Dublin core metadata- PHP and MySQL language- basics	30
2.	Indexing Technique <ul style="list-style-type: none">- Indexing using Software decided by the Department (e.g. VuFind); indexing of integrated and repository software- Incremental indexing	18



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Suggested Readings

- Bayross, I. (2000). *Using Apache, MySQL, PHP and PERL on Linux*. BPB Publications.
- Argerich, K. (2004). *Professional PHP programming*. SPD/Apress.
- Caplan, P. (2000). *Metadata fundamentals for all librarians*. ALA.
- Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. Facet Publishing.
- Lynch, C. A. (1997). The Z39. 50 information retrieval standards. *D-lib Magazine*, 3(4).
- Haynes, D. (2018). *Metadata for information management and retrieval: Understanding metadata and its use*. Facet Publishing.
- Bertino, E., Ooi, B. C., Sacks-Davis, R., Tan, K., Zobel, J., Catania, B., Shidlovsky, B., & Andronico, D. (2012). *Indexing techniques for advanced database systems*. Springer.
- Webber, D., & Peters, A. (2010). *Integrated library systems: Planning, selecting, and implementing*. Bloomsbury Academic.
- Uma, V., & Suseela, V. J. (2017). *Automation of library integrated operations: A how to do manual*. Ess Ess Publications.
- Miller, S. J. (2022). *Metadata for digital collections*. American Library Association.



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MLISc. Specialization Papers

Subject: Library and Information Science

Level: Master's Degree

Course Title: Analytical Products of Information [Theory]

Course Code: LISc 605-1

Semester: 3rd Semester

Full Marks: 100

Credit Hours: 3

Lecture Hours: 48

Course Introduction

This course will introduce students to the basics of technical writing. Topics will include abstracts and abstracting, indexes and indexing services, analytical writing, in-house communications, technical writing, and the design and writing process of technical writing.

The objectives of this course are to:

- Explain the concept, needs, and functions of abstracts and abstracting.
- Discuss the academic writing.
- Explain in-house communication and technical writing.

After completion of this course, students will be able to:

- Define and explain the purpose of abstracts and abstracting.
- Identify and explain the different types of indexes.
- Identify and explain Information Analysis and Consolidation (IA+C).
- Define the purpose of technical and in-house communications.

Unit	Course Content	Lecture hrs.
1.	Abstract and Abstracting <ul style="list-style-type: none">- Introduction, need, and function- Types; indicative, informative, slanted, critical- Parts/elements of abstract- Stages of abstracting	10
2.	Index and indexing services <ul style="list-style-type: none">- Introduction, need, and function- Types; Pre-coordinate: Chain Indexing and Post-coordinate: automated indexing, keyword indexing- Indexing languages: Controlled, Natural, and Free indexing languages	10
3.	Academic Writing <ul style="list-style-type: none">- Introduction and types<ul style="list-style-type: none">- descriptive, analytical, persuasive, and critical- Need for academic writing- Types: Reports, Reviews, Digest, Handbooks, etc.- Pre-requisites and Stages in the preparation of analytical writing- Information Analysis and Consolidation (IA+C)	6





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| 4. | Inhouse Communications | 8 |
| - | Newsletters | |
| - | In-house bulletin reports | |
| - | Trade and product bulletins | |
| - | Reviews | |
| - | Other secondary information products | |
| 5. | Technical Writing | 6 |
| - | Introduction, Need of technical writing | |
| - | Technical writing style | |
| 6. | Design and writing process of technical writing | 8 |
| - | Document design | |
| - | Activity report | |



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Suggested Readings

- Balzotti, J. (2018). *Technical writing essentials* (2nd ed.). BYU Academic Publishing.
- Cleveland, A. D., & Cleveland, D. B. (2013). *Introduction to indexing and abstracting*. ABC-CLIO.
- Gerson, S. J., & Gerson, S. M. (2000). *Technical writing: Process and product*. Prentice-Hall.
- Cassell, H. A., & Hiremath, U. (2006). *Reference and information services in the 21st century: An introduction*. Facet Publishing.
- Seetharama, S. (2015). *Guidelines for technical writing for librarians and information professionals*. Ess Ess Publications.
- Hocks, M. E., & Gurak, L. J. (2009). *The technical communication handbook*. Pearson Longman.
- Greenlaw, R. (2012). *Technical writing, presentational skills, and online communication: Professional tools and insights*. Information Science Reference.
- Basu, B. N. (2007). *Technical writing*. PHI Learning
- Kumar, P. S. (2004). *Information analysis, repackaging, consolidation & information retrieval: Paper X and XI of UGC model curriculum*. B.R. Publishing Corporation.
- Chatterjee, A. (2013). *Elements of information analysis, consolidation and repackaging (IACR)*. Prova Prakashani.
- Winner, W. E. (2022). *A handbook for analytical writing: Keys to strategic thinking*. Springer International Publishing.
- Rukea, S. A. (2010). *Compose yourself! A guide to critical thinking and analytical writing in secondary school*. Dog Ear Publishing.
- Smith, L., & Mounter, P. (2008). *Effective internal communication*. Kogan Page.
- Quirke, B. (2012). *Making the connections: Using internal communication to turn strategy into action*. Ashgate Publishing Limited.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Community Information Service [Theory]
Course Code: LISc 605-2

Semester: 3rd Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course is about the concepts, objectives, and functions of community libraries. It also explores the history, status, and role of community libraries in Nepal. Additionally, it discusses the fundamentals of community information services, providers of community information services, and community information resources. Finally, it deals with the community library model.

The objectives of this course are to:

- Provide students with a comprehensive understanding of the concept, objectives, and functions of community libraries.
- Introduce students to the concept of community information services, its definition, needs, features, and objectives.
- Provide students with an understanding of the nature and scope of community information resources.
- Interpret the needs, advantages, tools, and techniques of community information services,
- Introduce students to community communication and interaction tools, techniques, and processes.
- Introduce students to the community library model.

After completion of this course, students will be able to:

- Learn about community libraries in Nepal, their history, role, and functions. Understand the nature, scope, and users of community information services. Familiarize yourself with multilingual services and the community library model.

Unit	Course Content	Lecture hrs.
1.	Community Libraries - Concept, objectives, and functions - Community Libraries in Nepal - History, status, and role of Community libraries in Nepal	8
2.	Fundamentals of Community Information Services (CIS) - Nature, scope, use, and users of community information - Community Information Services- Definition, Need, Features, and Objectives - Library Outreach Programmes, Library Publicity and Public Relations, - E-Governance: Meaning, scope, and purposes. - Community Information Systems and Services: Global and National Scenario	10



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| 3. | Providers of Community Information Services
-Systems Agencies and Institutions
-Study of user profile: identify information needs | 6 |
| 4. | Community Information Resources
-Nature and Scope,
- Different types of community information resources: <ul style="list-style-type: none">- Documentary Sources: Vital statistics, land records, climate records, official publications, magazines, maps and atlases, photographs, personal collections, leaflets, local history materials, etc.- Institutional Sources: Publications of local governments and government agencies, educational and religious institutions, NGOs, political parties, labour and peasant organizations, etc.- Human Sources: local leaders, social workers, religious leaders; oral history, government officials, educators, researchers, etc.- Cultural heritage sources: Local festivals, dresses, ornaments, musical instruments, etc. | 10 |
| 5. | Community Information Services <ul style="list-style-type: none">- Need, advantages, tools, and techniques- Community Communication and Interaction tools, techniques, and processes: Multilingual Community Information Services: local Script and language | 8 |
| 6. | Community Library Model <ul style="list-style-type: none">- READ Practice<ul style="list-style-type: none">- Historical background- Vision, Mission, Services, and opportunities- Budgeting system- Community's perception | 6 |



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Suggested Readings

- Bunch, A. (1993). *The basics of community information work*. Library Association.
- Durrance, J. C., & Fisher, K. E. (2002). *Online community information: Creating a nexus at your library*. American Library Association.
- Keehan, A. L. (1980). *Establishing a local community information service: Part 1*. Library Board of Western Australia.
- LAWS Project Team. (2005). *Integrated public sector vocabulary*.
<http://www.esd.org.uk/standards/ipsv/I.00/ipsv.doc>
- Library Association. (1980). *Community information: What libraries can do, a consultative document*. Library Association.
- Library of Congress. (2006). *MARC 21 concise format for community information*. Library of Congress.
- Matthew, H. (1988). *Community information: A manual for beginners*. AAL Pub.
- Mukhopadhyay, P. (2011). *Digital community information system: A framework for India*. LAP Lambert Academic Publishing.
- Neelameghan, A. (2006). E-communities, community knowledge and knowledge management: Know Genesis. *International Journal of Technical Communication, 1(2)*, 21-27.
- Pantry, S. (1999). *Building community information networks: Strategies and experiences*. Library Association.
- Public Library Association. (1989). *Guidelines for establishing community information and referral services in public libraries, including a selective guide to the literature of community information and referral*. American Library Association, & Public Library Association.
- Sarkhel, J. K. (2000). *A generalized framework for the design and development of an area profile*. *Journal of Library and Information Science, 5*, 3-16.
- Ishida, T. (2003). *Community computing and support systems: Social interaction in networked communities*. Springer Berlin Heidelberg.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Information Sources and Services
Course Code: LISc 651

Semester: 4th Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course is intended to develop the advanced skills required to manage a library, Documentation Center, and Information Centers. Students require in-depth study of a variety of information sources, and information content on them. Students need to develop the analytical skills required to locate, pertinent information, abstract to provide a summary of the document, and extract relevant information from a large mass of information media. Impart skills to prepare digest, explore, and exploit electronic information sources.

The objectives of this course are to:

- Understand the concept of information sources and their types.
- Identify and use different types of information sources.
- Evaluate the quality of information sources.
- Use information sources effectively in research and other activities.
- Analyze the ethical issues related to information sources.

After completion of this course, students will be able to:

- Evaluate the quality of information sources, including accuracy, authority, currency, and relevance.
- Apply the ethical issues related to information sources, such as plagiarism and copyright infringement.
- Provide reference services effectively.
- Demonstrate information literacy skills.

Unit	Course Content	Lecture hrs.
1.	Information Sources - Concept, types, need - Documentary sources of information: primary, secondary, and tertiary sources - Non-documentary sources of information: digital, audio/video, non-books - Formal and informal sources of information - Institutional and human sources of information - Archival sources of information	10



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2. Reference Sources of Information 8
 - Meaning, importance, and differences between reference and general books
 - Reference sources/tools: Dictionaries, Encyclopaedia, Yearbooks, Directories, Almanac, Press Digest, Handbook, etc.
 - Bibliographical Sources/tools; national, trade, libraries
 - Geographical sources of information; Guidebooks, Gazetteers, Atlases, etc.

3. Information Services 8
 - Concept, definition, and scope
 - Types of Information Services: Literature Search, Documentation Service, Translation Service, Document Delivery Service
 - Alerting Services: Newspaper clipping, new arrivals, popup windows on the website

4. Reference Services 8
 - Concept, definition, and scope
 - Types of Reference Services: Ready Reference Services, Long-range Reference Services i.e., CAS/e-CAS, and SDI/e-SDI Services
 - Reference Process: Search strategy and techniques; Reference queries, and Reference interview
 - Impact of emerging technologies on reference services

5. Information Literacy and User Education 8
 - Concept, Scope, and Need of Information Literacy
 - Components of Information Literacy
 - Relation between Information Literacy and Research Activities
 - Users of the Libraries; types and nature
 - User Education: Definition, Objectives, Types and Program

6. Web Sources: World Wide Web-Services & Facilities 6
 - Websites & Sources
 - Subject Specific Portals, Digital Libraries, Discussion-Forums, Bulletin Boards, Consortia, Wikis, Blogs, RSS, etc.
 - Open Journal System



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Suggested Readings

- Burch, J. C., & Stretev, F. R. (2004). *Information systems: Theory and practice*. John Wiley & Sons.
- Keyes, J. (2010). *Information services and systems (best practices)*. Auerbach Publications.
- Singh, G. (2013). *Information sources, services and systems*. PHI Learning.
- Choukhande, V. G. (2008). *Information needs and information seeking behaviour (Library and Information Science Research)*. Shivneri Publisher & Distributors.
- Madge, O. L. (Ed.). (2021). *New trends and challenges in information science and information seeking behaviour*.
- Cassell, K. A., & Hiremath, U. (2006). *Reference and information services in the 21st century: An introduction*. Facet
- Cassell, K. A., & Hiremath, U. (2019). *Reference and information services: An introduction*. American Library Association
- Bopp, R. E., & Smith, L. C. (2010). *Reference and information services: An introduction (3rd ed.)*. Libraries Unlimited
- Grassian, E. S., Kaplowitz J. R. (2009). *Information literacy instruction: Theory and practice*. Neal-Schuman Publishers.
- Kumar, P. S. G. (2004). *Library and users: Theory and practice*. B. R. Publishing Corporation.
- Ruthven, I., & Kelly, D. (2011). *Interactive information-seeking behaviour and retrieval*. Facet Publishing
- Eisenberg, M. B., Lowe, C. A., & Spitzer, K. L. (2004). *Information literacy: Essential skills for the information age*. Libraries Unlimited
- Gorman, G. E. (2001). *Information services in an electronic environment*. Scarecrow Press.
- Chowdhury, G., & Chowdhury, S. (2001). *Information sources and searching on the World Wide Web*.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Quantitative Techniques
Course Code: LISc 652

Semester: 4th Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

This course introduces students to the basic concepts of statistics and their application in Library and Information Science. Topics covered will include general statistical knowledge and the concept of Bibliometrics. The course focuses on the use of statistical tools essential for conducting research in library and information field.

The objectives of this course are to:

- Introduce students to the field of statistics and its scope and limitations.
- Provide students with the knowledge and skills necessary to interpret data.
- Instruct students about statistical measures.
- Explain statistical measures of hypothesis testing. Execute bibliometrics for information service.
- Execute statistical tools such as MS Excel and SPSS/PSPP.

After completion of this course, students will be able to:

- Understand the basic concepts of statistics and their application in LIS.
- Interpret data and apply statistical measures to analyse data.
- Conduct hypothesis testing using statistical methods.
- Understand the concept of bibliometrics and its application in LIS.
- Execute statistical tools (MS Excel and SPSS/PSPP) to analyse data.

Unit	Course Content	Lecture hrs.
1.	Statistics: Introduction, scope, and limitation of Statistics - Application of statistical techniques in LIS - Acquisitional statistics - Circulation statistics - User's statistics - Digital use statistics	6
2.	Interpretation of data - Objectives and types of data classification - Construction of frequency distribution - Presentation of data: Tabular, diagrammatic	6



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3. Statistical Measures 10
 - Central Tendency: Mean, Median, Mode
 - Measures of Dispersion: absolute and relative measures, range, quartile deviation, standard deviation, coefficient of variation
4. Statistical Measures of Hypothesis Testing: Alternative Hypothesis, Null hypothesis; T-test, Z-test, F-test, Chi-square test 10
5. Bibliometrics 8
 - Concept, Method, application
 - Law of Bibliometrics - Brandford, Zipf, Lokta
 - Quantitative content analysis, citation analysis, co-citation analysis
 - Librametry, informetrics, scientometrics, webometrics; basics and impact factor
6. Current trends in Library and Information Science research 8
 - Research ethics and Plagiarism
 - Use of statistical tools; MS Excel and SPSS/PSPP

Suggested Readings

- Neuman, W. L. (2009). *Neuman social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
- Bellis, N. De. (2009). *Bibliometrics and citation analysis: From the science citation index to cybermetrics*. Scarecrow Press.
- Friedman, A. (2015). *Statistics for library and information services: A primer for using opensource R software for accessibility and visualization*. Rowman & Littlefield Publishers.
- Hanneman, R. A., Kposowa, A.J., & Riddle, M. (2013). *Basic statistics for social research*. Wiley.
- Raylov, T., & Marcoulides, G.A (2012). *Basic statistics: An introduction with R*. Rowman & Littlefield Publishers.
- Agresti, A., Franklin, C., & Klingenberg, B. (2018). *Statistics: The art and science of learning from data* (4th ed.). Pearson Education.
- Gupta, S.P. (2006). *Statistical methods*. Sultan Chan & Sons.
- Kerr, A.W., Hall, H.K., & Kozub, S.A. (2007). *Doing statistics with SPSS*. Sage Publications.
- Salkind, N. J. (2017). *Statistics for people who (think they) hate statistics: Using Microsoft Excel 2016*. Sage Publications
- Gaur, A. S., & Gaur, S. S. (2009). *Statistical methods for practice and research: A guide to data analysis using SPSS*. Sage Publications.



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MLISc. Specialization Papers

Subject: Library and Information Science

Level: Master's Degree

Course Title: Analytical Products of Information [Practical]

Course Code: LISc 653-1

Semester: 4th Semester

Full Marks: 100

Credit Hours: 3

Lecture Hours: 48

Course Introduction

This course enables librarians to write the profiles of different libraries. It evaluates the review writings, newsletter publications, brochure preparation, and so on, as the current communication means.

The objectives of this course are to:

- Explain the preparation process of technical papers.
- Evaluate the academic writings for library purposes.

After completion of this course, students will be able to:

- Develop library profile writing
- Prepare brochure for the library.
- Design academic writings.

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50

Unit	Course Content	Lecture hrs.
1. Technical Writing	<ul style="list-style-type: none"> - Preparation of library profile: Academic, Public-Community, National, Children, Private, Special, etc. - Review paper writing - Preparation of abstract and index - Brochure Preparation 	24
2. Academic Writing	<ul style="list-style-type: none"> - Publication of any two articles in the CDLIS Bulletin - An article in ISSN Publication other than CDLIS Bulletin 	24



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Suggested Readings

- Balzotti, J. (2018). *Technical writing essentials* (2nd ed.). BYU Academic Publishing.
- Gerson, S. J., & Gerson, S. M. (2000). *Technical writing: Process and product*. Prentice-Hall.
- Seetharama, S. (2015). *Guidelines for technical writing for librarians and information professionals*. Ess Ess Publications.
- Greenlaw, R. (2012). *Technical writing, presentational skills, and online communication: Professional tools and insights*. Information Science Reference.
- Basu, B. N. (2007). *Technical writing*. PHI Learning
- Kumar, P. S. G. (2004). *Information analysis, repackaging, consolidation & information retrieval: Paper X and XI of UGC model curriculum*. B.R. Publishing Corporation.
- Winner, W. E. (2022). *A handbook for analytical writing: Keys to strategic thinking*. Springer International Publishing.
- Rukea, S. A. (2010). *Compose yourself! A guide to critical thinking and analytical writing in secondary school*. Dog Ear Publishing.
- Canva: Visual suite for everyone. <https://www.canva.com/>



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Community Information Service [Practical]
Course Code: LISc 653-2

Semester: 4th Semester
Full Marks: 100
Credit Hours: 3
Lecture Hours: 48

Course Introduction

Community libraries are a vital part of any community. They provide access to information, resources, and programs that support the needs of the community. This course will provide an explorative overview of community libraries. The course will also discuss community library users' profiles, including information need analysis, matching between users' profiles and document profiles, information dissemination means and mediums, language, and digital literacy.

The objectives of this course are to:

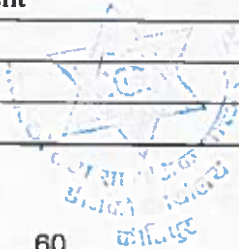
- provide students with an understanding of the history, organization, and budgeting system of community libraries.
- introduce students to the acquisition procedure, collections, and personnel of community libraries.
- help students understand the internal and external environment of community libraries and the services they provide.
- provide students with an understanding of information need analysis, matching between users' profile and document profile, information dissemination means and medium, language, and digital literacy.

After completion of this course, students will be able to:

- Describe the history, organization, and budgeting system of community libraries.
- Explain the acquisition procedure, collections, and personnel of community libraries.
- Analyze the internal and external environment of community libraries and the services they provide.
- Conduct information needs analysis and match the user's profile with the document profile.
- Identify information dissemination means and medium.
- Understand language and digital literacy.

Marks Distribution

Headings	Marks
Interaction in Class, Presentation, and Participation	10
Submission of Assignments	5
Internal Examination or Assessment	20
Submission of Practical File	5
Semester end Examination-Viva	10
Semester end Examination	50



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Unit	Course Content	Lecture hrs.
1.	Community Libraries Profile <ul style="list-style-type: none">- Historical background- Organizational structure- Budgeting system- Acquisition procedure, Collections: Collection Analysis- Personnel- Internal and external environment of the building- Services	24
2.	Community user's profile <ul style="list-style-type: none">- Information need analysis- Matching between the user's profile and document profile- Information dissemination means and medium- Language- Digital literacy	24



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Suggested Readings

- Balzotti, J. (2018). *Technical writing essentials* (2nd ed.). BYU Academic Publishing.
- Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing*. John Wiley & Sons.
- Riordan, D. (2013). *Technical report writing today*. Cengage Learning.



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Internship
Course Code: LISc 654

Semester: 4th Semester
Full Marks: 100
Credit Hours: 3

Course Introduction

This course is designed to give a clear concept about the development of libraries, information centers, and documentation centers passed through various human civilizations. It also focuses on the existence of various kinds of libraries in society, their aims, and functions to meet ever growing needs and demands of information seekers.

The objectives of this course are to:

- Introduce a comprehensive overview of the history and development of libraries.
- Explain the role of libraries in human and modern society.
- Explain the different types of libraries and their functions.
- Interpret the laws of library science and their impact on library development.
- Analyse library legislation and library associations.
- Find public relations and extension activities of libraries.

After completion of this course, students will be able to:

- Define and explain the key concepts, history, and development of library science and libraries.
- Analyse the role of libraries in human and modern society. Identify the different types of libraries and their functions.
- Discuss the laws of library science and their impact on library development.
- Analyse the importance of library legislation and library associations for its development.
- Investigate public relations and extension activities of libraries regarding changing times.

Marks Distribution

Headings	Marks
Thirty Working Days Internship	50
Submission of Internship Report	40
Internship Report Presentation	10



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Subject: Library and Information Science
Level: Master's Degree
Course Title: Thesis
Course Code: LISc 655

Semester: 4th Semester
Full Marks: 100
Credit Hours: 6

Course Introduction

Students of Library and Information Science must do a thesis equivalent to 6 credits compulsorily. As informational professionals, particularly in academic, and research institutions must do work academically, so writing a thesis is a must to develop research and analytical capabilities. LIS professionals should be able to teach and guide in research process of researchers. The thesis should be prepared as per the format provided by the Department. The thesis should be completed within the fourth semester.

Marks Distribution

Headings	Marks
Thesis Proposal Submission and Presentation	15
Thesis Format	10
Thesis Presentation	60
Viva	15



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