UNIVERSITY OF DHAKA

DEPARTMENT OF INFORMATION SCIENCE AND LIBRARY MANAGEMENT

Outcome Based Education (OBE)

Curricula for the Department of Information Science and Library Management
for
Undergraduate Program
for the
Sessions: 2024-2025 to 2027-2028
(Semesters: 1st to 8th)

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Course Curricula for Undergraduate Program
Department of Information Science and Library Management
Sessions: 2024-2025, 2025-2026, 2026-2027 and 2027-2028
(Semesters: 1st to 8th)
Total Marks: 3500
Total Credits: 140

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Vision of the Department: To enhance human capacity to manage and apply information in effective, creative and diverse ways.

Mission of the Department:

M1	Prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving knowledge society.
M2	Develop and disseminate theoretical and applied knowledge concerning the acquisition, processing, storage, preservation, access and use of information and records and educate students as skilled information professionals and researchers.
M3	Educate and inspire information professionals and scholars through knowledge creation, sharing and application/use of that knowledge.

Program Education Objectives (PEO)

PEO 1	Provide knowledge and skills to learners in organization of knowledge and management of information institutions.
PEO 2	Equip the learners with requisite skills and competencies in managing electronic databases and digital information systems.
PEO 3	Prepare the learners to navigate, evaluate, and use information in a wide range of different information environment.
PEO 4	Develop library and information professionals with proven skills for guiding and assisting scholars in research and innovation.
PEO 5	Provide the learners with practical knowledge and skills to develop and participate in information networks at home and abroad.
PEO 6	Educate new generations of library and information professionals who will discharge their duties by maintaining high ethical standard.

Program Learning Outcomes (PLO)

SL	Graduate attributes	Outcomes
PLO 1	Information management	Students will be able to attain knowledge and skills for developing and managing print, electronic and online information systems.
PLO 2	Technical expertise	Students will be able to handle cutting-edge technology, various ICT tools and techniques for effective management of information and providing services.
PLO 3	Innovation and creativity	Students will be able to come up with creative solutions to provide satisfactory services to the information seekers.
PLO 4	Research	Students will be able to undertake research endeavors to come up with enduring solutions to emerging problems.
PLO 5	Teamwork and communication skills	Students will be able to work in teams in diverse, cross-cultural settings and communicate skillfully across different media.
PLO 6	Professionalism	Students will be able to maintain high standard of professional ethics and apply various soft skills to provide effective services.

Course Structure and Credit Distribution

1st Year 1st Semester		
Course No.	Course Title	Full Marks
BISLM 0322101	Introduction to Information Studies	100
GED 0611102	ICT Fundamentals and Advanced MS Office Skills	100
BISLM 0322103	Information and Society	100
GED 0231104	Bengali Language	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

1st Year 2nd Semester		
Course No.	Course Title	Full Marks
BISLM 0322105	Information Resources Development	100
BISLM 0322106	Information Sources and Services	100
BISLM 0322107	Records Management, Archives and Museology	100
GED 0231108	Communicative English	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

2nd Year 3rd Semester		
Course No.	Course Title	Full Marks
BISLM 0322209	Documentation, Information and Communication	100
BISLM 0322210	Computer Hardware and Networking	100
BISLM 0322211	Information Literacy	100
GED 0222212	Bangladesh Studies	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

2nd Year 4th Semester		
Course No.	Course Title	Full Marks
BISLM 0322213	Indexing and Abstracting	100
BISLM 0322214	Database Design and Applications	100
BISLM 0322215	Information Ethics and Behaviour	100
GED 0321216	Writing, Editing and Publishing	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

3rd Year 5th Semester		
Course No.	Course Title	Full Marks
BISLM 0322317	Organization of Knowledge (Classification Theory)	100
BISLM 0322318	Library Administration and Management	100
BISLM 0322319	Information Marketing and Advocacy	100
GED 0613320	Computer Programming	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

3rd Year 6th Semester		
Course No.	Course Title	Full Marks
BISLM 0322321	Organization of Knowledge (Cataloguing Theory)	100
GED 0613322	Internet Studies and Web Development	100
BISLM 0322323	Organization of Knowledge (Classification Lab)	100
BISLM 0322324	Research Methodology	100
	Viva voce	25
	4 full units and & 1 partial 17 credits	425

4th Year 7th Semester		
Course No.	Course Title	Full Marks
BISLM 0322425	Automation of Information Institutions	100
GED 0542426	Applied Statistics	100
BISLM 0322427	Organization of Knowledge (Cataloguing Lab)	100
BISLM 0322428	Comparative and International Librarianship	100
	Viva voce	25
	4 full units & 1 partial 17 credits	425

4th Year 8th Semester		
Course No.	Course Title	Full Marks
BISLM 0322429	Information Retrieval Techniques	100
BISLM 0322430	Systems Analysis and Design	100
BISLM 0322431	Information Resource Sharing	100
BISLM 0322432	Research Monograph	75
BISLM 0322433	Comprehensive	75
BISLM 0322434	Internship in Information Institutions	50
BISLM 0322435	Field Visit (Non-credit)	
	Viva voce	25
	3 full units, 2 three-credit units and 1 half unit & 1 partial 21 credits	525

Course Code: BISLM 0322 101
Course Title: Introduction to Information Studies

PART A: Course details

I.   Course Title: Introduction to Information Studies
II.   Course Code: BISLM 0322 101
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 1st Year 1st Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course offers an introduction to the field of information studies, emphasizing the interdisciplinary nature of information studies and library management. It covers key concepts, historical milestones, and the evolution of tools and methodologies for knowledge organization. The curriculum includes technology-driven approaches to information services, a survey of diverse information sources, and an exploration of user-centered services. Students will engage with the theories and practices that support the efficient organization, access, and governance of information resources in both traditional and digital contexts.

Rationale of the course
This course provides a foundational understanding of information studies, equipping students with essential skills to navigate the complexities of modern information systems. By exploring key concepts, tools, and technologies, students will be prepared to address challenges in storing, organizing, accessing, and disseminating information. This knowledge is vital for those aspiring to careers in libraries, information centers, and related fields, enabling them to contribute meaningfully to the evolving information profession.

Learning objectives
- To develop a clear understanding of data, information, and knowledge, and recognize their significance within information studies;
- To examine the historical evolution of writing, record keeping, libraries, and printing, and assess their impact on information dissemination over time; and
- To acquire the skills to identify, apply, and evaluate various tools for organizing knowledge, and to enhance the information management process.

Course summary
Unit-1: Introduction to information studies
Definition of data, information and knowledge, characteristics of information and knowledge, varieties and parameters of information, and human information needs; basic concepts of information theory.

Unit-2: History of books and libraries
Development of writing, record keeping and libraries; and the emergence of printing and the history of books.

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Unit-3: Tools for knowledge organization
Tools for organizing knowledge, various standards in information environments; metadata standards, digital object identifiers, and system contexts for knowledge organization.

Unit-4: Technology-based information services
Information management software tool, digital libraries, digital ready reference apparatus such as dictionaries, encyclopedias, almanacs, atlases, catalogues, computer databases, etc.

Unit-5: Information sources and services
Various information sources, information services for users including CAS, SDI, routings of periodicals, reference, circulation, reading room services, etc.

Unit-6: Management of library and information institutions
Types of libraries and their utilities; different departments within a library and their functions, application of modern management ideas and techniques to libraries.

Unit-7: Information Ethics and Policy
Principles of information ethics, intellectual freedom, and privacy in information use. Copyright, intellectual property rights, and open access. Ethical challenges in digital environments and information equity. Policies and standards governing information sharing, data protection, and digital inclusion.

Unit-8: Emerging Trends in Information Studies
Overview of emerging technologies in information management, including artificial intelligence, machine learning, and big data analytics. Trends in digital curation, cloud-based information services, and social media information dissemination. The role of blockchain in recordkeeping and information security. Future challenges and opportunities in the information profession.

Course Learning Outcomes (CLOs)

CLO 1	Students will be able to demonstrate comprehensive understanding of the basic concepts of information studies, including the ethical considerations and policies governing information use and dissemination.
CLO 2	Students will be able to evaluate the roles, functions, and societal significance of libraries and information institutions across different historical and cultural contexts, with an understanding of their evolution and the impact of emerging trends.
CLO 3	Students will be able to apply various tools, techniques, and technologies for effective organization and management of library and information resources, considering contemporary standards and technological advancements..
CLO 4	Students will be able to critically assess the impact of technological advancements and emerging trends, such as artificial intelligence and digital curation, on library and information services.
CLO 5	Students will be able to identify various information resources and services, and evaluate their implications for global information environments, and consider ethical and equitable access to information..
CLO 6	Students will be able to understand the types of libraries, their utilities, and the application of modern management principles and techniques to libraries, including strategies for addressing future challenges in the field.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Comprehensive understanding of information science, library management, ethics, and policies.	√	√			√	
CLO 2	Evaluation of libraries' roles, functions, and significance in historical and cultural contexts.	√	√				√

CLO 3	Application of tools, techniques, and technologies for managing library resources.	√		√	√	√	
CLO 4	Critical assessment of technological advancements and emerging trends in library services.	√		√			√
CLO 5	Identification and evaluation of information resources and their global implications.		√		√		√
CLO 6	Understanding library types, utilities, and modern management strategies.		√	√	√		√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit 1: Introduction to information studies	Understand fundamental concepts of information studies and library management.	Week 1, 2	Defining data, information and knowledge, characteristics of information and knowledge, varieties of information, and human information needs; basic concepts of information theory	Class lectures, group discussions, hand-on exercises	CLO 1
Unit-2: History of books and libraries	Analyze the historical and cultural roles of libraries and their significance.	Week 3, 4	The development of writing, record keeping and libraries, emergence of printing and the history of books	Class lectures, presentations, assignments	CLO 2
Unit-3: Tools for knowledge organization	Develop proficiencies in utilizing various tools and technologies for information management.	Week 5, 6	Tools for organizing knowledge; various documentation standards; ISBN, ISSN, metadata protocols, digital object identifiers, and system contexts for knowledge organization	Class lectures, homework, presentation, Q&A session	CLO 3
Unit-4: Technology-based information services	Assess the impact of technologies on providing information services.	Week 7, 8, 9	Information management software tools; digital ready reference apparatus such as dictionaries, encyclopedias, almanacs, atlases, catalogues, computer databases, etc.	Class lectures, practical exercises	CLO 4

Unit-5: Information sources and services	Identify and evaluate diverse information resources and services.	Week 10	Introduction to information sources and services, information services to users including CAS, SDI, routings of periodicals, reference, circulation, reading room services, etc.	Class lectures, group discussions, hands-on exercises	CLO 5
Unit-6: Management of library and information institutions	Acquire knowledge of modern management principles to enhance library operations.	Week 11, 12	Types of libraries and their utilities, different departments within a library and their functions, application of modern management ideas and techniques to libraries	Class lectures, assignments, problem-solving sessions	CLO 6
Unit-7: Information Ethics and Policy	Understand the ethical considerations and policies governing information use and dissemination.	Week 13, 14	Exploring information ethics, privacy, intellectual property rights, copyright, open access; discussing policies and standards governing data protection and sharing.	Class lectures, case studies, group discussions	CLO 1, CLO 5
Unit-8: Emerging Trends in Information Studies	Analyze emerging trends and technologies impacting the information profession.	Week 15, 16	Examining AI, digital curation, blockchain, big data analytics, and cloud-based information services; forecasting future challenges and opportunities.	Class lectures, presentations, research discussions	CLO 3, CLO 4, CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Rowley, J. E., & Farrow, J. (2019). *Organizing knowledge: Introduction to access to information*. Routledge.
Hamilton, F. (1995). *Current awareness, current techniques*. Gower.
Chowdhury, G. G., & Chowdhury, S. (2003). *Introduction to digital libraries*. Facet Publishing.

Course Code: GED 0611 102
Course Title: ICT Fundamentals and Advanced MS Office Skills

PART A: Course details
I. Course Title: ICT Fundamentals and Advanced MS Office Skills
II. Course Code: GED 0611 102
III. BNQF Code: 0611
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Mid-term Examinations	Continuous internal evaluation: 40 marks
Class attendance	Class attendance: 10 marks
Semester Examinations	Final written exam 20 marks + Project report and presentation – Practical: 30 marks

VII. Level: 1st Year 1st Semester
VIII. Course Type: GED
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Rationale of the Course
This course provides students with foundational knowledge of computer hardware, software, networks, and the Internet, along with a comprehensive understanding of essential office applications, such as Microsoft Word, Excel, PowerPoint, and web browsing/searching. Through a blend of theoretical knowledge and practical exercises, students will develop proficiency in computer operation, document creation and formatting, spreadsheet management, presentation design, and effective online navigation. The course aims to equip students with practical computer skills required for both their academic pursuits and personal lives.

Course Format:

Lecturing (Theory)	2 credit	80 Notional hours
Lab-work (Practical)	2 credits	120 Notional hours

Topic	Required session(s)	CLOs
1. Computer Fundamentals		CLO1
1.1 Computer Hardware and Network		
1.1.1 Computer Generations		
1.1.2 Hardware Components of a PC		
1.1.3 Classification of Computer Memory and Storage Devices		
1.1.4 Installing peripheral devices (Printers/Bluetooth devices)		
1.1.5 Topologies of Computer Network		
1.1.6 Logical, Physical, and Port Addresses		
1.1.7 Functions of Hub, Switch, Router, Gateway, and Firewall Devices		
1.1.8 Configuring Wireless Access Points		
1.2 Software and Security Systems		
1.2.1 Software Systems		
1.2.1.1 Types of Software		
1.2.1.2 Application Software, System Software and Operating systems, Device Drivers		
1.2.1.3 Utility Software and Firmware		
1.2.2 Cybersecurity		
1.2.2.1 Confidentiality, Integrity and Availability Cyber Attacks – Man in the Middle Attack, Denial-of-Service (DoS) and Distributed Denial-of-Service (DDoS), Email Attacks, Password Attacks, Malware and Fishing Attacks, and Ethical usage of Cyber spaces.		
1.3 Artificial Intelligence and Machine Learning		
1.3.1 Fundamentals of AI and Machine Learning		
1.3.2 Generative AI tools and Their Usage		
2. Features of MS Word		CLO2
2.1 Home Tab		
2.1.1 Clipboard Group: Format Painter		
2.1.2 Font Group: Strikethrough, Subscript, Superscript, Small Caps,		
2.1.3 Styles Group: Creating New Styles		
2.2 Insert Tab		
2.2.1 Pages Group: Cover Page, Page Break		
2.2.2 Tables Group: Creating tables		
2.2.3 Header & Footer Group: Header, Footer, Page Number		
2.2.4 Symbols Group: Equation, Symbol		
2.3 Design Tab		
2.3.1 Document Formatting Group		
2.3.2 Page Background Group: Watermark, Page Color, Page Borders		
2.4 Layout Tab		
2.4.1 Page Setup Group: Margins, Orientation, Size, Columns, Breaks, Line Numbers		
2.4.2 Paragraph Group: Indent, Spacing		
2.4.3 Arrange Group: Position, Wrap Text, Bring Forward, Send Backward		
2.5 Mailings Tab		
2.5.1 Create Group: Envelops, Labels		
2.5.2 Mail Merge: Select Recipients, Edit Recipient List		

Practice Tasks: Creating a CV, Formatting a business letter, Designing a report with a title page, headings, and footers, Inserting and formatting a table for data presentation, creating a mail merge for personalized letter or invitation, adding a watermark and custom page color to a document, setting up document margins and orientations for printing, etc.

3.   Features of MS Excel   CLO3
    3.1   Columns and Rows
                Selecting Columns and Rows, Changing Column Width and Row Height, Auto fitting Columns and Rows, Hide/Unhide Columns and Rows, Inserting and Deleting Columns and Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, use of paste and paste special.
    3.2   Functionality Using Ranges
                Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill
    3.3   Creating Formulas
                Using Formulas, Formula Functions – Sum, Average, IF, Count, Max, Min, Proper, Upper, Lower, Using AutoSum
    3.4   Spreadsheet Charts
                Creating Charts, Different types of charts, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table, Moving between Spreadsheets,
    3.5   Data Analysis
                Sorting, Filter, Text to Column, Data Validation

    Practice Tasks: Create a spreadsheet to track your month expenses, Adjust the column widths to ensure all category names are fully visible, Use Insert function to add a new row, Use Formulas to calculate total expense, average spending, and identify spending that exceeds certain limits, Create Charts to visually represent the expenses incurred, etc.

4.   Features of PowerPoint   CLO4
    4.1   Presentations
        4.1.1 Understanding Electronic Presentations
        4.1.2 Applying a Theme
        4.1.3 Typing Text into a Slide
        4.1.4 Saving a Presentation
        4.1.5 Inserting New Slides
        4.1.6 Presenting a Slide Show
        4.1.7 Printing Handouts
    4.2   Preparing for Presentations
        4.2.1 Using Slide Sorter View
        4.2.2 Reusing Slides
        4.2.3 Adding Sections
        4.2.4 Adding Notes to Your Slides
        4.2.5 Slide Numbers
        4.2.6 About Hyperlinks
    4.3   Animations and Transitions
        4.3.1 Understanding Animation
        4.3.2 Animating Text
        4.3.3 Animating Objects
    4.4   Media and Action Buttons
        4.4.1 Understanding Media in PowerPoint

4.4.2 Inserting an Online Video		
4.4.3 Inserting an Online Audio Clip		
4.5 Setting up the Show		
4.5.1 About Self-Running Presentations		
4.5.2 Recording a Slide Show		
4.5.3 Setting Up a Self-Running Presentation		
4.5.4 Rehearsing Timings		
4.5.5 Setting Up a Speaker-Led Show		
4.5.6 Creating a Custom Show		
4.5.7 Understanding Presenter View		
4.6 Brilliant Presentations		
4.6.1 Planning a Presentation		
4.6.2 Make It Readable		
4.6.3 The Four Pillars of Great Design		
4.6.4 Perfect Presentation Layouts		
4.6.5 Presenting Polished Presentations		
4.6.6 Presentation Methods and Hardware		
Practice Tasks: Create a professional presentation on a chosen topic using at least 5 slides. Apply a theme, add media (video and audio), use animations and transitions, incorporate speaker notes and hyperlinks, and set up the presentation for self-running mode.		
5. Internet Searching and Browsing 5.1 Browsing Tools and Techniques 5.2 Searching on the internet: Keyword searching, Boolean Operators, Phrase searching, Truncation and Wildcard 5.3 Using Clouds, Dropbox, Google Drive, Zoom Account Management, and others. 5.4 Social Networking, e-Commerce, creating a YouTube Profile, LinkedIn, etc.		CLO5

Course Learning Outcomes (CLOs)

CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and cloud storage.
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.
CLO5	Navigate internet search and browning tools effectively to access online resources and services effectively.

Mapping CLOs to PLOs:

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	√	√	√		√	√
CLO2		√		√	√	
CLO3		√	√		√	
CLO4	√	√	√	√		
CLO5		√			√	√

After completing the course, the students will be able to:

SL No.	Course Learning Outcome	PLOs	Assessment Rubric Utilised
CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and storage devices.	PLO 1, PLO 2, PLO 6	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.	PLO 2, PLO 3, PLO 6	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.	PLO 2, PLO 3, PLO 6	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.	PLO 2, PLO 3, PLO 6	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO5	Navigate internet search and browning tools effectively to access online resources and services effectively.	PLO 1, PLO 5, PLO 6	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Attendance: 10 marks + Continuous evaluation: 40 marks)

Bloom's Category	Quiz	Assignment/ Tasks	Reflection	Midterm Exam	Presentation
Remember	√			√	
Understand	√	√	√	√	√
Apply		√	√	√	√
Analyse		√			√
Evaluate					
Create					

SEE-Semester End Evaluation (Final Written Exam 20 marks + Project Report and Presentation – Practical: 30 marks)

Bloom's Category	Final Exam	Project Report			
Remember	√	√			
Understand	√	√			
Apply	√	√			
Analyse	√	√			
Evaluate	√	√			
Create	√	√			

Learning Resources:

Text Books	Justice, Matthew. *How Computers Really Work: A Hands-On Guide to the Inner Workings of the Machine*
Reference Books (Text Books)	Holler, James. *The Microsoft Office 365 Bible*
Other Resources (Online Resources or others)	Croft, Bruce, Metzler, Donald and Strohman, Trevor. *Search Engines: Information Retrieval in Practice* ICT Skills Full Book. Available at:

Course Code: BISLM 0322 103
Course Title: Information and Society

<div align="center">PART A: Course details</div>

I.	Course Title: Information and Society
II.	Course Code: BISLM 0322 103
III.	BNQF Code: 0322
IV.	Credit Value: 4.00
V.	Credit Hour: 60 (Sixty)
VI.	Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.	Level: 1st Year 1st Semester
VIII.	Course Type: Core
IX.	Academic Session: N/A
X.	Course Teacher/ Instructor:
XI.	Prerequisite (s) (if any): N/A
XII.	Faculty: Faculty of Arts
XIII.	Department: Department of Information Science and Library Management
XIV.	Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
With the emergence of information society, students require a comprehensive understanding of the multidimensional relationship existing between information and various social organizations including libraries. In view of this, the course covers diverse issues ranging from history of learning to ethical use of information in personal and social life.

Rationale of the course
This course helps students receive a comprehensive understanding of the role of information, and communication in the global context. It serves as a bridge to connect theoretical knowledge with practical implications into how information shapes and is shaped by the society, culture, and institutions by understanding the relationship among information, technology, and society. The course will equip them with skills, awareness and understanding about the historical evolution of libraries in ancient societies, and global communication infrastructure including how this is affecting the way we consume information. Pertinent issues like information policy and the role of information in sustainable development, information ethics etc. will enrich their knowledge and understanding of these critical issues and their impact in our lives.

Learning objectives
• Equip the students with a comprehensive understanding of society and the role of information in the evolution of society.
• Enhance the students' knowledge and awareness on the multidimensional role of information in the advancement of society.
• Prepare the students for making best use of information and knowledge for dealing with diverse problems and issues that impacts the present society.

Course summary
Unit-1: Fundamentals of society and social organizations
Origin and development of society, elements of society, culture and civilization, major sociological theories, social organizations and institutions.

Unit-2: History of Learning
History of writing materials and writing systems, the emergence of printing and the history of books.

Unit-3: Evolution of libraries in society
Origin and development of libraries in early societies, ancient and medieval libraries of Asia, Africa and Europe, library as a social institution, relationship of libraries with other social institutions, changing role of libraries in the society.

Unit-4: Role of Information and Media in Society
Definition, components, dimensions, parameters; socio-economic implications of information, community information services, information for sustainable development, evolution and development of media in the society.

Unit-5: Ethical issues of Information and Media
Ethics and philosophy of information; Intellectual property rights and related issues; Information ethics and the role of library and information professionals; Media and their role in social transformation.

Unit-6: Fundamentals of Communication
Characteristics, functions and significance of communication, types of communication and their implications, mode of communication, information communication, role of libraries in communication.

Unit-7: Information Society
Information society – components, models, impacts; Theories of information society, dimensions of information society, current and future trends in information society: Big data, information overload and related issues.

Unit-8: Information Policy and Intellectual Freedom
Introduction to information policy, issues relevant to information policy – privacy, freedom of information, net neutrality; Digital divide, intellectual freedom and the role of LIS professionals.

Course Learning Outcomes (CLOs)

CLO 1	Students will be able to understand the evolutionary process that has shaped today's society including the changes in the arena of libraries.
CLO 2	Students will be able to evaluate the importance of information, media and communication in today's world and their future roles.
CLO 3	Students will be able to develop awareness and knowledge about the ethical aspects of information, media and communication.
CLO 4	Students will be able to critically assess the nature and impacts of information society in our everyday life.
CLO 5	Students will be able to recognize the trends in information policy and intellectual freedom and their impact on the society.
CLO 6	Students will be able to examine the societal implications of information use, such as digital divides, access to information, and the contemporary role of libraries in achieving sustainable development goals.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understanding the evolutionary process that has shaped today's society including the changes in the arena of libraries.	√					
CLO 2	Evaluating the importance of information, media and communication in today's world and		√	√			

	their future roles.								
CLO 3	Developing awareness and knowledge about the ethical aspects of information, media and communication.								√
CLO 4	Assessing the nature and impacts of information society in our everyday life.						√	√	
CLO 5	Recognizing the trends in information policy and intellectual freedom and their impact on the society.	√							√
CLO 6	Examining the role and impacts of information in sustainable development.				√	√			√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit 1: Fundamentals of society and social organizations	Understand the historical context of modern society. Understand the theories which affect today's society and its progress.	Week 1,2 ,3	Defining society, types of society, and social organizations	Class lectures, group discussions.	CLO 1
Unit-2: History of learning	Learn about the evolution of learning in the society.	Week 4, 5	The development of writing systems and materials, emergence of printing.	Class lectures, presentations, assignments	CLO 2
Unit-3: Evolution of libraries in society	Comprehend the evolutionary process of modern libraries. Understand the context in which libraries operate in the society.	Week 6, 7, 8	The evolution of libraries and record keeping in ancient civilizations.	Class lectures, homework, presentation, Q&A session	CLO 1, CLO 2
Unit-4: Role of information and media in society	Identify the role and impact of information in society. Conceptualize the changing roles and impacts of various media in the society.	Week 9, 10	The interplay between information, media and the society.	Class lectures, group discussions	CLO 3
Unit-5: Ethical issues of information and media	Understand the fundamentals of information ethics. Realize the implications of ethics in information related works.	Week 11, 12	The implication of ethical issues on social evolution, the roles and responsibilities of information institutions on ethical issues.	Class lectures, group discussions, hands-on exercises	CLO 3, CLO 5
Unit-6: Fundamentals	Learn about the functions and importance of	Week 13, 14	Significance of information	Class lectures, assignments	CLO 2, CLO 3

of communication	communication.		communication, and impact of communication in today's society.		
Unit-7: Information society	Identify the nature and dimensions of information society Identify the current and future trends of information society.	Week 15, 16	Exploring the trends of information society and the role of LIS professionals in this regard.	Class lectures, case studies, group discussions	CLO 2, CLO 6
Unit-8: Information Policy and Intellectual Freedom	Identify the nature, functions and implications of information policy. Comprehend the significance of intellectual freedom in personal and professional life.	Week 18	Recognizing the importance of intellectual freedom and the role of LIS professionals in this regard.	Class lectures, presentations, research discussions	CLO 5, CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography
Feather, J. P. (2013). *The information society: A study of continuity and change.* Facet Publishing.
Hanslin, J.M. (2011). *Essentials of Sociology: A down-to-earth approach.* Pearson.
Chowdhury, G. G., & Chowshury, S. (2003). *Introduction to digital libraries.* Facet Publishing.
Haralambos, M. & Holborn, M. (2008). *Sociology themes and perspectives.* Collins.

Harris, M.H. (1999). *History of libraries in the Western world.* Scarecrow Press.

nK, KvRx ‡gv¯ÍvK MvDmyj (2008)| *GKyk kZ‡Ki †cÖÿvc‡U mgvR Z_¨ I MÖš'vMvi|* MY Dbœqb MÖš'vMvi|

Course Code: GED 0231 104

Course Title: Bangali Language

PART A: Course details

I. Course Title:) Bangali Language
II. Course Code: GED 0231 104
III. BNQF Code: 0231
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII. Level: 1st Year 1st Semester
VIII. Course Type: GED
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Rationale of the Course:

cÖ‡Z¨K gvby‡liB gvZ…fvlv m¤ú‡K© fv‡jv Ávb _vKv DwPr| gvZ…fvlv evsjvi Rb¥-BwZnvm I evsjv mvwnZ¨ m¤ú‡K© Rvbv evsjvfvlx cÖ‡Z¨K gvby‡li Aek¨KZ©e¨| G wPšÍv †_‡K GB †Kv‡m© evsjv fvlv I mvwnZ¨ m¤úwK©Z AwZ cÖ‡qvRbxq I †gŠwjK welq¸‡jv AšÍf©y³ Kiv n‡q‡Q|

Course objectives:

GB cvV¨µ‡gi g~j jÿ¨ evsjv fvlv I mvwnZ¨ wel‡q mvaviY aviYv AR©b| Gi gva¨‡g wkÿv_©xiv evsjv mvwn‡Z¨i D‡jøL‡hvM¨ mvwnZ¨ I mvwnwZ¨K m¤ú‡K© Rvb‡Z cvi‡e Ges fvlvi e¨envi m‡PZb n‡q DV‡e| wkÿv_©xiv e¨envwiK Rxe‡b cÖ‡qvRZ evsjv fvlv e¨envi m‡PZb I `ÿ n‡q DV‡e; cvkvcvwk evsjv mvwnZ¨ cvV K‡i Zv‡`i m„Rbkxj fvebv-†PZbvI weKwkZ n‡e|

Course Learning Outcomes (CLOs)

CLO 1	evsjv fvlv I mvwn‡Z¨i BwZnvm m¤ú‡K© Rvb‡Z cvi‡e|
CLO 2	cÖwgZ evsjv fvlv e¨env‡ii m‡PZb I `ÿ n‡e|
CLO 3	evsjv mvwnZ¨-cv‡V gbbxq wPšÍv‡PZbv weKwkZ n‡e|
CLO 4	cvVvf¨vm I ‡gŠwjK †jLv‡jwL‡Z m„RbkxjZv e,,w× cv‡e|

PART B: Content of the course

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
mßvn 1	K Ask: evsjv fvlvi BwZnvm: evsjv fvlvi D™¢e I weKv‡ki aviv; mvay, PwjZ, AvÂwjK I cÖwgZ fvlvi ¯^iƒc L Ask: evsjv mvwn‡Z¨i mswÿß BwZnvm (cÖvPxb hyM)	lecture and student response		CLO 1 CLO 3
mßvn 2	K Ask: aŸwb, eY©, Aÿi; AvšÍR©vwZK aŸwbZvwË¡K	lecture and student response		CLO 1 CLO 2

	eY©gvjv L Ask: evsjv mvwn‡Z¨i mswÿß BwZnvm (ga¨hyM)			CLO 3
mßvn 3	K Ask: ¯^iaŸwb I e¨ÄbaŸwbi aŸwbZvwË¡K wePvi L Ask: evsjv mvwn‡Z¨i mswÿß BwZnvm (AvaywbK hyM)	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 4	K Ask: aŸwbi cwieZ©b L Ask: KweZv : gvB‡Kj gaym~`b `Ë : e½fvlv	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 5	K Ask: kã, k‡ãi †kÖwYwefvM L Ask: KweZv : iex›`ªbv_ VvKzi : HKZvb	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 6	K Ask: kã MVb cÖwµqv: mwÜ, mgvm L Ask: KweZv : KvRx bRiæj Bmjvg : gvbyl	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 7	K Ask: kã MVb cÖwµqv: cÖK…wZ-cÖZ¨q, DcmM©, AbymM© L Ask: KweZv : Rxebvb›` `vk : ebjZv †mb	student's discussion and teacher's response; written exam	Written exam	CLO 1 CLO 2 CLO 3
mßvn 8	K Ask: evsjv cwifvlv; evsjv fvlvi AccÖ‡qvM I i× cÖ‡qvM L Ask: KweZv : kvgmyi ivngvb : †Zvgv‡K cvIqvi R‡b¨, †n ¯^vaxbZv	student's discussion and teacher's response; written exam	Written exam	CLO 1 CLO 2 CLO 3
mßvn 9	K Ask: evK¨ZË¡: ev‡K¨i msÁv; mv_©©K ev‡K¨i ¸Y; ev‡K¨i †kÖwYwefvM; weivgwPý L Ask: †QvUMí : iex›`ªbv_ VvKzi : GKivwÎ	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 10	K Ask: evM_©©ZË¡: msÁv; A_© cwieZ©bi KviY; A_© cwieZ©bi cÖwµqv; k‡ãi e¨Äbv_©© L Ask: †QvUMí : gvwbK e‡›`¨vcva¨vq : cÖv‰MwZnvwmK	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 11	K Ask: Awfavb: Awfav‡bi msÁv, cÖKvi‡f` I e¨envi c×wZ L Ask: †QvUMí : ‰mq` IqvjxDjøvn : bqbPviv	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 12	K Ask: evsjv evbvb: Y-Z¡ I l-Z¡ weavb; mwÜ-mgvm-cÖK…wZ-cÖZ¨qRvZ evbvb L Ask: cÖeÜ : ew¼gP›`ª P‡Æcva¨vq : ev½vjv fvlv	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 13	K Ask: evsjv GKv‡Wwqi cÖwgZ evsjv evbv‡bi wbqg L Ask: cÖeÜ : nicÖmv` kv¯¿x : ^Zj	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 14	K Ask: evsjv kÖeY I K_b `ÿZv: evsjv D"PviYm~Î I Zvi cÖ‡qvM; ¯^iaŸwbi D"PviY; e¨ÄbaŸwbi D"PviY L Ask: cÖeÜ : †gvZv‡ni †nv‡mb †PŠayix : ms¯‹…wZ-K_v	lecture and student response		CLO 1 CLO 2 CLO 3
mßvn 15	K Ask: wbwg©wZ: cÎ iPbv : e¨w³MZ I `vßwiK, cÖwZ‡e`b, ¯§viwKwjwc, gvbcÎ; mvivsk; cÖeÜ iPbv; MÖš' mgv‡jvPbv	lecture and student response		CLO 1 CLO 2 CLO 4

L Ask: cvV ch©v‡jvPbv				

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

cvV¨ welq

K Ask: evsjv fvlv I wbwg©wZ
evsjv fvlvi BwZnvm: evsjv fvlvi D™¢e I weKv‡ki aviv; mvay, PwjZ, AvÂwjK I cÖwgZ fvlvi ¯^i̇c
aŸwbZË¡: aŸwb, eY©, Aÿi; ¯^iaŸwb I e¨aÂbaŸwbi aŸwbZvwË¡K wePvi; aŸwbi cwieZ©b; AvšÍR©wewkZK aŸwbZvwË¡K eY©gvjv
ifcZË¡: kã, k‡ãi †kÖwYwefvM; kã MVb cÖwµqv : mwÜ, mgvm, cÖK…wZ-cÖZ¨q, DcmM©©, AbymM©©; evsjv cwifvlv; evsjv fvlvi AccÖ‡qvM I ï× cÖ‡qvM
evK¨ZË¡: ev‡K¨i msÁv; mv_©K ev‡K¨i ¸Y; ev‡K¨i †kÖwYwefvM; weivgwPý
evM_©©ZË¡: msÁv; A_© cwieZ©‡bi KviY; A_© cwieZ‡bi cÖwµqv; k‡ãi e¨Äbv_©
Awfavb: Awfav‡bi msÁv, cÖKwie‡f I e¨envi c×wZ

17

evsjv evbvb: Y-Z¡ I l-Z¡ weavb; mwÜ-mgvm-cÖK…wZ-cÖZ¨qRvZ evbvb; evsjv GKv‡Wwgi cÖwgZ evsjv evbv‡bi wbqg

evsjv kÖeY I K_b `ÿZv: evsjv D"PviYm~Î I Zvi cÖ‡qvM; ¯^iaŸwbi D"PviY; e¨ÄbaŸwbi D"PviY

wbwg©wZ: cÎ iPbv: e¨w³MZ I `vßwiK, cÖwZ‡e`b, ¯§viKwjwc, gvbcÎ; mvivsk; cÖeÜ iPbv; MÖš' mgv‡jvPbv

L Ask: evsjv mvwnZ¨

evsjv mvwn‡Z¨i mswÿß BwZnvm

mvwnZ¨cvV

wbe©vwPZ KweZv

gvB‡Kj gaym~`b `Ë: e½fvlv
iex›`ªbv_ VvKzi: HKZvb
KvRx bRiæj Bmjvg: gvbyl
Rxebvb›` `vk: ebjZv †mb
kvgmyi ivngvb: †Zvgv‡K cvIqvi R‡b¨, †n ¯^vaxbZv

wbe©vwPZ Mí

iex›`ªbv_ VvKzi : GKivwÎ
gvwbK e‡›`¨vcva¨vq : cÖv‰MwZnvwmK
‰mq` IqvjxDjøvn : bqbPviv

wbe©vwPZ cÖeÜ

ew¼gP›`ª P‡Æcva¨vq: ev½vjv fvlv
nicÖmv` kv¯¿x: ^Zj
†gvZv‡ni †nv‡mb †PŠayix: ms¯‹…wZ-K_v

Supplementary Readings:
Aveyj Kvjvg gbRyi †gvi‡k``: AvaywbK fvlvZË¡
RxbvZ BgwZqvR Avjx: aŸwbweÁv‡bi f~wgKv
†R¨vwZf~lY PvKx: evsjv fvlvi e¨vKiY
b‡ib wek¦vm: evsjv D"PviY Awfavb
†bcvj gRyg`vi (m¤úv`K): evbvb weZK©
gbmyi gymv: evsjv cwifvlv: BwZnvm I mgm¨v
gvneyeyj nK: evsjv evbv‡bi wbqg
gyn¤§` Ave`yj nvB: aŸwbweÁvb I evsjv aŸwbZË¡
gyn¤§` Gbvgyj nK: e¨vKiY-gÄix
gyn¤§` knx`yjøvn&: evsjv fvlvi BwZe„Ë; evsjv mvwn‡Z¨i K_v; ev½vjv e¨vKiY
hZxb miKvi: e¨vKi‡Yi fq AKviY
iwdKzj Bmjvg I Ab¨vb¨ (m¤úv`K): evsjv GKv‡Wwg cÖwgZ evsjv fvlvi e¨vKiY (1-2 LÐ)
iex›`ªbv_ VvKzi: evsjv kãZË¡; evsjv-fvlv cwiPq
wkecÖmbœ jvwnox I Ab¨vb¨ (m¤úv`K): evsjv fvlvi cÖ‡qvM I AccÖ‡qvM
myKzgvi †mb: fvlvi BwZe„Ë; ev½vjv mvwn‡Z¨i BwZnvm
mybxwZKzgvi P‡Æcva¨vq: fvlv-cÖKvk ev½vjv e¨vKiY
ûgvqyb AvRv``: evOjv fvlv [`yB LÐ]

Charles F. Hockett: A Course in Modern Linguistics
Edward Sapir: Language: An Introduction to the study of speech
Leonard Bloomfield: Language
Suniti Kumar Chatterji: The Origin and Development of the Bengali Language

Course Code: BISLM 0322 105
Course Title: Information Resources Development

PART A: Course details

I. Course Title: Information Resources Development
II. Course Code: BISLM 0322 105
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII. Level: 1st Year 2nd Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course

The course *Information Resources Development* introduces students to the principles, methods, and practices of developing and managing information resources in modern libraries and information institutions. It explores the selection, evaluation, and organization of print, non-print, and electronic materials to meet the diverse needs of users. Topics include resource development theories, collection evaluation, selection tools, acquisition policies, budgeting, legal and ethical considerations, and future trends in resource management. Emphasis is placed on creating inclusive and user-centric collections while addressing challenges such as copyright, censorship, and sustainability. The course equips students with the knowledge and skills necessary to build and maintain dynamic, responsive, and ethically managed information collections.

Rationale of the course

This course is designed to equip students with the foundational knowledge and practical skills required for managing information resources in modern libraries and information institutions. This includes the selection, evaluation, organization, and preservation of both traditional and electronic materials, ensuring they meet the diverse and dynamic needs of users. As libraries transition from traditional print collections to multifaceted digital repositories, librarians and information professionals must be adept at resource development that aligns with institutional missions and user demands.

Learning objectives

- Understand and apply principles of library collection development by explaining terminology, fulfilling librarian roles, and navigating trends in society, education, and government.
- Evaluate and manage collections through selection, weeding criteria, and assessment of user needs, including budgeting for diverse library environments.
- Develop and implement policies and procedures for collection development across academic, public, national, and special libraries.
- Leverage professional resources and collaborative approaches for effective resource development and management within libraries and communities.

- Navigate legal and ethical considerations in managing electronic resources, including licensing and compliance.

Course summary

Unit 1: Building Information Resources
Explores library systems, mission statements, need assessments, and the Five Laws of Library Science in relation to information resource development (IRD) and cooperative collection development.

Unit 2: Principles and Practices
Covers theories and principles of book selection, qualities of a good selector, and methods for selecting various book types using reviews and annotations.

Unit 3: Collection Development Process
Focuses on collection development policies, selection, acquisition, and maintenance processes, with attention to user and material-centric approaches and acquisition challenges.

Unit 4: Collection Assessment and Evaluation
Introduces methods and criteria for evaluating and maintaining library collections to ensure systematic resource development.

Unit 5: Stock Taking and Weeding
Discusses the principles, methods, and importance of stock taking and weeding, along with barriers to their implementation.

Unit 6: Challenges and Future of Collection Development
Covers legal and ethical issues, intellectual freedom, budgeting, and alternative approaches for future library collections.

Unit 7: Book Selection Aids
Provides an overview of national and international selection aids like bibliographies and catalogs to guide informed book selection.

Unit 8: Non-Books and e-Resources
Focuses on policies, selection, evaluation, and licensing of non-book and electronic resources for diverse library collections.

Course Learning Outcomes (CLOs)

CLO 1	Understand the principles and objectives of information resource development (IRD), including collection evaluation and alignment with the goals, needs, and mission of the library or parent organization.
CLO 2	Develop and manage collections that reflect cultural, linguistic, and ethnic diversity while applying theories and principles of book selection and evaluation.
CLO 3	Manage the life cycle of information resources, including acquisition, organization, dissemination, and preservation, across various formats and settings.
CLO 4	Apply methods for stock taking, weeding, and evaluating library materials while addressing associated legal, ethical, and social challenges.
CLO 5	Utilize tools, guides, and strategies to build accessible and user-focused collections that meet diverse needs and interests.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the principles and objectives of information resource development (IRD), including collection evaluation and alignment with the goals, needs, and mission of the library or parent organization.	√					√
CLO 2	Develop and manage collections that reflect cultural, linguistic, and ethnic diversity while applying theories and principles of book selection and evaluation.	√					√
CLO 3	Manage the life cycle of information resources, including acquisition, organization, dissemination, and preservation, across various formats and settings.	√	√				
CLO 4	Apply methods for stock taking, weeding, and evaluating library materials while addressing associated legal, ethical, and social challenges.	√					√
CLO 5	Utilize tools, guides, and strategies to build accessible and user-focused collections that meet diverse needs and interests.	√		√		√	

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Building information resources in libraries and information institutions	Functional divisions of a modern library system; Mission statement and need assessment; Purposes, methods and policies of information resources development (IRD); Cooperative collection development; Five Laws of Library Science and their relation to IRD.	Week 1, 2	Student will critically evaluate the definitions and will share their own understanding on these resources include materials that support the intellectual growth, personal development, individual interests and recreation needs of students.	Lectures, discussion using multimedia, interactive discussion	CLO 1 CLO 2

Unit		Week		Methods	CLO
Unit-2: Principles and practices	Book selection principles and theories; Selection principles and practices in public, academic, national and special libraries; Selection principles advocated by: Drury, Dewey, Haines, Ranganathan, McColvin, Spiller, John Bonk and Magrill and others. Role or qualities of good book selector. Selection of books, fictionand non-fiction books, and reference books; Book reviews. Annotations.	Week 3, 4	Student will understand the principles and different theories related to book selection and also know about good qualities of a book selector	Lectures, discussion using multimedia, interactive discussion	CLO 1 CLO 2
Unit-3: Collection development process	Process of collection development; Approaches to collection development: material centric vs user centric approaches; Procedures and methods of acquisition of books and other reading materials; Acquisition policy; Communicationwith publishers, book sellers and concerned agencies; Ordering and subsequent activities; Problems of acquisition of books and periodicals in Bangladesh.	Week 5, 6	Students will know the process involved in building up the total collection of a library and it comprises areas such as policy formation, selection, acquisition, maintenance and weeding of library materials	Lecture, interactive discussion, video presentation	CLO 3 CLO 4 CLO 5
Unit-4: Assessment and evaluation of thecollection development	Overviews of collection maintenance and evaluation; Criteria and methods of collection evaluation; Factors of evaluation	Week 7, 8	Collection development is the systematic assessment, selection and deselection of library resources	Lectures, discussion using multimedia, interactive discussion	CLO 3 CLO 4 CLO 5
Unit-5: Stock taking and weeding	Accession register, Nature, scope, principles and methods of stock taking and weeding; Need for stocktaking and weeding in libraries andinformation centres; Barriers to weeding.	Week 9, 10	Students will get the idea or concepts, issues and methods related to the acquisition including evaluation, selection, purchasing, processing, storing and dissemination.	Lectures, discussion using multimedia, interactive discussion	CLO 3 CLO 4 CLO 5

Unit-6: Collection development problems and prospects:	Challenges of collection development; Legal Issues, copyright, Censorship; Professional Ethics and intellectual freedom in collection development; Collection development future alternative approach for the future; Library finance, budget and book selection,	Week 11, 12	Student will be able to know about electronic resources and licensing, legal and ethical issues	Lectures, discussion using multimedia, interactive discussion	CLO 3 CLO 4 CLO 5
Unit-7: Book selection aids and guides	National and international book selection aids and guides including Bangladesh National Bibliography,Bangladesh books in print, publishers' lists, catalogues, BNB, BRD, CBI, Publishers' Weekly, LCcatalogue, Books in print, etc.	Week 13, 14	The information guidance can be obtained from selection aids.	Lectures, discussion using multimedia, interactive discussion	CLO 1 CLO 2
Unit-8: Non-books and e-resources collection development	Collection policy statement; Criteria and strategies for selection and evaluation of non-book materials, and electronic resources; licensing considerations; review and renewalprocess.	Week 15, 16	Student will understand about the different format (non-book /e-resources) of collection development.	Lectures, discussion using multimedia, interactive discussion	CLO 3 CLO 4 CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10

Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Carter, M. D., Bonk, W. J., & Magrill, R. M. (1974). *Building library collection*. Scarecrow Press.

Cenzer, P. S. & Gozzi, C. I. (1991). *Evaluating acquisitions and collection management*. Naworth Press.

Chakrabarti, A. K., (1983). *A treatise on book selection*. D.K. Publications.

Gardner, R. K. (1981). *Library collections, their origin, selection, and development*. McGraw-Hill.

Hains, H. E. (1935). *Living with books: the art of book selection*.

Course Code: BISLM 0322 106

Course Title: Information Sources and Services

PART A: Course details

I. Course Title: Information Sources and Services

II. Course Code: BISLM 0322 106

III. BNQF Code: 0322

IV. Credit Value: 4.00

V. Credit Hour: 60 (Sixty)

VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Bibliography, Reference and Citation (Lab)	20%
Semester final examination	40%

VII. Level: 1st Year 2nd Semester

VIII. Course Type: Core

IX. Academic Session: N/A

X. Course Teacher/ Instructor:

XI. Prerequisite (s) (if any): N/A

XII. Faculty: Faculty of Arts

XIII. Department: Department of Information Science and Library Management

XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course

Information, which is rightly called the lifeblood of modern society, has emerged as the most critical ingredient of development in the 21st century. This has resulted in the development of a huge information industry, producing massive quantity of information both print and online. The internet has made it possible to make information spread across the globe in a very short amount of time and the proliferation of diversified sources of information. However, for ordinary people, this is virtually impossible to evaluate these sources and find out reliable, accurate, trustworthy information. Therefore, today's learners need to know about the reference and information services which make sure that we find relevant and reliable information in various fields of knowledge. In view of this, the course covers a wide spectrum of topics related to the design, development and delivery of modern reference and information services along with relevant tools, technologies, policies and processes.

Rationale of the course

This course strives to help the learners in identifying the best information sources both print and online and design and manage advanced reference and information services. Today's library and information centres are characterized by an ever increasing base of users, many of whom are researchers looking for most up-to-date materials in their respective fields. Future information professionals need to accurately assess the needs of the

users, find out the most relevant and reliable information and make them available to the users quickly. This course will enable them to discharge their duties as capable LIS professionals, catering to the needs of a rapidly changing user community. Future LIS professionals are required to maintain a very high professional standard, working in a highly complex and competitive environment. This course will help them attain necessary knowledge, skills and awareness for this purpose.

Learning objectives
The major learning objectives of this course are:
- To help students attain necessary skills and knowledge for designing and managing high quality information and reference services.
- To familiarize students with relevant tools, techniques, processes and procedures for emerging as skilled LIS professionals catering to the information and reference needs of users.
- To help students achieve critical awareness about intellectual property and scholarly communication as well as the ethical practices related to information and reference services.

Course summary
Unit-1: Fundamentals of Information and Reference Services
Historical Development of Reference Service; Nature, Functions and Objectives of Reference service; major Reference and Information services; Difference between reference and information service; Reference service models.

Unit-2: Organizing and Delivering Reference Services
Reference Interview: Objectives, Nature, Types, Functions; Determining the questions and finding answers: searching, locating, retrieving and delivering answers; Interview for Specific Situations; User Orientation and Instruction.

Unit-3: Major Reference Sources
Selection and Evaluation of reference sources; Dictionaries; Encyclopedias; Directories; Almanacs, Yearbooks and Handbooks; Biographic sources; Geographical sources; Bibliographical sources; Indexes and Abstracts; Government information and statistical sources.

Unit-4: Developing and Managing Reference Collections and Services
Selecting and Evaluating Reference Materials; Managing Reference Departments; Assessing and Improving Reference Services; Planning and Organizing Data Collection and Analysis; The Role of Standards in Reference Evaluation.

Unit-5: Training and Continual Learning of Reference Staff
Training requirements of reference staff; Recruitment and orientation; Basic training: learning the essentials, identifying training needs, selecting methods, evaluation training; Qualities of reference librarians; continual learning: change management, organizational responses, continuing education.

Unit-6: Reference Service for Specific Populations
Reference Service in a Pluralistic Society; Information literacy functions of reference librarians; Reference service for specific populations based on age, education, culture, special needs, etc.; Extension services offered by the reference department.

Unit-7: Electronic Reference Services
History of Electronic Resources; Electronic resources, features, advantages and disadvantages; Technologies for organizing and managing virtual reference service; Evaluation of electronic information sources; Management of electronic reference services; Virtual Reference Collection Development.

Unit-8: Referencing Systems and Ethics in Reference Service
Fundamental; of ethics and information ethics; Ethical aspects of reference service; Ethical or Professional Codes; Competencies and Ethical Behavior; Major Ethical Issues Facing Reference Librarians; Intellectual Property Rights and the roles of reference librarians; Referencing styles and their applications.

Course Learning Outcomes (CLOs)

CLO 1	Understand the nature and importance of information and reference services.
CLO 2	Identify the techniques and tools for organizing and delivering reference and information services to specific populations.
CLO 3	Demonstrate comprehensive knowledge about the various sources of information and their use.
CLO 4	Learn the process managing reference departments as well as continual development of reference staff.
CLO 5	Understand the emerging trends and technologies of reference and information services and their application.
CLO 6	Understand the ethical aspects of reference and information services and their practical implications.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the nature and importance of information and reference services.	☞	☞				☞
CLO 2	Identify the techniques and tools for organizing and delivering reference and information services to specific populations.	☞	☞	☞			☞
CLO 3	Demonstrate comprehensive knowledge about the various sources of information and their use.		☞	☞			
CLO 4	Learn the process managing reference departments as well as continual development of reference staff.	☞	☞		☞		☞
CLO 5	Understand the emerging trends and technologies of reference and information services and their application.			☞	☞		☞
CLO 6	Understand the ethical aspects of reference and information services and their practical implications.				☞		

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Fundamentals of Information and Reference Services	Comprehend the historical Understand the historical evolution, differences between information and reference services, and service models.	Week 1, 2	Introduce key concepts through orientation, theoretical discussions, and examining the philosophical bases of reference services.	Class lectures, discussion, Question-answer	CLO 1
Unit-2: Organizing and Delivering Reference	Learn techniques for organizing and delivering services, conducting reference interviews, and	Week 3, 4	Explore different methods for organizing services, practice conducting	Class lecture, Presentation, Question-answer	CLO 2

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Services	providing library instruction.		reference interviews, and role-play library instruction scenarios.		
Unit-3: Major Reference Sources	Identify and evaluate major reference sources, their features, and criteria for use.	Week 5, 6, 7	Engage in discussions and presentations on key reference sources; practice co-browsing and evaluation techniques.	Class lecture, Quiz, Question-answer	CLO 3
Unit-4: Developing and Managing Reference Collections and Services	Build and manage balanced reference collections with practical skills and techniques.	Week 8, 9, 10	Participate in group discussions on reference collection development, visualize the collection building process, and complete assignments on collection management.	Class lecture, Assignment, Presentations	CLO 1 CLO 4
Unit-5: Training and Continual Learning of Reference Staff	Understand training methods, recruitment, and continual education of reference staff.	Week 11, 12, 13	Discuss methods of training reference staff, visualize career development paths, and collaborate on continual learning strategies.	Class lectures, discussion, Question-answer	CLO 2 CLO 4
Unit-6: Reference Service for Specific Populations	Address the information needs of diverse populations in a pluralistic society.	Week 14, 15	Analyze case studies that highlight the needs of specific populations; participate in group discussions.	Assignment, Group works, Presentation, Formal and informal evaluation	CLO 2
Unit-7: Electronic Reference Services	Use tools and technologies for electronic and virtual reference services, including designing systems.	Week 14, 15	Explore tools for virtual reference services, practice using emerging technologies, and design a mock electronic reference system.	Assignment, Group works, Presentation	CLO 1 CLO 3 CLO 5
Unit-8: Referencing Systems and Ethics in Reference Service	Apply ethical standards, referencing styles, and understand academic honesty and intellectual property.	Week 16	Discuss ethical challenges in reference services, practice applying referencing styles, and conduct evaluations on ethical practices.	Assignment, Group works, Presentation, Formal and informal evaluation	CLO 6

Bibliography, Reference and Citation (Lab)

The Lab classes cover the various styles and methods of in-text citation and referencing for both printed and digital content. Students will gain hands-on experience with widely used citation styles such as the American Psychological Association (APA), Harvard, Modern Language Association (MLA), Chicago, and others. Additionally, the course will introduce the application of reference and citation management software, providing practical experience with tools like EndNote, Mendeley, Zotero, and others to effectively manage and organize citations and references.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (60 Marks)	Test marks (40)	Bibliography, Reference and Citation Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Bopp, R. E. & Smith, L. C. (Eds.). (2011). *Reference and information services: an introduction.* Libraries Unlimited.

Cassell, K. A. & Hiremath, U. (2023). *Reference and information services: An introduction* (5th ed.). ALA Neal-Schuman.

Kumar, K. (2005). *Reference service.* Vikash Publishing.

Sharma, C. K. (2006). *Reference service and sources.* Atlantic.

Delaney, R., & Long Island University. (2000). *Citation style for research papers.* B. Davis Schwartz Memorial Library.

Fox, T., Johns, J., & Keller, S. (2007). *Cite it right: The sourceAid guide to citation, research, and avoiding plagiarism.* SourceAid LLC.

Larson, M. J. P. (2012). *A concise guide to documentation: MLA, APA, and Chicago.* CreateSpace Book.

Lipson, C. (2011). *Cite right: A quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more.* University of Chicago Press.

Okun, M., & Ruddock, N. (2016). *The Broadview pocket guide to citation and documentation.*

MLA: Bibliography, style guides, teaching modern languages, teaching English, teaching foreign languages. (2002).

University of Illinois at Urbana-Champaign. (1997). *Citation styles.* University of Illinois at Urbana-Champaign.

Course Code: BISLM 0322 107
Course Title: Records Management, Archives and Museology

Part A: Course Details

I.   Course Title: Records Management, Archives and Museology
II.   Course Code: BISLM 0322 107
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit hours: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 1st Year 2nd Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/Instructor:
XI.   Prerequisite(S) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course

Records Management is an essential part of any library and information institution as it helps with organizing and timely retrieval of necessary documents. On the other hand, archives and museums are at the heart of any nation in terms of preserving the significant cultural heritage of that nation. Thus, this course explores the existing situation of record management as well as the archival history, and future prospect of archival institutions and museums in Bangladesh and all over the world. It also includes different methods and techniques used in the preservation and conservation of archives, museums, and library materials etc. The topics covered: records management practices in home and abroad, technologies used in record keeping, the ongoing trends of digital records management and the existing situation of record room in Bangladesh. It also includes different methods and techniques used in the preservation and conservation of archives, museums, and library materials etc.

Rationale of the Course

The prime goal of this course is to help students acquire in-depth knowledge on different aspects of records management, record keeping practices, archives and museology to provide the most advanced services in those institutions. As archival and museum materials are subject to fast deterioration if not preserved properly, it is obvious to explore new ways and techniques to ensure a safe and sound environment for those materials. Thus, this course supports exploring new technical dimensions regarding records management, especially digital records management as well as exploring new ideas as well as adopting the existing techniques that are best suited to the archival materials to prolong the lifespan of those valuable objects preserved in the archives and museums of our country to ensure better services in the libraries and information institutions.

Learning objectives

The major objectives of this course are:

- To improve knowledge, skills, and attitudes which are important in the field of record management archives, and museology.
- To evaluate the existing situation of record management in Bangladesh and other parts of the world.
- To describe the present status of archives and museums, and the roles, responsibilities of the archivist and curators in different parts of the world.
- To identify the causes of damage to documents, apply preservation techniques and able to manage the control over security issues.
- To expose the students to the real working environment of archives and museums by assigning them a topic related to the archival institutions and museums.

Course Summary

Unit 1: Basic concept of Records: Definition of record, its origin and types, records life cycle and continuum theory, record inventory, filing, classifying, and indexing records.

Unit 2: Record Management: Introduction to record management, principles and practice of records management, manuscript management, historical perspectives, structure of record management program, record management vs. knowledge management, Record Management policies.

Unit 3: Record keeping: Handling records, impact of record in society, recordkeeping functions and theories, regulations, different standards of recordkeeping, professionalism, and ethics, vital record protection, various record room in Bangladesh.

Unit 4: Digital Record Management: Characteristics and types of Digital Records, electronic record management, appraisal, disposition and description, Management and preservation of digital record, digital preservation, digital preservation vs. analogue preservation, Role of metadata and Information taxonomy in managing record.

Unit 5: Archives and Archival Laws

Definition, origin, purposes, importance of archives, ethics in archives, professional ethics, roles and responsibilities of archivists, present scenario of archives management in Bangladesh, acquisition and appraisals of archival materials, the Bangladesh National Archives (BNA), National Archive Bill, 2021, archival education in Bangladesh and in the world, national and international associations i.e., ICA, SAA, FIAF, AAO, ACARM, BARMS, etc., Archives, internet and new technologies, Differences among Library, Archive and Museum.

Unit 6: Museums and museology

Definition, scope, function, importance of museums; Museology, museography and other developments; Types and classification of museums, changing concepts of museums; History and philosophy of museums in Bangladesh and abroad; Museum movement in Bangladesh; The Bangladesh Jatiya Jadughar Ordinance, 1983; Administration, Personnel Management, Financial Management, Marketing & advocacy; Museum Access, Safety & Security; Collection management and use of IT in museums.

Unit 7: Preservation and Conservation

Definition, Need, Objectives and issues of preservation, identifying risks of preservation, Storage requirement, Drafting preservation principles, Preservation planning, Preservation management, Preservation and conservation of archives, museums and library materials, the role of conservation, preservation practice in Bangladesh,

Unit 8: Deterioration and prevention of materials

Enemies of archival, museums and library materials, causes of deterioration of manuscript. Digital preservation: types, benefits, access. Digitization of archival materials and their retrieval techniques. Preservation of non-paper / non print materials (photographs, AV materials, Maps, etc.), Preventive measures

of archives, museums, and library materials, e.g., environmental control, good housekeeping, pest control etc., post deterioration measures, fumigation, de-acidification, repair and restoration, binding, lamination, etc.

Course Learning Outcomes (CLOs)

CLO 1	Acquire the knowledge, skills, and attitudes essential for records, archives and museums management.
CLO 2	Explore the current status of record management, archives and museums in home and abroad.
CLO 3	Investigate the role and responsibilities of archivists and curators worldwide as well as the ethical and professional aspect of record keeping
CLO 4	Recognize the cultural, informational, educational, and recreational needs of records, archives and museums.
CLO 5	Get acquainted with the methods and global trends of record management and the real working environment of archives and museums.
CLO 6	Evaluate digital record management, preservation and conservation techniques appropriate for prolonging the lifespan of objects and maintaining security.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Acquire the knowledge, skills, and attitudes essential for records, archives and museums management.	√	√				
CLO 2	Explore the current status of record management, archives and museums in home and abroad.				√		
CLO 3	Investigate the role and responsibilities of archivists and curators worldwide as well as the ethical and professional aspect of record keeping					√	√
CLO 4	Recognize the cultural, informational, educational, and recreational needs of records, archives and museums.	√					√
CLO 5	Get acquainted with the methods and global trends of record management and the real working environment of archives and museums.	√	√		√		
CLO 6	Evaluate digital record management, preservation and conservation techniques appropriate for prolonging the lifespan of objects and maintaining security	√	√	√			

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Basic concept of Records	Students will be able to conceptualize the basic concepts of records and record lifecycles.	Week 1	Fundamental, conceptual, and functional orientation of the course	Class lecture, multimedia presentation, Interactive discussion	CLO 1
Unit-2: Record Management	Students will be able to Conceptualize the fundamentals of manual record management, historical perspectives and policies associated with it	Week 2, 3	Discussion about the various aspects of record management	Class lecture, multimedia presentation, Interactive discussion	CLO 1 CLO 4
Unit-3: Record keeping	Students will gain practical experience on record	Week 4, 5	Discussion and hands-on	Class lecture, multimedia	CLO 2 CLO 3

	management, its ethical and legal issues		practice of handling different types of documents	presentation, Interactive discussion, practice	CLO 5
Unit-4: Digital Record Management	Students will learn about digital record management and concerned techniques of preservation	Week 6, 7	Discussion and arrangement of tours to the libraries and archives to explore the real situation regarding digital record management	Class lecture, multimedia presentation Tour	CLO 6
Unit-5: Archives and Archival Laws	Students will gain knowledge about Gain knowledge about different archival associations, their rules, and laws around the world	Week 8, 9	Fundamental, conceptual, and functional orientation of the course	Class lecture, multimedia presentation, Archive visit	CLO 1 CLO 4
Unit-6: Museums and museology	Students will learn the background and continuous development of museum, its current trends and technology integration in such institution	Week 10, 11	Discussion about changing concept of museums and its activities	Class lecture, multimedia presentation, museum visit	CLO 1 CLO 4
Unit-7: Preservation and Conservation	Students will be able to identify various preservation and conservation techniques suitable for the materials in archives and museums	Week 12, 13	Discussion and hands-on practice of applying preservation and conservation techniques for different types of documents	Class lecture, multimedia presentation, Interactive discussion, practice	CLO 2 CLO 5 CLO 6
Unit-8: Deterioration and prevention of materials	Students will be able to identify the enemies of archival and museum materials and learn the preventive measures for varied type of materials	Week 14 - 16	Discussion and arrangement of tours to the archives and museums to explore the real situation	Class lecture, multimedia presentation Tour	CLO 2 CLO 3 CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	4	2	2	0	8
Understand	4	2	2	2	10
Apply	8	2	2	0	12
Analyze	4	2	2	2	10
Evaluate	0	2	2	0	4
Create	0	0	0	6	6

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	6
Understand	8
Apply	14
Analyze	10
Evaluate	6
Create	6

Part D: Learning resources

Reading List/Bibliography

Ambrose, T. & Paine, C. (2018). *Museum basics (Heritage: Care-preservation-management*). New Routledge

Basu, P. & Modest, W. (2015). *Museums, heritage and international development*. Routledge.

Bradshere J. G. (1991). *Managing archives and archival institution*. University of Chicago Press.

Brown, C. (2014). *Archives and recordkeeping: Theory into practice*. Facet Publishing.

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Millar, L. A. (2010). *Archives: principles and practices*. Neal-Schuman Publishers.

Robertson, C. (2021). *The filing cabinet: A vertical story of information*. University of Minnesota Press.

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Schelenburg, T.R. (1956). *Modern archives*. Chicago: The University of Chicago Press.

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Vergo, P. (1989). *The new museology*. Reaktion Books.

Course Code: GED 0231 108
Course Title: Communicative English

Part A: Course Details
I.   Course Title: Communicative English
II.   Course Code: GED 0231 108
III.   BNQF Code: 0231
IV.   Credit Value: 4.00
V.   Credit hours: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 1st Year 2nd Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/Instructor:
XI.   Prerequisite(S) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course will enable students to effectively communicate in English. It will enhance their skills of English writing and speaking. It will also help them to comprehend English texts from other courses, and improve their knowledge of vocabulary and grammar. It will assist them to apply for diverse professions by improving their English.

Rationale of the Course
English is a global lingua franca and a critical skill for academic success and career advancement. This course is designed to provide students with the necessary tools to communicate effectively in English in both academic and professional contexts.

Learning objectives
The major objectives of this course are:
•   To make students speak and write in standard English
•   To familiarize students with formal and informal English and use the language in various contexts
•   To build communicative competence in English among students to ensure better career opportunities

Course summary
Unit-1: Grammatical Structure
Focuses on the basic rules of grammar, such as sentence transformation, subject-verb agreement, articles, prepositions, and tenses. Students will develop a strong foundation in constructing grammatically correct sentences.

Unit-2: Effective Use of English
Emphasizes enhancing vocabulary, detecting and correcting common errors, and differentiating between formal and informal English for effective communication.

Unit-3: Composition

Covers the mechanics of writing, including letter writing, essays, reports, and CVs. Students will learn to brainstorm, organize ideas, and practice summarizing and paraphrasing.

Unit-4: Reading and Comprehension

Teaches reading techniques like skimming, scanning, and speed reading while enriching vocabulary and improving text comprehension across disciplines.

Unit-5: Listening Skills

Improves students' listening skills, including sound contrast and comprehension tasks, to better understand spoken English in academic and social contexts.

Unit-6: Speaking Skills

Focuses on communication skills in both academic and social contexts, such as making requests, engaging in discussions, and using standard spoken English.

Unit-7: Philology, Phonetics, and Modern Grammar

Introduces the history and structure of the English language, focusing on phonetics and modern grammar to enhance pronunciation and linguistic understanding.

Unit-8: Exercise Practicing

Offers practical exercises to apply listening, speaking, and writing skills in real-life situations, helping students practice and improve their language proficiency.

Course Learning Outcomes (CLOs)

CLO 1	Read, analyze and respond to texts using a variety of reading strategies
CLO 2	Understand lectures, ask and answer questions appropriately, participate in discussions, and take notes
CLO 3	Present a topic effectively in front of an audience and acquire the skills to convince and manage them
CLO 4	Write in standard English with a knowledge of an enriched vocabulary
CLO 5	Expressing thoughts and ideas confidently while communicating in English

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Read, analyze and respond to texts using a variety of reading strategies	√	√				
CLO 2	Understand lectures, ask and answer questions appropriately, participate in discussions, and take notes	√					
CLO 3	Present a topic effectively in front of an audience and acquire the skills to convince and manage them	√				√	
CLO 4	Write in standard English with a knowledge of an enriched vocabulary			√		√	
CLO 5	Expressing thoughts and ideas confidently while communicating in English				√		

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Grammatical structure	Conceptualize basic grammatical rules for forming sentences.	Week 1, 2	Introduction to grammatical concepts. Practice forming sentences	Class lectures, multimedia presentation, interactive	CLO 1 CLO 4

			using subject-verb agreement, articles, and tenses.	discussion	
Unit-2: Effective use of English	Demonstrate skills of effective use of words; Learning to differentiate between formal and informal English.	Week 3, 4	Group discussion on common errors and their corrections. Vocabulary-building exercises.	Class lectures, interactive discussion	CLO 4 CLO 5
Unit-3: Composition	Attain skills for writing various types of compositions; Learning to brainstorm and take notes, organizing and planning for writing.	Week 5, 6	Organize and write essays, letters, and other types of compositions. Practice summarizing and paraphrasing.	Class lectures, writing exercises, group activities	CLO 4
Unit-4: Reading and comprehension	Acquire knowledge about various reading techniques; Accomplish skills for effectively reading texts across disciplines.	Week 7, 8	Practice skimming, scanning, and speed reading with different texts. Vocabulary enrichment exercises.	Class lectures, group discussions	CLO 1
Unit-5: Listening Skills	Enhance proper listening skills and understanding English.	Week 9, 10	Listening tasks focused on sound contrast and basic listening skills. Listening to dialogues and practicing pronunciation.	Class lectures, listening exercises, multimedia tools	CLO 2
Unit-6: Speaking skills	Demonstrate standard spoken English skills.	Week 11, 12	Role-playing activities to practice polite requests, offers, invitations, and discussions. Debates and group conversations.	Class lectures, role play, discussions, debates	CLO 3 CLO 5
Unit-7: Philology, phonetics, and modern grammar	Conceptualize the techniques of philology and phonetics.	Week 13, 14	Lectures on the history and structure of the English language. Phonetics exercises for pronunciation.	Class lectures, multimedia presentations	CLO 1 CLO 4
Unit-8: Exercise Practicing	Demonstrate ability to apply speaking and listening skills in real-life situations.	Week 15, 16	Listening and writing practice using prescribed books and cassettes. Simulated real-life scenarios for speaking and listening practice.	Interactive class lectures, group discussions	CLO 2 CLO 3 CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Imhoof, M. & Herman, H. (1976). *From paragraph to essay: Developing composition writing*. Longman.
Leech, G. & Svartuik, J. (2003). *A communicative grammar of English*. Routledge.
Murphy, R. (2007). *An intermediate grammar of English*. Cambridge University Press.
Swan, M. (1980). *Practical English usage* (2nd ed.). Oxford University Press.
Thompson, A. J. & Martin, A. V. (1960). *Practical English grammar*. Oxford University Press

Course Code: BISLM 0322 209
Course Title: Documentation, Information and Communication

PART A: Course details
I.   Course Title: Documentation, Information and Communication
II.   Course Code: BISLM 0322 209
III. BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 2nd Year 3rd Semester
VIII. Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course provides a comprehensive introduction to the principles and practices of managing information effectively. Students will learn about the fundamentals of documentation, information science, communication, and information retrieval. They will also explore ethical considerations, copyright laws, and privacy issues related to information dissemination. Through practical exercises, students will develop skills in organising, finding, and sharing information efficiently. The course also covers current trends in information science and encourages critical thinking about the evolving landscape of information management.

Rationale of the course
This course's rationale is to introduce students to the concept of documentation and communication. As the volume and complexity of information continue to grow, individuals and organisations face challenges in effectively handling, communicating, and securing information. This course aims to address these challenges by providing students with essential knowledge and skills in documentation, information science, communication, and information retrieval. Moreover, the course emphasizes ethical considerations, copyright laws, and privacy issues to ensure responsible information dissemination. Overall, this course equips students with the tools and insights needed to navigate the dynamic landscape of information management in various professional contexts.

Learning objectives
After successful completion of this course, students will be able:
• To understand key concepts of documentation, communication and information science;
• To deal with the collection, preservation, retrieval and dissemination techniques of information Resources;
• To become aware of the emerging tools and techniques in documentation and communication;
• To explore advanced information retrieving and handling techniques;
• To provide current and relevant information to the defined user groups according to their needs; and
• To gain an insight into various information privacy and security aspects in this digital age.

Course summary

Unit-1: Documentation

Concepts, nature and functions of documentation; documentation work and documentation services; active and passive documentation; documentation cycle; process of documentation.

Unit-2: Information Science

Nature, scopes and functions of information; qualities or properties, parameters, and role of information, barriers to use of information; documentation and information science, evolution of library science, distinction between librarianship and documentation; current trends of information science in the world.

Unit-3: Communication

Communication as the basis of library and information science; nature, elements, equipment and techniques of communication, communication channels; models and barriers, skills and practices of communication, communicating information among professionals, information generation and communication. Information communication tools: electronic communication, digital and analogue form of the electronic communication channels.

Unit-4: Information Retrieval (IR)

Introduction to information retrieval (IR), components and functions of an IR system, processes of IR, manual and mechanized IR systems; principles of literature searching and its functional steps. Online information retrieval systems: concepts, access to remote digital information sources, mode of access, searching steps in conducting search: log in, major search logics – Boolean operators; supplementary searching aids, downloading, conversion, repackaging and distribution of information.

Unit-5: Information ethics, copyright and censorship

Intellectual property rights from national and international perspectives, copyright, censorship and ownership of information, reprography, copyright law and book distribution, copyright act in Bangladesh, information policy and legal issues, National book policy of Bangladesh, free flow of information and its barriers.

Unit-6: Information Dissemination Service

Concepts, types, purposes, methods of disseminating current information, criteria for assessment of current information; Current Awareness Service (CAS): definition, purposes, characteristics, types and channels; Selective Dissemination of Information (SDI) service: definition, techniques and procedures of providing SDI service; conversion process of CAS into SDI, difference between CAS and SDI, model of user profile, methods of notification; Translation service: definition, purposes, organisation and present status of Translation service in Bangladesh. Online Methods of Information Dissemination: Online SDI service, EDDS (Electronic Document Delivery Systems), EDI (Electronic Data Interchange), EFT (Electronic Fund Transfer), and content management systems.

Unit-7: Information Consolidation

Definition, objectives and process of information consolidation and its user benefits; guidelines for preparing an accession list, a bibliography, a directory, writing an abstract, handbooks or manuals, packages of materials, translation of materials, newsletters and news sheets, an audio-visual material.

Unit-8: Information Privacy and Security

Concept of information privacy and security, threats to information communication systems, types of information security threats and risks, techniques of protecting information from security threats, security measures for information users, information security standards.

Course Learning Outcomes (CLOs)

CLO 1	Demonstrate proficiency in documentation, understanding its concepts, functions, and processes, while also analyzing intellectual property rights, ethical, and legal considerations in information dissemination.
CLO 2	Define and analyze the significance of information, current trends in information science, and

		information dissemination services, applying online dissemination methods effectively.
CLO 3		Apply communication skills, understand key communication concepts, and effectively use information retrieval and online systems for professional purposes.
CLO 4		Grasp information consolidation, prepare relevant documents for user benefit, and implement privacy and security principles to protect information.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Demonstrate proficiency in documentation, understanding its concepts, functions, and processes, while also analyzing intellectual property rights, ethical, and legal considerations in information dissemination.	√					√
CLO 2	Define and analyze the significance of information, current trends in information science, and information dissemination services, applying online dissemination methods effectively.		√		√		
CLO 3	Apply communication skills, understand key communication concepts, and effectively use information retrieval and online systems for professional purposes.			√	√	√	
CLO 4	Grasp information consolidation, prepare relevant documents for user benefit, and implement privacy and security principles to protect information.	√			√		√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Documentation	Demonstrate proficiency in documentation, understanding its concepts, functions, and processes.	Week 1, 2	Orientation and discussion of the concept of Documentation and Communication.	Class lectures, Presentation, Discussion	CLO 1 CLO 2
Unit-2: Information Science	Define and analyze the significance of information, including current trends in the field of information science.	Week 3, 4	Define "information," explore its significance in various contexts, and analyze current trends in information science, such as big data, AI, and information retrieval.	Lecture, Question-Answer, Assignment, Presentation	CLO 1 CLO 2

Unit-3: Communication	Apply communication skills and understand key communication concepts in professional settings.	Week 5, 6	Explore key communication models and engage in role-playing exercises to practice skills.	Group discussion, homework, Q&A session	CLO 2 CLO 3
Unit-4: Information Retrieval (IR)	Understand the processes involved in information retrieval and utilize online systems effectively.	Week 7, 8	Experiment with keywords, compare retrieval systems (e.g., academic databases vs. general search engines), and evaluate source credibility.	Lecture, group works PPT presentation	CLO 3 CLO 4
Unit-5: Information ethics, copyright and censorship	Analyze intellectual property rights, including ethical and legal considerations in information dissemination.	Week 9, 10	Examine intellectual property rights, discuss ethical issues like digital piracy and fair use, and explore the impact of censorship on information.	Presentation, Interactive and group discussion, Question-answer	CLO 4 CLO 5
Unit-6: Information Dissemination Service	Define information dissemination, differentiate related services, and apply online dissemination methods effectively.	Week 11, 12	Creating a digital campaign, evaluating dissemination methods, and analyzing case studies to understand their impact.	Assignment, Group works.	CLO 5 CLO 6
Unit-7: Information Consolidation	Understand the concepts of information consolidation and prepare various documents for user benefit.	Week 13, 14	Practice consolidating information into reports, summaries, and infographics, using tools to organize and synthesize data.	Lecture, Group discussion, presentation	CLO 7
Unit-8: Information Privacy and Security	Grasp information privacy and security principles and apply techniques for protecting information.	Week 15, 16	Analyzing privacy policies, identifying security threats, and discussing data breaches to develop protection strategies.	Lecture, discussion with multimedia, Interactive discussion	CLO 8

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Bawden, D. & Robinson, L. (2022). *Introduction to information science.* Facet Publishing.

Bemis, M. F. (2014). *Library and information science: A guide to key literature and sources.* American Library Association.

Dawra, M. (2021). *Library science and theories of management.* Rajat Publications.

Hartley, R. J. (1990). *Online searching: Principles and practice.* Butterworth-Heinemann.

Hutchinson, S. E., & Sawyer, S. C. (1997). *Computers, communications, and information: A user's introduction.* Irwin and McGraw-Hill.

Kaliammal, A. & Thamaraiselvi, G. (2005). *Role of ICTs in library and information science.* Authors Press.

Kawtra, P. S. (2000). *Textbook of information science.* AHP Publishing Company.

Prasher R. G. (1991). *Information and its communication.* Medallion Press.

Course Code: BISLM 0322 210
Course Title: Computer Hardware and Networking

<div align="center">PART A: Course details</div>

- I.   Course Title: Computer Hardware and Networking
- II.   Course Code: BISLM 0322 210
- III.   BNQF Code: 0322
- IV.   Credit Value: 4.00
- V.   Credit Hour: 60 (Thirty)
- VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Hardware and Networking (Lab)	20%
Semester final examination	40%

- VII.   Level: 2nd Year 3rd Semester
- VIII.   Course Type: Core
- IX.   Academic Session: N/A
- X.   Course Teacher/ Instructor:
- XI.   Prerequisite (s) (if any):
- XII.   Faculty: Faculty of Arts
- XIII.   Department: Department of Information Science and Library Management
- XIV.   Program: Undergraduate Program Information Science and Library Management

Brief description of the course
This course is designed to provide a comprehensive understanding of computer hardware components, architecture, and troubleshooting techniques as well as computer networking, covering the fundamental concepts, protocols, and technologies that enable the communication and exchange of data in modern computing environments.

Rationale of the course
This course is essential for equipping students with the technical skills to manage and support IT infrastructure in library and information centers. It bridges theory and practice, focusing on computer hardware assembly, troubleshooting, and network design. By addressing modern trends like IoT, cloud computing, and cybersecurity, the course prepares students for the evolving technological landscape. It emphasizes practical skills, ethical practices, and professionalism, ensuring students can adapt to real-world challenges and excel in the field of information science and library management.

Learning objectives
- To enable the students in identifying appropriate components, assembling and disassembling a computer system and design network;
- To address proper diagnosis and troubleshooting of common hardware and network issues, identifying and resolving problems effectively
- To setup and configure the network components such as routers, switches etc.
- To explore the workability of different types of networks in library and information centers.
- To identify common threats and security issues of computer systems and networks, and design appropriate solution;
- To stay updated on the recent trends and dynamic nature of technologies in the networked paradigm of information systems.

Course summary

Unit-1: Introduction to Computer Hardware Components
This unit covers the fundamental hardware components of a computer, including the CPU, memory, storage devices, and peripheral equipment. Students will explore the functions of each component and their interrelation in the computer system.

Unit-2: PC Assembling, Troubleshooting, and Maintenance
Focuses on the practical aspects of assembling a personal computer, diagnosing hardware issues, and performing maintenance tasks. Students will develop skills in troubleshooting and applying basic security measures.

Unit-3: Introduction to Networking
Introduces networking concepts, topologies, and networking devices. Students will gain knowledge of the basic structure and function of computer networks and their key components.

Unit-4: Network Design and Implementation
Covers network design, protocol configuration, and the analysis of advanced networking technologies such as IoT and cloud computing. Students will learn how to design, implement, and evaluate network systems.

Course Learning Outcomes (CLOs)

CLO 1	Explain the key components of a computer system, including the CPU, memory, storage devices, and peripherals. Describe the role of firmware, BIOS/UEFI, and device drivers in the functioning of computer hardware.
CLO 2	Configure and troubleshoot various peripheral devices, including input devices (e.g., keyboards, mice) and output devices (e.g., monitors, printers).
CLO 3	Identify and address security vulnerabilities in computer hardware, including firmware and hardware-based attacks and apply preventive maintenance practices to enhance the lifespan and performance of computer hardware components.
CLO 4	Adhere to ethical considerations and demonstrate professionalism in dealing with clients, colleagues, and stakeholders during hardware maintenance and troubleshooting tasks.
CLO 5	Recognize the need for continuous learning in the rapidly evolving field of computer hardware and networking.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Explain the key components of a computer system, including the CPU, memory, storage devices, and peripherals. Describe the role of firmware, BIOS/UEFI, and device drivers in the functioning of computer hardware.	√	√				
CLO 2	Configure and troubleshoot various peripheral devices, including input devices (e.g., keyboards, mice) and output devices (e.g., monitors, printers).		√			√	
CLO 3	Identify and address security vulnerabilities in computer hardware, including firmware and hardware-based attacks and apply preventive maintenance practices to enhance the lifespan and performance of computer hardware components.		√				√

CLO 4	Adhere to ethical considerations and demonstrate professionalism in dealing with clients, colleagues, and stakeholders during hardware maintenance and troubleshooting tasks.				√	√	
CLO 5	Recognize the need for continuous learning in the rapidly evolving field of computer hardware and networking.		√		√		

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to computer hardware components	Understanding of key hardware components, including CPU architecture, memory systems, storage devices, and peripheral equipment, along with power supply and cooling systems.	Week 1 - 4	Explore and label hardware components, compare memory systems, and analyze the functionality of I/O devices.	Class lectures, presentations, Q&A	CLO 1 CLO 2
Unit-2: PC assembling, troubleshooting and maintenance	Mastery of PC assembly, systematic diagnosis of hardware issues, and implementation of basic security measures for protection.	Week 5 - 7	Hands-on PC assembly, practical troubleshooting tasks, and group discussions on hardware security.	Practical sessions, discussions	CLO 2 CLO 3
Unit-3: Introduction to networking	Knowledge of networking concepts, topologies, transmission media, and the functions of various networking devices.	Week 8 - 12	Create network diagrams, identify networking devices, and discuss their uses through interactive sessions.	Lecture, interactive discussions	CLO 4
Unit-4: Network design and implementation	Competence in designing network layouts, configuring protocols, and analyzing advanced networking technologies such as IoT and cloud computing.	Week 12 - 15	Simulate network designs, experiment with protocol configurations, and present IoT use cases.	Group work, multimedia presentations	CLO 5

Hardware and Networking (Lab)

The Lab sessions cover essential skills for assembling and disassembling personal computers, including hardware installation, BIOS/UEFI configuration, and operating system setup (Windows/Linux). It also focuses on PC maintenance and troubleshooting, where students learn diagnostic tools and problem-solving techniques for hardware and software issues. The course further covers setting up a Local Area Network (LAN), configuring network devices, and troubleshooting network problems. Finally, students will explore network and internet management, including IP addressing, router configuration, DHCP, network security, and troubleshooting internet connectivity issues.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (40 Marks)	Test marks (40)	Hardware and Networking Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Andrew, J. (2013). *A+ guide to managing and maintaining your PC*. Course Technology.

Andrews, J. (2006). *CompTIA A+ guide to hardware: Managing maintaining and troubleshooting*. Thomson Learning.

Berg, G. (2018). *MCSE networking essentials*. New Riders.

Meyers, M. (2009). *CompTIA network+: study guide*. McGraw Hill.

Schmidt, C. A. (2013). *Complete conmTIA A+ guide to PCs*. Pearson.

Sosinsky, B. (2009). *Networking bible*. Wiley Publishing.

Tomsho, G. (2004). *Guide to networking essentials*. Thomson Learning.

Course Code: BISLM 0322 211
Course Title: Information Literacy

PART A: Course details
I. Course Title: Information Literacy
II. Course Code: BISLM 0322 211
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII. Level: 2nd Year 3rd Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course is designed to familiarize students with the fundamental concept of information literacy (IL). IL serves as a cornerstone for continuous learning throughout one's life, fostering critical thinking capabilities and empowering individuals to tackle information challenges with assurance. By integrating research, critical thinking, computer technology, and communication skills, students gain the confidence to navigate the complexities of the information landscape. Moreover, IL is indispensable for achieving academic excellence, thriving in professional environments, and actively engaging in society as well-informed citizens.

Rationale of the course
This course is designed to elevate the information literacy proficiencies of undergraduates in this department. Under this program, undergraduates will proficiently navigate the complexities of information across both online and offline realms. From assessing the information needs to ethically utilizing information, students will become expert to manage information effectively.

Learning objectives
• To comprehend the significance and application of information in academic and practical contexts, guiding students in assessing information needs and identifying potential sources;
• To equip students with the skills to efficiently search for and evaluate appropriate sources, as well as to systematically utilize information sources. Students will learn strategies to combat misinformation and disinformation, including fake news. Additionally, to provide guidance on the ethical use of information and facilitate discussions on the ethical processes of information utilization; and
• To understanding the various types of IL frameworks, theories, and their practical applications in everyday life, as well as the role of professional associations in promoting IL awareness.

Course summary

Unit-1: Introduction to IL

This unit covers the fundamentals of Information Literacy (IL), including its definition by organizations like CILIP, ALA, ACRL, UNESCO and IFLA. Its critical importance in society, and its application in everyday life, academia, and the workplace. It explores key constructs of IL, such as the contextual nature of authority, the process of information creation, the value of information, research as inquiry, scholarship as conversation, and strategic exploration in searching for information.

Unit-2: IL and theory, framework and guidelines

This includes varieties of information literacy encompass media literacy, computer literacy, ICT literacy, and other specialized literacies. This will cover various theoretical frameworks, such as the Seven Pillars model by SCONUL, the Seven Faces model, the ACRL framework, as well as those developed by UNESCO and IFLA.

Unit-3: IL and digital society

This covers the application of digital literacy, digital literacy platforms, tools and relevant areas. It covers spotting fake news, misinformation and disinformation, deep fake and other latest areas. This leads to tracking online footage, information security, and other areas to handle in the proper ways.

Unit-4: IL and ethics

Exploration of the ethical utilization of information spans topics like copyright, Intellectual Property Rights (IPR), Creative Commons (CC), tools to prevent plagiarism, and the pivotal roles libraries and librarians play in fostering Information Literacy (IL).

Unit-5: IL education and consortium

This covers education of Information Literacy (IL) curricula at various educational levels, including schools, colleges, and universities. Organizations such as IFLA, CILIP, ALA, and others offer IL training programs to enhance skills in this domain. IL consortia, such as ANZUL and the National Forum of IL in the USA, facilitate collaboration and development initiatives in IL. Additionally, the application of IL in the context of Bangladesh is an area of growing importance and exploration.

Unit-6: IL and AI tools

This covers about information literacy and new Artificial Intelligence (AI) tools such as ChatGPT, Bing AI, Prezi, QuillBot. This will further cover how to use AI-based tools responsibly in writing research papers, assignment, academic works and analyzing data. Ethical use of AI tools, AI and IL modules of different institutes and universities e.g., The Institute for Trustworthy AI in Law & Society (TRAILS).

Unit-7: Health information literacy

This unit focuses the relation of Medical Library Association (MLA) and IL, and examining how their objectives and principles intersect. How and which sources trust for online health information, Googling medical symptoms, Using medical search engine PubMed.

Unit-8: Practical works and assignment

Practical aspect of IL in libraries, designing LibGuides for university libraries, preparing tutorials of different aspects of IL, exploring and use of fact checking sites and assignment.

Course Learning Outcomes (CLOs)

CLO 1	Understand the history, importance, IL activities in personal and work life activities.
CLO 2	Identify and apply a variety of IL theory, framework, guidelines and principles.
CLO 3	Develop the ability to navigate the digital society, evaluate misinformation, disinformation, fake news, and critically assess website.
CLO 4	Demonstrate ethical use of information and promote IL within library services.
CLO 5	Explore IL consortiums and forums in various countries with an emphasis on IL education in Bangladesh.
CLO 6	Apply ethical practices in the use of AI tools for academic purposes.
CLO 7	Differentiate effective techniques for using online health information.

CLO 8	Acquire the skills to apply IL in diverse operational settings.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the history and importance of information literacy (IL) and its role in personal and professional activities.	✓				✓	
CLO 2	Identify and apply a variety of IL theories, frameworks, guidelines, and principles.		✓		✓		
CLO 3	Develop the ability to navigate the digital society, evaluate misinformation, disinformation, and fake news, and critically assess websites.		✓		✓	✓	
CLO 4	Demonstrate ethical use of information and promote IL within library services.			✓	✓		✓
CLO 5	Explore IL consortiums and forums in various countries with an emphasis on IL education in Bangladesh.	✓	✓				
CLO 6	Apply ethical practices in the use of AI tools for academic purposes.	✓		✓		✓	
CLO 7	Differentiate effective techniques for using online health information.	✓		✓			
CLO 8	Acquire the skills to apply IL in diverse operational settings.	✓		✓		✓	

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit 1: Introduction to IL	Understand the concept of information, the history of IL, and the principles of IL.	Week 1, 2	Orientations, grooming, philosophical aspect of the course.	Class lectures, discussion, concept mapping, visualizations.	CLO 1 CLO 2
Unit-2: IL, theory, framework and guidelines	Comprehend the models, frameworks, and guidelines of IL.	Week 3, 4	Discussion of IL framework, models and group discussion	Assignment, presentation, Q and A session	CLO 1 CLO 2
Unit-3: IL and digital society.	Gain knowledge of digital literacy competencies and learn to identify fake news and misinformation.	Week 5, 6	Discussion of IL application in society, case story, audio and video image	Group discussion, homework, Q&A session	CLO 2 CLO 3
Unit-4: IL and ethics	Identify and apply the ethical use of information.	Week 7, 8	Ethical use of information case story, YouTube, audio and video image	Lecture, group works PPT	CLO 3 CLO 4

Unit-5: IL education and consortium	Learn about IL courses, form IL forums, and raise awareness of IL.	Week 9, 10	Examining the IL courses, design IL course for educational institutions	Lecture, group works PPT	CLO 4 CLO 5
Unit-6: IL and AI tools	Apply ethical practices in the use of AI tools.	Week 11, 12	Demonstrating ethical use of AI tools using video, workshop tutorial.	Lecture, group works PPT	CLO 6
Unit-7: Health information literacy	Use online health information effectively.	Week 13, 14	Discussion on online health information, Google health information	Lecture, group works PPT	CLO 7
Unit-8: Practical works and assignment	Design LibGuides and conduct tutorials on IL.	Week 15, 16	Hands on searching, using IL tools and others	Assignment, Group works	CLO 6 CLO 7 CLO 8

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Alewine, M. C. (2017). *Introduction to information literacy for students*. John Wiley & Sons.

Bruce, C. (1997). *The seven faces of information literacy*. Auslib, Blackwood.

Jacobsen, T., Bobish, G., Bernnard, D., Bullis, D., Hecker, J., Holden, I., Hosier, A. & Loney, T., (2014). *The information literacy user's guide: An open, online textbook*. Open SUNY Textbooks at the State University of New York College.

Taylor, N. G. & Jaeger, P.T., 2021. *Foundations of information literacy*. American Library Association.

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K & Cheung, Chi-Kim (2011). *Media and information literacy curriculum for teachers*. UNESCO.

Course Code: GED 0222 212
Course Title: Bangladesh Studies

<center>PART A: Course details</center>

I.   Course Title: Bangladesh Studies
II.   Course Code: GED 0222 212
III.   BNQF Code: 0222
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100
VII.   Level: 2nd Year 3rd Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Introduction

The aim of this course is to provide students with a comprehensive study of Bangladesh since its independence in 1971. It introduces students to the history, politics, economy, society, culture and heritage of Bangladesh. In addition, this course will focus on the geography and demography of Bangladesh, constitutional development, and foreign policies of Bangladesh.

Course Objectives

The objectives of this course are to:
1. give an overview of the historical development of Bangladesh as a nation state.
2. familiarize the students about the socio-political, economic, religious and cultural features of Bangladesh and their development process.
3. explore the natural features, flora and fauna, minerals, resources of Bangladesh and their influences to the national development.
4. familiarize the pupils with government, governance, policies, plans and various development strategies.
5. encourage students to offer the best service to build the nation and develop students as patriotic citizens of Bangladesh.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)	Program Outcomes (POs)					
	1	2	3	4	5	6
CLO-1: Demonstrate a thorough understanding of Bangladesh's rich heritage, geography, demography, socio-economic, religious, cultural and political development and their influences to the nation building.				√	√	
CLO-2: Examine the functioning of the constitution of Bangladesh, various socio-political institutions, and different constitutional bodies, by assessing their influence on political governance.		√		√	√	
CLO-3: Design brief solutions for sustainable development and the integration of 4IR to address diverse environmental and educational concerns and resource management to formulate further strategies for the state.	√		√			√
CLO-4: Assessing various development procedures and their rationale to the world context by examine economic, communicative and development policies.	√			√	√	

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CLO-5: Critically analyse the factors influencing Bangladesh's socio-economic development, foreign policies, and security concerns.						
CLO-6: Build critical reading and writing skills by developing the ability to explain and interpret historical and socio-political scholarship.			√	√		√

Teaching-learning Contents

Primary texts (all posted on Google Classroom)	1. Geography and demography of Bangladesh: Geographical features and geopolitical importance of Bangladesh- Influences of geography on the politics, society, economy, religion and culture of Bangladesh. Demographic features – population, ethnic composition, religious communities in Bangladesh. 2. Emergence of Bangladesh: Historical backgrounds - Partition of Bengal in 1905, Lahore Resolution of 1940, Partition of India and the emergence of Pakistan in 1947. Development of Bengali Nationalism: Language Movement in 1952 and other significant events - Liberation War of 1971 and the emergence of Bangladesh. 3. Constitution of Bangladesh: The constitution of Bangladesh of 1972 and its characteristics- the amendments of the constitution up to recent times. 4. Political development in Bangladesh: Political parties in Bangladesh - Development of democracy, democratic movements and the governments of Bangladesh. State organs: legislature, executive and judiciary. Formation, jurisdictions and functions of Central and Local governments, E-Governance. 5. Education of Bangladesh: Education systems: Primary, Secondary and Tertiary education. National Education Policies - Role of education in human resource development. 6. Economy of Bangladesh: Economic developments in Bangladesh-Fiscal and monetary policy: Budget, Executive Committee of the National Economic Council (ECNEC), Central and Commercial banks, Insurances, Share markets- Economic Organizations and their roles- Contribution of agriculture, industries and Readymade Garments (RMG) to the Gross Domestic Products (GDP) of Bangladesh- Exports and imports- Economic growth and poverty alleviation in Bangladesh. 7. Development Strategies and Policies: Short term and Long term Development Strategies: 05 Years development Plan, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) – Role of NGOs in socio-economic development – Women empowerment- The Fourth Industrial Revolution (4IR) etc. 8. Foreign Policy and Security Strategies of Bangladesh: Principles and determinants of Bangladesh's foreign policy. Foreign policy of Bangladesh since 1972. Traditional and non-traditional Security strategies of Bangladesh. 9. Resources and Conservation: Types of resources - natural and others. Conservation of natural resources of Bangladesh – flora, fauna, natural resources etc.- Water resource management in Bangladesh- Natural disasters and their management. 10. Society and Culture of Bangladesh: Features of the society, Social problems and remedies – moral and ethical values, Civil Society- Art and Literature of Bangladesh: Languages of Bangladesh, Noted literary works, Performing Arts (theater, dance and music, paintings), movies, festivals, mass media, sports, heritage sites of Bangladesh etc. ♦ Teacher(s) may instruct students to submit an assignment based on field trip to a historical site or on selected literary works, theater, dance, songs, movies and on any other topics of interest.

References (excerpts will be made available on Google Classroom)	**mnvqK MÖš' t**
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	31. A. F. Salahuddin Ahmed and Bazlul Mobin Chowdhuary, (edited), (2004), *Bangladesh: National Culture and Heritage*, Independent University, Dhaka.
	32. N. K. Singh (2003), *Bangladesh: Art and Literary Heritage,* Motilal Books, *India & UK.*
	33. Nazimuddin Ahmed (1984), *Discover the Monuments of Bangladesh*, The University Press Limited, Dhaka.
	N.B.: In addition to the books listed above, course teachers can refer students to other study

	materials.			

Mode of teaching

The course is taught by engaging students in discussions through interactions between students and teachers. It follows a student-centered teaching-learning mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances. Field trips may be a part of this course for peer learning.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Geography and demography of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 2	Emergence of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 3	Emergence of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 4	Constitution of Bangladesh	Presentation, Peer review, Q&A and teacher's feedback	Individual and peer	
Week 5	Political development in Bangladesh	Discussion, Q&A and teacher's feedback	Individual	
Week 6	Education of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 7	Economy of Bangladesh	Discussion, Peer review, Q& A and teacher's feedback	Individual and peer	
Week 8	Economy of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 9	1st Midterm (dd/mm/yy)		Individual	
Week 10	Development Strategies and Policies	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 11	Foreign Policy and Security Strategies of Bangladesh	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 12	Resources and Conservation	Discussion, Q&A and teacher's feedback	Individual and peer	
Week 13		HOLIDAYS		
Week 14	Society and Culture of Bangladesh	Discussion, Q&A and teacher feedback	Individual and peer	
Week 15	Society and Culture of Bangladesh	Discussion, Peer Review, Q&A and teacher's feedback	Individual and peer	

Assessment and evaluation

Assessment strategy	Marks distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative	
1st mid	10%	Summative	
2nd Mid	10%	Summative	
Quiz	10%	Continuous Assessment	
Assignment & Presentation	10%	Continuous Assessment	
Attendance	10%	Continuous Assessment	
Total	100%		

Grade Scale:

Marks (100%)	Grade	
80% and above	A+	4.00
75% to < 80%	A	3.75
70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
60% to < 65%	B	3.00
55% to < 60%	B-	2.75
50% to < 55%	C+	2.50
45% to < 50%	C	2.25
40% to < 45%	D	2.00
Less Than 40%	F	0.00

Rubrics: Oral assessment= 10%

	Excellent 10-7	Fair 6-3	Poor 2-0	Marks 10
Content	comprehensive and complete information, and analysis	coverage of some important information	all major and relevant information left out	
organization	clear purpose, supporting points, examples, conclusion	attempts a purpose, weak examples to support conclusion	subject and purpose not clear, insufficient evidence and conclusion	
visual aids	clear, concise, visually appealing	too much information and minimal effort for visual effect	too many slides, complete sentences, no key information, visually unappealing	
delivery style	regular eye contact, body language, appropriate diction, no repetition, fluent	inadequate energy, slow pace, some repetitions and hesitations	very low energy, too slow/fact pace, very poor diction, too many distractions/gestures, frequent repetitions and hesitations	
Q&A	demonstrates all knowledge in	can answer only rudimentary	cannot answer the question	

	professional manner	question		
Total				10

Evaluation Rubrics: Assignment 20%

Criteria	Excellent 20-14	Fair 13-7	Poor 6- 0	Marks 20
a. Identification & Analysis of the Issues/Problems	Identifies & understands all of the main issues in the case study. Insightful and thorough analysis of all the issues	Identifies & understands some of the issues in the case study. Superficial analysis of some of the issues in the case	Identifies & understands few of the issues in the case Study. Incomplete analysis of the issue	
b. Organization of the Paper	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding of any relationships	
c. Spelling and grammar	Excellent use of vocabulary, register, expressions, grammatical structures and idiomatic language. No spelling mistakes.	Sufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language. Noticeable spelling mistakes.	Inadequate or insufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language. Unacceptable number of spelling mistakes.	
e. d. Originality	The analysis is original	The analysis relies heavily on already-done research although there are glimpses of original ideas	The analysis is completely based on already-done research with no originality	
e. References &/or Appendices	Properly done in-text citations and primary and secondary references	Moderately covered in-text citations and primary and secondary references	Poorly done in-text citations and primary and secondary references	
Total Marks				20

Rules for the course
1. Students need to maintain an attendance record of at least 75% throughout the semester. Students, who will be late in three classes, may be considered absent in 1 class.
2. Students will not be allowed to sit for any makeup test except emergency medical grounds. Applications in this connection must be supported by medical certificates.
3. There will be no makeup quizzes. The best score will be counted for those who will attend all quizzes. Otherwise, it will be an average of total quizzes attended.
4. The Department will show 'zero tolerance' (copying in the exam, plagiarizing the assignments, etc.) for any unfair means adopted by any students.

Course Code: BISLM 0322 213
Course Title: Indexing and Abstracting

PART A: Course details

I.   Course Title: Indexing and Abstracting
II.   Course Code: BISLM 0322 213
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hours: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 2nd Year 4th Semester
VIII. Course Type: Core
IX.   Academic Session: N/A
X.   Course Teachers/ Instructors:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course introduces concepts, theories, methods and techniques of indexing and abstracting. The topics covered index and indexing, arranging index entries, preparing indexes of different types of books and non-book materials, periodical indexing, procedures of automated indexing, indexing language, thesaurus, evaluation of indexes, etc. It also includes abstract and abstracting, different types of abstract, methods and styles of abstracting, international standards and guidelines for abstracting, preparing abstracts for different types of documents including, journal article, review, bibliography, monograph and short communication, etc.

Rationale of the course
This course provides students with practical and theoretical knowledge on the methods and techniques for indexing and abstracting various types of information resources. Students will learn to create indexes for books, periodicals, and non-book materials, as well as write abstracts following international standards. The course also explores the use of indexing languages, thesaurus construction, and emerging technologies like AI in indexing and abstracting. By the end of the course, students will be equipped with the skills necessary for effective information organization and retrieval in both traditional and digital contexts.

Learning objectives
The major objectives of this course are:
• To understand the concepts of index, indexing, abstract and abstracting.
• To gain knowledge on the methods of arranging index entries, procedures of preparing index for different types of books and non-book materials including periodicals, newspapers, music, sound recordings, etc.
• To understand the indexing language, thesaurus construction, and the evaluation of indexes.
• To identify and understand the methods and styles of abstracting, international standards and guidelines for abstracting.
• To prepare abstracts for different types of documents including, journal article, review, bibliography, monograph and short communication, etc.

Course summary

Unit 1: Introduction to Indexing

In this unit, students will be introduced to the fundamental concepts of indexing. They will define the concept, understand its importance, and explore the different types of indexes. The unit will also cover the historical development of indexing practices. Students will learn the rules for organizing index entries and gain an understanding of indexing languages and thesauri. Emphasis will be placed on critically evaluating definitions and principles in the field.

Unit 2: Indexing Methods and Techniques

This unit explores the various indexing methods and techniques used in information management. Students will learn about derived and coordinating indexing methods and the application of title indexing systems, such as KWIC and KWOC. The unit will also cover permuted indexing systems like POPSI and PRECIS. Furthermore, students will study the differences between manual and automated indexing techniques, enhancing their practical indexing skills.

Unit 3: Indexing Periodicals, Newspapers, and Non-Book Materials

This unit focuses on the procedures for indexing periodicals and newspapers. Students will learn how to prepare entries for these materials and understand the nuances of indexing non-book items. The distinction between book indexes and periodical indexes will also be discussed, along with practical exercises to help students develop their indexing skills for a variety of resource types.

Unit 4: Concepts of Abstracts and Their Types

In this unit, students will gain an understanding of abstracts—what they are, their purpose, and their types. They will explore the importance of abstracts and how to select documents suitable for abstracting. The unit will cover the factors that contribute to producing high-quality abstracts, and students will analyze different types and purposes of abstracts through group discussions and critical evaluations.

Unit 5: Methods and Techniques of Abstracting

This unit delves into the methods and techniques used for abstracting documents. Students will become familiar with international standards and guidelines for abstracting. They will learn how to write effective abstracts using different approaches and will also gain knowledge about recall and precision ratios as measures of abstract quality. Practical exercises will help students apply abstracting techniques to various types of documents.

Unit 6: Computer-Based Abstracting

This unit will cover the process of computer-based abstracting, exploring the tools and techniques available for electronic abstracting. Students will also compare abstracts, indexes, bibliographies, and annotations, focusing on distinguishing their unique features and understanding their practical uses. Students will engage in debates and collaborative activities to deepen their understanding of the role of technology in abstracting.

Unit 7: Emerging Trends in Indexing and Abstracting

In this unit, students will explore the latest trends and innovations in the field of indexing and abstracting. Special attention will be given to the integration of artificial intelligence (AI) and machine learning into indexing practices. The unit will also address the challenges of indexing diverse content types, including multimedia and multilingual resources. Students will engage in case studies and research on emerging trends and technologies.

Unit 8: Practical Application of Indexing and Abstracting

The final unit will focus on the practical application of the concepts and skills learned throughout the course. Students will apply indexing and abstracting principles to real-world cases, including books, periodicals, and multimedia. The unit will culminate in a project where students will create indexes and abstracts for a variety of materials, synthesizing their knowledge and demonstrating their ability to perform indexing and abstracting tasks in a professional setting.

Course Learning Outcomes (CLOs)

CLO 1	Define and explain the significance, types, and historical development of indexing and

		abstracting, including their application in various information resources.
CLO 2		Demonstrate the application of indexing methods (e.g., KWIC, KWOC, POPSI, PRECIS) and techniques for creating index entries for periodicals, newspapers, and non-book materials.
CLO 3		Develop and assess high-quality abstracts, apply document selection criteria, and use international standards for abstracting, including evaluating abstract quality through recall and precision ratios.
CLO 4		Compare traditional and computer-based abstracting techniques, differentiate between abstracts, indexes, bibliographies, and annotations, and explore emerging trends like AI and machine learning in indexing and abstracting.
CLO 5		Apply indexing and abstracting principles to real-world projects and case studies, demonstrating proficiency in the practical use of these techniques.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Define and explain the significance, types, and historical development of indexing and abstracting, including their application in various information resources.	√					√
CLO 2	Demonstrate the application of indexing methods (e.g., KWIC, KWOC, POPSI, PRECIS) and techniques for creating index entries for periodicals, newspapers, and non-book materials.	√	√				
CLO 3	Develop and assess high-quality abstracts, apply document selection criteria, and use international standards for abstracting, including evaluating abstract quality through recall and precision ratios.	√					√
CLO 4	Compare traditional and computer-based abstracting techniques, differentiate between abstracts, indexes, bibliographies, and annotations, and explore emerging trends like AI and machine learning in indexing and abstracting.		√	√			
CLO 5	Apply indexing and abstracting principles to real-world projects and case studies, demonstrating proficiency in the practical use of these techniques.	√					√

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Concepts, Background Rules, and Principles of Indexing	Defining the concept of indexing, its significance, and classifications. Exploring the origins and development of indexing practices. Understanding the rules for arranging index entries and	Week 1, 2	Evaluating definitions, rules, and principles through critical thinking and collaborative discussions.	Lectures supported by multimedia tools and group discussions	CLO 1 CLO 2

	the use of indexing languages and thesauri.				
Unit-2: Indexing Methods and Techniques	Identifying features of derived and coordinating indexing methods. Gaining proficiency in title indexing systems such as KWIC and KWOC. Analyzing permuted indexing systems like POPSI and PRECIS. Exploring differences between manual and automated indexing techniques.	Week 3, 4	Creating title and permuted indexes to demonstrate practical understanding of various indexing methods.	Multimedia lectures combined with practical exercises	CLO 1 CLO 2
Unit-3: Indexing Periodicals, Newspapers, and Non-Book Materials	Learning the procedures for indexing periodicals and newspapers, including entry preparation. Gaining familiarity with the methods for indexing non-book materials and differentiating book indexes from periodical indexes.	Week 5, 6	Practicing the creation of indexes for periodicals, newspapers, and non-book materials through guided exercises.	Multimedia presentations and interactive discussions	CLO 3 CLO 4
Unit-4: Concepts of Abstracts and Their Types	Exploring the definition, types, and purposes of abstracts. Understanding their features and importance. Learning how to select suitable documents for abstracting and the factors that contribute to high-quality abstracts.	Week 7	Analyzing and discussing different types and purposes of abstracts, with participants sharing insights.	Lectures incorporating multimedia tools and group discussions	CLO 1 CLO 4 CLO 5
Unit-5: Methods and Techniques of Abstracting	Examining the methods and procedures involved in abstracting. Understanding international guidelines and standards. Applying recall and precision measures for evaluating abstracts.	Week 8, 9	Developing sample guidelines for abstracting and calculating recall and precision ratios for datasets.	Multimedia lectures paired with hands-on exercises	CLO 3 CLO 5

Unit-6: Computer-Based Abstracting	Understanding computer-based abstracting procedures. Evaluating and comparing abstracts, indexes, bibliographies, and annotations to distinguish their features and applications.	Week 10, 11	Engaging in group debates to discuss the characteristics and practical uses of abstracting tools.	Lectures supported by multimedia and collaborative activities	CLO 2 CLO 4 CLO 5
Unit-7: Emerging Trends in Indexing and Abstracting	Exploring recent advancements in indexing and abstracting. Examining the role of AI and machine learning in automating indexing and abstracting. Understanding the challenges of indexing diverse content formats and global multilingual resources.	Week 12	Researching and presenting case studies on innovative indexing and abstracting practices. Collaborating on AI-powered indexing exercises.	Group projects, discussions, and demonstrations on emerging technologies	CLO 5 CLO 6
Unit-8 Practical Application of Indexing and Abstracting	Apply principles of indexing and abstracting to real-world cases, including books, periodicals, and multimedia.	Week 13, 14, 15, 16	Final project: Create indexes and abstracts for various materials.	Individual projects, group discussions, and practical exercises	CLO 1 CLO 4 CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Borko, H. & Bernier, C. L. (2003). *Abstracting concepts and methods.* Academic Press.

Chakrabarti, A. R. & Chakrabarti, B. (1984). *Indexing: principles, processes and products.* World Press.

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Collision, R. L. (1973). *Indexes and indexing.*

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Course Code: BISLM 0322 214

Course Title: Database Design and Applications

PART A: Course details

I. Course Title: Database Design and Applications
II. Course Code: BISLM 0322 214
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Thirty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
DBMS (Lab)	20%
Semester final examination	40%

VII. Level: 2nd Year 4th Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any):
XII. Department: Department of Information Science and Library Management
XIII. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course

Database Management System (DBMS) is one of the essential components for all sort of computing and digital preservation (both metadata and full-text), searching and retrieval. It works as a back end tool for most of the applications particularly in automation process. It introduces the core principles and techniques required in database design, implementation and management in library and information systems. This application-oriented course covers data modeling, relational database management systems, query processing, database administration, etc.

Rationale of the course

This course introduces students to the core concepts of Database Management Systems (DBMS) and their applications in information management, especially within libraries. The course covers essential topics such as data modeling, relational database design, query processing, and database administration. Students will learn how to design, implement, and manage databases, applying techniques like normalization and transaction management. The course also explores advanced topics such as data warehousing and DBMS security, preparing students for real-world database management roles in various sectors.

Learning objectives

- To gain a solid understanding of the fundamental concepts of DBMS and its applications domains;
- To develop skills in designing and modeling databases to meet specific organizational requirements;
- To apply normalization techniques and design principles to create well-structured and efficient relational databases;

- To learn how to write and execute SQL queries for retrieving, updating, and manipulating data;
- To understand the principles of transaction management and concurrency control in database systems; and
- To learn principles and techniques for ensuring data security and integrity.

Course summary

Unit-1: DBMS Concepts and Architecture

Introduces databases and DBMS, their purpose, functions, evolution, and DBA profession. Covers DBMS components, system architecture, and database design process.

Unit-2: Data Modeling

Focuses on data models, ER data modeling, relational data structures, and converting ER Models to Relational Models. Includes normalization and physical data modeling.

Unit-3: Query Processing and Storage Management

Covers relational algebra, query processing, data access methods, indexing, transaction management, and concurrency control in DBMS.

Unit-4: Advanced Topics

Explores advanced DBMS topics like parallel/distributed systems, security issues, system recovery, OODBMS, data warehousing, and data mining.

Course Learning Outcomes (CLOs)

CLO 1	Demonstrate a comprehensive understanding of key concepts such as databases, DBMS, schemas, normalization, and transaction management.
CLO 2	Exhibit proficiency in data modeling, database design, and implementation, particularly in the context of library and information management applications.
CLO 3	Apply indexing and abstracting principles to real-world projects and case studies, demonstrating proficiency in the practical use of these techniques.
CLO 4	Acknowledge the professional responsibilities of a Database Administrator (DBA) and effectively contribute to administrative tasks such as access and transaction control, backup and recovery, and ensuring data integrity and security.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Demonstrate a comprehensive understanding of key concepts such as databases, DBMS, schemas, normalization, and transaction management.	√	√				
CLO 2	Exhibit proficiency in data modeling, database design, and implementation, particularly in the context of library and information management applications.	√		√			
CLO 3	Apply indexing and abstracting principles to real-world projects and case studies, demonstrating proficiency in the practical use of these techniques.		√				√
CLO 4	Acknowledge the professional responsibilities of a Database Administrator (DBA) and effectively contribute to administrative tasks such as access and transaction control, backup and recovery, and ensuring data integrity and security.					√	√

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: DBMS concepts and architecture	Introduce database and Database Management Systems (DBMS); Explain the purpose, functions, and evolution of DBMS; Understand Database administration (DBA) as a profession; Explore DBMS components and system architecture, and the process of database design.	Week 1 - 4	Lecture on DBMS concepts, followed by case studies on DBMS components and system architecture.	Class lecture, multimedia presentation	CLO 1
Unit-2: Data modeling	Understand different data models and their classifications; Learn about Entity Relationship (ER) data modeling and ERD design; Study relational data modeling, RDBMS data structure and constraints; Learn how to convert ER Model to Relational Model; Understand normalization and physical data modeling.	Week 5 - 7	Hands-on ERD and Relational model designing, followed by group discussions on normalization and its significance.	Practical sessions, group activities	CLO 1 CLO 2
Unit-3: Query Processing and storage management	Understand relational algebra and query processing; Learn about data files and access methods; Explore data indexing and hash techniques; Understand transaction management and concurrency control.	Week 8 - 12	Practical exercises on query processing and indexing methods, including case studies.	Class lecture, hands-on exercises	CLO 2 CLO 3
Unit-4: Advanced Topics	Explore parallel and distributed database systems; Study DBMS security issues, system failure, and recovery; Understand object-oriented database management systems; Learn about data warehousing and data mining.	Week 12 - 15	Discussion on advanced DBMS topics followed by presentations on data warehousing and security.	Interactive discussions, presentations	CLO 4

DBMS (Lab)

The Lab sessions provide an introduction to MySQL and Oracle databases, covering features, installation, and the working environment, along with SQL command types and login processes. Students will explore Database Definition Language (DDL), learning to create tables with constraints, manage data entry, updates, and schema editing, as well as execute commands like truncate and drop. The course also delves into Database Manipulation Language (DML), including query structures, conditional statements, sorting, grouping, and various functions, alongside joins and nested queries. Finally, students will learn about Database Control Language (DCL) and database administration (DBA), focusing on creating and managing views, users, roles, privileges, and PL/SQL elements such as procedures, cursors, and triggers.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (60 Marks)	Test marks (40)	DBMS Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Bacon, J. (2007). *Practical PHP and MySQL: Building eight dynamic web applications.* Prentice Hall.

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Oracle database 19c: *Database concept.* Oracle Corporation, 2021

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Silberschatz, A., Korth, H. F. & Sudarshan, S. (2020). *Database system concepts.* McGraw Hill.

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Course Code: BISLM 0322 215
Course Title: Information Ethics and Behaviour

<div align="center">PART A: Course details</div>

I.   Course Title: Information Ethics and Behaviour
II.   Course Code: BISLM 0322 215
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 2nd Year 4th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course examines how people find, use, and share information, while addressing the ethical issues that arise in these processes. Students will learn key theories of information behavior and explore how they apply in both digital and physical spaces. The course also covers ethical topics such as privacy, intellectual property, misinformation, free speech, democracy, and the responsible use of information technologies. Through case studies and real-world examples, students will develop the skills to analyze and resolve ethical challenges, understanding the critical role of information in promoting social well-being

Rationale of the course
In today's information-driven world, understanding how individuals interact with information and the ethical challenges associated with it is essential. As access to information grows through digital technologies, so do issues like privacy breaches, misinformation, intellectual property disputes, and inequities in information access. These challenges demand professionals who can navigate the complexities of human information behavior while upholding ethical standards. By combining insights from behavioral studies and ethics, the course equips students with the knowledge and skills to promote responsible information practices, ensuring that they can contribute to fostering a fair, informed, and equitable society.

Learning objectives
- Understand how people seek, use, and share information.
- Develop a deep understanding of human information behavior theories and models in diverse contexts.
- Recognize ethical issues like privacy, copyright, and intellectual property.
- Explore the connection between information, free speech, and democracy.
- Analyze ethical challenges in real-world scenarios.
- Develop skills to promote fair and responsible information practices.

Course summary

Unit-1: Context of information behavior: What is information behavior, information seeking behavior, information searching behavior and information use behavior? Why study it? What underlies it? Information behavior and library and information services, information behavior in different context, studying information users.

Unit-2: Introduction to information ethics
History of ethics and information ethics; Nature, significance and impact of information ethics; Theories of information ethics; Information ethics challenges.

Unit-3: Intellectual property: moral and legal concerns
Nature and types of intellectual property; Historical background and relevant contemporary issues; Issues affecting the implementation of intellectual property rights; Bangladesh perspectives; Introduction to intellectual freedom; historical background; Principles of intellectual freedom; Relationship between ethics and intellectual freedom; Role of information and library professionals in promoting intellectual freedom.

Unit-4: Information behavior models: Processes involved in identifying information needs, seeking relevant information, and utilizing it to address specific goals or challenges; Different models of information behavior e.g., Wilson's Model, Dervin's Sense-Making theory, Ellis's Model.

Unit-5: Serendipity in information behavior: Browsing and encountering information, investigating serendipity, role of serendipity in information discovery, factors influencing in serendipity, designing serendipity, technology adoption in information behavior.

Unit-6: Ethics of librarianship
Ethics of library and information professionals; Professional codes of ethics; Library ethics and policies; Contemporary issues in ethics in library and information service.

Unit-7: Information technology and information ethics
Introduction to information technology ethics; ICT and ethical theories; Cyber security and ethics; Net neutrality; Freedom of speech and internet content regulation; Emerging issues in ICT and information ethics.

Unit-8: Privacy and information control
Introduction to privacy and information control; Importance and challenges of privacy and information control; Ethical issues relating to privacy and information control; Role of technology in privacy and information control, Current and future challenges of information ethics.

Course Learning Outcomes (CLOs)

CLO 1	Students will be able to demonstrate comprehensive understanding the context of information behavior.
CLO 2	Identify key issues relating to information ethics along with their impacts on society.
CLO 3	Identify ethical challenges for information professionals along with ways to overcome these challenges.
CLO 4	Students will be able to explore various models of information behavior, investigating into the theoretical frameworks that explain how individuals and groups seek, use, and share information.
CLO 5	Acquire comprehensive knowledge and skills regarding privacy and security and their ethical dimensions.
CLO 6	Understand the emerging trends and technologies relating to information ethics.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Students will be able to demonstrate comprehensive understanding the context of information behavior.	☞					☞
CLO 2	Identify key issues relating to information ethics along with their impacts on society.	☞	☞	☞		☞	☞
CLO 3	Identify ethical challenges for information professionals along with ways to overcome these challenges.		☞	☞		☞	
CLO 4	Students will be able to explore various models of information behavior, investigating into the theoretical frameworks that explain how individuals and groups seek, use, and share information.		☞	☞	☞		☞
CLO 5	Acquire comprehensive knowledge and skills regarding privacy and security and their ethical dimensions.			☞	☞		☞
CLO 6	Understand the emerging trends and technologies relating to information ethics.		☞		☞		

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Context of information behavior	Understand fundamental concepts of information behavior and context	Week 1, 2	Orientations, conceptualization, theoretical and philosophical bases of the course.	Class lectures, discussion, Question-answer	CLO 1
Unit-2: Introduction to information ethics	Understand the history, impact, theories of information ethics	Week 3, 4	Conceptualization, Discussion	Class lectures, discussion, Question-answer	CLO 2
Unit-3: Intellectual property: Moral and Legal concerns	Understand the types of intellectual property rights and their moral and legal implications.	Week 5, 6	Conceptualization, Discussion	Class lecture, Presentation, Question-answer	CLO 2
Unit-4: Information behavior models	Understand the types of information behavior model.	Week 7, 8	Discussion, Presentations	Class lecture, Quiz, Question-answer	CLO 3

Unit-5: Serendipity in information behavior	Identify serendipity, improve serendipity in information behavior.	Week 11, 12	Introduction to information serendipity, factors to improve serendipity in information behavior	Class lectures, group discussions	
Unit-6: Ethics of librarianship	Understand the ethics of librarianship, covering ethical concerns, codes of conduct, and emerging issues in the field.	Week 13, 14	Visualization, Group discussion	Class lectures, discussion, Question-answer	CLO 2 CLO 4
Unit-7: Information technology and information ethics	Focus on information technology ethics, including ethical theories and emerging issues in information and communication technologies	Week 15, 16	Case analysis, Demonstration, Discussion	Assignment, Group works, Presentation, Formal and informal evaluation	CLO 2 CLO 5
Unit-8: Privacy and information control	Explore privacy and information control, focusing on governmental and non-governmental influence, ethical concerns, and technology's role in privacy.	Week 17, 18	Demonstration, Discussion,	Assignment, Group works, Presentation	CLO 1 CLO 3 CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Agarwal, N. K. (2022). *Exploring context in information behaviour: Seeker, situation, surroundings, and shared identities*, Springer Nature.

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Case, D. O., & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behaviour*, Emerald.

Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services*, Westport, CT: Libraries Unlimited.

Moore, A. D. (Eds.) (2005). *Information ethics: Privacy, property, and power.* University of Washington Press.

Nemati, H. (2008). *Information security and ethics: Concepts, methodologies, tools, and applications.* Vol. 1. Information Science Reference.

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Course Code: GED 0321 216
Course Title: Writing, Editing and Publishing

PART A: Course details
I.   Course Title: Writing, Editing and Publishing
II.   Course Code: GED 0321 216
III.   BNQF Code: 0321
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 2nd Year 4th Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
In the 21st century, writing, editing, and publishing are critical skills for global citizens. This course introduces students to the dynamic world of academic writing and publishing, addressing contemporary issues and equipping them with the necessary skills for successful writing, editing, and publishing endeavors.

Rationale of the course
This course equips students with essential skills in writing, editing, and publishing, which are crucial for academic and professional success in the modern information age. It covers various writing techniques, including academic and critical writing, as well as the fundamentals of editing and publishing. Students will learn how to use editing tools, apply citation styles, and understand the publishing process, both traditional and digital. The course also explores emerging trends in digital publishing, preparing students to adapt to the evolving landscape of the publishing industry. This course is designed to foster strong communication skills that are applicable across multiple fields.

Learning objectives
- Equip students with the necessary skills for writing, editing, and publishing.
- Familiarize students with evolving trends in writing, editing, and publishing.
- Prepare students to skillfully engage in various forms of writing, editing, and publishing activities.

Course summary
Unit-1: Introduction to Writing
This unit introduces students to the basics of writing, including different types and models of writing. It emphasizes the importance of note-taking, determining and shaping the purpose of writing, and understanding the audience. Special attention is given to argumentation and persuasive writing techniques.

Unit-2: Form and Arrangement of Writing

In this unit, students learn to organize data and structure written content. The focus is on paragraph writing, sentence construction, and achieving clarity and conciseness. Students also gain skills in the effective use of language and building logical flow in their writing.

Unit-3: Referencing and Citation
This unit covers the essentials of citation styles, including footnotes, bibliographies, and academic referencing techniques. Students learn how to apply these styles accurately and the rules for using punctuation effectively in academic contexts.

Unit-4: Critical Writing
Students are introduced to various forms of critical writing, including short communications, technical articles, review articles, reports, dissertations, and popular articles. This unit emphasizes the practical techniques and methods necessary to excel in these forms of writing.

Unit-5: Introduction to Editing
This unit explores the fundamentals of editing, including the roles, responsibilities, and skills required of an editor. Students gain an understanding of editorial evaluation processes and how to apply editing principles in practice.

Unit-6: Editing Tools and Style Guides
Students are introduced to key editorial tools, such as style manuals, dictionaries, and online editing resources. This unit provides practical knowledge of using these tools effectively to enhance the quality of written content.

Unit-7: Printing and Publishing
This unit focuses on the book publishing process, including the identification of book components, steps in publishing, proofreading, and copy editing. Students also learn about desktop publishing and its practical applications.

Unit-8: Current and Emerging Trends in Publishing
This unit examines the challenges and opportunities in the publishing industry, particularly in the digital era. Students explore emerging trends, future directions, and how to adapt to the rapidly evolving publishing landscape.

Course Learning Outcomes (CLOs)

CLO 1	Understand the fundamental principles, types, and purposes of writing, along with the considerations for audience and persuasion.
CLO 2	Develop the ability to structure written content effectively, organize data, and demonstrate mastery in paragraph and sentence construction.
CLO 3	Gain practical knowledge of referencing and citation styles, and apply these skills in academic writing with precision.
CLO 4	Master the techniques for various forms of critical writing, including articles, reports, dissertations, and technical communications.
CLO 5	Demonstrate an understanding of editorial processes, responsibilities, and the tools used for editing and evaluation.
CLO 6	Identify and effectively use major editorial tools, including style guides, dictionaries, and online resources for editing.
CLO 7	Analyze and apply the concepts of book publishing, including the steps involved in publishing, proofreading, and desktop publishing.
CLO 8	Assess current and emerging trends in the field of publishing, focusing on the challenges and opportunities in the digital era.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the fundamental principles, types, and purposes of writing, along with the considerations for audience and persuasion.			√		√	
CLO 2	Develop the ability to structure written content effectively, organize data, and demonstrate mastery in paragraph and sentence construction.	√	√				
CLO 3	Gain practical knowledge of referencing and citation styles, and apply these skills in academic writing with precision.	√	√				
CLO 4	Master the techniques for various forms of critical writing, including articles, reports, dissertations, and technical communications.			√	√	√	
CLO 5	Demonstrate an understanding of editorial processes, responsibilities, and the tools used for editing and evaluation.		√				√
CLO 6	Identify and effectively use major editorial tools, including style guides, dictionaries, and online resources for editing.	√	√				
CLO 7	Analyze and apply the concepts of book publishing, including the steps involved in publishing, proofreading, and desktop publishing.	√	√				√
CLO 8	Assess current and emerging trends in the field of publishing, focusing on the challenges and opportunities in the digital era.		√	√	√		

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit 1: Introduction to writing	Explore the fundamentals of writing by identifying types and models, analyzing audience needs, shaping content, and applying techniques for persuasive and argumentative writing.	Week 1, 2, 3	Brainstorming sessions, writing practice, group discussions	Class lectures, discussion, writing practice	CLO 1

Unit-2: Form and arrangement of writing	Master paragraph structuring, organize data coherently, develop sentence maturity, and enhance clarity and conciseness in written communication.	Week 4, 5	Paragraph exercises, data organization task, sentence workshop, peer review	Class lectures, collaborative group work, hands-on workshop	CLO 2
Unit-3: Referencing and citation	Apply referencing and citation principles, follow accurate rules for academic citations, and use proper punctuation in academic writing.	Week 6, 7	Citation practice, style guides, punctuation quizzes, mock citation projects	Demonstration, interactive quizzes, guided exercise, group discussion	CLO 3
Unit-4: Critical writing	Develop skills for writing reports, articles, dissertations, and monographs, while addressing audience needs and writing for technical and non-technical contexts.	Week 8, 9	Writing assignments, debates, peer feedback, creative writing challenges	Class lectures, peer editing, group works, writing workshop	CLO 4
Unit-5: Introduction to editing	Understand editorial roles, analyze evaluation processes, and apply basic editing principles in content creation.	Week 10, 11	Role-playing, group discussions, editorial process simulation, case studies	Class lectures, Lecture, group editing exercises, case studies	CLO 5
Unit-6: Editing tools and style guides	Use editorial tools like dictionaries and style manuals, apply online editing tools, and maintain consistency with style guides.	Week 12, 13	Tool demonstration, hands-on practice, style guide analysis, quiz	Interactive sessions, hand-on editing exercises	CLO 6
Unit-7: Printing and publishing	Understand book components, navigate publishing steps like proofreading and copy editing, and practice desktop publishing techniques.	Week 13, 14	Book component identification, publishing flow simulation, proofreading exercises, desktop publishing tutorial	Class lectures, case studies, interactive and practical sessions	CLO 7
Unit-8: Current and emerging trends in publishing	Assess challenges in publishing, adapt to digital dynamics, and analyze emerging trends to stay ahead in the industry.	Week 15, 16	Presentations, digital publishing exploration, group discussion, group project	Class lectures, guest speakers and industry experts, group projects	CLO 8

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Clark, G., & Phillips, A. (2014). *Inside book publishing*. Routledge.

Ginna, P. (Ed.). (2017*). What editors do: The art, Craft, and business of book editing.* University of Chicago Press.

Masterson, P. (2007). *Book design and production: A guide for authors and publishers.* AEonix Publishing Group.

Oshima, A., & Hogue, A. (2006). *Introduction to academic writing.* Pearson.

Rumisek, L. A., & Zemach, D. E. (2005). *Academic writing: From paragraph to essay.* Macmillan.

Course Code: BISLM 0322 317

Course Title: Organization of Knowledge (Classification Theory)

PART A: Course details

  I.   Course Title: Organization of Knowledge (Classification Theory)
 II.   Course Code: BISLM 0322 317
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
 V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

  VII.   Level: 3rd Year 5th Semester
 VIII.   Course Type: Core
  IX.   Academic Session: N/A
   X.   Course Teacher/ Instructor:
  XI.   Prerequisite (s) (if any): N/A
 XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course is designed to give practical knowledge about theoretical basis of classification. It emphasizes on objectives, principles, and special features of classification and also discusses high predicable and its application in classification. Moreover, this course will also focus on classification of documents with the help of Dewey Decimal Classification (DDC) scheme and enable students to evaluate the differences among DDC, Universal Decimal Classification (UDC), and Library of Congress (LC) classification schemes.

Rationale of the course
This course provides a thorough understanding of classification systems. Students will be able to compare the best classification schemes to fit the library. Library users generally search for wide variety of information in both traditional and online ways in the library. Library classification is the basic way of finding those required information quickly and effectively to meet up the needs of the library users. This course assists users an in-depth understanding of library classification, which covers the theoretical aspects of classification.

Learning objectives
• Students will be able to know the basics of library classification;
• Understand the principles of book classification;
• Know the selected Schemes of Classification and Web classification;
• Learn the arrangement methods and structural form of classification;
• Capable to identify the subject matter and to build up the analytical ability for classification;
• Gather knowledge about the selected tools and techniques for practical aspects of classification.

Course summary
Unit-1: Concepts of knowledge
Structure and development of knowledge; universe of knowledge; knowledge and information; Structure of knowledge in library and information science; attributes of knowledge; impact of knowledge on classification.

Unit-2: Introduction to classification
Meaning of classification, purpose and functions of classification; introduction to major knowledge classification schemes; distinction between knowledge classification and book classification; Formal rules of divisions and canons of classification; Five predicable and value of Porphyry's tree in library classification; Development and current trends in library classification; classification practices in Bangladesh.

Unit-3: Special features of book classification and notation
Special features of book classification, generalia class, standard subdivisions, form classes; Notation and index functions and qualities of an ideal notation, types of notation; Auxiliaries of notation, merits and demerits of different types of indexes.

Unit-4: Various schemes for classification
Knowledge classification; different philosophical systems; library classification schemes; Classification schemes earlier to DDC, various schemes for library classification.

Unit-5: Basics of major schemes of classification
General schemes of classification, Dewey decimal classification; Universal decimal classification, library of congress classification; Colon classification, bibliographical classification.

Unit-6: Analysis and applications of DDC, UDC and web DDC UDC
Special features, notational systems: hospitality, mnemonics, common and special auxiliaries; Features, qualities of DDC notation, six tables, gradual development and changes in DDC, notes; Introduction; features of LCC; structure of LCC; LCC notation; advantages and disadvantages; Web DDC.

Unit-7: Organizational initiative regarding development of classification
Various Initiatives taken by the different organizations for the development of classification.

Course Learning Outcomes (CLOs)

CLO 1	Perform the classification of documents with the help of DDC, UDC, LC scheme and web DDC.
CLO 2	Understand the key concepts of basic classification and its application in libraries
CLO 3	To learn the basic ideas of determining subject matters for building correct classification numbers
CLO 4	To build up analytical capacity for determination of subjects and learning about Web DDC
CLO 5	To build up classification number using selected tools and techniques

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Perform the classification of documents with the help of DDC, UDC, LC scheme and web DDC.	√	√		√		
CLO 2	Understand the key concepts of basic classification and its application in libraries	√				√	
CLO 3	To learn the basic ideas of determining subject matters for building correct classification numbers			√			
CLO 4	To build up analytical capacity for determination of subjects and learning about Web DDC			√			√
CLO 5	To build up classification number using selected tools and techniques		√			√	

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Concepts of knowledge	Understand the basic concepts of knowledge and information, the structure of knowledge, and how knowledge impacts classification.	Week 1,2,3	Fundamental, conceptual and functional orientation of the course	Class lecture, multimedia presentation, Interactive discussion	CLO 1
Unit-2: Introduction to classification	Learn the meaning, purpose, and functions of classification, along with major classification schemes, concepts of knowledge and book classification, formal rules of division, and current trends in library classification.	Week 4,5,6	Discuss about meaning, purpose, functions, rules, recent trends of classification	Class lecture, multimedia presentation, Interactive discussion, participation	CLO 2
Unit-3: Special features of book classification and notation	Understand the special features of book classification, the types and functions of notation, and the merits and demerits of indexes.	Week 7,8,9	Discussion about features, types functions, merits and demerits of notation and indexes	Class lecture, multimedia presentation, and interactive discussion	CLO 2
Unit-4: Various schemes for classification	Gain insights into various knowledge classification schemes, philosophical classification systems, and historical schemes predating DDC.	Week 10-12	Discussion about basic ideas about earlier classification schemes	Class lecture, multimedia presentation	CLO 3
Unit-5: Basics of major schemes of classification	Familiarize with general classification schemes such as DDC, UDC, LCC, CC, BC, and DC.	Week 13-16	Discussion about various classification schemes	Class lecture, multimedia presentation, Group practice	CLO 4
Unit-6: Analysis and applications of DDC, UDC and web DDC UDC	Learn the analysis and application of DDC, UDC, and Web DDC, including special features, notational systems, common and special auxiliaries of DDC, and the features of LCC and CC schemes.	Week 17, 18	Discussion about analysis skill and application of DDC, UDC and Web DDC	Class lecture, multimedia presentation, Visualization	CLO 5
Unit-7: Organizational initiative regarding development of classification	Understand the initiatives taken by different organizations for the development of classification systems.	Week 19, 20	Discussion about organizational initiatives for the development of classification	Class lecture, multimedia presentation, Visualization	CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

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Course Code: BISLM 0322 318
Course Title: Library Administration and Management

PART A: Course details
I.   Course Title: Library Administration and Management
II.   Course Code: BISLM 0322 318
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 3rd Year 5th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course is an introduction to library management and its underlying theoretical concepts. Libraries or Information Institutions are integral parts of the society that collect, preserve, and make the written or printed materials accessible to the users. In this changing landscape, libraries are introducing a range of innovative services while striving to meet the needs of users who rely on traditional resources. This course will help students to gain knowledge about these various kinds of activities, efficient administration and management techniques needed to manage the library or information center.

Rationale of the course
This course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, policies, theories, and practices into an effective management process that relates to information organizations of the 21st century. It helps to establish methods to stay abreast of current developments in management within the information profession. By enrolling in this course, students acquire strategies for developing cohesive, productive management teams through experiential learning.

Learning objectives
• Develop a foundational understanding of key management concepts, principles, and theories as they apply to libraries and information institutions.
• Identify and explore various management techniques and administrative practices that enhance the effectiveness and efficiency of library operations.
• Analyse the role of libraries and information centres in society, including their evolving responsibilities in preserving, organizing, and providing access to information.
• Build skills in managing library staff and resources effectively, fostering teamwork, productivity, and a positive organizational culture within the library.
• Gain insights into budget planning, cost analysis, and resource allocation to support sustainable library services.
• Develop strategic planning skills to ensure the library's growth and adaptability in response to technological advancements and user expectations.

Course summary

Unit-1: Introduction to management, organization and administration
Concept and principles of management, organization, and administration; Differences in organization, management and administration; Different management schools of thought; POSDCORB. Management by objectives (MBO): Peter Drucker, G. Odiorne.

Unit-2: Organizational structures
Principles and characteristics, different patterns of organizational structure: line organization, staff organization, line and staff organization and functional organization etc; Relationship of the library with its parent organization.

Unit-3: Personnel management
Theories and styles of personnel management, staff recruitments; selection, development and manpower planning; management inventory chart, system approach to staffing, system approach to selection; selection Process; Techniques and instruments, job designing / job analysis, job description, job evaluation, performance appraisal; motivation and leadership – supervision; Inter-personnel relations: training and development, public relations.

Unit-4: Financial management
Principles, sources of income and heads of expenditure; Budget and budgeting, preparation of budget; Relationship between budgeting and reporting; Cost effectiveness and Cost benefit analysis.

Unit-5: Total Quality Management (TQM)
Concept, principles, benefits, operations management systems; Tools and techniques for improving quality, inventory planning and control, inventory control model; Quality audit; LIS related Standards; Resource mobilization, outsourcing; Library consortia, open access; Technology management.

Unit-6: Planning of information institutions
Prerequisites, rules, planning architecture and design in Bangladesh, space organization and floor plan, and elements of planning.

Unit-7: Library authority and library committee
Library authority and its different types; Library committee; its role in library service and administrations.

Unit-8: Governance of Library
Annual reports; Library statistics: definition, types, power and functions; Library rules and Models.

Course Learning Outcomes (CLOs)

CLO 1	Learn the history, nature, and significance of ethics, with a focus on information ethics and related theories.
CLO 2	Understand the types of intellectual property rights and their moral and legal implications.
CLO 3	Explore the right to information, addressing its significance, ethical dilemmas, and implementation challenges.
CLO 4	Examine the principles of intellectual freedom, its relationship with information ethics, and the role of library professionals in promoting it.
CLO 5	Understand the ethics of librarianship, covering ethical concerns, codes of conduct, and emerging issues in the field.
CLO 6	Focus on information technology ethics, including ethical theories and emerging issues in information and communication technologies.

CLO 7	Explore privacy and information control, focusing on governmental and non-governmental influence, ethical concerns, and technology's role in privacy.
CLO 8	Analyze the future of information ethics, including changing paradigms, the impact of globalization, and emerging trends in the field.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Learn the history, nature, and significance of ethics, with a focus on information ethics and related theories.	✓				✓	
CLO 2	Understand the types of intellectual property rights and their moral and legal implications.		✓			✓	
CLO 3	Explore the right to information, addressing its significance, ethical dilemmas, and implementation challenges.				✓	✓	✓
CLO 4	Examine the principles of intellectual freedom, its relationship with information ethics, and the role of library professionals in promoting it.		✓				✓
CLO 5	Understand the ethics of librarianship, covering ethical concerns, codes of conduct, and emerging issues in the field.	✓		✓	✓		
CLO 6	Focus on information technology ethics, including ethical theories and emerging issues in information and communication technologies.	✓		✓			✓
CLO 7	Explore privacy and information control, focusing on governmental and non-governmental influence, ethical concerns, and technology's role in privacy.	✓		✓			✓
CLO 8	Analyze the future of information ethics, including changing paradigms, the impact of globalization, and emerging trends in the field.	✓		✓			✓

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to management, organization and administration	Explain core concepts and principles of management, organization, and administration, and apply them within library and information services.	Week 1,2	Orientation and discussion of the concept of management, organization, administrations, and their relevant issues.	Presentation, Discussion	CLO 1
Unit-2: Organizational structures	Identify and compare various organizational structures, assessing their suitability and characteristics for library operations.	Week 3, 4	Assigned a group task to discuss about different organizational structure	Lecture, Question-Answer, Assignment, Presentation	CLO 1 CLO 2
Unit-3: Personnel management	Develop skills in personnel management, including recruitment, job design, and performance evaluation, to enhance workforce effectiveness in library settings.	Week 5,6	Engage in critically analyzing the various personnel management approaches and subsequently disseminate their comprehension via group discussion.	Presentation, Interactive and group discussion, Question-answer	CLO 1 CLO 3
Unit-4: Financial management	Analyze and apply budgeting and financial management principles to improve cost-effectiveness in library operations.	Week 7,8	Summarize the library's budgeting process in terms of the ideas discussed in this Unit.	Lecture, Group discussion, presentation	CLO 1 CLO 4
Unit-5: Total Quality Management (TQM)	Understand Total Quality Management (TQM) and apply quality improvement tools to manage library resources and services.	Week 9,10	Quizzed about their knowledge of TQM and urged to share it.	Lecture, discussion with multimedia, Interactive discussion	CLO 5
Unit-6: Planning of information institutions	Plan and organize library spaces, including layout design and infrastructure planning, tailored to the needs of information institutions.	Week 11,12	Develop a mock strategic plan for an information institution, including goals, objectives, and action steps.	Lecture, discussion with multimedia, presentations	CLO 6
Unit-7: Library authority and library committee	Assess the roles of library authorities and committees in decision-making and governance, and evaluate their impact on library services and administration.	Week 13,14	Divide into groups to role-play as members of a library authority or committee.	Lecture, discussion with multimedia, Interactive discussion	CLO 7

Unit-8: Governance of library	Apply skills in governance, annual reporting, and statistical analysis to enhance library operations and accountability.	Week 15, 16	Develop the skills and knowledge to run library operations and comprehend library responsibilities.	Lecture, Group discussion	CLO 8

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Gorman, C. (2003). *Staff development in libraries.* Dominant Publishers.

Green, R. A. (Ed.) (2007). *Library management: A case study approach.* Chandos Publishing.

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Kumar, P. S. G. (2003). *Management of library an information centers.* B. R. Publishing Corporation.

Matthews, J. (2005). *Strategic planning and management for library managers.* Libraries Unlimited.

Stueart, R. D. & Moran, B. B. (2007). *Library and information center management.* Libraries Unlimited.

Course Code: BISLM 0322 319
Course Title: Information Marketing and Advocacy

<div align="center">PART A: Course details</div>

  I.   Course Title: Information Marketing and Advocacy
  II.   Course Code: BISLM 0322 319
  III. BNQF Code: 0322
  IV. Credit Value: 4.00
  V.   Credit Hour: 60 (Sixty)
  VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

  VII.   Level: 3rd Year 5th Semester
  VIII.   Course Type: Core
  IX.   Academic Session: N/A
  X.   Course Teacher/ Instructor:
  XI.   Prerequisite (s) (if any): N/A
  XII.   Faculty: Faculty of Arts
  XIII.   Department: Department of Information Science and Library Management
  XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
Marketing has become an essential component of today's library operations. The course explores marketing and advocacy in libraries today, within a physical space and online. Starting with the overall concepts of marketing and advocacy, the course provides details of marketing concepts, elements, tools, strategies, plans, methods, communications, LIS marketing research, and more particularly the user-centered approaches in library services.

Rationale of the course
This course is designed to make students able to understand planning and marketing library products and services. Students learn about common promotional methods, how to provide library users effectively, how to assign user's needs and expectations, and evaluation of library resources and services.

Learning objectives
- Apply key concepts of marketing to libraries and information centers;
- Promote library's existing products and services to user's community;
- Develop marketing and advocacy plan for library and information center;
- Determine users' diverse needs for information products and services;
- Identify and design accurate methods for marketing information products and services; and
- Evaluate library's service quality and performance.

Course summary
Unit-1: Introduction to information marketing
Concept of terminologies; Library marketing: History, Benefits, Needs and importance, Barriers, Methods and approaches, Traditional vs. Library marketing;

Unit-2: Marketing library products and services

Library marketing: Definition, Functions, Elements; Library products: Levels, Types, Characteristics, Components, Life cycle, Development & design; Pricing: Methods, Strategies; Promotion: Components, Techniques; Promotional campaign: Developing campaign plan and strategies, Strategy to launch new products or services;

Unit-3: Developing marketing plan
Definition, benefits, how to develop a marketing plan, market planning and implementation; Market analysis and audit, Strategic directions for information center; Market segmentation: Characteristics, Levels, Methods, Requirements for effective segmentation; Marketing communications: Communication process, developing effective communication;

Unit-4: Advocacy & Public relations
Definition, Importance, Role of advocacy in better library marketing; Marketing vs. Public relations vs. Advocacy; Advocacy planning: Step-by-step guide, Planning cycle, Campaign; Library advocacy: Who are the library advocates, Toolkit, developing action plan, Building library advocacy network; Library public relations: Definition, Forms, Planning, Model of PR: AIDA;

Unit-5: Direct and Online information marketing
Definition, Benefits and Growth, Forms, Challenges; How to conduct marketing of information products and service in Online; Online marketing mix: Digital marketing mix, Web marketing mix, E-marketing mix; Telemarketing; E-commerce in libraries; Social media marketing: Marketing through face book (librarian face book);

Unit-6: Marketing in Service organizations: Service
Definition, Characteristics; Service marketing: Definition, History, Scope, Types and forms, Service marketing mix; Service marketing triangle; Six E's of successful service marketing; Service delivery: Employee's roles, Customer's roles; Integrated services marketing communications; Financial and economic impact of services; User-centered marketing: Concept, Definition, Model: UFLS;

Unit-7: Library Customer (user) service
Definition, Importance; Customer service in libraries; Understanding user's needs; How to get feedback from library users; How to handle user's complaints; Meg Paul's philosophy of quality customer service; Customer service model: RESPECT^{TM}, Guidelines for library user service; Building user relationships;

Unit-8: Marketing research
Defining the problems and objectives, Service development research plan; Understanding user's needs and expectations; Concept of service quality, Service quality Gap model, Evaluating service performance; PEST analysis, SWOT analysis; Service benchmarking: Definition, Process, Models; Projects: (1) Design a campaign plan for marketing library products and services;

Course Learning Outcomes (CLOs)

CLO 1	Understand the key concepts of marketing to libraries and information centers.
CLO 2	Know about library products and services and how to campaign these to library users, as well as how to marketing library's products and services.
CLO 3	Develop advocacy and public relations plan for library.
CLO 4	Recognize about different forms of online and digital marketing.
CLO 5	Develop the concept of customer service, and know how to implement customer service strategies in libraries.
CLO 6	Know about the assessment of library service quality and service performance.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the key concepts of marketing to	√					

	libraries and information centers.						
CLO 2	Know about library products and services and how to campaign these to library users, as well as how to marketing library's products and services.				√		
CLO 3	Develop advocacy and public relations plan for library.					√	
CLO 4	Recognize about different forms of online and digital marketing.		√				√
CLO 5	Develop the concept of customer service, and know how to implement customer service strategies in libraries.			√	√		√
CLO 6	Know about the assessment of library service quality and service performance.		√			√	√

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to information marketing	Develop basic concepts of traditional and library marketing;	Week 1, 2	Marketing principles; Group discussions on real-world marketing strategies.	Interactive class lecture	CLO 1
Unit-2: Marketing library products and services	Know about library products and services as well as know how to campaign these to library users;	Week 3, 4, 5	Present library products and services; Analyze case studies of successful marketing campaigns; Group projects to develop marketing plans.	Interactive class lecture, Presentation, Project	CLO 2
Unit-3: Developing marketing plan	Develop marketing plan for library products and services;	Week 6, 7	Workshop on creating marketing plans	Interactive class lecture, Participatory learning	CLO 2
Unit-4: Advocacy & Public relations	Develop advocacy and public relations plan for library;	Week 8, 9, 10	Public relations strategies; Role-playing exercises for advocacy campaigns.	Interactive class lecture	CLO 3
Unit-5: Direct and Online information marketing	Recognize about different forms of online and digital marketing;	Week 11, 12	Online marketing tools; Group projects to design online marketing campaigns.	Interactive class lecture, Participatory learning, Project	CLO 4

Unit-6: Marketing in Service organizations	Understand the basic concepts of service marketing and its detail outlines;	Week 13, 14, 15	Service marketing principles; Group discussions on applying service marketing strategies in libraries.	Interactive class lecture, Participatory learning	CLO 2
Unit-7: Library Customer (user) service	Develop the concept of customer service, and know how to implement customer service strategies in libraries;	Week 16, 17	Library customer service; Discussions on effective customer service strategies.	Interactive class lecture, Participatory learning	CLO 5
Unit-8: Marketing research	Know how to develop a research plan, and conduct research on library service quality and performance;	Week 18, 19, 20	Workshop on research methods for library service evaluation; Guide students to conduct research on library service quality and performance.	Interactive class lecture, Project	CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography
Blaise, G. (1981). *The marketing of library and information services*. Aslib.
Brophy, P. & Coulling, K. (1996). *Quality management for information and library managers*. Gower/Ashgate.
Confield, B. R. (1960). *Public relations, principles, cases and problems*. R. D. Irwin.
Cook, S. (2008). *Customer care excellence: How to create an effective customer focus*. Kogan Page Publishers.
Elliott de Saez, E. (2002). *Marketing concepts for libraries and information services*. Facet Publishing.
Garey, M. (1980*). Library public relations: A practical handbook*. Wilson.
Hamilton, F. J. (1990). *Infopromotion: publicity and marketing ideas for the information promotion*. Aldershot.
Hernon, P. & Altman, E. (1996). *Service quality in academic libraries*. Greenwood Publishing.
Hernon, P. & Whitman, J. R. (2001). *Delivering satisfaction and service quality: A customer-based approach for libraries.* American Library Association
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Jain, A. K., Jambhekar, A., Rao, T. P. & Rao, S. S. (Eds.) (1999). *Marketing information products and services: a primer for librarians and information professionals*. McGraw-Hill.
Kotler, P. & Armstrong, G. (2023) *Principles of marketing*. Pearson.
Kotler, P., Kartajaya, H. & Setiawan, I. (2016). *Marketing 4.0: Moving from traditional to digital*. John Wiley & Sons.
Matthews, J. R. (2007). *The evaluation and measurement of library services*. Libraries Unlimited.
Melling, M. & Little, J. (2002). B*uilding a successful customer-service culture: A guide for Library*. Facet.
Potter, N. (2012). *The Library marketing toolkit*. Facet Publishing.
Weingand, D. E. (1999). *Marketing/planning library and information services*. Libraries Unlimited.

Course Code: GED 0613 320
Course Title: Computer Programming

PART A: Course details
I.   Course Title: Computer Programming
II.   Course Code: GED 0613 320
III.   BNQF Code: 0613
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Programming (Lab)	20%
Semester final examination	40%

VII.   Level: 3rd Year 5th Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any):
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course is designed to provide students with a foundational understanding of programming concepts and skills necessary for solving real-world problems. The course focuses on the development of logical thinking, algorithmic design, and coding proficiency. Due attention is paid to recognize the professional responsibilities, legal and ethical principles in computing practice.

Rationale of the course
This course is designed to provide students with a comprehensive foundation in computer programming, preparing them for real-world challenges in the rapidly evolving field of software development. Through an exploration of fundamental programming concepts, system modeling, and professional issues, the course ensures that students gain both the technical and ethical knowledge necessary to succeed in the industry.

Learning objectives
The prime objectives of the course are:
- To Learn and apply computer programming concepts to library and information related activities.
- To develop the ability to analyze problems and design algorithm to solve the problems efficiently.
- To demonstrate a fundamental understanding of software development methodologies, including modular design, pseudo code, flowcharting etc.
- To understand and apply Object-Oriented Programming (OOP) principles and techniques in problem solution;
- To develop communication and teamwork skills for effective collaboration.

Course summary
Unit-1: Introduction to Computer Program and Programming Environment
Introduces students to basic programming concepts, including the characteristics of good programs, the programming environment, and the stages of program development (such as algorithm design, coding, testing, and debugging).

Unit-2: System Modeling and Programming Languages
Focuses on system modeling using tools like UML and Use Case diagrams, and covers the structure, types, and selection of programming languages, along with coding standards and guidelines.

Unit-3: Programming Models/Paradigms
Explores various programming paradigms (procedural, modular, structured, object-oriented, and GUI programming) and the tools, techniques, and activities associated with each model.

Unit-4: Professional Issues
Addresses program quality, coding ethics, and the necessary qualifications and skills of a programmer, preparing students for the ethical and professional challenges they will face in their career.

Course Learning Outcomes (CLOs)

CLO 1	Solve complex problems by applying critical thinking and developing algorithms to address various computational challenges.
CLO 2	Apply Object-Oriented programming principles to design and implement scalable and modular software solution.
CLO 3	Communicate and collaborate effective, demonstrating teamwork for success in programming and projects
CLO 4	Establish a mindset for continuous learning, staying updated with industry trends, new technologies and evolving programming practices.
CLO 5	Cultivate critical thinking skill to analyze complex problems and devise efficient solution.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Solve complex problems by applying critical thinking and developing algorithms to address various computational challenges.	√			√		
CLO 2	Apply Object-Oriented programming principles to design and implement scalable and modular software solution.		√			√	
CLO 3	Communicate and collaborate effective, demonstrating teamwork for success in programming and projects					√	
CLO 4	Establish a mindset for continuous learning, staying updated with industry trends, new technologies and evolving programming practices.		√		√		
CLO 5	Cultivate critical thinking skill to analyze complex problems and devise efficient solution.	√			√		

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to computer program and programming environment	Computer programs, characteristics of good programs, programming environment, program development life cycle; some common elements and activities in programming (Algorithm, Pseudo code, Flow chart, Program design, coding, testing, debugging, documentation, and maintenance, etc.).	Week 1 - 4	Interactive class lecture	Interactive class lecture	CLO 1
Unit-2: System modeling and Program languages	System modeling and abstraction, modeling languages: Unified Modeling Language, Use Case, etc.; Structure, types, and use of programming languages, selection criteria, coding standard, and guidelines.	Week 5 - 7	Interactive class lecture, Presentation	Interactive class lecture, Presentation	CLO 2
Unit-3: Programming models/ paradigm activities, tools, and techniques	Understand programming models/paradigms, tools, and techniques for various programming approaches.	Week 8 - 12	Interactive class lecture, Project	Interactive class lecture, Project	CLO 3 CLO 4
Unit-4: Professional issues	Program quality, coding principles and ethics, basic qualification and skills of a programmer.	Week 12 - 15	Interactive class lecture, Group discussion	Interactive class lecture, Group discussion	CLO 4 CLO 5

Programming (Lab)

The Lab classes introduce the fundamentals of programming with C++ and Python, covering the setup of the development environment, understanding code structure, and working with control statements, loops, and operators. It also explores key concepts such as arrays, pointers, and structures, including one-dimensional, two-dimensional, and multidimensional arrays. Students will learn pointer applications and how to create structures. The course further delves into string handling, user-defined functions, file operations, and multithreading synchronization mechanisms. Finally, students will be introduced to object-oriented programming (OOP) in C++, focusing on concepts like classes, objects, inheritance, polymorphism, encapsulation, and abstraction.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (60 Marks)	Test marks (40)	Programming Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Balagurusami, E. (2008). *Object oriented programming with C++*. Tata McGraw Hill.

Bell, D. (2005). *Software engineering for students: A programming approach.* Addison-Wesley.

Busbee, K. L. & Braunschweig, D. (2008). *Programming fundamentals: A modular structured approach.* Rice University.

Deitel, P. & Deitel, H. (2017). *C++ how to program.* Pearson.

Pressman, R. S. (2010). *Software engineering: A practitioner's approach.* McGraw Hill.

Roy, P. V. & Haridi, S. (2004). *Concepts, techniques, and models of computer programming.* The MIT Press.

Course Code: BISLM 0322 321
Course Title: Organization of Knowledge (Cataloguing Theory)

I.   Course Title: Organization of Knowledge (Cataloguing Theory)
II.   Course Code: BISLM 0322 321
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 3rd year 6th semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course explores the concept of the library catalogue, which serves as a register of all bibliographic items in a library or network of libraries. Beginning with a conceptual analysis, the course covers both traditional and online forms of catalogues. Key topics include the conceptual and functional analysis of library catalogues, the bibliographic structure of information resources, various catalogue forms and structures, the process of determining subject and entry headings, authority control, and the features of online catalogues such as OPAC 2.0, MARC, RDA, FRBR, and FRAD.

Rationale of the course
The primary goal of this course is to provide students with a comprehensive understanding of cataloguing library resources. As library users seek diverse information in both traditional and digital formats, the library catalogue remains the primary tool for locating this information efficiently. By delving into both theoretical and practical aspects of traditional and online cataloguing, this course equips students with the knowledge to enhance their ability to organize and retrieve information effectively.

Learning objectives
• Understand the key concepts of traditional and online catalogue;
• Recognize the basic forms and structure of bibliographic items;
• Know the arrangement methods & structure of traditional and online library catalogue;
• Know, how to analysis and determine the subject matter of bibliographic items; and
• Know the guidelines for using Sears List of Subject Headings;

Course summary
Unit-1: Introduction to Catalogue
Historical background of Library catalogue; Concept, Definition, Objectives and purposes of Library catalogue; Characteristic and Functions; Qualities of library catalogue; Modern cataloguing codes; Cataloguing tools.

Unit-2: Bibliographical structure of a book
Structure of a printed book; How to read a book from user's point of view? Bibliographic record: Definition, Key elements, Process and steps of creating a bibliographic record; Sources of bibliographic description; Catalogue vs. bibliography.

Unit-3: Types and forms of Catalogue
Inner and Outer forms of library catalogue; Types of inner and outer forms; Shared or Union catalogue, functions, types.

Unit-4: Structure of catalogue
Basic skeleton of a card catalogue; Types of information included in library catalogue; Access points: definition, types of access points; Catalogue entries: definition, types, choice of main and added entries; Rules for making entry under Oriental Muslim, Buddhist and Hindu names; Filing: definition, rules for filling catalogue entries.

Unit-5: Subject analysis and assigning subject headings
Subject analysis, steps to subject analysis; Subject headings: definition, types and forms of subject headings; Steps to assign subject headings; Principles of choosing subject headings; Types of Subdivisions and their use in constructing subject headings; Authority control: definition, functions, components, how to construct authority file?

Unit-6: Computerized and Online Catalogue
Definition, Importance of computerized catalogue; OPAC: Historical transition, Generation, Definition, Functions; OPAC 2.0: Definition, Functions and Features; MARC: definition, formats and structure; Sections of MARC tags and fields, frequently used tags and fields; FRBR, concepts, user tasks, FRBR ER model; RDA: concept, features and importance; Changes over AACR2 – RDA;

Course Learning Outcomes (CLOs)

CLO 1	Understand the key concepts of traditional and online catalogue;
CLO 2	Recognize the basic forms and structure of bibliographic items;
CLO 3	Understand the basic forms of traditional catalogue;
CLO 4	Know the arrangement methods, structure and types of entries of traditional catalogue;
CLO 5	Know, how to analysis and determine the subject matter of bibliographic items;
CLO 6	Know the formats and structure of online catalogue.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the key concepts of traditional and online catalogue	√					
CLO 2	Recognize the basic forms and structure of bibliographic items				√		
CLO 3	Understand the basic forms of traditional catalogue					√	
CLO 4	Know the arrangement methods, structure and types of entries of traditional catalogue		√				√
CLO 5	Know, how to analysis and determine the subject matter of bibliographic items			√	√		√

CLO 6	Know the formats and structure of online catalogue		√		√	√

Part B: Content of the course					
Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to Catalogue	Understand the historical background, concepts, definitions, objectives, and purposes of library catalogues. Identify the characteristics, functions, and qualities of library catalogues and examine modern cataloguing codes and tools.	Week 1 - 3	Fundamental, conceptual and functional orientation of the course	Class lecture, multimedia presentation, Interactive discussion	CLO 1
Unit-2: Bibliographical structure of a book	Analyze the structure of a printed book and approach reading from the user's perspective. Comprehend the process of creating a bibliographic record and differentiate between a library catalogue and a bibliography.	Week 4 - 6	Discussion of how to read a book from user's perspective, and the process of bibliographic record creation, and group discussion	Class lecture, multimedia presentation, Interactive discussion, participation	CLO 2
Unit-3: Types and forms of Catalogue	Identify and differentiate various types and forms of library catalogues, including the shared or union catalogue.	Week 7 - 9	Discussion about the different forms and formats of library catalogue	Class lecture, multimedia presentation, and interactive discussion	CLO 3
Unit-4: Structure of catalogue	Examine the structure of a card catalogue, identify the information included in library catalogues, and understand access points and catalogue entries. Apply the criteria for selecting main entries for bibliographic items and follow the rules for filing catalogue entries.	Week 10 - 12	Discussion about the structure of library catalogue, the entries and access points of library catalogue	Class lecture, multimedia presentation	CLO 4
Unit-5: Subject analysis and assigning subject headings	Perform subject analysis and assign appropriate subject headings for bibliographic items. Construct and manage authority records and authority files.	Week 13 - 16	Discussion about analysis, and assigning the forms of subject headings for a bibliographic item	Class lecture, multimedia presentation, Group practice	CLO 5
Unit-6: Computerized and Online	Explore and evaluate OPAC, OPAC 2.0, MARC formats, FRBR, and RDA,	Week 17 - 20	Discussion in detail about different aspects of online	Class lecture, multimedia presentation,	CLO 6

catalogue	and understand their features and functions.		catalogues	Visualization	

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Gopal, K. (2005). *Library online cataloguing in digital way.* Author Press.

Hossain, M. J. (2023). *A textbook of cataloguing: Theory and practice.* iSAPT Publications.

Islam, K. M. S. (2008). *Essentials of cataloguing and classification.* New Progoti Prokashoni.

Taylor, A. G. & Joudrey, D. N. (2009). *The organization of information.* Libraries Unlimited.

Welsh, A. & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21.* Facet Publishing.

Course Code: GED 0613 322
Course Title: Internet Studies and Web Development

PART A: Course details
I.   Course Title: Internet Studies and Web Development
II.   Course Code: GED 0613 322
III.   BNQF Code: 0613
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Web Development (Lab)	20%
Semester final examination	40%

VII.   Level: 3rd Year 6th Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any):
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
Internet Studies is an interdisciplinary field of study that explores the various aspects, impacts, and implications of the Internet on society, technology, and culture. This course provides a solid foundation in the fundamental concepts of Internet and web engineering as well as focuses on the development issues of web based applications in library and information centers. It encompasses a wide range of topics related to the development, use, and influence of the Internet in LIS paradigm.

Rationale of the course
This course equips students with essential knowledge and skills in Internet technologies and web application development, specifically tailored for library and information centers. It covers web design, Internet infrastructure, security protocols, and emerging technologies such as AI and the Internet of Things. The course prepares students to create, manage, and secure web-based applications, fostering problem-solving, critical thinking, and innovation to meet the evolving needs of information institutions.

Learning objectives
• Understand the core concepts, protocols, network architecture, and technologies of the Internet.
• Design and develop interactive, user-friendly websites using standard web technologies.
• Implement security measures to protect information and systems online.
• Analyze and solve Internet technology-related problems with critical thinking.
• Manage social media platforms for effective communication and engagement.
• Demonstrate entrepreneurial and innovative problem-solving in the Internet domain.

Course summary
Unit-1: Introduction to Internet and Web Applications
Introduces basic internet concepts and applications in library services, including web tools, virtual library systems, and Web 3.0.

Unit-2: Web Technologies, Internet Infrastructure, and Protocols

Covers internet infrastructure, communication protocols, IP addressing, web server configuration, and cybersecurity.

Unit-3: Creating and Hosting Websites

Focuses on website planning, design, development, hosting, promotion, accessibility, UX design, and SEO.

Unit-4: Emerging Technologies and Professional Issues

Explores web development skills, digital ethics, AI, IoT, and online collaboration in library systems.

Course Learning Outcomes (CLOs)

CLO 1	Demonstrate a comprehensive understanding of foundational internet concepts, including protocols, network architecture, and key technologies, and their application within library and information services.
CLO 2	Design, develop, and deploy interactive, user-friendly websites using current web development technologies, ensuring effective content management and usability.
CLO 3	Implement robust security measures to safeguard information and systems on the internet, including encryption, authentication, and cybersecurity best practices.
CLO 4	Analyze and address complex challenges in internet technologies by applying critical thinking, problem-solving, and innovative approaches.
CLO 5	Exhibit entrepreneurial thinking and employ innovative solutions to identify opportunities for improvement and propose creative approaches within the internet domain.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Demonstrate a comprehensive understanding of foundational internet concepts, including protocols, network architecture, and key technologies, and their application within library and information services.	✓				✓	
CLO 2	Design, develop, and deploy interactive, user-friendly websites using current web development technologies, ensuring effective content management and usability.		✓			✓	
CLO 3	Implement robust security measures to safeguard information and systems on the internet, including encryption, authentication, and cybersecurity best practices.				✓	✓	✓
CLO 4	Analyze and address complex challenges in internet technologies by applying critical thinking, problem-solving, and innovative approaches.		✓				✓
CLO 5	Exhibit entrepreneurial thinking and employ innovative solutions to identify opportunities for improvement and propose creative approaches within the internet domain.	✓		✓			✓

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to internet and web applications.	Explain the core concepts of the internet, web applications, and their role in library services. Discuss tools and environment needed for web development.	Week 1 - 4	Group discussion on Internet tools for libraries, case study analysis of virtual library systems.	Presentation, Discussion	CLO 1 CLO 2
Unit-2: Web technologies, Internet infrastructure, and protocols	Analyze Internet technologies and protocols; discuss how they relate to web services in libraries and information centers.	Week 5 - 7	Assign reading materials on internet protocols, discuss network infrastructure.	Lecture, Group discussion, Case study	CLO 2 CLO 3
Unit-3: Creating and hosting a website	Design and develop a user-friendly website for a library service, considering the principles of UX, accessibility, and SEO.	Week 8 - 12	Hands-on project: Design and develop a basic library website, implement SEO practices.	Practical work, Workshop, Peer Review	CLO 2 CLO 3 CLO 4
Unit-4: Emerging Technologies and professional issues	Discuss the impact of emerging technologies on library systems, analyze ethical and legal issues related to internet development.	Week 12 - 15	Research and present on the impact of AI and IoT in libraries, debate digital ethics in web development.	Lecture, Group Presentations, Debate	CLO 5

Web Development (Lab)
The Lab classes cover essential skills for setting up internet connectivity, configuring routers, and managing network resources through DHCP. Students will learn to establish reliable internet connections and configure network devices. The course also includes website development, beginning with the basics of HTML and CSS for static sites, and progressing to the creation of dynamic, data-driven websites using PHP and JavaScript, focusing on interactivity and backend integration. Additionally, students will explore email management and the use of social networking tools to enhance library services, improving communication and resource sharing within the library environment.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (60 Marks)	Test marks (40)	Web Development Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Buyya, R. & Amir Dastjerdi, V. (2016). *Internet of things: Principles and paradigms.* Elsevier.

Converse, T. & Park, J. (2004). *PHP5 and MySQL bible.* Wiley.

Deitel, H. M. (2008). *World wide web: How to program* (4th ed.). Pearson.

Docter, Q. & Buhagiar, J. (2018). *CompTIA newrork + study guide.* Wiley.

Duckett J. (2010). *Beginning HTML, XHTML, CSS, and JavaScript.* Wiley.

Fox, R. & Hao, W. (2018). *Internet infrastructure: Networking, web services and cloud computing.* CRC Press.

Gralla, P. & Troller, M. (2006). *How the internet works.* Que.

Mendes, E. & Mosley, N. (2006). *Web engineering.* Springer.

Morville, P. & Rosenfeld, L. (2006). *Information architecture for the world wide web.* O'Reilly.

Refsnes, S. (2010). *HTML and CSS with w3schools.* Wiley.

Schewick, B. V. (2010). *Internet architecture and innovation.* The MIT Press.

West, A. W. & Prettyman, S. (2018). *Practical PHP 7, MySQL 8 and MariaDB website databases: A simplified approach to develop database driven websites.* Apress.

Young, M. L. (1999). *Internet: The complete reference* (millennium ed.). McGraw Hill.

Course Code: BISLM 0322 323
Course Title: Organization of Knowledge (Classification Lab)

PART A: Course details
I.   Course Title: Organization of Knowledge (Classification Lab)
II.   Course Code: BISLM 0322 323
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 3rd year 6th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course introduces learners to the principles and practices of knowledge organization through the study of major library classification schemes with special references to Dewey decimal classification (DDC), Universal Decimal Classification Scheme (UDC), and Library of Congress (LC) schemes. Also emphasize on number analysis process using DDC and UDC.

Rationale of the Course
The "Organization of Knowledge (Classification Practical)" course provides students with hands-on experience in library classification systems such as Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), and Library of Congress Classification (LCC). It focuses on the practical aspects of number building and analysis, enabling students to categorize and organize knowledge effectively. This course is essential for students pursuing careers in library and information management, as it equips them with the skills to structure library collections, enhancing information retrieval and accessibility.

Learning objectives of the Course
•   Acquire practical knowledge about the number building process using six tables of DDC 23rd edition;
•   Prepare and analyze the DDC numbers for building appropriate titles and forms;
•   Understand the basic practical outlines about UDC;
•   Learn the number analysis process using common and special auxiliaries of UDC;
•   Prepare classification number for subjects and titles using LCC;

Course summary
Unit-1: Number building process using six (6) tables of DDC 23rd edition
Table 1: Standard subdivision; Table 2: Geographic areas, historical periods, persons; Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms; Table 4: Subdivisions of individual languages and language families; Table 5: Ethnic and national groups; Table 6: Languages.

Unit-2: Number building process

Number building process using main classes in the schedule.

Unit-3: Number analysis using Six (6) tables of DDC 23rd edition
Table 1: Standard subdivisions; Table 2: Geographic areas, historical periods, persons; Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms; Table 4: Subdivisions of individual languages and language families; Table 5: Ethnic and national groups; Table 6: Languages.

Unit-4: Number analysis
Number analysis of using main classes in the schedules.

Unit-5: Universal decimal classification (UDC)
Construction of classification numbers with various auxiliaries, Number analysis.

Unit-6: Library of Congress classification (LCC)
Construction of classification numbers.

Course Learning Outcomes (CLOs)

CLO 1	Recognize about introductory concepts of practical classification
CLO 2	Know, how to determine subject heading using selected tools
CLO 3	Know, how to build classification number using DDC
CLO 4	Know, how to analyze classification number using DDC
CLO 5	Know, how to build and analyze classification number using UDC
CLO 6	Know, how to build and analyze classification number using LCC

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Recognize about introductory concepts of practical classification	√			√		
CLO 2	Know, how to determine subject heading using selected tools	√	√		√		√
CLO 3	Know, how to build classification number using DDC			√			
CLO 4	Know, how to analyze classification number using DDC	√	√		√		√
CLO 5	Know, how to build and analyze classification number using UDC		√	√			
CLO 6	Know, how to build and analyze classification number using LCC	√	√			√	√

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Number Building with DDC Tables	Understand the number-building process using the six tables of DDC 23rd edition.	Week 1-6	Evaluate concepts of practical classification; hands-on practice with DDC tables.	Lecture, multimedia, interactive discussion, hands-on practice.	CLO 1
Unit-2:	Learn the number-building	Week	Follow DDC	Lecture,	CLO 2

Number Building with Main Classes	process using main classes in DDC schedules.	7-9	rules to prepare classification numbers.	multimedia, interactive discussion, hands-on practice.	
Unit-3: Number Analysis with DDC Tables	Apply number analysis using six tables of DDC 23rd edition to construct titles and forms.	Week 10-13	Analyze classification numbers using DDC tables.	Lecture, multimedia, hands-on practice.	CLO 3
Unit-4: Number Analysis with Main Classes	Analyze classification numbers using main classes to find appropriate titles and forms.	Week 14-16	Analyze and construct classification numbers using main classes.	Lecture, multimedia, hands-on practice.	CLO 4
Unit-5: Universal Decimal Classification (UDC)	Construct classification numbers using UDC auxiliaries; analyze numbers with UDC system.	Week 17-18	Build and analyze classification numbers using UDC auxiliaries.	Lecture, multimedia, hands-on practice.	CLO 5
Unit-6: Library of Congress Classification (LCC)	Construct and analyze classification numbers using LCC.	Week 19-20	Build and analyze classification numbers using LCC.	Lecture, multimedia, hands-on practice.	CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	5
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	3
Create	2	0	0	2	10

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	4
Understand	5
Apply	15
Analyze	12
Evaluate	2
Create	12

Part D: Learning resources

Reading List/Bibliography

Dewey, Melvil. (2011). *Dewey Decimal Classification and Relative Index,* 23rd edition, OCLC publications.

Mills, J. (1973). *A modern outline of library classification.* London: Chapman & Hall.

Islam, K. M. S. (1991). *Number building in Dewey decimal classification: 19th and 16th eds.: A practical manual.* Khan and Sons.

Sayers, W. C. B., &Maltby, A. (1967). *A manual of classification for librarians.* Deutsch.

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Course Code: BISLM 0322 324
Course Title: Research Methodology

PART A: Course details

I. Course Title: Research Methodology
II. Course Code: BISLM 0322 324
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII. Level: 3rd Year 6th Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course

This course is designed to cover essential concepts and techniques for conducting systematic research in Information Science and Library Management. It includes various research methods, emphasizing research design, data collection, and data analysis. Through hands-on assignments, students learn to develop problem statements, design research questions, conduct literature reviews, apply sampling techniques, understand data collection methods, use data analysis tools, and contextualize their findings. The course fosters critical thinking and equips students with the skills needed to conduct research effectively.

Rationale of the course

This course is essential for providing students with a comprehensive foundation in research methodology, enabling them to conduct rigorous, systematic research. It nurtures a research-oriented mindset for students to grow in a knowledge-driven field.

Learning objectives

The major objectives of this course are:

- To guide students in selecting and defining appropriate research problems, as well as organizing and conducting research effectively.
- To develop proficiency in using selected research methods and tools.
- To analyze events, processes, or phenomena to find solutions to scientific, non-scientific, and social problems.
- To enable students to write research proposals, engage in independent studies, and work collaboratively.

Course summary

Unit-1: Concept of research
Introduction to research, historical growth and development of research; Research objectives, types and significance, criteria of good research and research in library and information science; Research paradigm, research theory, epistemology, subjectivity, objectivity, positivist, inductive and deductive reasoning and others.

Unit-2: Research problem and design
Problem statement, key components of the problem statement, steps in problem identification, formulation of a problem; Necessity of research design (RD), features of good research design, different types of RD; Designing hypothesis and mind mapping tools for research design.

Unit-3: Research methods
Types of research methods, qualitative, quantitative, mixed methods; Interviews, focus group discussion (FGD), observations and ethnography, survey, case study, documents and text analysis; Grounded theory study and others methods in social sciences; Advantages and disadvantages of these methods.

Unit-4: Sampling
Concepts population and sampling, characteristics, requirements of a good sample; Necessity of sampling in research, sampling frame and procedure, sampling theory; Types of sampling, e.g., random, purposive, systematic, cluster, multiphase, snowball and others, sampling errors.

Unit-5: Data collection methods
Appropriateness of data collections techniques in research; Research instruments, ways of searching for research instruments, guidelines for instrument development; Types of research instruments, questionnaire-closed and open format questions; Criteria for designing questionnaire, interviews- structured, semi-structured, unstructured, survey, observation and participation.

Unit-6: Data analysis
Types of data, steps in data processing, data cleaning, exploration of data, data analysis techniques; Analysing and presenting data; Quantitative data analysis in SPSSS, qualitative text analysis using QDA Miner, open, axial and selective coding in Grounded Theory.

Unit-7: Ethics in research
Basic principles of ethics in research, importance of ethics, institutional review board (IRB); Research misconduct–Fabrication, Falsification or Plagiarism (FFP); Plagiarism in research, anti-plagiarism software e.g., iThenticate, Turnitin and experiments with the articles.

Unit-8: Writing research proposal and thesis
Essential components of research proposal and thesis, Designing research framework; Publishing articles in journals, identifying good journals to submit, identify predatory journals, referencing styles, reference manger software,

Course Learning Outcomes (CLOs)

CLO 1	Understand the importance of research and research methodology in academic and professional activities.
CLO 2	Developing skills in framing research questions, setting objectives, and establishing the scope of their research.
CLO 3	Learn different methods of sampling, data collection and applying these methods in different kinds of research setting.
CLO 4	Apply data analysis tools for both qualitative and quantitative research.
CLO 5	Demonstrate knowledge of how to write a research proposal and research paper by applying the research tools

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the importance of research and research methodology in academic and professional activities.	√	√				
CLO 2	Developing skills in framing research questions, setting objectives, and establishing the scope of their research.			√	√		
CLO 3	Learn different methods of sampling, data collection and applying these methods in different kinds of research setting.			√		√	
CLO 4	Apply data analysis tools for both qualitative and quantitative research.		√	√			
CLO 5	Demonstrate knowledge of how to write a research proposal and thesis by applying the ethical consideration.						√

PART B: Content of the course

Topics	Specific outcome(s)	Time frame	Suggested activities	Teaching strategy (s)	Alignment with CLOs
Unit-1: Concept of research	Understand the evolution, objectives, and significance of research, including paradigms, theories, and reasoning methods.	Week 1, 2	Welcoming Grooming	Class lectures Discussion	CLO 1
Unit-2: Research problem and design	Formulate problem statements, identify components, and design research frameworks using hypotheses and mind mapping.	Week 3, 4	Brainstorming Research design debate, Mind mapping exercise Peer discussion	Class lectures Discussion Assignments	CLO 1 CLO 2
Unit-3: Research methods	Differentiate between qualitative, quantitative, and mixed methods, applying techniques like interviews, surveys, and case studies.	Week 5, 6, 7	Brainstorming Mind mapping Peer discussion	Class lectures Discussion Exercise Assignment	CLO 3
Unit-4: Sampling	Explain sampling concepts, identify sampling techniques, and address sampling errors.	Week 8, 9, 10	Brainstorming Theory analysis	Class lectures Discussion	CLO 3
Unit-5: Data collection methods	Design and develop effective research instruments such as questionnaires, interviews, and surveys.	Week 11, 12	Brainstorming Demonstrating data collecting methods	Class lectures Discussion Assignment	CLO 4
Unit-6: Data analysis	Process, clean, and analyze data using quantitative (SPSS) and qualitative (QDA Miner) tools, including coding techniques.	Week 13, 14, 15	Exercise data analysis, Group discussion	Class lectures Assignment	CLO 4
Unit-7: Ethics in research	Understand research ethics, misconduct, and use of anti-plagiarism tools like Turnitin and iThenticate.	Week 16, 17	Brainstorming Peer discussion Literature analysis	Class lectures Assignment	CLO 5

Unit-8: Writing research proposal and thesis	Develop research proposals, identify credible journals, and use referencing and management tools effectively.	Week 18, 19, 20	Exercise Hands on practice	Class lectures Assignment	CLO 5

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Creswell, J. W., & Creswell, J. D. (2017) *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage.

Dehalwar, K. (Ed.). (2024). *Basics of research methodology-writing and publication.* EduPub.

Islam, M. R., Khan, N. A., & Baikady, R. (Eds.). (2022). *Principles of social research methodology.* Springer Nature.

Kothari, C. R. (2013) *Research methodology: Methods and techniques.* New Age International.

Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners.* Sage

Patten, M. L., & Newhart, M. (2017). *Understanding research methods: An overview of the essentials.* Taylor & Francis.

Silverman, D. (Ed.). (2016). *Qualitative research,* London: Sage.

Course Code: BISLM 0322 425
Course Title: Automation of Information Institutions

PART A: Course details

I. Course Title: Automation of Information Institutions
II. Course Code: BISLM 0322 425
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Thirty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Integrated Library Systems (Lab)	20%
Semester final examination	50%

VII. Level: 4th Year 7th Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
The course is intended to develop basic concepts and provide hands-on training in automating major library operations to improve efficiency and service delivery. Thus, through this course, students will be able to Identify techniques for cooperative efforts, current and future trends of library automation in Bangladesh, conceptualize the use of Web 2.0 in library automation and so on. In addition, students will learn to deal with various modules implied in Integrated Library Systems along with global standards, protocols and related technologies. With such advanced practical skills, students will also be able to design, implement and maintain ILS on their own in accordance with the demand of any type and size of library.

Rationale of the Course
To address the constantly changing technological movement worldwide, library operations and service delivery also require modernized and automated systems. In this course, the students will get a comprehensive understanding of modern technologies used in libraries as well as the opportunity to be equipped with practical skills to offer innovative library service to enhance user experience. The course prepares students to meet the continuous challenges of automation in diverse library settings by providing hands-on experience with open-source and proprietary software. It also aligns with the ongoing professional demands of the 21st-century librarian, fostering technological proficiency and innovation in information management.

Learning objectives
The major objectives of this course are:
- To strengthen the theoretical and applied knowledge and skills of the students on automation of libraries and information centers
- To gain familiarity with the components of automation systems i.e. hardware, software and global standards.
- To develop skills for installation, configuration and maintenance of open-source and proprietary automation software.

- To conduct major library operations using the available tools on automation, foster system design and service innovation to meet the ongoing user demand
- To equip students with practical knowledge and skills for implementing library automation projects.
- To familiarize the students with the current and emerging trends of library automation as well as the issues that are influencing automation of information institutions in Bangladesh.

Course Summary

Unit-1: Fundamentals of Automation

Basic concept of automation, Origin, Development and validity of library automation, implementation and possible challenges, hardware, and software requirements for library automation

Unit-2: Integrated Library System (ILS)

Basic features of ILS, core modules and add-ons, proprietary and open-source ILS, its advantages and disadvantages, Functions of different modules of ILS, file structure and key considering factors.

Unit-3: Data Standards and Networking

Introduction to major data standards for automation; MARC, Z39.50, Dublin Core, METS, MODS, TEI; Networking requirements for library automation; Cooperative initiatives for library automation in Bangladesh.

Unit-4: Current trends of library automation

Current and upcoming trends of library automation in Bangladesh and abroad, Automated, and digital reference services; RFID, FRAD, FRBR, Web 2.0 and library automation. Internet of Things (IoT) technology in library automation; Library automation and 4th Industrial Revolution (IR); Case studies on the automation of selected library and information centers in Bangladesh.

Unit-5: Installation of Integrated Library System (ILS): Orientation with hardware and software requirements, Preparing the installation environment by setting up the operating system, Selection of proprietary and open-source software for installation, Download and step-by-step installation process for the software, installation of supporting software, Initial configuration and post-installation setup.

Unit-6: Maintenance and troubleshooting of ILS: Basic troubleshooting techniques for common technical issues, Routine maintenance of the system, troubleshoot errors in software, Data management and backups by applying global standards and protocols to support the activities of ILS, System updates and upgrades, optimize system performance.

Unit-7: Administering major modules: Acquisition techniques including RFP; Catalogue books and other multimedia records, create, import and export MARC records; Handling circulation workflow and configure the process; Setup serial control module, managing, cancellation and renewal of serial publication; Design and customize user friendly search filters in OPAC module etc.

Unit-8: User management and final project: Ethical usage of user data, Data privacy and security, usage report generation; Design and implement an automated library system for specific library functions using an ILS under the final project.

Course Learning Outcomes (CLOs)

CLO 1	Understand the basic steps of automation and issues related to installation and configuration of ILS
CLO 2	Recognize the features, modules and file structures of major proprietary and open-source ILSs.
CLO 3	Identify and apply global standards and protocols to support the activities of ILS
CLO 4	Perform the key library functions and troubleshooting under the defined modules
CLO 5	Explore current practices and future trends of library automation in Bangladesh
CLO 6	Evaluate competencies with a small-scale library automation project in a reliable secured system by protecting user data privacy

Mapping of CLO to PLO

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the basic steps of automation and issues related to installation and configuration of ILS.	√	√			√	
CLO 2	Recognize the features, modules and file structures of major proprietary and open-source ILSs.	√					
CLO 3	Identify and apply global standards and protocols to support the activities of ILS	√	√		√		
CLO 4	Perform the key library functions and troubleshooting under the defined modules		√	√			
CLO 5	Explore current practices and future trends of library automation in Bangladesh					√	√
CLO 6	Evaluate competencies with a small-scale library automation project in a reliable secured system by protecting user data privacy		√	√	√		√

PART B: Content of the course

Topics	Specific outcome(s)	Time Frame	Suggested Activities	Teaching Strategy (s)	Alignment with CLOs
Unit-1: Fundamentals of Automation	Conceptualization of automation and library automation; key issues to address in implementation phase; Understanding of hardware and software requirements.	Week 1 - 2	Interactive session, Group discussion	Class Lecture, Assignment	CLO 1
Unit-2: Integrated Library System (ILS)	Understand the basics of ILS; Distinguish between open-source and proprietary software; Identify the functionalities of major modules of ILS.	Week 3 - 7	Group discussion, Library work	Class Lecture, Quiz, Assignment	CLO 2 CLO 4
Unit-3: Data Standards and Networking	Understanding global standards and protocol for automation; Knowledge on creating bibliographic records in automated environment; Identify initiatives taken in the country and current scenario of automation.	Week 8 - 12	Group discussion, Library tour	Class lecture, Assignment	CLO 3 CLO 5
Unit-4: Current trends of library automation	Awareness of ongoing trends in the field of library automation; Know-how the incorporation of digital technologies in service innovation; Awareness of current status of automation in information institutions in the country.	Week 12 - 15	Presentation, Group Discussion, Interactive session, Library tour	Class Lecture, Class test	CLO 5
Unit-5: Installation of Integrated Library System (ILS)	Acquaintance with hardware, software, operating system; Install and configure necessary software.	Week 16, 17	Hands-on practice, Group discussion, Video tutorial	Lectures, Step-by-step demonstration of Installation process.	CLO 1
Unit-6: Maintenance and troubleshooting of ILS	Understand and perform regular system maintenance; Apply troubleshooting techniques; Restore and recover system; Optimize system performance.	Week 18-21	Problem solving tasks, interactive session	Lectures, hands-on practice, Practice tasks	CLO 3 CLO 4
Unit-7: Administering major modules	Gain competence on all the major library modules; configure, control and customize them based on user demand.	Week 22-26	Hands-on practice, exercise on customization of modules	Lectures, examples, problem-solving sessions.	CLO 4

Unit-8: User management and final project:	Learn and implement data privacy with security; Decision making through usage statistics; explore the competencies gained over the course through project work.	Week 27-30	Case study, Presentation, peer review	Group work, hands-on practice.	CLO 3 CLO 6

Integrated Library Systems (Lab)

This Lab classes on Integrated Library Systems (ILS) cover installation, maintenance, administration, and user management. It includes setting up hardware and software, troubleshooting, system updates, cataloging, circulation workflows, OPAC customization, and ethical data handling. The course concludes with a final project to design an automated library system.

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (40 marks)

Bloom's category (40 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Total (40)
Remember	3	2	2	7
Understand	4	3	3	10
Apply	5	2	2	9
Analyze	4	2	2	8
Evaluate	2	1	1	4
Create	2	0	0	2

SFE- Semester Final Examination (60 Marks)

Bloom's category (60 Marks)	Test marks (40)	Integrated Library Systems Lab (20)
Remember	5	0
Understand	10	0
Apply	15	6
Analyze	10	6
Evaluate	5	4
Create	5	4

Part D: Learning resources

Reading List/Bibliography

Aswal, R. S. (2006). *Library automation for 21st century*. EssEss.

Bilal, D & Breeding, M (2014). *Library automation: Core concepts and practical systems analysis.* Libraries Unlimited.

Bilal, D. (2014). *Library automation: Core concepts and practical systems analysis.* Libraries Unlimited.

Engard, N (2010). *Practical open source software for libraries.* Chandos Publishing

Fritz, Richard J. & Fritz, Deborah A. (2011). *MARC 21 for everyone: A practical guide.* ALA.

Haravu, L. J. (2007). *Library automation: Design principles and practices.* Allied Publishers.

Haravu, L. J. (2007). *Library automation: Design principles and practices.* Allied Publishers.

Sirohi, S & Gupta, A (2010). *Koha 3 library management system: Install, configure, and maintain your Koha installation with this easy-to-follow guide.* Packt Publication.

Tramullas, J. (Ed.). (2012). *Library automation and OPAC 2.0: Information access and services in the 2.0 landscape.* IGI Global.

Course Code: GED 0542 426
Course Title: Applied Statistics

PART A: Course details

I.   Course Title: Applied Statistics
II.   Course Code: GED 0542 426
III.   BNQF Code: 0542
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 4th Year 7th Semester
VIII.   Course Type: GED
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course introduces students to the practical application of statistical concepts and techniques to real-world problems. Emphasis is placed on data collection, analysis, interpretation, and decision-making using statistical tools. Students will learn descriptive and inferential statistics, hypothesis testing, and statistical modeling while developing problem-solving and data-driven decision-making skills.

Rational of the course
As data-driven decision-making has become increasingly crucial in a wide range of professional fields, including information studies, this course aims to equip students with foundational statistical knowledge and techniques that will be critical for their academic and professional success. The application of statistics is indispensable in analyzing and interpreting data, which is a vital aspect of modern library management, information science, and research.

Learning objectives
- To define and apply key concepts in descriptive and inferential statistics, including hypothesis testing, regression, and correlation, to analyze and interpret data.
- To use statistical software tools (e.g., R, Python, or Excel) for data analysis, visualization, and solving real-world problems in information science and library management.
- To evaluate the validity and reliability of statistical findings and research studies, ensuring accurate interpretation and application in professional settings.
- To communicate statistical results effectively in written reports and presentations, supporting evidence-based decision-making.

Course summary
Unit-1: Introduction to Statistics
Importance and applications of statistics, Types of data: qualitative vs. quantitative, Levels of measurement: nominal, ordinal, interval, and ratio.

Unit-2: Descriptive Statistics
Measures of central tendency: mean, median, mode; Measures of dispersion: variance, standard deviation, range; Data visualization: histograms, bar charts, pie charts, boxplots.

Unit-3: Probability Distributions
Basics of probability and rules, Types of probability distributions: normal, binomial, Poisson, Properties and applications of distributions.

Unit-4: Sampling and Estimation
Sampling techniques: random, stratified, systematic, Population vs. sample, Confidence intervals and margin of error.

Unit-5: Hypothesis Testing (t-test, chi-square)
Hypothesis formulation (null vs. alternative), Steps in hypothesis testing, Tests for means and proportions (t-tests, chi-square tests).

Unit-6: Regression Analysis
Simple linear regression: interpretation and prediction, Correlation vs. causation. Multiple regression models.

Unit-7: Non-Parametric Tests:
Introduction to non-parametric tests, Mann-Whitney U test, Kruskal-Wallis test, Applications of rank-based methods.

Unit-8: Statistical Software Tools (SPSS/R/Excel)
Data import and cleaning, Implementing statistical tests and visualizations, Reporting results.

Course Learning Outcomes (CLOs)

CLO 1	Understand the fundamental concepts of descriptive and inferential statistics.
CLO 2	Apply statistical techniques to organize, summarize, and visualize data.
CLO 3	Perform hypothesis testing and interpret results in real-world scenarios.
CLO 4	Use regression and correlation analysis to explore relationships between variables
CLO 5	Implement statistical tools using software (e.g., R, Python, or Excel) for data analysis.
CLO 6	Critically evaluate statistical reports and research studies for validity and reliability.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the fundamental concepts of descriptive and inferential statistics.	√	√			√	
CLO 2	Apply statistical techniques to organize, summarize, and visualize data.	√	√				√
CLO 3	Perform hypothesis testing and interpret results in real-world scenarios.	√		√	√	√	
CLO 4	Use regression and correlation analysis to explore relationships between variables	√		√			√
CLO 5	Implement statistical tools using software (e.g., R, Python, or Excel) for data analysis.		√		√		√
CLO 6	Critically evaluate statistical reports and research studies for validity and reliability.		√	√	√		√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLOs
Unit-1: Introduction to Statistics	Understand the importance and applications of statistics; Learn about types of data (qualitative vs. quantitative); Comprehend levels of measurement (nominal, ordinal, interval, ratio).	Week 1	Class discussion, concept mapping, examples from real-life applications.	Lectures, interactive discussion, concept mapping.	CLO1
Unit-2: Descriptive Statistics	Understand and apply measures of central tendency (mean, median, mode); Learn measures of dispersion (variance, standard deviation, range); Visualize data (histograms, bar charts, pie charts, boxplots).	Week 2, 3, 4	Data analysis exercises, creating charts and graphs with sample data.	Lectures, hands-on practice, data visualization.	CLO2 CLO5
Unit-3: Probability Distributions	Understand basic probability rules and distributions; Learn about normal, binomial, and Poisson distributions; Apply properties of distributions to real-world data.	Week 5, 6	Problem-solving exercises, data simulations.	Lectures, examples, problem-solving sessions.	CLO2 CLO5
Unit-4: Sampling and Estimation	Learn different sampling techniques (random, stratified, systematic); Understand population vs. sample; Calculate confidence intervals and margins of error.	Week 7, 8	Practice exercises on sampling, calculating confidence intervals.	Lectures, group work, hands-on practice.	CLO3 CLO5
Unit-5: Hypothesis Testing (t-test, chi-square)	Formulate hypotheses (null vs. alternative); Perform hypothesis testing (t-tests, chi-square tests); Interpret test results.	Week 9, 10, 11	Hypothesis testing exercises using real data; Lab practice.	Lectures, problem-solving, practical lab work.	CLO3 CLO4
Unit-6: Regression Analysis	Understand and apply simple linear regression for prediction; Differentiate between correlation and causation; Use multiple regression models.	Week 12, 13	Regression analysis practice using datasets; Group discussions.	Lectures, hands-on exercises, case studies.	CLO4 CLO5
Unit-7: Non-Parametric Tests	Understand non-parametric tests (Mann-Whitney U, Kruskal-Wallis); Apply rank-based methods in real data scenarios.	Week 14	Data analysis exercises using non-parametric tests.	Lectures, practical exercises, group work.	CLO4 CLO5
Unit-8: Statistical Software Tools (SPSS/R/Excel)	Learn data import, cleaning, and visualization; Implement statistical tests and report results using software (SPSS/R/Excel).	Week 14, 15, 16	Software-based exercises; Analyze datasets using SPSS/R/Excel	Software demonstrations, hands-on practice, guided projects.	CLO5 CLO6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography
Mann, P. S. (2012). *Introductory statistics.* Wiley.
Moore, D. S., McCabe, G. P., & Craig, B. A. (2017). *Introduction to the practice of statistics.* W.H. Freeman.
Triola, M. F. (2021). *Elementary statistics.* Pearson.

Course Code: BISLM 0322 427
Course Title: Organization of Knowledge (Cataloguing Lab)

PART A: Course details
I.   Course Title: Organization of Knowledge (Cataloguing Lab)
II.   Course Code: BISLM 0322 427
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 4th Year 7th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
A library catalogue is a register of all bibliographic items found in a library or group of libraries. Starting with conceptual analysis about the practical issues of library catalogue the course provides details outlines of practical library cataloguing. The major focuses include – forms and formats of different kinds of entries, preparation of main entries under personal author, entries for the items of more than three authors, preparation of added entries, preparation of entries under corporate bodies, preparation of entries for collaborated items, preparation of entries under MARC format.

Rationale of the Course
This course is aimed at helping learners secure a broader understanding of practical cataloguing of library resources both in manual card and online MARC formats.

Learning objectives
• Understand the basic practical outlines of cataloguing bibliographic items in traditional and online formats;
• Prepare catalogue entry for the works of single, double, triple, more than triple authors, and entry under corporate bodies;
• Prepare catalogue entry for the edited and compile works, and the works contributed or collaborated by different authors;
• Assign subject headings of bibliographic items using Sears List of Subject Headings;
• Prepare catalogue entry in MARC format using Koha

Course summary

Unit-1: Introduction to Practical cataloguing
Introducing catalogue format (i.e., card catalogue format), access points, variant entries & their positions, use of access points for bibliographic items;

Unit-2: Preparation of Main entry
Main entry under personal author for single, double and triple authors; Main entry under corporate author or corporate body;

Unit-3: Preparation of Main entry under Title
Entry for works of more than triple authors, edited works, compiled works, and anonymous works;

Unit-4: Preparation of entries for Collaborated works
Entry for works translated by, revised by, illustrated by, or contributed by different authors;

Unit-5: Preparation of Added entries
Added entries under joint author(s), title, subjects, translator and collaborators;

Unit-6: Assigning subject heading(s)
Use of Sears List of Subject Headings (SLSH); Assigns subject headings for bibliographic items;

Unit-7: Preparation of call number
Use of Curter figures and determines author mark, then determine class number;

Unit-8: Preparation of entries in MARC format:
Copy cataloguing using Z39.50, Creating records in MARC format using Koha software;

Course Learning Outcomes (CLOs)

CLO 1	Understand the foundational concepts of practical cataloguing.
CLO 2	Prepare catalogue entries for works under personal author and title.
CLO 3	Create catalogue entries for collaborative works.
CLO 4	Develop catalogue entries for works under corporate authorship.
CLO 5	Generate added entries for authors, titles, and subjects.
CLO 6	Utilize MARC format in Koha software to create catalogue entries.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the foundational concepts of practical cataloguing.	√					
CLO 2	Prepare catalogue entries for works under personal author and title.		√		√		√
CLO 3	Create catalogue entries for collaborative works.		√		√		√
CLO 4	Develop catalogue entries for works under corporate authorship.		√		√		√
CLO 5	Generate added entries for authors, titles, and subjects.		√				√
CLO 6	Utilize MARC format in Koha software to create catalogue entries.		√	√		√	√

Part B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to Practical cataloguing	Understand catalogue formats (e.g., card catalogue), access points, variant entries, and their roles in bibliographic organization.	Week 1, 2	Fundamental, conceptual and functional orientation of the course	Class lecture, multimedia presentation, Interactive discussion	CLO 1
Unit-2: Preparation of Main entry	Analyze and create main entries for personal authors (single, double, triple) and corporate bodies.	Week 3, 4, 5 6	Discussion about the preparation of main entries under personal and corporate author with hands on practice	Class lecture, multimedia presentation, Hands on practice, participation	CLO 2, 4
Unit-3: Preparation of Main entry under Title	Develop entries for works with more than three authors, as well as edited, compiled, or anonymous works.	Week 7, 8, 9	Discussion about the preparation of main entry under title with hands on practice	Class lecture, multimedia presentation, Hands on practice, participation	CLO 2
Unit-4: Preparation of entries for Collaborated works	Create entries for works with translators, revisers, illustrators, or contributors.	Week 10, 11	Discussion about the preparation of main entries for collaborated works with hands on practice	Class lecture, multimedia presentation, Hands on practice, participation	CLO 3
Unit-5: Preparation of Added entries	Generate added entries for joint authors, titles, subjects, translators, and collaborators.	Week 12, 13	Discussion about the preparation of added entries under joint authors, title, subjects, and collaborator(s) with hands on practice	Class lecture, multimedia presentation, Hands on practice, participation	CLO 5
Unit-6: Assigning subject heading(s)	Use the Sears List of Subject Headings (SLSH) to assign subject headings for bibliographic items.	Week 14, 15	Discussion about the determination of subjected headings with hands on practice	Class lecture, multimedia presentation, Hands on practice, participation	CLO 1, 2, 4
Unit-7: Preparation of Call number	Assign class numbers and author marks using Cutter figures for bibliographic items.	Week 16	Discussion about the preparation call number with hands on practice	Class lecture, Hands on practice, participation	CLO 2, 4

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Unit-8: Preparation of entries in MARC format	Perform copy cataloguing using Z39.50 and create MARC-format catalogue records in Koha software.	Week 17 - 20	Discussion about the preparation of catalogue entries in MARC format with hands on practice	Class lecture, multimedia presentation, Visualization, and Hands on practice in online platform	CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	5
Apply	15
Analyze	10
Evaluate	4
Create	11

Part D: Learning resources

Reading List/Bibliography

Hossain, M. J., (2023). *A textbook of cataloguing: Theory and practice*. iSAPT Publications.
Islam, K. M. S. (2008). *Essentials of Cataloguing and Classification*. New Progoti Prokashoni.
Welsh, A. & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. Facet Publishing.

Course Code: BISLM 0322 428
Course Title: Comparative and International Librarianship

<div align="center">PART A: Course details</div>

- I. Course Title: Comparative and International Librarianship
- II. Course Code: BISLM 0322 428
- III. BNQF Code: 0322
- IV. Credit Value: 4.00
- V. Credit Hour: 60 (Sixty)
- VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

- VII. Level: 4th Year 7th Semester
- VIII. Course Type: Core
- IX. Academic Session: N/A
- X. Course Teacher/ Instructor:
- XI. Prerequisite (s) (if any): N/A
- XII. Faculty: Faculty of Arts
- XIII. Department: Department of Information Science and Library Management
- XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
Globalization of any profession encourages professional collaboration and cooperation at the global stage and enhances possibilities of collaborative development of professional standards, best practices, and public policies. Building knowledge societies in the world is a more pervasive goal in the twenty-first century for maximizing benefits and overall growth of the global communities. By the grace of Information Communication Technologies (ICT), the world has become a global village for which concentrating on comparative and international librarianship ought to be prioritized. Therefore, the course 'comparative and international librarianship' have important roles to play in enriching the understanding about this area of knowledge for the global citizens in local settings.

Rational of the course
This course is designed to make students able to understand comparative and international librarianship. Students learn about various types of libraries and their services through the application of new and current technologies. They also learn about the leading national and international bodies and their roles and responsibilities of librarianship around the globe.

Learning objectives
- Contributes to the advancement of international understanding and cooperation;
- Provides background information for use in foreign visits or services;
- Comparative librarianship offers a suitable technique for investigating not just libraries abroad, but also the libraries and reading of the minority cultures within a country's boundary;
- Brings about in the individual's attitudes to the world around them;
- Exchanging of ideas information and knowledge.

Course summary
Unit-1: Conception of Comparative and International Librarianship
Concept of Comparative Librarianship, international vs. comparative librarianship; Objectives of international and comparative librarianship, theoretical approach, comparative librarianship as method and discipline, types of comparative librarianship.

Unit-2: Library and information science schools
Overview of library and information science school; Curricula, scope and emphasis, Issues, challenges and concerns; Library education of Asia, North America and Europe.

Unit-3: Professional associations
Basic description and overview of professional associations; Specific activities of the associations, role in continuing education; Cooperation and collaboration among professional associations; Issues, challenges and concerns.

Unit-4: National and international library organizations
Role of national and international library organizations, e.g. LAB, BALID, IFLA, ALA, ACRL, CILIP, ILA, etc.

Unit-5: Information technologies in libraries
Use of new information technologies in information systems and libraries in Bangladesh, USA, UK, JAPAN, INDIA, etc.

Unit-6: Libraries and librarianship in different countries
Similarities and differences among the state of libraries and librarianship in the different countries; Comparison and contrast; Factors which may have impacted this situation, its value and importance, ideas for future study and research.

Unit-7: Library legislation
Library legislation; Principles of library legislation; Growth of library legislation in UK, USA, Scandinavian countries, India and Bangladesh

Unit-8: Library co-operation
Library co-operation; Bibliographical guide to information centers; National and international professional training and information sources throughout the world.

Course Learning Outcomes (CLOs)

CLO 1	Understand the key concepts of comparative librarianship and international librarianship.
CLO 2	Know about library and information science schools and professional associations around the world.
CLO 3	Learn about information technologies in library and information centers
CLO 4	Understand the libraries and librarianship in different countries
CLO 5	Know about different library legislations
CLO 6	Learn about library cooperation and collaboration throughout the world.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the key concepts of comparative librarianship and international librarianship.	√	√				
CLO 2	Know about library and information science schools and professional associations around the world.		√				
CLO 3	Learn about information technologies in library and information centers			√	√		
CLO 4	Understand the libraries and librarianship in different countries			√			

CLO 5	Know about different library legislations			√		√	
CLO 6	Learn about library cooperation and collaboration throughout the world.			√		√	√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Conception of Comparative and International Librarianship	Understand the key concepts of comparative librarianship and international librarianship.	Week 1,2	Fundamental, conceptual and functional orientation of the course	Class lecture, multimedia presentation, Interactive discussion	CLO 1
Unit-2: Library and information science schools	Know about library and information science schools around the world.	Week 3, 4, 5,	Discussion about the library and information science education	Assignment, presentation, Group discussion, Q and A session	CLO 2
Unit-3 Professional associations	Know about professional associations around the world.	Week 6, 7, 8,	Discussion the roles and responsibilities of professionals associations	Group discussion, homework, Q&A session	CLO 2
Unit-4: National and international library organizations	Know the role of national and international library organizations	Week 9, 10, 11,	Discussion about the cooperation and collaboration of library organizations	Lecture, group works, PPT presentation	CLO 3
Unit-5 Information technologies in libraries	Understand the libraries and librarianship in different countries	Week 12, 13,	Identify the similarities and differences among the state of libraries and librarianship in the different countries	Lecture, group works, homework, Q&A session	CLO 3
Unit-6: Libraries and librarianship in different countries	Develop the concept of customer service, and know how to implement customer service strategies in libraries.	Week 14, 15, 16	Implementation of customer service strategies in library and information Centre	Assignment, presentation, Group discussion, Q and A session	CLO 4
Unit-7: Library legislation	Know about different library legislations	Week 17, 18	Discussion of the principles and growth of library legislation	Lecture, group works, PPT presentation	CLO 5
Unit-8: Library co-operation	Learn about library cooperation and collaboration throughout the world	Week 19, 20	Know about the national and international professional training and information	Group discussion, homework, Q&A session	CLO 6

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			sources throughout the world.		

<div align="center">Part C: Assessment and Evaluation</div>

Evaluation policy: Bloom's Taxonomy

<div align="center">CIE - Continuous Internal Evaluation (50 marks)</div>

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

<div align="center">SFE- Semester Final Examination (50 Marks)</div>

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

<div align="center">Part D: Learning resources</div>

Reading List/Bibliography

Carroll, F. L. & Harvey, J. (2001). *International library cooperation and collaboration*. MD Scarecrow Press.
Danton, J. P. (1973). *The dimensions of comparative librarianship*. ALA.
Foskett, D. J. (1976). *Readers in comparative librarianship*. Englewood.
Harvey, J. F. (1973). Toward a definition of international and comparative library science. *International Library Review*, *5*(3), 289-319.
Jackson, M. M. (1982). Comparative librarianship and non-industrialized countries. *International Library Review*, *14*(2), 101-106.
Jackson, M. M. (Ed.). (1981). *International handbook of contemporary developments in librarianship*. Greenwood Press.
Kent, A. (2014). *Encyclopedia of Library and Information Science,* Vol. 35. Crc Press.
Lor, P. J. (2019). *International and comparative librarianship: Concepts and methods for global studies*. Walter de Gruyter GmbH.
Ogundipe, O. O. (1994). International and comparative librarianship in developing countries. *Journal of Education for Library and Information Science*, *35*(3), 236-248.
Parker, J. S. (1985). *UNESCO and library development planning*. The Library Association
Wedgeworth, R. (1986). *ALA world encyclopedia of library and information services*. American Library Association.

Course Code: BISLM 0322 429
Course Title: Information Retrieval Techniques

PART A: Course details

   I.   Course Title: Information Retrieval Techniques
  II.   Course Code: BISLM 0322 429
 III.   BNQF Code: 0322
 IV.   Credit Value: 4.00
  V.   Credit Hour: 60 (Sixty)
 VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

  VII.   Level: 4th Year 8th Semester
 VIII. Course Type: Core
   IX.   Academic Session: N/A
    X.   Course Teacher/ Instructor:
   XI.   Prerequisite (s) (if any): N/A
  XII.   Faculty: Faculty of Arts
 XIII. Department: Department of Information Science and Library Management
 XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
The course offers a comprehensive understanding of the principles, procedures, and technologies associated with efficient information storage and retrieval. It equips students with essential skills to access and retrieve information from a wide array of online databases and resources. Students will develop a deep understanding of the search techniques necessary to retrieve information to ensure the delivery of relevant, accurate and timely information to users.

Rational of the course
This course will help students become proficient in locating and utilizing information efficiently. Through this course, students will develop skills in searching for and evaluating information, mastering both foundational concepts and practical techniques, and gain insights into various methods of searching and retrieving information from online databases and resources. Additionally, students will learn about advanced subjects such as internet-based information retrieval, multimedia content, and contemporary trends and developments in the field of information retrieval.

Learning objectives

- Understand the fundamental principles, methodologies, and technologies of information retrieval.
- Develop and implement efficient indexing systems for diverse datasets.
- Evaluate and compare retrieval models based on their effectiveness.
- Formulate advanced search strategies to retrieve relevant information.
- Apply evaluation metrics to measure and improve retrieval system performance.
- Explore advanced techniques, including web algorithms and natural language processing, for solving complex IR problems.

Course summary
Unit-1: Introduction to information retrieval

Overview of information retrieval systems, basic concepts such as documents, queries, and relevance, tasks and challenges involved in retrieving information from large databases and search systems.

Unit-2: Indexing and data structure
Indexing techniques including inverted files, term weighting schemes like TF-IDF, index compression techniques.

Unit-3: Retrieval models
Different retrieval models such as Boolean retrieval, vector space, probabilistic, and language models.

Unit-4: Search strategies and query processing
Querying and search strategies, query processing, parsing, expansion techniques, relevance feedback.

Unit-5: Retrieval performance evaluation
Retrieval performance evaluation metrics including recall, precision, F1 score, R-precision, average precision, mean average precision, b-pref, and DCG; experimental setups and result analysis.

Unit-6: Web and multimedia retrieval
Techniques for retrieving web-based content (e.g., PageRank, HITS), image/video/audio retrieval, and metadata standards.

Unit-7: Natural language processing in IR
Applications of NLP in information retrieval: tokenization, stemming, semantic search, sentiment analysis.

Unit-8: Emerging trends and global challenges
Topics such as AI-driven search, ethical considerations, cultural influences, and cross-lingual information retrieval.

Course Learning Outcomes (CLOs)

CLO 1	Describe the basic concepts, principles, methodologies, and technologies underlying information retrieval systems.
CLO 2	Design and implement indexing techniques for efficient information retrieval.
CLO 3	Analyze different retrieval models, understanding their strengths and weaknesses.
CLO 4	Develop skills necessary to access, retrieve, and manage information from diverse online databases and resources.
CLO 5	Evaluate the performance of information retrieval systems using appropriate evaluation metrics.
CLO 6	Apply advanced techniques such as web search algorithms, multimedia retrieval, and natural language processing to information retrieval problems.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Describe the basic concepts, principles, methodologies, and technologies underlying information retrieval systems.	√	√			√	
CLO 2	Design and implement indexing techniques for efficient information retrieval.	√	√				√
CLO 3	Analyze different retrieval models, understanding their strengths and weaknesses.	√		√	√	√	
CLO 4	Develop skills necessary to access, retrieve, and manage information from diverse online databases and resources.	√		√			√

CLO 5	Evaluate the performance of information retrieval systems using appropriate evaluation metrics.		√		√		√
CLO 6	Apply advanced techniques such as web search algorithms, multimedia retrieval, and natural language processing to information retrieval problems.		√	√	√		√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to information retrieval	Describe information retrieval systems fundamentals.	Week 1,2	Introduction to information retrieval, overview of information retrieval systems, basic concepts of documents, queries, and relevance, retrieval tasks and challenges	Class lectures, group discussions, hand-on exercises	CLO 1
Unit-2: Indexing and data structure	Design and implement efficient indexing techniques.	Week 3, 4	Indexing techniques, inverted file, term weighting schemes (e.g., TF-IDF), index compression techniques	Programming assignments, collaborative projects, code review sessions	CLO 2
Unit-3: Retrieval models	Analyze retrieval model strengths and weaknesses.	Week 5, 6, 7	Retrieval models: Boolean retrieval, vector space model, probabilistic retrieval models	Class lectures, homework, presentation, Q&A session	CLO 3
Unit-4: Search Strategies and Query Processing	Access, retrieve, and manage information from various resources.	Week 8, 9	Query processing, parsing, expansion techniques, relevance feedback, user interaction strategies.	Class lectures, practical exercises	CLO 4
Unit-5: Retrieval performance evaluation	Evaluate information retrieval system performance using metrics.	Week 10, 11	Recall, precision, F1 score, R-precision, average precision, mean average precision, b-pref, DCG	Class lectures, group discussions, hands-on exercises	CLO 5
Unit-6: Web and Multimedia Retrieval	Apply advanced techniques to retrieve web and multimedia content.	Week 12,13	Web search results, PageRank, HITS algorithms, multimedia retrieval techniques, metadata standards.	Class lectures, assignments, problem-solving sessions	CLO 6
Unit-7: Natural language processing in IR	Apply NLP techniques to enhance IR systems.	Weeks 14, 15	Tokenization, stemming, semantic search, sentiment analysis, NLP tools for information retrieval.	Class lectures, practical assignments, NLP demos	CLO 7

Unit-8: Emerging Trends and Global Challenges	Explore emerging trends and address global challenges.	Week 16	AI-driven search, ethical considerations, cultural impacts, cross-lingual IR, global case studies.	Group projects, discussions, presentations	CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Baeza-Yates, R., & Ribeiro-Neto, B. (1999). *Modern information retrieval*. ACM Press.

Hersh, W. (2020). *Information retrieval: A biomedical and health perspective*. Springer.

Manning, C. D., Raghavan, P., & Schütze, H. 2008. *Introduction to information retrieval*. Cambridge University Press, Cambridge.

Rowley, J. E., & Farrow, J. (2019). *Organizing knowledge: Introduction to access to information*. Routledge.

Course Code: BISLM 0322 430
Course Title: Systems Analysis and Design

PART A: Course details

I.   Course Title: Systems Analysis and Design
II.   Course Code: BISLM 0322 430
III.   BNQF Code: 0322
IV.   Credit Value: 4.00
V.   Credit Hour: 60 (Sixty)
VI.   Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII.   Level: 4th Year 8th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
This course provides a comprehensive understanding of the principles and practices involved in analyzing, designing, and implementing modern information systems. It covers the entire system development lifecycle, including requirements gathering, process modeling, system design, and testing. Students will learn how to apply tools and techniques such as data flow diagrams and use case modeling. Through a focus on usability, students will gain expertise in user interface design and human-computer interaction principles, ensuring that systems are intuitive and user-friendly. Additionally, by exploring project management techniques, students will learn to design and implement projects effectively through practical case studies and real-world applications.

Rational of the course
The rapid advancement of technology and the growing reliance on information systems across libraries necessitate professionals who can effectively analyze, design, and implement efficient systems to meet organizational goals. This course is designed to equip students with the foundational knowledge and practical skills required to address complex system requirements, improve organizational processes, and enhance user experiences. By integrating concepts of system analysis, user-centered design, and project management, the course prepares students to contribute to the development of innovative and scalable solutions in a competitive and technology-driven environment.

Learning objectives
- Develop a thorough understanding of the system development lifecycle, including requirements analysis, process modeling, and system design.

- Acquire practical skills in user interface design, human-computer interaction, and usability principles to create intuitive and user-friendly systems.

- Apply project management techniques and case study analyses to design, implement, and evaluate modern information systems effectively.

Course summary

Unit-1: Introduction to Information System
Introduction to systems and information systems, system elements, different types of information systems, introduction to system development models- waterfall, incremental, transformation and spiral model.

Unit-2: System Development Life Cycle (SDLC)
Introduction to SDLC and its functional steps, planning for system study, understanding existing systems, exploring the limitations and defining objectives, searching alternative and solutions and feasibility study.

Unit-3: System Requirement Specifications-recognition of Need
Areas of problem in existing system, steps in problem defining tasks; Information gathering; types of information required by system analyst, information generation/sources of information, information-gathering tools/techniques.

Unit-4: System Analysis
System anatomy, identify the new system requirements, object modeling, dynamic modeling and functional modelling; Risk analysis, developing test criteria and plans.

Unit-5: System Design
Design methodologies, design process, different aspects design of library and information systems-input/output design, form/interface design, database design, control design, network and communication subsystem design, procedural design, security design, developing implementation plan and maintenance manual, integrating subsystems

Unit-6: Physical System Testing and Implementation
Testing programs, installation of necessary equipment, recruitment and training of personnel, implementation plan, systems conversion, post implementation review.

Unit-7: Evaluation and Maintenance
Concept and scope of evaluation in library and information systems, approaches to evaluation, performance measurement, evaluation of systems security and data integrity; Measuring effectiveness of information retrieval (IR) systems, analysis of users' satisfaction, cost-effectiveness analysis.

Unit-8: Project Management and Professional Aspects
Introduction to project management and SDLC project planning, the role, essential qualifications and standard of behavior of system analyst, information engineering and its different issues, ethics in SDLC and other professional issues; Hands on practice with types different Projects.

Course Learning Outcomes (CLOs)

CLO 1	Students will be able to demonstrate a comprehensive understanding of information systems, including their design, development, and implementation processes.
CLO 2	Students will be able to understand and apply the System Development Life Cycle (SDLC) and effectively identify and define System Requirement Specifications, including the recognition of organizational needs.
CLO 3	Students will be able to develop a deep understanding of system analysis, including its principles, methodologies, and practical applications in solving organizational challenges.
CLO 4	Students will be able to effectively design systems by applying advanced principles, tools, and techniques to create innovative and functional solutions tailored to organizational needs.
CLO 5	Students will be able to perform physical system testing, implement system solutions, and carry out evaluation and maintenance to ensure optimal performance and long-term sustainability of the system.
CLO 6	Students will be able to apply project management principles and address professional aspects,

including teamwork, communication, and ethical considerations, to effectively plan, execute, and oversee successful projects.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understanding the basic concepts of information systems		√			√	√
CLO 2	Understand to design the SDLC and measure the organizational need	√	√		√		√
CLO 3	Identifying the system principles, methodologies, and practical applications to solving organizational challenges.	√			√	√	
CLO 4	Understanding the design systems and solve organizational problems	√		√			√
CLO 5	Understanding the system testing and evaluate		√				√
CLO 6	Exploring PM principles and execute project	√	√	√			√

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Introduction to Information System	Understand fundamental concepts of system	Week 1,2	Defining information system, system elements, system development models.	Class lectures, group discussions,	CLO 1
Unit-2: System Development Life Cycle (SDLC)	Analyze the SDLC, necessity of SDLC and its significance.	Week 3, 4, 5	SDLC models, functional steps, feasibility study	Class lectures, presentations, assignments	CLO 2
Unit-3: System Requirement Specifications-recognition of Need	Develop comprehensive documentation to guide system development and support validation and evaluation.	Week 6, 7	Use case development, gap analysis, SWOT analysis	Class lectures, homework, presentation, Q&A session	CLO 3
Unit-4: System analysis	Analyze system requirements and processes to identify needs and improvements	Week 8. 9	Data flow diagram creation, E-R design, project flowchart, process flowcharting	Class lectures, practical exercises	CLO 4
Unit-5: System Design	Design efficient and functional systems based on user and organizational requirements.	Week 10, 11	Create a detailed blueprint for an information system, identifying requirements, constraints.	Class lectures, group discussions, hands-on exercises	CLO 5

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Unit-6: Physical system testing and implementation	Test and deploy fully functional systems through structured testing phases and deployment strategies.	Week 12, 13, 14	Unit testing, integrate testing, User acceptance testing, performance testing, Beta testing	Class lectures, assignments, problem-solving sessions	CLO 6
Unit-7: Evaluation and maintenance	Evaluate systems by identifying issues, incorporating feedback, providing user support, and conducting training.	Week 15, 16	Troubleshooting and bug fixing simulation; Maintenance plan creation	Class lectures, case studies, group discussions	CLO 1, CLO 5
Unit-8: Project management and professional aspects	Plan, manage, and execute information system projects effectively, ensuring successful outcomes.	Week 17, 18	Project planning simulation, team collaboration exercise, ethical dilemma,	Class lectures, presentations, Assignment	CLO 3, CLO 4, CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography

Bruch, J. & Grudnitski, G. (1989). *Information systems: theory and practice*. Wiley.
Chapman, E. A., Pierre, P. L. S. & Lubans, J. (1970). *Library systems analysis guidelines*. Wiley.
Elias, M. A. (1997). *Systems analysis and* design. Galgotia Publications.
FitzGeral, J. & FitzGerald, A. (1987). *Fundamentals of systems analysis: using structured analysis and designing techniques*. Wiley.
Lucas, S. C. (1985). *The analysis, design and implementation of information system*. McGraw-Hill.

Course Code: BISLM 0322 431
Course Title: Information Resource Sharing

PART A: Course details

I. Course Title: Information Resource Sharing
II. Course Code: BISLM 0322 431
III. BNQF Code: 0322
IV. Credit Value: 4.00
V. Credit Hour: 60 (Sixty)
VI. Total Marks: 100

Two mid-term examinations	20%
Class attendance and performance	10%
Quiz	10%
Assignment and presentation	10%
Semester final examination	50%

VII. Level: 4th Year 8th Semester
VIII. Course Type: Core
IX. Academic Session: N/A
X. Course Teacher/ Instructor:
XI. Prerequisite (s) (if any): N/A
XII. Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV. Program: Undergraduate Program in Information Science and Library Management

Brief description of the course
The world is witnessing unprecedented explosion of information, which is making it increasingly challenging for users and library professionals to keep track of information in various fields of knowledge. This has prompted the libraries and information centres to share their resources as well as their infrastructures to cater to the needs of the users. This has been done with the help of networking and resource sharing among the information providing organizations through gainful use of technologies. The course helps learners build their knowledge and skills-base about information networking and resource sharing by familiarizing themselves with relevant tools and techniques. The course will equip them with a solid understanding of the national and international scenarios as well as the future trends in the arena of information networking and resource sharing.

Rationale of the course
In today's highly connected world, individuals and organizations are building strategic alliances in order to maximize their ability and enhance the usefulness of their resources. This has brought about many changes in the library and information sector, where libraries and information centres all over the world are looking for new ways of combining their efforts to serve their clients in a better way. This course helps the future library and information professionals by providing necessary skills and competencies for organizing resource sharing and networking activities to cope with the changing demands of the library and information users. The course helps them build their knowledge base and prepare them to skillfully implement resource sharing and networking in both traditional and technology-based information and library environments.

Learning objectives
The major learning objectives of this course are:
- To familiarize students with the key concepts of information networking and resource sharing in a changing time.
- To help students attain required knowledge, skills and awareness for managing resource sharing and networking operations in libraries and information centres.
- To develop students' awareness of the national and international reality in networking and resource sharing so that they can emerge as competent LIS professionals.

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Course summary
Unit-1: Fundamentals of library cooperation and library resource sharing
Historical growth and development of library cooperation and resource sharing; Reasons and importance of library cooperation and resource sharing; Fields of library cooperation and resource sharing; Objectives, functions and activities of information resource sharing.

Unit-2: Components of information resource sharing
Components of information resource sharing; Role of union catalogue in information resource sharing, institutional repository; Agreement required for information resource sharing; Barriers and influencing factors of resource sharing.

Unit-3: Tools and techniques of library and information networks
Definition of library and information network; Tools and logical techniques of library and information network; Role of multimedia in library and information network.

Unit-4: Resource sharing in an automated environment
Factors to be considered for establishing library and information network, computer network, on-line network; Reasons for promoting resource sharing through automated network; Benefits of computer-based library and information network.

Unit-5: Types and configuration of library and information networks
Types of library and information network; Configurations of library and information network, role of internet and e-mail in library and information network.

Unit-6: Current and future trends in library and information network
Programs of library and information network, library consortia and models and benefits of e-journal consortia; National and international library and information networks; Inter library loan code; Prospects and problems of library and information networking in Bangladesh.

Course Learning Outcomes (CLOs)

CLO 1	Understand the context and concepts of resource sharing and networking in libraries and information centres.
CLO 2	Recognize the key components and tools of networking and resource sharing.
CLO 3	Demonstrate solid understanding of the management and operational aspects of networking and resource sharing.
CLO 4	Gain practical insights into the impact of technological advancements in networking and resource sharing.
CLO 5	Understand the emerging trends in information networking and resource sharing in both national and international context.

Mapping of CLOs to PLOs

Course Learning Outcomes (CLOs)		Program Learning Outcomes (PLOs)					
		1	2	3	4	5	6
CLO 1	Understand the context and concepts of resource sharing and networking in libraries and information centres.	☞	☞				
CLO 2	Recognize the key components and tools of networking and resource sharing.	☞	☞	☞			
CLO 3	Demonstrate solid understanding of the management and operational aspects of networking and resource sharing.					☞	☞

CLO 4	Gain practical insights into the impact of technological advancements in networking and resource sharing.	☞		☞	☞		☞
CLO 5	Understand the emerging trends in information networking and resource sharing in both national and international context.			☞	☞	☞	☞

PART B: Content of the course

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Unit-1: Fundamentals of library cooperation and library resource sharing	Analyze the fundamentals of resource sharing and evaluate the key issues associated with it.	Week 1, 2	Orientations, theoretical and philosophical bases of the course.	Class lectures, discussion, Question-answer	CLO 1, CLO 2
Unit-2: Components of information resource sharing	Identify the core components of library resource sharing, assess the necessary preconditions, and explore the functionalities and significance of union catalogs and collaborative exercises.	Week 3, 4	Group discussions	Class lecture, Presentation, Question-answer	CLO 1, CLO 2
Unit-3: Tools and techniques of library and information networks	Apply techniques of resource sharing effectively and utilize tools and apparatus for practical implementation in library and information networks.	Week 5, 6, 7	Discussion, Presentations	Class lecture, Quiz, Question-answer	CLO 2, CLO 4
Unit-4: Resource sharing in an automated environment	Integrate relevant tools and technologies for resource sharing and develop skills to manage operations in automated environments.	Week 8, 9, 10	Group discussion	Class lecture, Assignment, Presentations	CLO 2, CLO 4
Unit-5: Types and configuration of library and information networks	Configure library and information networks by understanding their specifications and implementing the necessary technological aspects.	Week 11, 12, 13	Discussion, Question-answer	Class lectures, discussion, Question-answer	CLO 3
Unit-6: Current and future trends in library and information network	Analyze current and future trends in networking and resource sharing and evaluate international initiatives in the field.	Week 14, 15	Case analysis, Discussion, Assessment	Assignment, Group works, Presentation, Formal and informal evaluation	CLO 6

Part C: Assessment and Evaluation

Evaluation policy: Bloom's Taxonomy

CIE - Continuous Internal Evaluation (50 marks)

Bloom's category (50 Marks)	Mid-terms (20)	Class attendance and performance (10)	Quiz (10)	Assignment and presentation (10)	Total (50)
Remember	3	2	2	2	9
Understand	4	3	3	3	13
Apply	5	2	2	2	11
Analyze	4	2	2	2	10
Evaluate	2	1	1	1	5
Create	2	0	0	2	4

SFE- Semester Final Examination (50 Marks)

Bloom's category (50 Marks)	Test marks (50)
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

Part D: Learning resources

Reading List/Bibliography
Kaul, H. K. (1999). *Library resource sharing and networks.* Virgo Publications.
Kent, A. & Galvin, T. J. (Eds.). (1977). *Library resource sharing.* Marcel Dekker.
Kesselman, M. A. & Weintraub, I. (Eds.) (2004). *Global librarianship.* Marcel Dekker Inc.

Course Code: BISLM 0322 432
Course Title: Research Monograph

PART A: Course details
I.   Course Title: Research Monograph
II.   Course Code: BISLM 0322 432
III.   BNQF Code: 0322
IV.   Credit Value: 3.00
V.   Credit Hour:
VI.   Total Marks: 75
VII.   Level: 4th Year 8th Semester
VIII.   Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Course Objectives
- Enable students to conduct independent research on topics relevant to information science and library management.
- Enhance students' skills in research methodology, data collection, analysis, and academic writing.
- Foster critical thinking and problem-solving abilities.

Guidelines for the Research Monograph

Monograph Structure
Students should follow a standardized structure for their monographs:

Title Page: Title, student name, course code, and submission date.
Abstract: A concise summary of the research (150-250 words).
Acknowledgments: (Optional) Expressions of gratitude.
Table of Contents: List of chapters and sections with page numbers.
Introduction: Background, problem statement, research objectives, and significance.
Literature Review: A review of relevant studies highlighting the research gap.
Research Methodology: Methods used for data collection and analysis.
Findings and Discussion: Presentation and interpretation of data.
Conclusion and Recommendations: Summary of findings and their implications.
References: Properly formatted citations in APA/MLA style.
Appendices: (If applicable) Survey instruments, raw data, etc.

Guidelines for Conducting Research
Topic Selection: Students must select topics approved by the Academic Committee of the Department.
Independent Work: Students are expected to work independently but can seek guidance from the respective supervisor(s) during scheduled consultation hours.
Data Collection and Analysis: Students must use ethical and scientifically valid methods. Provide proper documentation of data sources.
Plagiarism Check: Students must ensure originality of their work with an acceptable level of similarity score verified through plagiarism detection software.

Submission Guidelines
Student must submit a soft copy and a printed version of the monograph by the deadline.
Formatting guidelines: Font: Times New Roman, size 12; Line spacing: 1.5; Margins: 1 inch on all sides.
Length: 10,000–15,000 words.

Research Supervision
Each student will be assigned a supervisor from the Department.
Supervisors will guide topic selection, proposal refinement, and research design.

Evaluation of Research Monograph
The research monograph will be assessed by two independent examiners based on the following criteria:

a.   Originality and significance of the research (10 marks).
b.   Depth and breadth of literature review (10 marks).
c.   Methodological rigor (15 marks).
d.   Analysis and discussion of findings (15 marks).
e.   Conclusion and recommendations (15 marks).
f.   Presentation and Formatting (5 Marks):
g.   Proper citation and referencing (5 marks).

Course Code: BISLM 0322 433
Course Title: Comprehensive

I.   Course Title: Comprehensive
II.   Course Code: BISLM 0322 433
III.   BNQF Code: 0322
IV.   Credit Value: 3.00
V.   Credit Hour:
VI.   Total Marks: 75
VII.   Level: 4th Year 8th Semester
VIII. Course Type: Core
IX.   Academic Session: N/A
X.   Course Teacher/ Instructor:
XI.   Prerequisite (s) (if any): N/A
XII.   Faculty: Faculty of Arts
XIII. Department: Department of Information Science and Library Management
XIV.   Program: Undergraduate Program in Information Science and Library Management

Purpose of the Comprehensive Exam
The comprehensive exam serves as a capstone assessment for undergraduate students, evaluating their knowledge and understanding of all subjects taught during the undergraduate program in Information Science and Library Management. The goal is to ensure students have achieved program learning outcomes and are prepared for advanced studies or professional challenges.

Exam Structure and Coverage
Duration: The exam will be four (04) hours long.
Coverage: All major courses taught during the undergraduate program.

Question Types:
Section A (15 Marks): Short-answer questions to test foundational knowledge.
Section B (30 Marks): Analytical questions, case studies, or problem-solving scenarios to test critical thinking and applied knowledge.
Section C (30 Marks): Essay-type questions to evaluate deep understanding and the ability to synthesize and articulate complex ideas.

Marks Distribution:
Short-answer Questions: 15 marks
Analytical and Problem-Solving Questions: 30 marks
Essay-type Questions: 30 marks

Course Code: BISLM 0322 434
Course Title: Internship in Information Institutions

PART A: Course details
  I.   Course Title: Internship in Information Institutions
  II.   Course Code: BISLM 0322 434
  III.   BNQF Code: 0322
  IV.   Credit Value: 2.00
  V.   Credit Hour:
  VI.   Total Marks: 50
  VII.   Level: 4th Year 8th Semester
  VIII. Course Type: Core
  IX.   Academic Session: N/A
  X.   Course Teacher/ Instructor:
  XI.   Prerequisite (s) (if any): N/A
  XII.   Faculty: Faculty of Arts
  XIII. Department: Department of Information Science and Library Management
  XIV.   Program: Undergraduate Program in Information Science and Library Management

Objective of the Internship
The internship program is designed to provide students with hands-on experience in real-world information institutions. The objectives include:

- Bridging theoretical knowledge with practical application in information management.
- Enhancing professional skills in handling information systems and services.
- Fostering professional behavior, teamwork, and ethical practices.
- Offering exposure to diverse information institutions to understand their operations.

Internship Details
Duration: The internship will last for 4 weeks (minimum 80 hours) and will take place during the academic semester.
Sites for Internship: Students will intern at approved information institutions, including academic Libraries, public Libraries, national libraries, special libraries, archives and museums, digital libraries and knowledge hubs, and government and non-government information centers.
Placement: The Department will coordinate with partner institutions for placements.
Supervision: Each student will be assigned a supervisor by the Department to guide and monitor progress.

Evaluation (50 marks)
Institutional evaluation: 20 marks
Internship report and presentation: 30 marks

Course Code: BISLM 0322 435
Course Title: Field Visit (Non-credit)

PART A: Course details
   I.   Course Title: Field visit (Non-credit)
  II.   Course Code: BISLM 0322 435
 III.   BNQF Code: 0322
  IV.   Credit Value:
   V.   Credit Hour:
  VI.   Total Marks: Non-credit
 VII.   Level:
VIII.   Course Type: Non-credit
  IX.   Academic Session: N/A
   X.   Course Teacher/ Instructor:
  XI.   Prerequisite (s) (if any): N/A
 XII.   Faculty: Faculty of Arts
XIII.   Department: Department of Information Science and Library Management
 XIV.   Program: Undergraduate Program in Information Science and Library Management

Objective of the Field Visit
The field visit course aims to provide students with experiential learning opportunities by exposing them to real-world practices in information management. Specific objectives include:

- Familiarizing students with the operational environment of information institutions.
- Bridging classroom learning with professional settings.
- Enhancing students' understanding of diverse information systems, tools, and workflows.
- Developing observational and reporting skills.

Field Visit Details
Duration: The field visit will span 3-5 days, depending on the site(s) selected.
Sites for Field Visits: Students will visit a variety of institutions, such as: academic libraries, public libraries, national libraries, special libraries, archives and museums, digital libraries or knowledge hubs, government and non-government Information centers, etc.

Coordination
The department will arrange and confirm field visit schedules with the host institutions. Students will receive a detailed itinerary before the visit.

Reporting
Students will prepare a Field Visit Report, summarizing their experiences, key learnings, and personal reflections.
The report should follow a standardized structure:
Title Page: Institution name, visit date, and student details.
Introduction: Objectives and background of the institution.
Observations: Key insights from the visit.
Reflections: Challenges faced and lessons learned.
Conclusion and Recommendations: Summary and suggestions for improvement.

Presentation
Students will deliver a short presentation to the class, sharing their observations and reflections.