



NOTIFICATION

On the recommendations of Academic Council made in its 19th (4/2023) meeting held on 13.09.2023, the Syndicate in its 64th (4/2023) meeting held on 03.11.2023 has approved the curricula of the following academic programs for implementation w.e.f Fall 2023, already notified provisionally vide No. SU/Acad/23/1015 dated 01.11.2023:

1.	BS in Urdu	(Annex-'A')
2.	BS in Islamic Studies	(Annex-'B')
3.	BS in English (Linguistics)	(Annex-'C')
4.	BS in English (Language & Literature)	(Annex-'D')
5.	BS in Media and Communication Studies	(Annex-'E')
6.	BS in Physical Education	(Annex-'F')
7.	BS in Fine Arts	(Annex-'G')
8.	BS in Textile Design	(Annex-'H')
9.	BS in Graphic Design	(Annex-'I')
10.	BS in Chemistry	(Annex-'J')
11.	BS in Physics	(Annex-'K')
12.	BS in Statistics	(Annex-'L')
13.	BS in Botany	(Annex-'M')
14.	BS in Mathematics	(Annex-'N')
15.	BS in Geology	(Annex-'O')
16.	BS in Geography	(Annex-'P')
17.	BS in Zoology	(Annex-'Q')
18.	BS in History	(Annex-'R')
19.	BS in Pakistan Studies	(Annex-'S')
20.	BS in Education	(Annex-'T')
21.	BS in Sociology	(Annex-'U')
22.	BS in Social Work	(Annex-'V')
23.	BS in Economics	(Annex-'W')
24.	BS in Psychology	(Annex-'X')
25.	BS in International Relations	(Annex-'Y')
26.	BS in Political Science	(Annex-'Z')

2. Further, on the recommendations of Academic Council made in its 19th (4/2023) meeting held on 13.09.2023, the Syndicate in its 64th (4/2023) meeting held on 03.11.2023 has approved the curricula of the following academic programs for implementation w.e.f Fall 2023:-

1.	BS in Information Management	(Annex-'ZA')
2.	BS in Arabic	(Annex-'ZB')
3.	BS in Persian	(Annex-'ZC')
4.	BS in Punjabi	(Annex-'ZD')
5.	BS in Digital and Social Media	(Annex-'ZE')
6.	BS in Strategic Communication	(Annex-'ZF')
7.	BS in Theatre, Film & Television	(Annex-'ZG')
8.	BS in Interior Design	(Annex-'ZH')
9.	BS in Bio-Chemistry	(Annex-'ZI')
10.	BS in Biotechnology	(Annex-'ZJ')
11.	B.Ed (Hons.) Elementary	(Annex-'ZK')
12.	BS in Special Education	(Annex-'ZL')
13.	BBA (4 Years)	(Annex-'ZM')
14.	BS in Commerce	(Annex-'ZN')
15.	BS in Banking and Finance	(Annex-'ZO')
16.	BS in Entrepreneurship and SME Management	(Annex-'ZP')
17.	BS in Public Administration	(Annex-'ZQ')
18.	BS in Business Analytics	(Annex-'ZR')

DEPARTMENT OF INFORMATION MANAGEMENT

**Scheme of the Study of 4-Years
BS Information Management
according to HEC
Undergraduate Education Policy
2023**



1. **Title of Degree Program:** BS in Information Management
2. **Program Learning Objectives:** Our objective is to offer education and research programs with focused on preparing information professionals who are competent enough to manage libraries, knowledge and information centers, archives, museums and records centers, and media houses in public and private sector and to design customized services for the clients in both print and digital environment. Innovative and ethical leaders who understand the impact of information and technology upon a society and create value added services for their communities while promoting a culture of professional and ethical use of information. Capable of offering high quality, customized information management solution in specialized fields such as social management and health sciences, pure and applied sciences, engineering and technology, arts and museums and so on. Techno experts who can manage and design the information systems and services for their clients to access, acquire, organize and disseminate information and knowledge sources. Capable of designing information literacy learning programs for their communities. Well versed in using appropriate methods of research for problem solving and knowledge generation in the field. Actively engage in matters of management, policy and preservation of cultural heritage.
3. **Program Structure:**

Duration:		Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters)
Admission Requirements:	Approved Admission Criteria for HSSC Passed Candidates	Eligibility: At least 45% marks in Intermediate (FA, FSc, ICom, DCom, ICS, A-Level, DAE) or Equivalent Qualification Merit: Basic criteria + 20 marks for hafiz-e-Quran (if applicable)
	Approved Admission Criteria for Result Awaiting Candidates*	Eligibility: At least 45% marks in HSSC (FA, FSc, ICom, DCom, ICS) Part-I, DAE (1 st & 2 nd year) or Equivalent Qualification Merit: SSC-40%+HSSC (Part-I)-60% + criteria + 20 marks for hafiz-e-Quran (if applicable)
Degree Completion Requirements:		4 Years (8 semesters); Total number of credit hours: 120-144

4. **General Education (Gen Ed) Requirements: (Mandatory/Core Courses):**

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran (for Muslim students only)	NC	Nil
14.	2	URCG-5127	Secret of the Holy Prophet (SAW)	1(1-0)	Nil

5. Major Courses:

Course Code	Course Title	Credit Hours	Prerequisite
INFM-5101	Foundation of Information based Organizations	03	Nil
INFM-5102	Information Services and Sources	03	Nil
INFM-5103	Personality Development and Communication Skills	03	Nil
INFM-5104	Organization of Information	03	Nil
INFM-5105	Human Information Behavior	03	Nil
INFM-5106	Management of Libraries and Information Centers	03	Nil
INFM-5107	Applied Classification	03	Nil
INFM-5108	Library and Information Services in Pakistan	03	Nil
INFM-5109	Information Literacy Instruction	03	Nil
INFM-5110	Online Information Retrieval	04 (3+1)	Nil
INFM-5111	Applied Cataloging	04 (3+1)	Nil
INFM-6113	Marketing of Library and Information Services	03	Nil
INFM-6114	Resource Sharing and Networking	03	Nil
INFM-6115	Quantitative Research Methods	03	Nil
INFM-6116	Advance Management and Leadership Skills	03	Nil
INFM-6117	Managing Collection and Online Access	03	Nil
INFM-6118	Indexing and Abstracting	03	Nil
INFM-6119	Qualitative Research Methods	03	Nil
INFM-6120	Application of Information Systems	03	Nil
INFM-6121	Library Automation Systems	03	Nil
INFM-6122	Information Sources (Humanities, Social Sciences, Scientific, and Technical)	03	Nil
INFM-6123	Personal Information Management	03	Nil
INFM-6124	Electronic Resources Management	03	Nil
INFM-6125	Knowledge Management	03	Nil
INFM-6126	Digital Libraries	03	Nil
INFM-6127	Information Ethics and Policy	03	Nil
Total			80

6. **Interdisciplinary/Allied courses: minimum 12 credit hours:**

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1	MCOM-5101	Introduction to Conventional and Digital communication	3(3-0)	Nil
2	BUSB-6106	Human Resource Management	3(3-0)	Nil
3	BUSM-7104	Project Management	3(3-0)	Nil
4	ITDC-5201	Web System and Technology	3(3-0)	Nil
Interdisciplinary Courses Credit Hours Total			12	

7. **Field experience/internship: Minimum 03 credit hours:**

Lasting 6-8 weeks and ideally scheduled during summer breaks.

1	INFM-6112	Field experience / internship	3(3-0)	Nil
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8. **Capstone project: Minimum 03 credit hours:**

This project requires faculty supervision and evaluation following department/university guidelines

1	INFM-6128	Capstone project	3(3-0)	Nil
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Total Credit Hours (1st – 8th Semester) = 31+80+12+3+3 = 129

2023

Semester-I

Category	Course Code	Course Title	Credit Hours	Prerequisite
GE-1	URCG- 5118	Functional English	03	Nil ✓
GE-2	URCG-5123	Applications of Information Communication Technologies (ICTs)	03(2+1)	Nil
GE-3	URCG-5105 UQCG-5126	Islamic Studies (Compulsory) OR Ethics (For Non-Muslim Students)	02	Nil
Major-1	INFM-5101	Foundation of Information based Organizations	03	Nil
Major-2	INFM-5102	Information Services and Sources	03	Nil ✓
Major-3	INFM-5103	Personality Development and Communication Skills	03	Nil
	URCG-5111	Translation of the Holy Quran – I) (for Muslim students only)	Non-Credited	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Prerequisite
GE-4	URCG-5120	Exploring Quantitative Skills	03	Nil
GE-5	URCG-5112	Fables, Wisdom, and EPICS	02	Nil
GE-6	URCG-5116	Sciences of Society-I	02	Nil
Major-4	INFM-5104	Organization of Information	03	Nil ✓
Major-5	INFM-5105	Human Information Behavior	03	Nil ✓
Major-6	INFM-5106	Management of Libraries and Information Centers	03	Nil
GE-7	URCG-5127	Seerat of the Holy Prophet (SAW) (for Muslim students only)	1(1+0)	Nil

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Prerequisite
GE-8	URCG- 5119	Expository Writing	03	Nil
GE-9	URCG-5121	Tools for Quantitative Reasoning	03	Nil
GE-10	URCG-5122	Ideology and Constitution of Pakistan	02	Nil
Major-7	INFM-5107	Applied Classification	03	Nil ✓
Major-8	INFM-5108	Library and Information Services in Pakistan	03	Nil
Major-9	INFM-5109	Information Literacy Instruction	03	Nil
	URCG-5111	Translation of the Holy Quran – II) (for Muslim students only)	Non-Credited	Translation of the Holy Quran – I

Semester Total Credit Hours: 17

Semester-IV

Category	Course Code	Course Title	Credit Hours	Prerequisite
GE-11	URCG-5124	Entrepreneurship	02	Nil
GE-12	URCG-5125	Civics & Community Engagement	02	Nil
GE-13	URCG-5114	Course-I: Basic Science	03 (2+1)	Nil
Major-10	INFM-5110	Online Information Retrieval	04 (3+1)	Nil
Major-11	INFM-5111	Applied Cataloging	04 (3+1)	Nil

Semester Total Credit Hours: 15
Total (1st – 4th Semester): 66

Semester-V

Category	Course Code	Course Title	Credit Hours	Prerequisite
ID-1	MCOM-5101	Introduction to Conventional and Digital communication	03	Nil
Major-12	INFM-6113	Marketing of Library and Information Services	03	Nil
Major-13	INFM-6114	Resource Sharing and Networking	03	Nil
Major-14	INFM-6115	Quantitative Research Methods	03	Nil
Major-15	INFM-6116	Advance Management and Leadership Skills	03	Nil
	URCQ-5111	Translation of the Holy Quran – III) (for Muslim students only)	Non-Credited	Translation of the Holy Quran – II

Semester Total Credit Hours: 15

Semester-VI

Category	Course Code	Course Title	Credit Hours	Prerequisite
Major-16	INFM-6117	Managing Collections and Online Access	03	Nil
ID-2	BUSB-6106	Human Resource Management	03	Nil
Major-17	INFM-6118	Indexing and Abstracting	03	Nil
Major-18	INFM-6119	Qualitative Research Methods	03	Nil
Major-19	INFM-6120	Application of Information Systems	03	Nil

Semester Total Credit Hours: 15

Summer Semester

Lasting 6-8 weeks and ideally scheduled during summer breaks.

Category	Course Code	Course Title	Credit Hours	Prerequisite
Compulsory-1	INFM-6112	Field Experience/Internship	3(3-0)	Completion of minimum 60 credit hours

Field Experience Credit Hours: 3

Semester-VII

Category	Course Code	Course Title	Credit Hours	Prerequisite
Major-21	INFM-6121	Library Automation Systems	03	Nil
Major-22	INFM-6122	Information Sources (Humanities, Social Sciences, Scientific, and Technical)	03	Nil
ID-3	BUSM-7104	Project Management	03	Nil
Major-23	INFM-6123	Personal Information Management	03	Nil
Major-24	INFM-6124	Electronic Resources Management	03	Nil
	URCQ-5111	Translation of the Holy Quran – IV) (for Muslim students only)	Non-Credited	Translation of the Holy Quran – III

Semester Total Credit Hours: 15

Semester-VIII

Category	Course Code	Course Title	Credit Hours	Prerequisite
ID-4	ITDC-5201	Web System and Technology	03	Nil
Major-25	INFM-6125	Knowledge Management	03	Nil
Major-26	INFM-6126	Digital Libraries	03	Nil
Major-27	INFM-6127	Information Ethics and Policy	03	Nil
Compulsory-2	INFM-6128	*Capstone Project	03	Nil

**This project, requires faculty supervision and evaluation following department/university guidelines*

Semester Total Credit Hours: 15

Total Credit Hours (1st – 8th Semester) = 66+63 = 129

For other departments INFM-6129 Information Literacy 03 credit hour

URCG-5118

Functional English

3(3+0)

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

URCG-5123 Applications of Information Communication Technologies (ICT) 3 (2+1)

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Contents

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Book

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. Sebok; 17th edition.

Suggested Books

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26th edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

Introductory/compulsory foundation course

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah..

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Contents

Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ العنقران آیات 26-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الحزاب آیات 2، 41، 64-66، 24، 52-55؛ سورۃ النعمان آیات 151-156؛ سورۃ الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 56)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام
 منہ، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ
 1- اعمال کا اجر و نیت پر مباحثہ ہے۔ 4- بهترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6- کتاب و سنت گمراہی سے بچنے کا ذریعہ
 ہیں۔ 2- ارکان اسلام 5- ایمان، احسان اور زیادت کی نشانیوں، 2- بیچوں کی نماز کی نیتوں 7- دین کا گمراہی سے بچنے کا ذریعہ
 عزائم ہے 8- حصول علم، نالو، نیوان اور عمل کی اہمیت و فضیلت، 5- روز محشر کا محاسبہ، 14- حقوق بلا کے ساتھ ساتھ حقوق
 العباد کا لحاظ رکھنا بھی الزم ہے 11- حسن خلق کی عظمت اور نیش و بد گوئی کی مذمت 14- دریا و آخرت کی بہاوی کی ضامن چار
 چیزیں، 16- مالک کر دینے والی سات چیزیں، 12- بے عمل مبلغ کا عبرت ناک انجام 15- بر شخص نگران ہے اور بر شخص
 مسئول

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، نعتیں، سیرت و شخصیت کا زہری جہاد اور عہد ناموں، اقامت دین کا
 نبوی طریق کار، اقامت نعتیں، نعتیں، خالفت راشدہ، مہنات مدینہ، خطبہ حجۃ الوداع، اخالی نعتیں، تکریم اجتماعیت اور اسوہ حسنہ

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

2. اسالمی نذرب و تمدن (اسالمی نذرب کا مفہوم، اسالمی کے عوامل و عناصر، اسالمی نذرب کی خصوصیات، اسالمی نذرب ، علمی، معاشرتی اور سماجی اثرات، نذربوں کے تصادم کے نظریے کا نذربی جائزہ، نذربی تصادم کے اثرات و نتائج، طبعی، حیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نامور مہلمان سائنسدان)

Pre-Requisite: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, _Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleemat-e- Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
 - (a) Religion
 - (b) Science
 - (c) Law
3. Historical Development of Morality:
 - (a). Instinctive Moral Life.
 - (b). Customary Morality.
 - (c). Reflective Morality.
4. Moral Theories:
 - (a). Hedonism (Mill)
 - (b). Intuitionism (Butler)
 - (c). Kant's Moral Theory.
5. Moral Ethics and Society.
 - (a). Freedom and Responsibility.
 - (b). Tolerance
 - (c). Justice
 - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
 - a). Judaism
 - b). Christianity
 - c). Islam
7. Professional Ethics:
 - a). Medical Ethics
 - b). Ethics of Students
 - c). Ethics of Teachers
 - d). Business Ethics

REFERENCE BOOKS:

1. William Lille. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
- Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

Name of the Course	Foundation of Information Based Organizations
Course Code	INFM-5101
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To understand information environment in which LIS professionals work. 2. To know standardization in LIS profession. 3. To aware with the nature of LIS profession, education and ethics. 4. To know the role of libraries in the society. 5. To recognize the impact of ICT on the libraries.
Contents	<p>Unit-I Introduction to information/knowledge society</p> <ol style="list-style-type: none"> 1.1 The information/knowledge society 1.2 Information policy <p>Unit-II Libraries as organizations</p> <ol style="list-style-type: none"> 2.1 Information organization 2.2 Libraries as organizations <p>Unit-III Standards implementation in libraries</p> <ol style="list-style-type: none"> 3.1 Standardizations in libraries <p>Unit-IV Competencies of LIS professionals</p> <ol style="list-style-type: none"> 4.1 Information professions 4.2 Educating the LIS professionals <p>Unit-V Professional ethics in a knowledge society</p> <ol style="list-style-type: none"> 5.1 Impact of ICT on the libraries 5.2 Professional ethics
Teaching & Learning Strategies	A combination of lecture, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Al-Ansari, H., & Yousef, N. (2002). Coverage of competencies in the curriculum of information studies: An international perspective. <i>Education for Information</i>, 20(3-4), 199-215.</p> <p>Feather, J. (2013). <i>The information society: A study of continuity and change</i>. Facet publishing.</p> <p>Floridi, L. (2008). Information ethics: Its nature and scope. <i>Moral Philosophy and Information Technology</i>, 40-65.</p> <p>Hauptman, R. (2010). <i>Ethics and librarianship</i>. McFarland.</p> <p>Rubin, R. E. (2017). <i>Foundations of library and information science</i> (4th ed.). American Library Association.</p>

Name of the Course	Information Services and Sources
Course Code	INFM-5102
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To develop the ability to understand reference queries through conducting effective reference interviews. 2. To be able to identify and use appropriate reference sources to find answers to reference questions. 3. To apply criteria to be used in evaluating reference sources. 4. To demonstrate knowledge of users' information needs, seeking, and information use.
Contents	<p>Unit-I Introduction to information services and sources</p> <ol style="list-style-type: none"> 1.1 Meaning & definition 1.2 Importance 1.3 Characteristics 1.4 Functions of reference service 1.5 Evolutions -both print and non-print <p>Unit-II History and varieties of reference and information services</p> <ol style="list-style-type: none"> 2.1 Samuel Green and the founding of reference service 2.2 Changes since 1876: Technology 2.3 Changes since 1876: Diversity 2.4 Styles of reference service 2.5 Types of reference service 2.6 Models of reference service 2.7 The future of reference <p>Unit-III Information work environment</p> <ol style="list-style-type: none"> 3.1 Technical aspects 3.2 Cultural aspects 3.3 Ethical aspects 3.4 Legal aspects <p>Unit-IV Reference service</p> <ol style="list-style-type: none"> 4.1 Traditional and virtual environments 4.2 Reference interview process 4.3 Search strategies <p>Unit-V Organizing and delivering reference and information services</p> <ol style="list-style-type: none"> 5.1 Reference as a place 5.2 Service models 5.3 Delivering virtual reference services 5.4 Keeping current, staying relevant <p>Unit-VI Selection and evaluation of reference sources</p> <ol style="list-style-type: none"> 6.1 Reference collection development and maintenance 6.2 Evaluation of sources 6.3 Virtual reference collection development 6.4 Selection aids 6.5 Sources, collections, and services in transition <p>Unit-VII Important information sources</p> <ol style="list-style-type: none"> 7.1 Directories 7.2 Almanacs and fact books 7.3 Encyclopedias 7.4 Dictionaries and thesauri 7.5 Biographical sources 7.6 Bibliographies and its types 7.7 Basic guides to reference materials

	<p>7.8 Library catalogs</p> <p>7.9 Serials guides</p> <p>7.10 Indexes and abstracts</p> <p>7.11 Geographical sources-- Maps, atlases & gazetteers</p>
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Bopp, R. E., & Smith, L. C. (2011). <i>Reference and information services: An introduction</i>. Englewood, Colo: Libraries Unlimited.</p> <p>Cassell, K. A. & Hiremath, U. (2018). <i>Reference and information services in the 21st Century: An Introduction</i> (4th ed.). New York: Neal-Schuman.</p> <p>Hirsh, S (Ed.). (2018). <i>Information Services Today</i> (2nd ed.). Lanham, MD: Rowman & Littlefield.</p> <p>Janes, J. (2003). <i>Introduction to reference work in the digital age</i>. New York: Neal-Schuman.</p> <p>Katz, B. (Ed.). (2013). <i>Digital reference services</i>. New York: Routledge, Taylor & Francis Group.</p> <p>Ross, C. S., Nilsen, K., & Radford, M. (2009). <i>Conducting the reference interview: A how-to-do-It manual for libraries</i> (2nd ed.). Chicago: Neal-Schuman.</p> <p>Smith, L. C., Wong, M. A. (2016). <i>Reference and information services: An introduction</i> (5th ed.). Santa Barbara, California: Libraries Unlimited.</p>

Course Title: **PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS**

Course Code: **INFM-5103**

Credit Hours: **03**

DESCRIPTION & OBJECTIVES

1. The objectives of these course contents are to introduce the psychological / cognitive aspects of personality, the managerial aspects of personality, to develop an understanding of communication skills of different types and to clench personal and team forces at work.
2. By the end of the semester the students will be able to learn about personality, its determinants, its components and the forces that really affect the personality of an individual and organizational behavior.
3. This course explicitly relates to the ground realities of life where a professional needs to develop his/ her personality to survive and bring innovation and change in society

OBJECTIVES

1. To create an understanding among the students about information dynamics and its relativity with the body of knowledge.
2. To inculcate skills among students for evaluation, interpretation and use of information and documents in various forms.
3. To develop skills among students for the organization of information sources and documents.
4. To make the students aware of the service philosophy of library and information organization and to develop relevant skills for design and delivery of appropriate information services.
5. To develop an understanding among students about the properties of literature in specialized domains and how these are reflected in management of different types of library and information agencies.
6. To develop skills among students about the use of scientific methods of research and to promote problem oriented research related to library and information science in Pakistan.
7. To develop understanding among the students about the application of information technology for efficient organization, storage and retrieval of information.
8. To develop competencies among students for the management of libraries and information centres.

READINGS

1. Godinho, Sally and Wilson, Jeni (2008). Helping your pupils to ask questions. Abingdon, Oxon; New York, NY: Routledge.
2. Handle, Debbie and Vaciago, Marta S. (Eds.) (1999). Personality development: a psychoanalytic perspective. London; New York: Routledge.
3. Inghilleri, Paolo (1999). From subjective experience to cultural change. New York: Cambridge University Press.
4. Kumar, Arti (2008). Personal, academic and career development: SOARing to success. New York, NY: Routledge.
5. Nye, Joseph S. (2008). The powers to lead. Oxford; New York: Oxford University Press.
6. Menck, Peter (2000). Looking into classrooms: papers on didactics. Stamford, Conn.: Ablex Pub.
7. Shaffer, David R. (2005). Social and personality development. (5th ed.). Australia; Belmont, CA: Wadsworth/Thomson Learning.
8. Zigler, Edward and Bennett-Gates, Dianne (Eds.) (1999). Personality development in individuals with mental retardation. Cambridge; New York: Cambridge University Press.

CONTENTS

- What is Personality?
- Understanding personal strength and weaknesses.
- Personality development in Islamic point of view.
- Factors of personality.
- Motivation
- Attitude and behaviour
- Positive Personality traits.
- What are complexes?
- inferiority complex
- Superiority complex.
- Work and organizational psychology.
- Emotional intelligence and competence.
- Stress management.
- Time management.
- Communication skills-
- Effective speaking.
- Improving vocabulary and grammar.
- Elements of effective speaking;
- Types of speaking: briefings, teaching / lectures, speeches and others.
- Writing skills.
- Office report Structure.
- Nonverbal communication. Body language.
- Leadership and working in teams.
- Working collaboratively.
- Working and sharing knowledge and experience.
- Team development.
- Meetings and negotiation skills.
- Need for personality development in LIS staff

Translation of the Holy Quran - I

Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran - I
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> • To familiarize the students to keys and fundamentals of recitation of the holy Quran. • To develop the skill of the students of recitation the last revelation. • Students will learn the basic Arabic grammar in a practical way. • To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> • تیسواں پارہ - ناظرہ مع نجوم • بڑی ہی عربی گرامر اسم اور اس کے منقبت : اسم ناعل ، مفعول ، مفعول ، مبالغہ لیل اور اس کی اقسام : ماضی ، مضارع ، امر ، نہی حرف اور اس کی اقسام : حروف علت ، حروف جارہ ، مشبہ بلہل تیسویں پارے کی آخری تیس سورتیں (حفظ مع ترجمہ)
Memorization:	

URCG-5120

Exploring Quantitative Skills

3(3-0)

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

Contents

1. Fables

- The Fables of Bidpai
- The Lion and the Bull
- The Ring-dove
- The Owls and the Crows

Selected poem from Bang-i-Dara

2. Gulistan-e- Sa'di

Ten hikāyāt from John T. Platts, *The Gulistan*

3. Epic

THE SHĀHNĀMA OF FIRDAUSI

Recommended Texts

1. John T. P. (1876). *The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz*. London: Wm. II. Allen.
2. Chishti, Y.S. (1991). *Sharah-i bāng-i darā*. Lāhaur: Maktaba-i ta'mīr-i insāniyat

Suggested Readings

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry*. Maryland: Ibex Publishers.
2. Wood, R. (2013). *Kalila and Dimna: Fables of Conflict and Intrigue*. United Kingdom: Medina Publishing, Limited.

Course Description:

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Learning Outcomes:

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines:

1. Introduction to Social Sciences

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics
- Society and Community, Historical evolution of Society
- Types of Societies

- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

2. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

3. Culture and Society

- Idea of Culture, Assumptions of Culture
- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6 Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming Pakistan: State, Society, Economy and Polity
- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Name of the Course	Organization of Information
Course Code	INFM-5104
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To understand the role of organization in human endeavors. 2. To become familiar with the basic principles of organization developed over the last several centuries. 3. To discuss the organizational concepts that affect how information must be retrieved. 4. To describe various approaches of organization in all types of environments. 5. To demonstrate the role of technical standards in organizing information.
Contents	<p>Unit-I Introduction to organization of information</p> <ol style="list-style-type: none"> 1.1 Information services in today's world 1.2 Organization of information: What and why? 1.3 Classification 1.4 Cataloguing <p>Unit-II Library approaches to organizing information</p> <ol style="list-style-type: none"> 2.1 Bibliographic classification 2.2 Catalogues and bibliographies 2.3 Subject heading lists <p>Unit-III Organization of recorded information in different contexts</p> <ol style="list-style-type: none"> 3.1 Libraries 3.2 Archives 3.3 Museums 3.4 The Internet <p>Unit-IV Cataloguing</p> <ol style="list-style-type: none"> 4.1 AACR2 and the process of cataloguing 4.2 Implications of basic cataloguing rules for OPACs 4.3 Cataloguing of Internet resources 4.4 Functional Requirements of Bibliographic Records (FRBR) <p>Unit-V Library classification</p> <ol style="list-style-type: none"> 5.1 Classification schemes 5.2 Types of bibliographic classification schemes 5.3 Major library classification schemes 5.4 Dewey Decimal Classification <p>Unit-VI Retrieval tools</p> <ol style="list-style-type: none"> 6.1 The need for retrieval tools 6.2 Bibliographies 6.3 Catalogs 6.4 Indexes 6.5 Finding aids 6.6 Registers 6.7 Search engines and directories <p>Unit-VII Systems for vocabulary control</p> <ol style="list-style-type: none"> 7.1 Types of controlled vocabularies 7.2 Natural language approaches to subjects <p>Unit-VIII Encoding, authority control</p> <ol style="list-style-type: none"> 8.1 Encoding of records 8.2 MARC 8.3 MARC 21

	8.4 UNIMARC 8.5 The future of MARC Unit-IX Issues and trends in organizing information 9.1 Cataloguing: FRBR and semantic catalogue networks 9.2 Classification in the digital age 9.3 Semantic web technologies and digital libraries
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading	Chan, L. M., & Salaba, A. (2015). <i>Cataloguing and classification: An introduction</i> . (4 th ed.). Lanham: Rowman & Little field Publishers. Chowdhury, G. G., & Chowdhary, S. (2007). <i>Organizing information: From the shelf to the web</i> . London: Facet Publishers. Joudrey, D. N., Taylor, A. G., & Miller, D. P. (2015). <i>Introduction to cataloging and classification</i> (11 th ed.). Santa Barbara, California: Libraries Unlimited. Joudrey, D. N., Taylor, A. G., & Wisser, K. M. (2017). <i>The organization of information</i> . (4 th ed.). Santa Barbara, California: Libraries Unlimited. Rowley, J. E., & Farrow, J. (2008). <i>Organizing knowledge: An introduction to managing access to information</i> (4 th ed.). Aldershot: Ashgate Publishing Limited.

Course Title: Human Information Behavior

Course Code: INFM-5105

Credit Hours: 03

DESCRIPTION & OBJECTIVES

Objectives:

This course provides students with an overview that emphasizes the user's perspective in the analysis of information needs and preferences, including the fundamentals necessary for the study and understanding of human information behaviors of a variety of users and user groups. This course will make students understand basic philosophical and conceptual approaches to the study of information, information needs, information seeking, and information behavior;

READINGS

1. Case, O. & Given, L. (Eds.). (2016). Looking for information: A survey of research on information seeking, needs, and behavior
2. Beth St. Jean; Ursula Gorham; Elizabeth Bonsignore (2021). Understanding Human Information Behavior: When, How, and Why People Interact with Information
3. Mohammed Nasser Al-Suqri, Ali Saif Al-Aufi (2015). *Information Seeking Behavior and Technology Adoption: Theories and Trends*.
4. Amanda Spink, Charles Cole (2006). *New Directions in Human Information Behavior*.
5. Isto Huvila, Heigdi Enwald, Kristina Eriksson-Backa, Ying-Hsang Liu, and Noora Hirvonen (2021). *Information behaviour and practices research informing informtaion system design*.

CONTENTS

Human Information Behavior; Evolutionary and social human information behaviour frameworks; Evolutionary approach to human information behaviours; Information behaviour in pre-literate societies; Social framework for information seeking; Information Seeking; Information Keeping; Informaiton sharing; Models of information seeking and use.

Course Title: Management of Libraries and Information Centres

Course Code: INFM-5106

Credit Hours: 3

DESCRIPTION & OBJECTIVES

Objectives:

Students will be able to understand the management aspect with reference to library and information science/ information management. After going through this course, they will be well acquainted with the administrative aspects of different libraries like public, academic and special libraries. They will learn principles of effective management, will be understanding management models, and famous principles of management.

READINGS

Recommended Book:

1. Library management (2014) Rai Technology University: engineering minds. (adopted as textbook)
2. Evans, G.E., Alire.A. C., (2013). Management techniques for librarians. London: Facet publishing.
3. Massis, B.E. (2003). The practical Library manager. New York: Haworth Press.
4. Mittal (RL): Library Administration: Theory and practice. Latest ed
5. Stueart, Robert D. and Moran, Barbara B. (2007). Library and information center Management. (7th Ed.). Westport, Conn.: Libraries Unlimited.
6. Thelen, Laurie Noble (2003). Essentials of elementary library management. Worthington, Ohio: Linworth Pub.
7. University of Minnesota (2015) Principles of Management (under open license).

CONTENTS

Definition of management; Functions of management; Different kinds of managers; Major roles and subroles that managers perform; What companies look for in managers; Top ten mistakes that managers make; Transition that employees go through when they are promoted to management; Evolution of management models (Rational goal model & Internal Process Model & Human relations model & Open systems model); Fayol's principles of Management; Key competencies associated with the four quadrants of the competing values framework; Theories of motivation (Maslow hierarchy of needs; ERG theory; two factor theory); Planning of information management centres (SWOT Analysis) Vision, values and culture, Mission, Goals themes and directions; Decision making (decision making environments); Types of decision made by the managers; Decision making styles; Aids for decision making; Organizing/ organizations charts; Staffing (whole process – identifying need, hiring, new employee orientation, Grievances); Library organizational structure;

مطالعہ سیرت النبی صلی اللہ علیہ وسلم

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرت النبی صلی اللہ علیہ وسلم کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ فقیر شخصیت میں مطالعہ سیرت النبی صلی اللہ علیہ وسلم کے کردار کو واضح کرنا</p> <p>۳۔ بیٹھ نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی سنی اور مدنی زندگی کا اس طرح مطالعہ کرنا کہ طلبہ ان واقعات سے نتائج کا استفادہ کر سکیں</p> <p>۵۔ طلبہ کو محمد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

Course Description

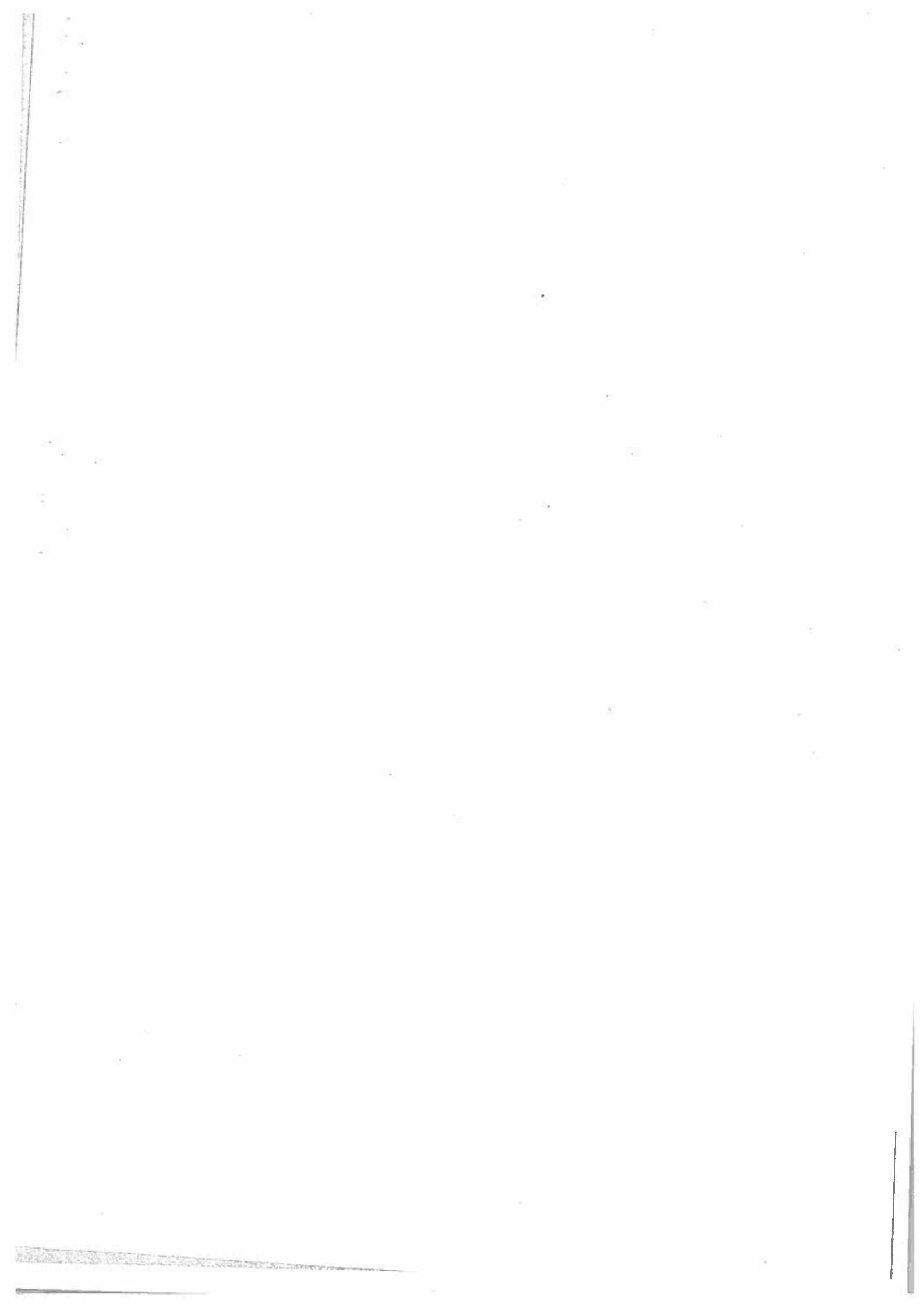
S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات و زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا تہذیبی، مذہبی، سماجی و سیاسی پس منظر ۲۔ ہجرت اور ابتدائی تربیت ۳۔ لوہین اور حجابی کے حالات و زندگی
2	بیٹھ نبوی کے وقت و جگہ کے حالات (۱)	۱۔ بیٹھ نبوی کے وقت و جگہ کے حالات ۲۔ عرب، معاشرہ، مذہب، پڑھائی و مسائل
3	بیٹھ نبوی	۱۔ نبی محمد صلی اللہ علیہ وسلم کی اسلام
4	بیٹھ نبوی	۱۔ نبی محمد صلی اللہ علیہ وسلم کی اسلام
5	حصص النبی	آپ کے طور پر بتایا ہوا امن
6	حصص النبی	بہشت استاد و معلم
7	حصص النبی	بہشت ۲۳
8	حصص النبی	بہشت سربراہان و سیاست
9	حصص النبی	ذہنی عیاش اور ماہر تعمیر اثرات

نمبر	موضوع	تعداد
10	خصائص النبی	
11	اسوحت اور عمر حاضر	
12	اسوحت اور عمر حاضر	
13	اسوحت اور عمر حاضر	
15	اسوحت اور عمر حاضر	
16	اسوحت اور عمر حاضر	

نمبر	موضوع	تعداد
1	لبن ہشام	اسیر اکتبر
2	مولانا شبلی نعمانی سید سلطان بروہی	سیرہ نبوی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلطان منصور پوری	رحمہ اللعالمین
4	مولانا سید امین الحسن علی بروہی	نہایت صلی اللہ علیہ وسلم
5	ڈاکٹر یحییٰ عظیم صدیقی	ہدی نبوی کا نظام حکومت
6	ڈاکٹر خالد شری	الزمان کامل

نمبر	موضوع	تعداد
1	سید ابوالفتح مورودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	ارحمتہ الختام
3	ڈاکٹر محمد کرم شاہ اذہری	قیامہ نبوی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم شہید، مصری	السورة النبوية الصحيحة
5	مولانا عبدالرافق داہچوی	اصح اسیر

بسم اللہ الرحمن الرحیم



This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Contents

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and freewriting
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
 2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Contents

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). Quantitative Reasoning in Mathematics and Science Education. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). Text book of elementary statistics. Discovery Publishing House.
3. Blitzer, R. (2014). Precalculus, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

1. Gupta, S. C., & Kapoor, V. K. (2020). Fundamentals of mathematical statistics. 12th Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). Mathematical thinking and quantitative reasoning. Cengage Learning
3. Blitzer, R., & White, J. (2005). Thinking mathematically. Pearson Prentice Hall.



Course Description:

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Outline:

- **Ideology of Pakistan**

Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.

Two Nation Theory and Factors leading to Muslim separatism.

- **Constitutional Developments**

Salient Feature of the Government of India Act 1935 Salient Feature of Indian Independence Act 1947
Objectives Resolution

Salient Feature of the 1956 Constitution

Developments leading to the abrogation of Constitution of 1956 Salient features of the 1962 Constitution

Causes of failure of the Constitution of 1962

Comparative study of significant features of the Constitution of 1956, 1962 and 1973

- **Fundamental rights**
- **Principles of policy**
- **Federation of Pakistan President Parliament**

The Federal Government

- **Provinces**

Governors

Provincial Assemblies

The Provincial Government

- **The Judiciary**

Supreme Court High Courts

Federal Shariat Courts Supreme Judicial Council

Administrative Courts and tribunals

- **Islamic Provisions in Constitution**
- **Significant Amendments of Constitution of Pakistan 1973**

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan

2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

Name of the Course	Applied Classification
Course Code	INFM-5107
Credit Hours	3
Objectives	<ol style="list-style-type: none"> 1. To enable students, classify library materials using Dewey Decimal Classification scheme. 2. To demonstrate the application of subject heading and understand the nature of subject heading lists.
Contents	<p>Unit-I Introduction to Dewey Decimal Classification scheme</p> <ol style="list-style-type: none"> 1.1 General principles of classification. 1.2 Use of Tables 1 to 6 1.3 Practice of building classification numbers in Dewey Decimal Classification classes (000-999) 1.4 Introduction to Web Dewey <p>Unit-II Subject analysis practical with Sear List of Subject Headings</p> <ol style="list-style-type: none"> 2.1 Methods used to determine aboutness 2.2 Conceptual analysis process 2.3 Practice of assigning subject headings using Sears List of Subject Headings
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Bowman, J. H. (2005). <i>Essential Dewey</i>. London: Facet publishing.</p> <p>Joudrey, D. N., Taylor, A. G., & Miller, D. P. (2015). <i>Introduction to cataloging and classification</i> (11th ed.). London: Libraries Unlimited</p> <p>Dewey, M., Beall, J., Mitchell, J. S., & Martin, G. (2011). <i>Dewey decimal classification and Relative Index</i> (23rd ed.). Dublin, Ohio: OCLC.</p> <p>Farkas, L. (2015). <i>Learn Dewey Decimal Classification</i> (23rd ed.). Friendswood, TX: Total Recall Publications.</p> <p>Bristow, B. A., Hugger, M., Spires, K., & Fielder, C. (Eds.). (2018). <i>Sears List of Subject Heading</i> (22nd ed.) Armenia, New York: H. W. Wilson.</p> <p>Scott, Mona L. (2005). <i>Dewey decimal classification: A study manual and number building guide</i> (22nd ed.). London: Libraries Unlimited.</p>

Library and Information Services in Pakistan

Course Code: INFM-5108

Credit Hours: 03

DESCRIPTION & OBJECTIVES

Objectives:

- To make students understand the types and terminology of user services
- To make students aware of library services provided/ may be provided in the Pakistani libraries
- To develop skills among students for designing, implementing and evaluating effective these services

READINGS

6. Edward Evans, Sheila S. Intner, Jean Weihs (2002). *Introduction to Technical Services*, 7th ed.
7. John Crawford (2010). *Evaluation of Library and Information Services (Aslib Know How Guides)*. 2nd Ed.
8. Brendan Ryan. (2013). *Optimizing Academic Library Services in the Digital Milieu. Digital Devices and their Emerging Trends*
9. Stuart J. Ferguson (2007). *Libraries in the Twenty-First Century. Charting Directions in Information Services*.
10. Carol Sinwell; Margaret Zamosky Saponaro; Holland Christie; G. Edward Evans (2015). *Library Programs and Services: The Fundamentals*.
11. Janes, J. (2003). *Introduction to reference work in the digital age*.
12. Katz, W. A. (2001). *Introduction to reference work*.

CONTENTS

An overview: role and philosophy of public services; Library Technical Services; Library Public Services; Photocopy service; OPAC service; Searching Service; Audio Visual service; Scanning service; Inter library loan service; Book bank service; Reference service; Document reservation; Orientation service; Lending service; Abstracting service; Indexing service; Circulation service; Current awareness service; Translation service; Selected dissemination of information service; Open shelf service; 24/7 service; Discussion room service; Reference service; Mediated online searching; Digital devices trends in libraries; Provision of services through digital media; 21st Century services; Stock maintenance; Security and administration; Reprographic services; Translation services

Name of the Course	Information Literacy Instruction
Course Code	INFM-5109
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To enable students to define information need and access variety of information sources. 2. To develop students to apply searching strategies to filter large amount of information sources. 3. To learn how to avoid plagiarism and give appropriate credit to knowledge creators. 4. To develop understanding about incorporating ideas from sources by learning critical thinking skills. 5. To learn effective use of computer in academics and apply latest information & communication technologies.
Contents	<p>Unit-I Introduction to information literacy</p> <ol style="list-style-type: none"> 1.1 Introduction of the concept & background 1.2 Models/frameworks <p>Unit-II Information literacy process</p> <ol style="list-style-type: none"> 2.1 Defining, accessing & searching for information 2.2 Identification of types of information sources 2.3 Best information & reference sources 2.4 Basic and advance searching strategies 2.5 Evaluating, filtering and managing information 2.6 References and avoiding Plagiarism 2.7 Disseminating & communicating information <p>Unit-III History and introduction to computers</p> <ol style="list-style-type: none"> 3.1 Learning about input devices 3.2 Software/hardware 3.3 Working with application software 3.4 Operating system & productivity applications 3.5 Software installation <p>Unit-IV Internet basics</p> <ol style="list-style-type: none"> 4.1 Introduction to websites 4.2 Website usability 4.3 Information security & privacy 4.4 Communication through Internet (Email) etc. <p>Unit-V Instruction methods</p> <ol style="list-style-type: none"> 5.1 Types 5.2 Functions 5.3 Application <p>Unit-VI Assessment Methods</p> <ol style="list-style-type: none"> 1.1 Types 1.2 Functions 1.3 Application
Teaching & Learning Strategies	A combination of lecturing, presentations, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions and practical work.
Assignments	Presentation and Written Assignment (10 marks) and quiz (10 marks)
Recommended Reading Material	<p>Alewine, M. C., & Canada, M. (2017). <i>Introduction to information literacy for students</i>. Chichester: J. Wiley and Sons.</p> <p>Badke, W. (2017). <i>Research strategies</i> (6th ed.). Bloomington: iUniverse.</p> <p>Burkhardt, J. M. (2016). <i>Teaching information literacy reframed: 50+ framework-based exercises for creating information-literate learners</i>. Chicago: Neal-Schuman.</p>

	<p>Miller, M (2015). <i>Computer basics absolute beginner's guide, windows 10 edition (includes content update program)</i> (8th ed.). Indianapolis: Que Publishing.</p> <p>Wempen, F. (2015). <i>Digital literacy for dummies</i>. Hoboken: John Wiley & Sons.</p>
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Translation of the Holy Quran- II

Topic	Details
Semester/Level	In some discipline 3 rd semester and in some discipline 4 th Semester/ ADP Program 2 nd Year
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran – II
Credit Hours	1(0+1)
Objectives	<ul style="list-style-type: none"> ▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p style="text-align: center;">○ ایمانیات اور عبادات بلا پر ایمان، نرسٹوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان یوم آخرت پر ایمان، نذیر پر ایمان نماز، روزہ، زکوٰۃ، حج، جہاد ○ معاشرے کے حقوق</p> <ul style="list-style-type: none"> • خاندان کی تکوین • حق مہر • رضاعت و حمل • اولاد کو نڈا کرنے کے ممانعت • شوہر کی نفرتی • طالق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق • مہمان کی عزت • اجازت طلب کرنے کے اصول • مچاس کے آداب • تعاون اور بھائی چارہ • گروہ بندی • محبت • لوگوں کے درمیان صلح • عفو و درگزر، غصہ پر قابو اور معاف کرنا • شہر و زبانوں • لوگوں کے بیچ اختلافات • حمایت و نگہبانی

Grammar:	<ul style="list-style-type: none"> قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (جہن قرآنی پر اطلاق سے توضیحات)
Details of Chapters and Verse Numbers:	<ul style="list-style-type: none"> حقیقہ آیت مع ترجمہ و تفسیر البقرہ ((۱۱۷، ۲۳۸، ۴۵، ۱۱۸، ۲۷۸، ۱۷۷، ۴۵، ۳۴۷، ۱۵۸، ۷۱۸، ۴۲۸، ۵۳، ۴۲۸، ۴۷، ۲۸۷، ۲۴۸، ۲۲، ۲۲، ۲۴۸، ۲۸۷، ۸۲، ۲۲، ۲۲، ۲۴۸، ۲۸۷، ۱۱۷، ۲۴۸، ۲۳۷، ۲۲۷، ۱۱۸، ۵۲۷، ۳۲۷، ۲۷۸، ۲۴۷، ۲۲۷، ۷۵۸، ۱۸۸، ۲۸۸، ۲۸۸، ۱۳۸، ۲۸۸، ۲۸۸، ۷۳۸، ۱۳۸، ۴۳۸، ۱۳۸، ۸۲، ۵۲۷، ۳۳۸، ۸۲۷، ۱۲۷، ۳۲)) النساء ((۴۲، ۸۲، ۲۴، ۲۳۷، ۱۲، ۲۲، ۳۷، ۱۲، ۲۲، ۱۲، ۲۲، ۲۲، ۲۲، ۲۳، ۲۱۷، ۸۷، ۴۳، ۲۸۷، ۵۳، ۷۷، ۵، ۲۱۷، ۵۸، ۴۸، ۷۷، ۷۷، ۲۸۷، ۷۷، ۴۳، ۱۸، ۴۳، ۷۲۷، ۴۳، ۱۸، ۷، ۱۸، ۷، ۲۷، ۲۵۷، ۲۵۴، ۲۸۷، ۷۲)) الانعام ((۸۸، ۸۲، ۵۷، ۱۳۷، ۵۷، ۸۲، ۲۵، ۲۵، ۵۴)) آل عمران ((۱۲، ۲۳، ۴۲، ۴۸۷، ۵۲، ۵۵۷، ۲۷، ۷)) المائدہ ((۵۴، ۸، ۸۲، ۲۳، ۲۷، ۸۲، ۸)) الاعراف ((۴۳، ۲۲۷، ۲۲۷)) التوبہ ((۱۸، ۲۷، ۷۱)) ہود ((۸۷)) الزمر ((۲)) النور ((۵۴، ۸۴، ۲۸، ۱۸، ۱۲، ۲۸)) محمد ((۳۳)) ازنل ((۸۲، ۱۸)) الرعد ((۳)) الطالق ((۵)) الحج ((۴)) ابراہیم ((۵۵، ۳۸)) المراء ((۳۸، ۵۸)) الحقاف ((۴۷)) المومنون ((۱۸)) الغکبیت ((۲۵، ۴۸، ۲)) النحل ((۸۸)) تیمان ((۵، ۴۷، ۵۷)) الحزاب ((۴۳، ۲۳، ۱۴، ۲۵)) الشعراء ((۱)) الروم ((۷۸)) مریم ((۲۸، ۵۷)) المجادلہ ((۸۷، ۷۷))

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Learning Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
 7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
 8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
 9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
 10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
 11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
 12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
 13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Practice Hall, Cengage Learning.

Suggested Readings:

I. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

Course Description:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Learning outcomes

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:**Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law
- Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan

- Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
9. Patterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

General Education Cluster: Natural Sciences

URCG-5114

Course -I: Basic Science

Cr. Hrs 3 (2-1)

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components: Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge. University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes: broadscale consideration*. 1st Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

Name of the Course	Online Information Retrieval
Course Code	INFM-5110
Credit Hours	4 (3+1)
Objectives	The objective of this subject is to enable the students to understand the environment of information retrieval; to develop an understanding of the principal components of information retrieval systems, web search engines and online databases; and to develop ability to improved retrieval effectiveness using Boolean logic, proximity searching, truncation and other tools. Further, students should be able to evaluate the emerging information retrieval practices in library services and on the Web.
Contents	<p><i>Theoretical</i></p> <ol style="list-style-type: none"> 1. Introduction to information retrieval <ol style="list-style-type: none"> 1.1 Definition and concepts 1.2 Major components/elements of information retrieval 1.3 Database, search mechanism, language, interface 2. Language in information representation and retrieval <ol style="list-style-type: none"> 2.1 Natural language 2.2 Controlled vocabulary-Thesauri, subject heading lists, classification schemes 2.3 Natural language vs-controlled vocabulary indexing 3. Retrieval techniques and query representation <ol style="list-style-type: none"> 3.1 Basic information searching techniques 3.2 Advanced information searching techniques 4. Information retrieval models <ol style="list-style-type: none"> 1.1 Matching model 1.2 Boolean logic model 1.3 Vector space model 1.4 Probability model 5. Information retrieval systems <ol style="list-style-type: none"> 5.1 Online systems 5.2 CD-ROM systems 5.3 OPACs 5.4 Web search engines 5.5 Evaluation of information retrieval systems <p><i>Practical</i></p> <p>Searching techniques in different search engines and online databases (HEC National Digital Library). Indexing.</p>
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Brown, C. C., & Bell, S. S. (2018). Librarian's guide to online searching: Cultivating database skills for research and instruction (5th ed.). Santa Barbra, California: Libraries Unlimited.</p> <p>Chowdhry, G. G. (2010). Introduction to modern information retrieval (3rd ed.). Chicago: Neal Schuman Pub.</p> <p>Chu, H. (2010). Information representation and retrieval in the digital age. Medford, New Jersey: Information Today, Inc.</p> <p>Knott, C. (2016). Find the information you need: Resources and techniques for making decisions, solving problems, and</p>

answering questions. Lanham, Maryland: Littlefield Publishing Group, Inc.

Losee, R. M. (2019). Predicting information retrieval performance (Synthesis lectures on information concepts, retrieval, and services). San Rafael, CA: Morgan & Claypoll Publishers.

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

Name of the Course	Applied Cataloging
Course Code	INFM-5111
Credit Hours	4 (3-1)
Objectives	<ol style="list-style-type: none"> 1. To demonstrate understanding about effectiveness of organization of information. 2. To learn basic principles and rules of cataloguing procedure according to AACR2. 3. To do cataloging practice of print, non-print material, serials and electronic material. 4. To develop basic understanding about English and Urdu choice of access points. 5. To learn and practice different cataloguing formats, standards and frameworks (MARC, Metadata, FRBR, RDA, BIBFRAME).
Contents	<p>Unit-I Introduction to descriptive cataloguing</p> <ol style="list-style-type: none"> 1.1 Need of descriptive cataloguing 1.2 Definitions and application <p>Unit-II Introduction to AACR2 cataloguing</p> <ol style="list-style-type: none"> 2.1 International standard bibliographic description 2.2 Principles and rules <p>Unit-III Choice of access points</p> <ol style="list-style-type: none"> 3.1 Statement of responsibility rules 3.2 Unknown authorship 3.3 Audio/video material 3.4 Serial publications <p>Unit-IV Practical cataloguing</p> <ol style="list-style-type: none"> 4.1 Print material 4.2 Audio-video material 4.3 Electronic and serials material <p>Unit-V MARC (Machine Readable Catalogue)</p> <ol style="list-style-type: none"> 5.1 Introduction 5.2 Structure <p>Unit-VI Metadata</p> <p>Introduction Types</p> <p>Unit-VII Other cataloguing standards</p> <ol style="list-style-type: none"> 7.1 FRBR (Functional Requirements for Bibliographic Records) 7.2 RDA (Resource Description Access) 7.3 BIBFRAME
Teaching & Learning Strategies	A combination of lecturing, practical work, and discussions will be used to conduct the course. Students will be expected to practice extensively ahead of each class session and actively participate in discussions.
Assignments	Cataloguing practical assignment (10 marks) and quiz (10 marks)
Recommended Reading Material	<p>Fritz, D. A. (2009). <i>Cataloging with AACR2R & MARC21: For books, computer files, serials, sound recordings, video recordings</i>. New Delhi: Pentagon Press.</p> <p>Furrie, B. (2003). <i>Understanding MARC bibliographic: Machine-readable cataloging</i>. Washington: Cataloging Distribution Service in collaboration with Follett Software Company.</p> <p>Gorman, M. (2004). <i>The concise ACCR2</i>. Chicago: American Library Association.</p> <p>Hsieh-Yee, I. (2006). <i>Organizing audiovisual and electronic resources for access: A cataloging guide</i>. Englewood: Libraries Unlimited.</p> <p>Jones, W., Ahronheim, J. R., & Crawford, J. (2002). <i>Cataloging the web</i>.</p>

- Metadata, AACR, and MARC 21*. Lanham, Md: Scarecrow Press.
- Library of Congress. (1993). *Descriptive cataloging manual. Z1, name and series authority records*. Washington: Cataloging Distribution Service.
- Library of Congress. (2003). *Understanding MARC authority records: Machine-readable cataloging*. Washington: Cataloging Distribution Service.
- Library of Congress. (2012). *Bibliographic framework as a web of data: Linked data model and supporting services*. Retrieved from <https://www.loc.gov/bibframe/pdf/marcl-d-report-11-21-2012.pdf>
- Library of Congress. (2019). *Description of the category view of the BIBFRAME vocabulary*. Retrieved from <https://www.loc.gov/bibframe/docs/vocab-category.html>
- Maxwell, R. (2013). *Maxwell's handbook for RDA: Resource description & access: Explaining and Illustrating RDA: Resource description and access using MARC21*. Chicago: ALA Editions.
- Olson, N.B. (2008). *Cataloging of audiovisual materials and other special materials*. London: Libraries Unlimited.
- Smiraglia, R. (2005). *Metadata: A cataloguer's primer*. New York: Routledge.
- Tillett, B. B. (2004). *What is FRBR? A conceptual model for the bibliographic universe*. Washington: Cataloging Distribution Service.

This course is aimed at introducing the students with basic concepts of conventional and emerging concepts of digital communication. Students would be able to identify and distinguish between the key concepts of conventional and digital communication. Conventional media such as television, radio, newspapers and magazines have long been the primary outlet for communication campaigns, but added to this now are digital channels like social media (Facebook, Twitter, Instagram) that have increased the opportunities for companies, big and small, to connect and spread the word. Digital communications media are inherently capable of being more interactive, more participatory, more egalitarian, more decentralized, and less hierarchical. As such, the types of social relations and communities which can be built on these media share these characteristics. This course further enables the students to understand the communication process, conventional and digital communication systems, problems and prospects of conventional and digital communication and distinguish among various forms of mass media.

Contents

1. Communication: process, types and functions
2. Barriers in communication
3. Models of mass communication: linear, circular, transactional
4. Print media communication: newspapers, magazines, periodicals, books, pamphlets, etc.
5. Electronic media communication: radio, television, film
6. New media: (internet): website, blog, vlog, and use of AI in social media
7. ICTs and emerging platforms of new media: web 2.0, web 3.0
8. The phenomenon of social media: Facebook, Twitter, LinkedIn, Google
9. Integration, convergence, consumerism and amplifications of mass contents on ICT platforms
10. Receiver of communication as channels of ICTs
11. Media Literacy: difference between real and fake news, propaganda, Framing, angeling.

Recommended Texts

1. Baran, S. (2016). *Introduction to mass communication: Media literacy and culture* (10th ed.). McGraw-Hill.
2. Campbell, R., Martin, C., & Fabos, B. (2014). *Media and communication: Mass communication in a digital age*. St. Martin's.

Suggested Readings

1. Dominick, J. (2014). *Dynamics of mass communication* (12th ed.). McGraw-Hill.
2. Vivian, J. (2015). *Media of mass communication*. Pearson.
7. Lindgren, S. (2017). *Digital media and society*. Sage.

Name of the Course	Marketing of Library and Information Services
Course Code	INFM-6113
Pre-Requisite	Nil
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To understand theoretical and practical aspects of marketing concepts to libraries. 2. To identify specific audiences and target strategies to meet the information needs of the customers. 3. To analyze, select, and position products and services to appeal to specific market segments. 4. To design effective marketing strategies that reflect market segmentation. 5. To apply technology tools and techniques to meet specific communication needs. 6. To describe how public relations activities can be used to build long-term positive relationships between users and libraries.
Contents	<p>Unit-I Understanding the marketing concept</p> <ol style="list-style-type: none"> 1.1 Definition 1.2 Understanding the marketplace and customer needs 1.3 Designing a customer-driven marketing strategy 1.4 Marketing management orientations 1.5 Preparing integrated marketing plan 1.6 Building customer relationships <p>Unit-II Services marketing</p> <ol style="list-style-type: none"> 2.1 Evolution of marketing concept in libraries 2.2 Role of marketing in the 21st-century libraries 2.3 Services marketing mix 2.4 Marketing strategy and market segmentation <p>Unit-III Product and service identification</p> <ol style="list-style-type: none"> 3.1 Information as a product 3.2 Planning information products and services for libraries <p>Unit-IV Marketing communication</p> <ol style="list-style-type: none"> 4.1 Advertising 4.2 Sales promotion 4.3 Events and experiences 4.4 Public relations and publicity 4.5 Direct marketing 4.6 Personal selling 4.7 AIDA model of communication <p>Unit-V Environmental scan</p> <ol style="list-style-type: none"> 5.1 Swot analysis 5.2 PESTEL analysis 5.3 Preparing the market plan <p>Unit-VI Marketing audit</p> <ol style="list-style-type: none"> 1.1 Macro environment audit 1.2 Task environment audit 1.3 Marketing productivity audit 1.4 Marketing function audit
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Project (10 marks), presentation (5 marks) and quiz (5 marks)

**Recommended
Reading Material**

- Ameen, K. (2006). Marketing of library and information services in Pakistan: A profile. In D. K. Gupta, C. Koontz, A. Massisimo, & R. Savard (Eds.), *Marketing library and information services: International perspectives* (pp. 111-119). Germany: K. G. Saur Munchen.
- Ameen, K., & Warraich, N. F. (2007). Role of marketing in the 21st century libraries in Pakistan. *Pakistan Journal of Library & Information Science*, 38(4), 2-14.
- Bhatt, R. K. (2011). Relevance of Ranganathan's laws of library science in library marketing. *Library Philosophy and Practice*. Retrieved from <http://unllib.unl.edu/LPP/>
- De Saez, E. E. (2019). *Marketing concepts for libraries and information services* (3rd ed.). London: Facet Publishing.
- Gupta, D. K. (2006). Broadning the concept of LIS marketing. In D. K. Gupta, C. Koontz, A. Massisimo, & R. Savard (Eds.), *Marketing library and information services: International perspectives* (pp. 5-20). Germany: K. G. Saur Munchen.
- Kotler, P. & Keller, K. L. (2016). *A framework for marketing management*. Boston: Pearson Education Limited.
- Kotler, P., & Levy, S. J. (1969). Broadening the concept of marketing. *Journal of Marketing*, 1: 10-15.
- Mathews, B. (2009). *Marketing today's academic library*. Chicago: American Library Association.
- Rowley, J. (2006). *Information marketing* (2nd ed.). England: Ashgate Publishing Company.
- Soroya, S. H., and Ameen, K. (2013). LIS Marketing Approach in Libraries: A selected Literature Review. *Pakistan Journal of Library and Information Science*, 44 (4): 4-17.
- Weingand, D. E. (1998). *Future-driven library marketing*. Chicago: American Library Association.
- Weingand, D. E. (1999). *Marketing/planning library and information services* (2nd ed.). Englewood, Col.: Libraries Unlimited.

Course Title: *Resource Sharing and Networking*

Course Code: INFM-6114

Credit Hours: 03

DESCRIPTION & OBJECTIVES

Objectives:

- To introduce the concepts and practices of resource sharing in libraries.
- To introduce the concepts and practices of library and information networking.

Description:

Meaning, Definition, and concept of resource sharing, scope and importance in various types of libraries Pre-requisites of resource sharing, Functions of Resource Sharing, Resource Sharing systems, study of some important resource sharing systems; resource sharing techniques. Advantages and disadvantages of Resource Sharing. Fundamental concepts of networking; types of networking (LAN, MAN, WAN, Intranet, Internet): basic data communication concepts; topology of networking, networking devices, network transport protocols, Various layers; CD-ROM based networks, networking and resource sharing in microcomputer environment.

READINGS

1. Dhiman, Anil Kumar & Rani Yashoda (2007). *Resource Sharing and Library & Information Science Networks*. New Delhi: Ess Ess Publications.
2. Kurose, J. F., & Ross, K. W. (2007). *Computer networking: A top-down approach featuring the Internet*. Boston: Pearson/Addison Wesley.
3. Lee, S. H. (2003). *Impact of digital technology on library collections and resource sharing*. Binghamton, N.Y.: Haworth.
4. Tanenbaum, A. S. (2003). *Computer networks*. Upper Saddle River, N.J.: Prentice Hall.
5. Tomsho, G. (2006). *Guide to networking essentials*. Cambridge, Mass: Course Technology.
6. Webster, P. (2006). *Library resource sharing networks*. Baltimore, MD: The Johns Hopkins University Press.
7. Evans G.E (Chapter on resource sharing) in *Management techniques for librarians*. 2nd ed. N.Y. Academic Press
8. Abidi, Syed A. H. (1997). *Information networking and resource sharing in Ugand*. Kampala: Makerere University, East African School of Library and Information Science.
9. Elshami, Ahmed M. (1990). *CD-ROM technology for information managers*. Chicago: American Library Association.
10. Haider, Steven J. and McGarry, Kathleen (2005). *Recent trends in resource sharing among the poor*. Cambridge, MA: National Bureau of Economic Research.

CONTENTS

1. Introduction, Concept, Scope and Definitions of terms
2. Characteristics of Resource Sharing Network
3. Historical Representation of RSN
4. Resources sharing through the ages
5. Usefulness of Resource Sharing
6. Need and Importance of Resource Sharing
7. Conceptual Framework of Resource Sharing
8. Objectives activities of resource sharing

9. Categories of resource sharing
10. Exchange; Coalition; entrepreneurial and one-way marketing
11. Resource Sharing Process
12. Agreements, Records, Technology
13. Resource Sharing Process
14. System alternatives
15. Methods of Resource Sharing
16. Forms of Resource Sharing
17. Inter-library Loan
18. Forms of Resource Sharing
19. Co-operative acquisition
20. Co-operative Storage
21. Co-operative processing
22. Forms of Resource Sharing
23. Union catalogues
24. Delivery of services
25. Exchange of Personnel & Training Facilities
26. Clearing house functions
27. Technical process, Translation services
28. Web-based Resource Sharing
29. Resource Sharing Tools, Introduction
30. Types of tools
31. Databases
32. Co-operative collection development
33. Pre-order verification
34. Union Lists, Union Catalogues
35. Resource Sharing Tools
36. National Bibliographic Database
37. CD-ROMs; Internet
38. Virtual Libraries,
39. Multimedia Databases
40. Digital libraries
41. Library Networks; introduction
42. Essentials of Library Networking
43. Aims and objectives
44. Types of Networks
45. Private, Cooperative, ISDN
46. LAN, MAN, WAN
47. Network Topology
48. Network Models
49. Global Networks
50. Barriers of Resource Sharing
51. Barrier's types

INFM-6115 Quantitative Research Methods

Credit Hours: 03

Course Aim & Objective

The main objective of the course is to learn about the nature and application of quantitative research in social sciences research; to know and articulate the concept, philosophy and terminology of quantitative research; to identify and describe various methods for doing quantitative research; to practice the procedure of survey research from topic identification to report writing; and to apply statistical tests on quantitative data with the help of SPSS software.

Course Contents:

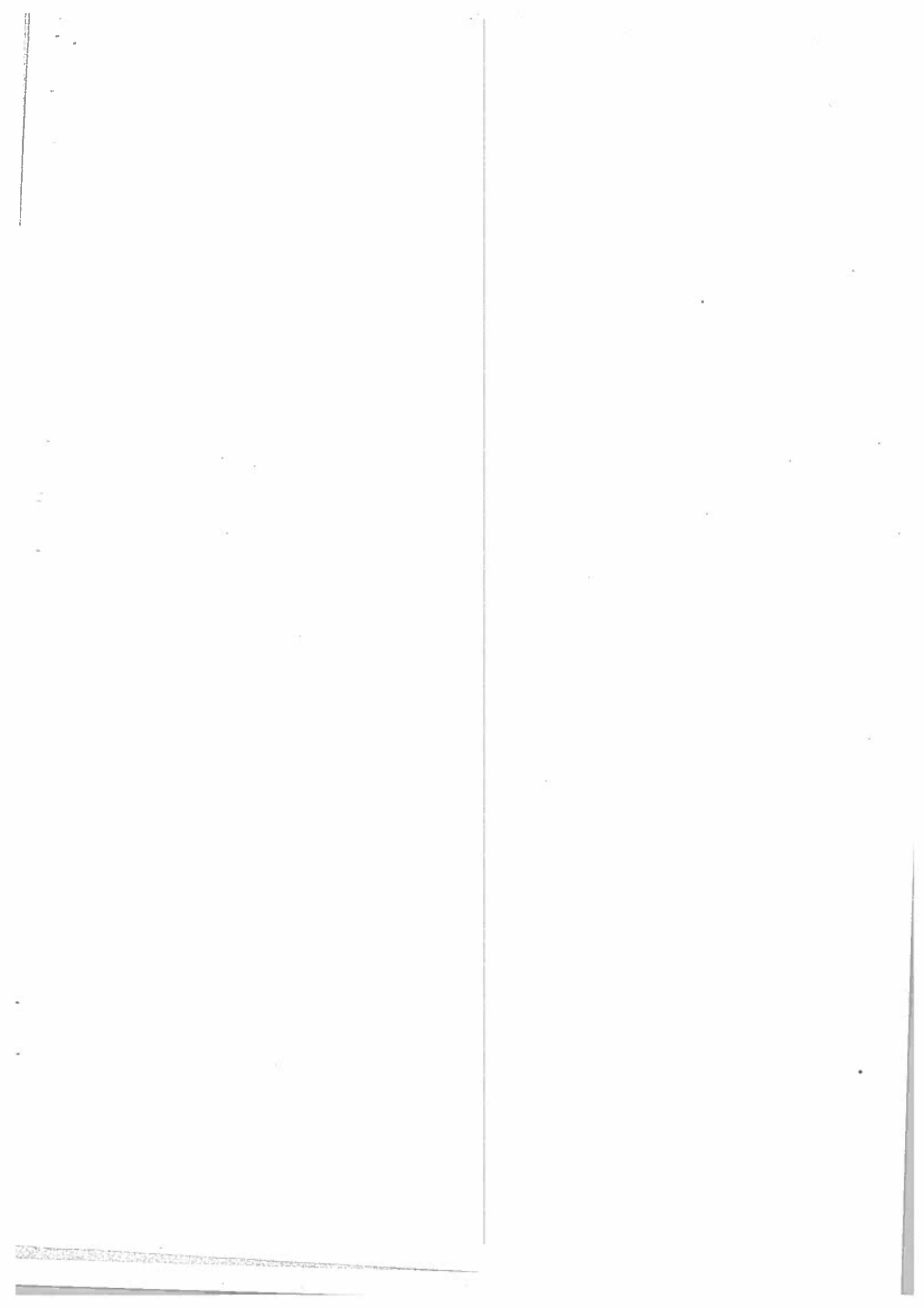
1. Introduction to quantitative research
 - 1.1 Basic concepts and philosophy of quantitative research
2. Basic elements of research
 - 2.1 Selecting and defining a research topic
 - 2.2 Defining research problems
 - 2.3 Reviewing the literature
 - 2.4 Survey research
 - 2.5 Designing questionnaires
3. Application of statistics in research
 - 3.1 Selecting a sample
 - 3.2 Probability and sampling
 - 3.3 Research questions and logic of hypothesis testing
 - 3.4 Descriptive statistics
 - 3.5 Quantitative data analysis using SPSS software

Evaluation Criteria: 30 Marks (Mid-term) + 50 Marks (Final term) + 10 (Assignments) +10 (presentation, quiz) = 100 Marks

Suggested Books/Reading Material:

- Adler, E. S., & Clark, R. (2011). *An invitation to social research: How it's done*. Belmont, CA: Wadsworth.
- Babbie, E. R. (2016). *The practice of social research*. Singapore: Cengage Learning.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Boston, MA: Pearson.
- Maxim, P. S. (1999). *Quantitative Research Methods in the Social Sciences*. Oxford: Oxford University Press.
- McCormick, K., Salcedo, J., & Poh, A. (2015). *SPSS statistics for dummies*. Hoboken, NJ: John Wiley.

Name of the Course	Advance Management and Leadership Skills
Course Code	INFM-6116
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To apply management principles to the creation, administration and promotion of information organizations by competing values approach. 2. To develop an increased understanding of management functions and managerial roles and techniques especially by creating and sustaining commitment and cohesion and using power ethically and effectively. 3. To understand leadership theories, styles and leadership qualities for future library leaders. 4. To know leadership issues, such as create vision, build team, allocate tasks, develop people, motivate and inspire staff/followers. 5. To explore the need of teamwork as required skill for their professional life. 6. To enhance their workplace communication skills.
Contents	<p>Unit-I Advance management techniques</p> <ol style="list-style-type: none"> 1.1 Introduction to competing values approach to management 1.2 Creating and sustaining commitment & cohesion <p>Unit-II Employing change & change management</p> <ol style="list-style-type: none"> 2.1 Promoting change & encouraging adaptability 2.2 History 2.3 Application <p>Unit-III Leadership theories & styles</p> <ol style="list-style-type: none"> 3.1 History and application 3.2 Merits of leadership theories 3.3 Leadership styles <p>Unit-IV Leadership skills among library professionals</p> <ol style="list-style-type: none"> 4.1 Leadership qualities for future library leaders 4.2 Laws of teamwork and integration 4.3 Workplace communication
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Allan, B. (2007). <i>Supervising and leading teams in ILS</i>. Facet Publishing.</p> <p>Halaychik, C. S. (2016). <i>Lessons in Library Leadership: A Primer for Library Managers and Unit Leaders</i>. Cambridge: Chandos Publishing.</p> <p>Marcum, D. B. (2016). Library leadership for the digital age <i>Information Services & Use</i>, 36(1-2), 105-111.</p> <p>Maxwell, J. C. (2013). <i>The 17 indisputable laws of teamwork: Embrace them and empower your team</i>. Thomas Nelson Inc.</p> <p>Quinn, R. E., Bright, D., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2014). <i>Becoming a master manager: A competing values approach</i>. New York: John Wiley & Sons.</p>



Translation of the Holy Quran - III

Topic	Details
Semester/Level	In some discipline 5 th semester and in some discipline 6 th Semester/ BS (5 th Semester intake) 1 st / 2 nd
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> • To introduce ethics and highlight its importance, need and relevance for individual and collective life. • To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. • To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. • To inculcate ethical and moral values in our youth. • To develop a balanced dynamic and wholesome personality. • To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p style="text-align: right;">○ اخالق (تعارف، ضرورت و اہمیت، اقسام، مغربیت)</p> <p style="text-align: right;">○ اخالق حریزہ :</p> <ul style="list-style-type: none"> • برائی کو زکی سے مٹانا • زکی کے کاموں میں جہالت • لوگوں کے درمیان صلح • عدل و انصاف • سچائی • ایثار • سہم تقب • مہمان نوازی • لغویات سے اعراض • عاجزی و انکساری • نگاہ اور آواز کو بہت رکھنا • چال میں موازہ روی • شرمگاہوں کی حفاظت • صبر • شکر • امور میں موازہ روی <p style="text-align: right;">○ اخالق سبب :</p> <ul style="list-style-type: none"> • ظلم اور زیادتی • غرور و تکبر • نفسانی خواہشات کی پیروی • ہنگامی • جھوٹ • چغلی اور نعمت • تمسخر اور شیخی خوری • لہو و لہب • برے کاموں سے بکارتنا • احسان چنانا اور نکلایف دینا • نغزول خرچی اور حد سے بڑھنا • حسد اور ننگ دل • بے پرہیزی
Grammar:	<ul style="list-style-type: none"> • قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (مبنی قرآنی پر اطلاقی سے توضیحات)
Details of	<ul style="list-style-type: none"> • مہذب آیت مع ترجمہ و تاجوند

Chapters and
verse Numbers:

- البقره (٨٧٧، ٤٥٨، ٣٢، ٨٢٧، ٨١٧، ٨٤٧، ٨١٧، ٨٤، ٣٣٧، ١١٧، ١٤٨، ٤٨٧، ٨٨٨، ١٨، ١١، ٨٢٧، ٢٥٧، ١٢٧، ٢١٧، ٥٢٨، ٣٢٨، ٨٢٨، ٨٧٨، ١٢، ٧٣٨، ١٧، ٥٣، ٥٨٧، ٢٤٨، ١٨، ٧١، ٣٢، ٢٨٨، ٤٢٧، ٢١)
- آل عمران (٥٤٧، ٥٧، ٥٨، ٤٢٧، ٢٥٧، ٥٣٧، ٤٥٧، ١٧، ١١٨، ٢٨٧، ٣٣٧، ٥٧٧، ٥١٧، ٥١٧، ٢٨، ٢١، ٧٥٧، ١٥٧، ٢٤٧)
- النساء (٤٣٧، ٣٨، ٨٨، ٢١٧، ١١٧، ٤١٧، ٥٤، ١٨، ١٨، ٢٣، ٤٨، ٥٨، ١٥، ١٤، ٥٨)
- المائدة (٢٤، ١٤، ٣٢، ٣٧، ٢، ٧٥، ٢٧)
- النحل (١٢، ٢٨٧، ٤١٧، ٣٧٧، ١٣، ٢٨٧، ٤٨٧)
- الرعد (٤٨، ١٨، ٥٨، ٨٨، ٢)
- العراف (٧٣، ٢٢، ٧٤، ٢٥٧، ١٥، ٥، ١٨، ٥٥٧، ٢٢٧، ٤٢، ٧٢)
- القصص (٥٤، ٥٢)
- نصرت (٥٣)
- النعام (٨٣، ١١، ١١، ١٣٧، ٤٤٧، ١٢٧)
- النمل (١٢، ٢٥)
- الحج (١٣، ٢٤، ١٢، ٢٢، ١١)
- الحجرات (٢، ٧٧، ٢، ٧٧، ٣، ٨٧، ٤٧، ١٧)
- الاحزاب (٣٨، ١٤، ٢٤، ٢٤، ٨٤، ٢٤، ٢٤، ٤٣، ٥٨، ٣٣)
- الحشر (٢)
- طه (٨١)
- النعام (٥٢٧، ٧٥٧، ٢٧٧، ٧٤٧، ٣٢، ١٨٧)
- ق (٥٣)
- الزلزال (١٨، ٢٥، ٧٢)
- النوح (٤٧)
- توبه (١٧، ٢٧، ٨٧، ٢٢، ٨٨، ٨٨)
- الفرقان (٣٢، ٧٨، ١٢، ٣٢)
- النور (٣٨، ٢، ٥، ١٣، ٧٣، ٣٣، ٣٣، ٧٢، ٧٢، ٨٨)
- ايمان (٢، ٣٣، ٢٧، ٨٣، ٢٧)
- السراء (١٣، ١٧٧، ٤، ١٣)
- المزمل (٢٧)
- المنثر (٢، ٥)
- المنثر (٥١)
- ناظر (٨٣)
- نوح (٢٨)
- البلد (١٧)
- الزمر (٣، ١٧)
- الحجر (٤٢)
- النجم (٧٣)
- الدج (١٢)
- هود (٢، ٨١٧، ٣)
- الكهف (٨، ٢٤)
- الشورى (١٣)
- غافر (٢٨، ١٨)
- الحديد (١٨، ١٨)
- مريم (٢٤)
- النازعات (٧٥)
- التوبه (٤٢، ٥٢، ١١)
- الهمزه (٧)

Name of the Course	Managing Collections and Online Access
Course Code	INFM-6117
Pre-Requisite	Nil
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To become familiar with the philosophy, principles and main elements of collection development and management (CDM). 2. To develop insights and methods for dealing with issues pertaining to collection development and management including policies development, selection process, acquisition options, weeding, preservation and conservation strategies for print and electronic resources using relevant theories and practices. 3. To identify the opportunities and challenges posed by electronic materials in the information environment covering ownership versus leasing models, the differences in licensing options from the major publishers and aggregators. 4. To gain valuable insight regarding the impact of e-material on the publishing industry, scholarly communication, and its integration into future technologies and social media.
Contents	<p>Unit-I Collection development and management</p> <ol style="list-style-type: none"> 1.1 Defining concepts and terms 1.2 Collection development policies. <p>Unit-II Selection and acquisitions procedures</p> <ol style="list-style-type: none"> 2.1 Selection tools and resources 2.2 Access vs. ownership 2.3 Licensing options 2.4 Digital rights management of e-resources 2.5 E-resources and technology issues <p>Unit-III Access, ethics and intellectual freedom</p> <ol style="list-style-type: none"> 3.1 Censorship and intellectual freedom 3.2 Responding to complaints and challenges to materials <p>Unit- IV Assessment and evaluation of collections</p> <ol style="list-style-type: none"> 4.1 Assessment and evaluation as a management tool 4.2 Historical overview of collection analysis 4.3 Approaches to collection analysis <p>Unit-V Managing collection</p> <ol style="list-style-type: none"> 5.1 Weeding 5.2 Preservation and conservation strategies <p>Unit-VI Collaborative collection development</p> <ol style="list-style-type: none"> 6.1 Overview 6.2 Resources sharing 6.3 Bibliographic access 6.4 Coordinated collection development and management

Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Albitz, B., Avery, C., & Zabel, D. (Eds.). (2014). <i>Rethinking collection development and management</i>. London: Libraries Unlimited.</p> <p>Clayton, P., & Gorman, G. E. (2006). <i>Managing information resources in libraries: collection management in theory and practice</i>. London: Facet Publishing.</p> <p>Fieldhouse, M., & Marshall, A. (Eds.). (2011). <i>Collection development in the digital age</i>. London: Facet Publishing.</p> <p>Johnson, P. (2018). <i>Fundamentals of collection development and management</i> (4th ed.). London: Facet Publishing.</p> <p>Kaplan, R. (Ed.). (2012). <i>Building and managing e-book collections: A how-to-do-it manual for librarians</i>. Chicago: ALA Neal-Schuman.</p> <p>Saponaro, M. Z., & Evans, G. E. (2019). <i>Collection management basics</i> (7th ed.). London: Libraries Unlimited.</p> <p>Weir, R. O. (Ed.). (2012). <i>Managing electronic resources: A LITA guide</i>. Chicago: American Library Association.</p>

BUSB-6106

Human Resource Management

3 (3+0)

The principal objective of this course is to gain knowledge in the field of human resource management and enabling them to understand the human resource functions and practices in banks/organization for improved performance and help create a transparent organizational culture and maintain competitive advantage. The course also provides an overall understanding of organizational behavior concepts to assist in recognizing organizational structure, culture and development concepts so that they are better equipped to perform in the organization, make informed decisions and effectively manage supervisors and subordinates for enhanced performance.

Course Learning Objectives

1. To prepare students to gain knowledge in the field of human resource management
2. To enabling them to understand the human resource functions
3. To equip students with skills to make informed decisions and effectively manage supervisors and subordinates for enhanced performance.

Contents

1. Concepts of human resource management
2. Human Resource Challenges
3. Human Resource Functions
4. Philosophical approaches to Human Resource Management Job Design and Analysis
5. An overview of Job design
6. Techniques of job design, Job analysis
7. Planning & Recruitment
8. Significance of Human Resource Planning, The planning process, the implementation of program
9. Recruitment & selection policy issues, Source of recruitment, Selection process & procedure
10. Evaluation of Human Resource Planning & Recruitment, Career
11. Planning & Development: Promotion, Anachronism, Demotion
12. Separation., Training and Development
13. Significance of training & development, Principles of training & development
14. Training & development methods, Evaluation of training & development

Recommended Text:

1. DeCenzo, David A. *Fundamentals of human resource management* / David A. DeCenzo, Stephen P. Robbins, Susan L. Verhulst. -- 12th edition.

2. Werther, W. B & Davis, K. *Human Resource & Personnel*. New York McGraw Hill.

Suggested Readings:

Bazerman, M. H., & Gino, F. (2012). Behavioral ethics: Toward a deeper understanding of moral judgment and dishonesty. *Annual Review of Law and Social Science*, 8(1), 85-104.

Name of the Course	Indexing and Abstracting
Course Code	INFM-6118
Pre-Requisite	Nil
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none">1. To analyze the intellectual content of bibliographic materials and assign appropriate indexing terms that represent the conceptual content.2. To know how thesauri are utilized in assigned indexing

	<ol style="list-style-type: none"> 3. The basic theoretical concepts and literature that ground indexing and abstracting. 4. To write an indicative, informative, and structured abstract. 5. To describe the role of indexing and abstracting in subject access and information retrieval. 6. To evaluate documents for indexing purposes, select appropriate descriptors, and write clear and concise prose for abstracts. 7. To describe and apply the range of indexing and abstracting methods available for books, periodical literature, creative works, and online materials. 8. To describe and apply the concept of controlled vocabularies in indexing for information retrieval.
Contents	<p>Unit-I Introduction to indexing and abstracting</p> <ol style="list-style-type: none"> 1.1 Making an index 1.2 The need for indexes 1.3 A brief historical perspective <p>Unit-II Vocabulary control</p> <ol style="list-style-type: none"> 2.1 The purpose of controlled vocabulary 2.2 Authority lists 2.3 Generic vocabularies 2.4 The thesaurus <p>Unit-III Types of indexes and abstracts</p> <ol style="list-style-type: none"> 3.1 Types of indexes 3.2 Types of abstracts <p>Unit-IV The indexing process</p> <ol style="list-style-type: none"> 4.1 Aboutness 4.2 Steps in indexing 4.3 Depth of indexing <p>Unit-V The abstracting process</p> <ol style="list-style-type: none"> 5.1 The purpose of an abstract 5.2 Coverage 5.3 Steps in abstracting 5.4 Editing 5.5 Evaluation of abstracts <p>Unit-VI Indexing and abstracting a document</p> <ol style="list-style-type: none"> 6.1 Abstracting the document 6.2 Indexing the document <p>Unit-VII Evaluation of indexing</p> <ol style="list-style-type: none"> 8.1 Relevance 8.2 Recall and precision 8.3 Effects of exhaustivity and specificity 8.4 Index quality 8.5 Evaluating abstracts
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	Cleveland, D. B., & Cleveland, A. D. (2013). <i>Introduction to indexing and abstracting</i> . Littleton, Colo: Libraries Unlimited.

	<p>Lancaster, F. W. (2003). <i>Indexing and abstracting in theory and practice</i>. Champaign, Illinois: University of Illinois.</p> <p>Perlman, J. (2016). <i>Indexing tactics and tidbits: An A to Z guide</i>. Medford, NJ: Information Today, INC.</p>
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Name of the Course	Qualitative Research Methods
Course Code	INFM-6119
Pre-Requisite	Nil
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To learn basic qualitative researcher's skills and techniques. 2. To get understanding about qualitative research design. 3. To get overview of the basic qualitative research methods. 4. To identify basic qualitative data collection techniques. 5. To get basic understanding about analyzing qualitative data. 6. To learn how to do qualitative research report writings.
Contents	<p>Unit-I Introduction to qualitative research</p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Difference between qualitative and quantitative research 1.3 Research process 1.4 Philosophical positioning of qualitative research <p>Unit-II Basic qualitative research methods</p> <ol style="list-style-type: none"> 2.1 Case study 2.2 Grounded theory 2.3 Phenomenography 2.4 Ethnography <p>Unit-III Identifying qualitative inquiry</p> <ol style="list-style-type: none"> 3.1 Approaches 3.2 Scope and determinants <p>Unit-IV Sampling in qualitative research</p> <ol style="list-style-type: none"> 4.1 Approach 4.1 Types <p>Unit-V Data collection techniques</p> <ol style="list-style-type: none"> 5.1 Techniques 5.2 Advantages and disadvantages <p>Unit-VI Qualitative data analysis</p> <ol style="list-style-type: none"> 6.1 Methods 6.2 Application <p>Unit-VII Ethical approaches in qualitative research</p> <ol style="list-style-type: none"> 7.1 Approaches 7.2 Considerations <p>Unit-VIII Writing qualitative research report</p> <ol style="list-style-type: none"> 8.1 Writing styles 8.2 Research reporting
Teaching & Learning Strategies	A combination of lecturing, presentations, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions and practical work.
Assignments	Research project based on qualitative research (15) and Presentation (05 marks)
Recommended Reading Material	<p>Creswell, J. W. (2015). <i>30 essential skills for the qualitative researcher</i>. London: Sage Publications.</p> <p>Creswell, J. W., & Poth, C. N. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. London: Sage Publications Limited.</p>

	<p>Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). <i>The Sage handbook of qualitative research</i>. London: Sage Publications Limited.</p> <p>Flick, U. (Ed.). (2009). <i>The sage qualitative research kit: Collection</i>. London: Sage Publications Limited.</p> <p>Gorman, G. E., Clayton, P. R., Shep, S. J., & Clayton, A. (2005). <i>Qualitative research for the information professional: A practical handbook</i>. London: Facet Publishing.</p> <p>Holloway, I., & Brown, L. (2016). <i>Essentials of a qualitative doctorate</i>. London: Routledge</p> <p>Mayan, M. J. (2016). <i>Essentials of qualitative inquiry</i>. Walnut Creek: Taylor & Francis</p>
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Name of the Course	Application of Information Systems
Course Code	INFM-6120
Credit Hours	3
Objectives	<ol style="list-style-type: none"> To enhance the theoretical knowledge of students about information systems particularly currently used in library and information settings To inculcate the practical skills of students to implement library automation systems and digital library management systems
Contents	<p>Unit-I Introduction to information system</p> <ol style="list-style-type: none"> 1.1 Definition 1.2 Types 1.3 Components <p>Unit-II Organizational IT infrastructure</p> <ol style="list-style-type: none"> 2.1 Components 2.3 Hardware Platform Trends 2.4 Software Platform Trends <p>Unit-III Open source vs. proprietary software</p> <p>Unit-IV Integrated library automation systems</p> <ol style="list-style-type: none"> 4.1 Definition 4.2 Components 4.3 Choices <p>Unit-V Digital Content Management Systems</p> <ol style="list-style-type: none"> 5.1 Definition 5.2 Components 5.3 Choices <p>Unit-VI Information system implementation in knowledge based organization</p> <ol style="list-style-type: none"> 6.1 Institutional repositories 6.2 Digital libraries 6.3 Open archives <p>Unit 7 – Hands-on practice and training</p> <p>Students will implement the systems (LIMS/Koha/Evergreen; DSpace/GSDL; OJS, etc.) and develop prototypes for evaluation by instructor.</p>
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Evans, A., Martin, K., & Poatsy, (2014). <i>Technology in Action</i> (11th ed.). Prentice Hall.</p> <p>Valacich, J. & Schneider, C. (2013). <i>Information systems today: Managing in the digital world</i> (6th ed.). Prentice Hall.</p> <p>Pearlson, K. E., Saunders, C. S. (2012). <i>Managing and using information system</i> (5th ed.). Wiley.</p> <p>Hagg, S., & Cummings, M. (2012). <i>Management information systems for the information</i> (9th ed.). McGraw-Hill/Irwin.</p>

Name of the Course	Library Automation Systems
Course Code	INFM-6121

Credit Hours	3
Objectives	1. To enhance the knowledge of the students about library automation concepts, trends, developments, systems,
Contents	<p>Unit-I Library automation</p> <p>1.1 Definition 1.2 History 1.3 Need for library automation 1.4 Advantages and disadvantages</p> <p>Unit-II Systems analysis for library automation</p> <p>2.1 Need analysis 2.2 Hardware and software 2.3 Relevant technical standards</p> <p>Unit-III Planning and acquisition of automation systems</p> <p>3.1 Bespoke, off the shelf, and open source systems 3.2 Technology plan 3.3 Selection and evaluation 3.4 Contract negotiation 3.5 Retrospective conversion 3.6 Post analysis</p> <p>Unit-IV Overview of the major library automation subsystems</p> <p>4.1 Circulation 4.2 inter-library loan 4.3 acquisitions and collections management 4.4 serials 4.5 cataloguing 4.6 OPAC services</p> <p>Unit-V Next-Generation library systems</p> <p>1.1 Trends 1.2 Advance features</p>
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Bilal, D. (2014). <i>Library automation: Concepts and practical systems analysis</i> (3rd ed.). Santa Barbra, CA: Libraries Unlimited.</p> <p>Breeding, M. (2014). <i>Library Systems Report 2014</i>. American Libraries.</p> <p>Burke, J. J. (2013). <i>The Neal-Schuman library technology companion</i> (4th ed.). ALA Neal-Schuman.</p> <p>Breeding, M. & Yelton, A. (2011). Librarians' assessments of automation systems: survey results, 2007-2010. <i>Library Technology Reports</i>, 47(4).</p> <p>Blowers, H. (2012). Determining if open source is right for you. <i>Computers in Libraries</i>, 32(3). 27-29.</p> <p>Nagy, A. (2011). Analyzing the next-generation catalog. <i>Library Technology Reports</i>, 47(7).</p> <p>Engard, N. C., & Gordon, R. S. (2012). <i>The Accidental systems librarian</i>. Medford, New Jersey: Information Today, Inc.</p> <p>Cibbarelli, P. R. (2010). Helping you buy ils: guide to ILS vendors & products (PDF). <i>Computers in Libraries</i>, 30(1).</p>

	<p>Rafiq, M. & Ameen, K. (2009). Issues and lessons learned in open source software adoption in Pakistani libraries. <i>The Electronic Library</i>, 27(4), 601-610.</p> <p>Rafiq, M. (2008). Radio Frequency Identification (RFID): Its usage and libraries. In Ramchandran, S. (Ed.), <i>Radio frequency identification in libraries: Concepts and cases</i>. Hyderabad, India: ICFAI University Press. pp. 3-17</p>
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Name of the Course	Information Sources (Humanities, Social Sciences, Scientific, and Technical)
Course Code	INFM-6122
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To identify the basic form of sources in science and technology 2. To describe the basic form of communication and scholarship in science & technology. 3. To know the basic information needs and information seeking behaviour of scientists & IT professionals. 4. To learn the selection criteria, quality indicators and evaluation of science and technology information sources. 5. To learn the overall management of science & technology information sources and services.
Contents	<p>Unit-I Science and technology</p> <ol style="list-style-type: none"> 1.1 Understanding of the discipline 1.2 Characteristics 1.3 Applications <p>Unit-II Scholarship in science & technology</p> <ol style="list-style-type: none"> 2.1 Publication process 2.2 Types <p>Unit-III Information seeking</p> <ol style="list-style-type: none"> 3.1 Assessing information needs 3.2 Information seeking of scientists 3.3 Information seeking of IT professionals <p>Unit-IV Collection management</p> <ol style="list-style-type: none"> 4.1 Selection tools 4.2 Selection criteria 4.3 Evaluation <p>Unit-V Information resources and services</p> <ol style="list-style-type: none"> 5.1 Types and tools 5.2 Specific services 5.2 Marketing and promotion <p>Unit-VI SciTech librarian</p> <ol style="list-style-type: none"> 6.1 Competencies 6.2 Roles
Teaching & Learning Strategies	A combination of lecturing, presentations, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions and practical work.
Assignments	Written assignment about resources (10 marks) and quiz (10 marks)
Recommended Reading Material	<p>Besnoy, A. (Ed.). (2018). <i>Emerging practices in science and technology librarianship</i>. London: Routledge.</p> <p>Bobick, J. E., & Berard, G. L. (2011). <i>Science and technology resources: A guide for information professionals and researchers</i>. Santa Barbara: Libraries Unlimited.</p> <p>Haines, L. L., Light, J., O'Malley, D., & Delwiche, F. A. (2010). <i>Information seeking behavior of basic science researchers: Implications for library</i></p>

	<p>services. <i>Journal of the Medical Library Association (JMLA)</i>, 98(1), 1-9.</p> <p>Hurt, C. D. (1988). <i>Information sources in science and technology</i>. Englewood: Libraries Unlimited.</p> <p>Lankes, R. D. (2016). <i>The new librarianship field guide</i>. Cambridge: MIT Press.</p> <p>Mitchell, V. S. (2004). <i>The top ten things a new sci/tech librarian should know: Developing competencies</i>. Retrieved from: http://www.istl.org/04-winter/conf1.html</p> <p>Mount, E., & Kovacs, B. (1991). <i>Using science and technology information sources</i>. Phoenix: Oryx Press.</p> <p>Steinke, C. A. (1990). <i>Electronic information systems in sci-tech libraries</i>. New York: Haworth Press.</p> <p>Steinke, C. A. (1993). <i>Instruction for information access in sci-tech libraries</i>. New York: Haworth Press.</p> <p>Steinke, C. A. (2013). <i>Information seeking and communicating behavior of scientists and engineers</i>. New York: Haworth Press.</p> <p>Subramanyam, K., & Subramanyam, K. (1981). <i>Scientific and technical information resources</i>. New York: M. Dekker.</p> <p>Tucci, V. (2011). Assessing information-seeking behavior of computer science and engineering faculty. <i>Issues in Science and Technology Librarianship (e-journal)</i>, 1-18.</p>
<p>Name of the Course</p>	<p>Humanities and Social Sciences Information Sources</p>
<p>Objectives</p>	<ol style="list-style-type: none"> 1. To identify the basic form of sources in humanities and social sciences. 2. To describe the basic form of communication and scholarship in humanities and social sciences. 3. To know the basic information needs and information seeking behaviour of humanist and social scientists. 4. To learn the selection criteria, quality indicators and evaluation of humanities and social sciences information sources. 5. To learn the overall management of humanities and social sciences information sources and services.
<p>Contents</p>	<p>Unit-I Humanities and social sciences</p> <ol style="list-style-type: none"> 1.1 Understanding of the discipline 1.2 Characteristics 1.3 Applications <p>Unit-II Scholarship in humanities and social sciences</p> <ol style="list-style-type: none"> 2.1 Publication process 2.2 Types <p>Unit-III Information seeking</p> <ol style="list-style-type: none"> 3.1 Assessing information needs 3.2 Information seeking of humanists 3.3 Information seeking of social scientists <p>Unit-IV Collection management</p> <ol style="list-style-type: none"> 4.1 Selection tools 4.2 Selection criteria

	<p>4.3 Evaluation</p> <p>Unit-V Information resources and services</p> <p>5.1 Types and tools</p> <p>5.2 Specific services</p> <p>5.2 Marketing and promotion</p> <p>Unit-VI Humanist and social science librarian</p> <p>6.1 Competencies</p> <p>6.2 Roles</p>
Teaching & Learning Strategies	A combination of lecturing, presentations, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written assignment of resources (10 marks) and quiz (10 marks)
Recommended Reading Material	<p>Agrawal, S. (1991). Appropriation of national social science information resources in developing countries. <i>INSPEL</i>, 25(4), 246-252.</p> <p>Line, M.B., Brittain, J. M., & Cranme, F.A.(1971). <i>Investigation into information requirements of the social sciences</i>. Bath: Bath University Library.</p> <p>Luo, R. (2008). Constructing humanistic library and harmonious campus. <i>International Education Studies</i>, 1(2), 89-91.</p> <p>Millson-Martula, C., & Gunn, K. B. (Eds.). (2018). <i>The digital humanities: Implications for librarians, libraries, and librarianship</i>. London: Routledge.</p> <p>Witt, S. W., & Rudasill, L. M. (Eds.). (2010). <i>Social science libraries: Interdisciplinary collections, services, networks</i>. New York: Walter de Gruyter.</p> <p>Woolwine, D. (2014). Collection development in the humanities and social sciences in a transitional age: Deaccession of print items. <i>Library Philosophy and Practice (e-journal)</i>, 1-40.</p>

Successful project managers skillfully manage their resources, schedules, risks, and scope to produce a desired outcome. In this course, students are required to explore project management with a practical, hands-on approach through case studies and class exercises. A key and often overlooked challenge for project managers is the ability to manage without influence and to gain the support of stakeholders and access to resources not directly under their control.

Course Learning Objectives

1. To guide students through fundamental project management concepts and behavioral skills
2. To enable students to success-fully launch, lead, and realize benefits from projects in profit and nonprofit organization
3. To gain insights of key issues and challenges to project managers in this changing environment

Contents

1. The project initiation stage, determining project goals, determine project constraints, presenting the business case
2. Completing the project definition document, the project planning stage
3. The planning stage: determine the scope of work, creating the work breakdown structure WBS, Unique WBS identifiers, determine deliverable-specific task list
4. Define task descriptions, Planning the time element, time estimates, the project schedule
5. Assigning resources and responsibility
6. Planning the cost element
7. Procurement plan: human resource management plan,
8. Project cost constraints and assumptions
9. Team selection: team communication, what is conflict resolution?
10. Motivation: motivating teams, coaching teams
11. Implementing the project plan
12. The Closing Stage, acceptance of deliverables, project documentation

Recommended Text:

1. King, W. R., & Cleland, D. I. (1988). *Project Management Handbook*. (Eds.). Van Nostrand Reinhold.

Suggested Readings:

1. Burke, R. (2013). *Project Management: Planning and Control Techniques*: New Jersey, USA, 26.

Course Code	INFM-6123
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To discuss concepts of personal information and knowledge management. 2. To describe tools and strategies used for personal information management. 3. To demonstrate the value of knowledge management in the knowledge society.
Contents	<p>Unit I Understanding personal information management</p> <ol style="list-style-type: none"> 1.1 The information item and its form 1.2 Personal information collections 1.3 Definitions of personal information management 1.4 The meta-level and the mapping between needs and information <p>Unit II Finding personal information behavior</p> <ol style="list-style-type: none"> 2.1 Factors affecting finding information 2.2 Factors affecting re-finding information <p>Unit-III People keeping and organizing personal information</p> <ol style="list-style-type: none"> 3.1 Key points about keeping and organizing 3.2 Importance of keeping and organizing <p>Unit-IV Search everything</p> <ol style="list-style-type: none"> 4.1 Importance of searching 4.2 Basic issues, problems and challenges 4.3 The giant shift in search interfaces 4.4 Two approaches to personal search: Scoping and broadening <p>Unit-V Everything through E-mail</p> <ol style="list-style-type: none"> 5.1 Email activities and their relation to finding, management and keeping aspects of PIM 5.2 Understanding email tasks 5.3 Organizing messages into folders 5.4 Techniques to support PIM in email
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading	<p>Hawkins, D. T. (Ed.). (2013). <i>Personal archiving: Preserving our digital heritage</i>. Medford, NJ: Information Today, Incorporated.</p> <p>Jones, W. (2007). <i>Keeping found things found: The study and practice of personal information management</i>. San Francisco, CA: Morgan Kaufmann.</p> <p>Jones, W., & Teevan, J. (Eds.). (2007). <i>Personal Information Management</i>. Seattle, WA: The University of Washington Press.</p> <p>Jones, W. (2012). <i>The future of personal information management: Part I: Our Information, always and forever</i>. San Rafael, California: Morgan & Claypool Publishers.</p> <p>Jones, W (2013). <i>Transforming technologies to manage our information: The future of personal information management, part 2</i>. san rafael, california: morgan & claypool publishers.</p> <p>Jones, W., Wenning, A., & Bruce, H. (2014). <i>How do people re-find files, emails and web pages?</i> Retrieved from: https://www.ideals.illinois.edu/handle/2142/47300</p>

	Pauleen, D. M., & Gorman, G. (Eds.). (2011). <i>Personal knowledge management: Individual, organizational and social perspectives</i> . Surrey: Gower.
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Name of the Course	Electronic Resources Management
Course Code	INFM-6124
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To articulate the particular role that e-resources management plays in the work of the library or information center as a whole. 2. To demonstrate theoretical and practical knowledge of the structures, hardware, and software underlying the provision of access to e-resources, and their interrelatedness. 3. To discuss issues relevant to e-resources management, know where to look in the literature and in other information resources (e.g., websites, discussion lists) to understand them. 4. To summarize and explain each stage of the life cycle of e-resources. 5. To communicate effectively, promptly, and consistently, verbally and in writing, with a broad range of audiences by tailoring the message(s) to the circumstances and to the audience as needed. 6. To demonstrate the evolving relationships among publishers, vendors, Information organizations, and users.
Contents	<p>Unit-I Emergence and entrenchment of electronic resources in libraries</p> <ol style="list-style-type: none"> 1.1 competencies for the electronic resource librarian 1.2 Advantages and disadvantages of electronic resources to librarians and library customers <p>Unit-II The information environment</p> <ol style="list-style-type: none"> 2.1 Digital content providers 2.2 Digital content supply chain <p>Unit-III Identifying and selecting electronic resources</p> <ol style="list-style-type: none"> 3.1 Development of digital formats 3.2 Identifying resources 3.3 Selecting electronic resources 3.4 Trialing the resource <p>Unit-IV Acquiring and licensing electronic resources</p> <ol style="list-style-type: none"> 4.1 Contract basics 4.2 Licensing best practices 4.3 Digital content license provisions <p>Unit-V Providing access to electronic resources</p> <ol style="list-style-type: none"> 5.1 Administrative Module Management 5.2 Customizing services and references 5.3 Proxy servers and authentication <p>Unit-VI Managing access and discovery</p> <ol style="list-style-type: none"> 6.1 Systems 6.2 Standards 6.3 Discovery <p>Unit-VII Preserving electronic resources</p> <ol style="list-style-type: none"> 7.1 Preservation issues 7.2 Preservation initiatives <p>Unit-VIII Scholarly communication</p> <ol style="list-style-type: none"> 8.1 Major players in scholarly communication

	8.2 Major influences on scholarly communication
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Jacobs, M. (2008). <i>Electronic resources librarianship and management of digital information: Emerging professional roles</i>. New York: Routledge.</p> <p>Ross, S.V.T., & Sutton, S.W. (2016). <i>Guide to electronic resource management</i>. Santa Barbara, California: Libraries Unlimited.</p> <p>Talboot, H., & Zmau, A. (2018). <i>Electronic resources librarianship: A practical guide for librarians</i>. Lanham: Rowman and Littlefield.</p> <p>Verminski, A., & Blanchat, K. M. (2017). <i>Fundamentals of electronic resource management</i>. Chicago: Neal-Schuman Publishers.</p> <p>Wikoff, K. (2012). <i>Electronics resources management in the academic library: A professional guide</i>. Santa Barbara, California: Libraries Unlimited.</p>

URCQ-5111

Translation of the Holy Quran - IV

Topic	Details
Semester/Level	In some discipline 7 th semester and in some discipline 8 th Semester/ BS (5 th Semester intake) 3 rd / 4 th
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran - IV
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). Students To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe. To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. Through memorization students will develop their relation with last revelation.
Course Contents:	<ul style="list-style-type: none"> ○ تجارت اور وراثت: <ul style="list-style-type: none"> ● مال کی تقسیم ● ندادان کا مال ● عوام الناس کا مال ● عورتوں کا مال ● زینبیوں کا مال ● کنار کا مال ● جائز مال ● معاہدے ● رہن ● قرض ○ میں انسانی حقائق: <ul style="list-style-type: none"> ● نخلی وکیاؤات ● اجرا یم نلکی ● شجر و حجر ● زمین و آسمان کے ابرار ● ہوائی اور طرفان ● بہاؤم اور مویشی

	<ul style="list-style-type: none"> • حشرات الررض • پہاڑ اور سمندر
Grammar :	<ul style="list-style-type: none"> • قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (مبن قرآنی پر اطلاق سے توضیحات)
Details of	<ul style="list-style-type: none"> ▪ مرتب آیت مع ترجمہ و تفسیر ▪ البقرہ (۴۱۸، ۲۷، ۴۲۸، ۱۱۷، ۴۲۸، ۲۷، ۴۱۸، ۵۲۸، ۲۷۸، ۴۲۸، ۴۷۸، ۷۲۸) ▪ ۸۲۸، ۸۲۸، ۵۱۸، ۷۱۸، ۳۲، ۱۱۷، ۴۷۸، ۲۱۸، ۲۱۸، ۲۷، ۲۱۸، ۱۸، ۳۸۸، ۲۸، ۴۴۸، ۵۲۷، ۲۲۸، ۵۲۷، ۵۲۷، ۱۴، ۱۴، ۵۲۷، ۱۲، ۱۴، ۱۷۸، ۲۷، ۲۸، ۷۱، ۸۲، ۳۲) ▪ آل عمران (۲۴، ۱۸، ۱۲۷، ۱۳۷، ۵۳۷، ۱۷۷) ▪ النساء (۲۲۷، ۲۸، ۸، ۲۸) ▪ المائدہ (۱۲، ۲۲، ۴۱، ۴۲، ۲۲) ▪ التوبہ (۵، ۱۲، ۵۸، ۵۸، ۲۲، ۵۸، ۲۲) ▪ الاعراف (۲۲۷، ۲۱۷، ۳۳۷، ۱۵، ۱۲۷، ۳۲۷، ۳۲۷، ۲۴، ۱۴، ۴۲۷، ۸۱۷) ▪ الرعد (۵، ۱۷) ▪ الطور (۵۵) ▪ النعام (۲۳، ۲۴، ۲۴، ۲۵۷، ۷۵۷) ▪ الزمزلہ (۷۵، ۲۳، ۲۸) ▪ الکہف (۴۵، ۱۷، ۴۵، ۸۳، ۱۵، ۲۱۷، ۷۴) ▪ الجاثیہ (۴) ▪ ناظر (۳۷، ۸۷، ۱۸) ▪ العنکبوت (۷۵، ۳۲، ۱۸) ▪ الروم (۱۴) ▪ السراء (۲۲، ۱۱) ▪ الرعد (۸) ▪ النبا (۸۸، ۲، ۱۷) ▪ یونس (۸۸، ۴، ۵۸، ۵۸، ۷۱۷، ۲۲) ▪ یوسف (۵۷، ۵۲) ▪ لہرقان (۳۴، ۸۲) ▪ اہمان (۲۷، ۲۸) ▪ طہ (۳۴، ۵۷۷) ▪ النحل (۲، ۲، ۴۷۷، ۲۲، ۲۲، ۲۱، ۲۵، ۷۲، ۷۷، ۴۱) ▪ النمل (۲۷، ۱۷، ۲۷، ۸۲، ۱۲، ۲۲، ۵۲، ۵۲) ▪ السجدہ (۱۸) ▪ الحديد (۲) ▪ ہود (۲، ۳۵) ▪ یزین (۷۵، ۱۳) ▪ الروم (۲۵، ۵۸، ۲۷، ۱۴، ۲۳، ۲۳) ▪ نصرات (۲۳، ۲۳) ▪ الحج (۳۱، ۸۸، ۴۲، ۷۲) ▪ الحجر (۸۸، ۲۷) ▪ الرہبہاء (۱۵، ۱۳، ۷۳) ▪ الزاریات (۱۵) ▪ الزلزله (۷) ▪ القصص (۸۲، ۷۲، ۱۲، ۲۱، ۲۱) ▪ النور (۳۵، ۴۵، ۱۵، ۸۸، ۸۸، ۱۳) ▪ الجمعہ (۴، ۷۷، ۱۷، ۸۲، ۷۷) ▪ القمر (۱) ▪ الواقعہ (۲۲) ▪ اقطر (۳۷، ۱۸) ▪ الملک (۲۷)

- الصف (17)
- الجن (27)
- الثور (28)
- الزخرف (77)
- لنيل (7)

ITDC-5201 Web System and Technology

Credit Hours: 3 Prerequisites: None

Course Learning Outcomes (CLOs):

At the end of the course the students will be able to: Domain BT Level*

1. Have essential skills for website management C 1
2. Demonstrate understanding of the basic Internet technology concepts C 2
3. Develop a prototype of interactive World Wide Web applications C 3, 5

* BT= Bloom's Taxonomy, C=Cognitive domain, P=Psychomotor domain, A= Affective domain

Course Content:

1. Overview of WWW, Web Pages, Web Sites, Web Applications, TCP/IP, TCP/IP Application, Services, Web Servers, WAMP Configuration.
2. Introduction to HTTP, HTML & HTML5 Tags, and Dynamic Web Content.[Ch. 1]
3. CSSC and CSSC3 [Ch. 18,19]
4. Client Side Programming: Programing in JavaScript: Basics, Expressions and Control Flow, Functions, Objects, and Arrays, Accessing CSSC from JavaScript [Ch. 13, 14, 15, 20]
5. Form Handling [Ch. 11]
6. Server Side Programing: Programing in PHP, [Ch. 3, 4,5,6]
7. Introduction MySQL, MySQL Functions, Accessing MySQL via phpMyAdmin,
8. Cookies, Sessions, and Authentication [Ch. 12]

9. Introduction to Ajax, jQuery, Browsers and the DOM [W3 Schools Tutorial]
10. Designing a Social Networking Site [Ch. 21]

Teaching Methodology:

Lectures, Written Assignments, Semester Project, Lab Assignments, Presentations

Course Assessment:

Sessional Exam, Home Assignments, Quizzes, Project, Presentations, Final Exam

Reference Materials:

1. Learning PHP, MySQL, JavaScript, and CSS3, A Step-by-Step Guide to Creating Dynamic Websites by Robin Nixon, O'Reilly Media; Sixth Edition (2021). ISBN-978: 1492093824
2. Web Technologies: A Computer Science Perspective by Jeffrey C. Jackson, Prentice Hall; 1st Edition (2006). ISBN-10: 0131856030
3. Web Technologies by Uttam Kumar Roy, Oxford University Press, USA (2011). ISBN-10: 0198066228
4. Web Application Architecture: Principles, protocols and practices by Leon Shklar and Richard Rosen, Wiley; 2nd Edition (2019). ISBN-10: 047051860X

Name of the Course	Knowledge Management
Course Code	INFM-6125
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To understand theory, practice, tools/ techniques of knowledge management. 2. To learn and apply methods of analysis and evaluation of KM solutions 3. To understand the role of KM in organizations and employees in their development of a successful career. 4. To apply appropriate tool for information and knowledge visualization, representation and structuring.
Contents	<p>Unit-I Introduction to Knowledge</p> <ol style="list-style-type: none"> 1.1 Knowledge – opinions and definitions 1.2 Sources; Influence; Intuition 1.3 Knowledge and action <p>Unit-II Knowledge Management Systems</p> <ol style="list-style-type: none"> 2.1 Knowledge management (KM) – definition, motivation, importance 2.2 Knowledge management systems 2.3 Data, Information and knowledge 2.4 Types of knowledge and examples 2.5 Knowledge locations – people, artefacts and organizational entities 2.6 Characteristics of knowledge <p>Unit-III Factors and assessment of KM in organizational setup</p> <ol style="list-style-type: none"> 3.1 Knowledge and innovation 3.2 Knowledge management solutions 3.3 Factors influencing KM 3.4 Assessment of KM in organization
Teaching & Learning Strategies	A combination of lecture, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Becerra - Fernandez, I.; Gonzales, A.; Sabherwal, R. (2004). <i>Knowledge management: Challenges, solutions, and technologies</i>. Prentice Hall,</p> <p>Becerra - Fernandez, I. Sabherwal, R. (2010.). <i>Knowledge management: Systems and processes</i>. M.E. Sharpe Inc.</p> <p>Cross, J. (2007). <i>Informal learning: Rediscovering the natural pathways that inspire innovation and performance</i>. Pfeiffer.</p> <p>Ma lhotra, Y. (2001). <i>Knowledge management and business model innovation</i>, Idea Group Publishing.</p> <p>Malhotra, Y. (2000). <i>Knowledge management and virtual organization</i>. Idea Group Publishing.</p> <p>Schwartz, D.G., (2006) (Ed.). <i>Encyclopaedia of knowledge management</i>. Idea Group Inc.</p> <p>Sheridan, W.P. (2008). <i>How to think like a knowledge worker: A guide to the mind-set needed to perform competent knowledge work</i>. Retrieved from:</p>

	http://unpan1.un.org/intradoc/groups/public/documents/unpan/unpan031277.pdf
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Name of the Course	Digital Libraries
Course Code	INFM-6126
Credit Hours	3
Objectives	<ol style="list-style-type: none"> 1. To enhance the theoretical knowledge of students about digital libraries' key concepts, challenges, associated issues, design and architecture, DLMS, etc. 2. To enhance the skills of students to do digitization and implement digital library management systems
Contents	<p>Unit-I Introduction</p> <ol style="list-style-type: none"> 1.1 Concepts and key themes 1.2 Historical development 1.3 Collection development <p>Unit-II Digitization</p> <ol style="list-style-type: none"> 2.1 Definition and rationale 2.2 Digitization process 2.3 Technical factors <p>Unit-III Metadata</p> <ol style="list-style-type: none"> 3.1 Introduction, definition, history 3.2 Major types 3.3 Major metadata schemas <p>Unit-IV Digital library management systems</p> <ol style="list-style-type: none"> 4.1 Introduction 4.2 Design and architecture 4.3 Current landscape <p>Unit-V Digital preservation</p> <ol style="list-style-type: none"> 5.1 Definition 5.2 Challenges 5.3 Strategies 5.4 Standards <p>Unit-VI New Developments, issues and challenge</p>
Teaching & Learning Strategies	A combination of lecturing, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.
Assignments	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
Recommended Reading Material	<p>Xie, I, & Matusiak, K. K. (2016). <i>Discover digital libraries: Theory and practices</i>. Amsterdam: Elsevier.</p> <p>Calhoun, K. (2014). <i>Exploring digital libraries: Foundations, practice, prospects</i>. London: Facet.</p> <p>Corrado, E. M., & Moulaison, H. L. (2014). <i>Digital preservation for libraries, archives, and museums</i>. Rowman & Littlefield Publishers.</p> <p>Leggett, E. R. (2014). <i>Digitization and digital archiving: A practical guide for librarians</i>. Rowman & Littlefield Publishers.</p> <p>Keathley, E. (2014). <i>Digital asset management: Content architectures, project management, and creating order out of media chaos</i>. Apress.</p>

	<p>Miller, S. J. (2011). <i>Metadata for digital collections (how-to-do-it manual)</i>. Neal-Schuman Publishers.</p> <p>Rafiq, M. & Ameen, K. (2014). Towards a digitization framework: Pakistani perspective. <i>Pakistan Journal of Information Management & Libraries</i>, 15(1). 22-29.</p> <p>Ameen, K., & Rafiq, M. (2009). Development of digital libraries in Pakistan. In Y.-L. Theng, S. Foo, D. Goh & J.-C. Na (Eds.), <i>Handbook of research on digital libraries: Design, development, and impact</i> (pp. 482-491). New York: Information Science Reference.</p>
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Code Course INFM-6127
Course Title **Information Ethics and Policy**

A. Course Description

Information Ethics and Policy: Fundamental concepts and definitions; Evolution and scope; Theories of Information society; Intellectual freedom and censorship (free expression vs blasphemy and hate speech, misinformation, disinformation, and mal-information); Free speech, democracy, Information Access;; Intellectual property (copyright, ownership, licensing, ethics of file sharing and use); Information Privacy: Meaning and Value, Accountability, and Government Surveillance; Secrecy, Security and Hacking; Cybersecurity and cybercrime; Issues of information access and control; Right to information; Public records, open government and open data; Trends and issues in information policy; The role of information professionals in information policy development; Impact of such policies on libraries and other information intensive workplaces. Hindrances of information policy formulation in Pakistan

B. Course Objective and Goals

Information professionals of the 21st century need to be familiar with ethical, legal, and policy issues with regard to information. This course provides an intensive introduction to and overview of some foundational issues in information ethics and policy. It will cover theoretical, Ethical, legal, and policy level issues and approaches to develop a basic understanding of information professionals for information ethics and policy.

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

1. Understand the various philosophical, ethical, legal, and social foundations of information.
2. Develop the ability to examine and critique the arguments they encounter, and to bring original and creative ideas to bear on those arguments.
3. Understand the ethical, socio-economic, and legal issues surrounding info access and use,
4. Apply key concepts with respect to the relationship between power, knowledge, and information.
5. Evaluate and debate information policy and ethics applicable in local, national, or global contexts.
6. Apply core ethical principles to professional practice.

C. Teaching Methodology

The course will be conducted as a combination of lecture, discussion, and presentation methods. Students will be expected to do extensive reading for each topic and engage in meaningful class discussion. They will be required to evaluate published research.

D. Text Book

1. Burgess, J. T., & Knox, E. J. (2019). Foundations of information ethics. American Library Association.
2. Jaeger, P. T., & Taylor, N. G. (2019). Foundations of Information Policy. USA: American Library Association.

E. Suggested Readings

1. Sandra Braman (2011). Defining information policy. *Journal of Information Policy*, 1, 1-5.
2. Braman, S. (2006). An introduction to information policy. In *Change of state: Information, policy, and power*, pp. 1-8. Cambridge, MA: MIT Press.
3. Ian Rowlands (1996). Understanding information policy: concepts, frameworks and research tools. *Journal of Information Science*, 22(1), 13-25.
4. Browne, M. (1997). The Field of Information Policy: 1. Fundamental Concepts, *Journal of Information Science*, 23(4), 261-275.
5. Browne, M. (1997). The field of information policy: 2. Redefining the boundaries and methodologies. *Journal of Information Science*, 23(5), 339-351.
6. Hill, M. W. (1995). Information policies: Premonitions and prospects. *Journal of Information Science*, 21(4), 273-282.
7. Elizabeth Orna (2008). Information policies: Yesterday, today, tomorrow, *Journal of Information Science*, 34(4), 547-565.
8. Philip Ayoo and Japhet Otike, (2002). Factors hampering the formulation of National Information Policy in Kenya. *Library Review*, 51(7), 350-357.
9. Barbara Buckley Owen, Louise Cooke and Graham Matthews (2012). Information policymaking in the United Kingdom: The role of the information professional, *Journal of Information Policy*, 2, 51-78.
10. Sarah Holsen and Martial Pasquier. (2012). Insight on oversight: The role of information commissioners in the implementation of access to information policies, *Journal of Information Policy*, 2, 214-241.
11. Paul T. Jaeger, Ursula Gorham, Natalie Greene Taylor, John C. Bertot (2015). Teaching information policy in the digital age: Issues, strategies, and innovation, *Journal of Education for Library and Information Science*, 56(3), 175 -189.
12. Steven W. Witt. (2016). Researching the impacts of information policy an imperative for the global library community (Editorial). *IFLA Journal*, 42(3) 159-161
13. Mél Hogan and Tamara Shepherd (2015). Information ownership and materiality in an age of big data surveillance. *Journal of Information Policy*, 5, 6-31
14. Toni G.L.A. van der Meer, Dave Gelders and Sabine Rotthier (2014). e-Democracy: Exploring the current stage of e-government. *Journal of Information Policy*, 4, 489-506
15. Cornelius, I. (2010). *Information policies and strategies*. London: Facet Publishing.

16. Nissenbaum, Helen. (2010). *Privacy in context: Technology, policy, and the integrity of social life*. Stanford Law Books.

Richet, J. L. (Ed.). (2015). *Cybersecurity Policies and Strategies for Cyberwarfare Prevention*. IGI Global.

Course Title: **Information Literacy**

Course Code: INFM-6129

Credit Hours: 03

DESCRIPTION & OBJECTIVES

This course is intended for development of students' understandings of the information world and for the efficient, effective, and confident seeking and use of information they need in different contexts especially in an academic setting. After having this course, the students will be able to gain a

- Familiarity with varying IL conceptions, models, standards, and frameworks
- Development of a general and subject-specific understanding of digital information landscape.
- Understanding the ethical, socio-economic, and legal issues surrounding information access and use.
- Understanding the nature of information Search/Seeking Process and adoption of appropriate info behavior
- Ability for where and how to find information they need.

COURSE CONTENTS

Defining information literacy (IL); Various conceptions; Other related literacies; Elements of information literacy; Need and importance; Role in life-long learning, academic engagement and performance; Information literacy contexts: academia, workplace, and everyday life; Models of information literacy: Big6™, Information Search Process, ELIS Model of Info-seeking, Seven Pillars, and Empowering 8; IL competency standards; IL framework for higher education; Library and Information Anxiety; Online Databases: General (Web of Science, Scopus, Google Scholar, etc.) and Subject specific databases; Searching Techniques, Search Strategy Development; Citation Management using a Computer Software; Hands on Training for searching online databases; Academic Integrity and Honesty; Plagiarism Avoidance Techniques; HEC Plagiarism Policy; Use of AI Tools in Learning and Research.

READINGS

1. Eisenberg, M. B., Lowe, C. A, & Spitzer, K. L. (2004). *Information literacy: Essential skills for the information age*. 2nd ed. London: Libraries unlimited.
2. ALA (2000). *ACRL Information Literacy Competency Standards for Higher Education*. Chicago: ACRL.
3. ACRL (2016). *Framework for Information Literacy for Higher Education*.
4. Ariew, S. A. (2014). *Information Literacy at the Crossroads: The Convergence between the Research and the Writing Processes*.
5. Milena Dobreva, (2010) "Information Literacy at the Crossroad of Education and Information Policies in Europe", *Library Review*, Vol. 59 Issue: 8, pp.638-639.

6. Basili, C. (Ed.). (2008). *Information Literacy at the crossroad of Education and* *Information Policies in Europe*. Consiglio Nazionale delle Ricerche. Chapter 1 and 2. section, IFLA.
7. Jesus Lau (2006). Guidelines on information literacy for lifelong learning. Mexico: IL
8. ACRL (2011). Guidelines for Instruction Programs in Academic Libraries.
9. ACRL (2012). Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline.
10. Naved, M. A., & Rafique, F. (2018). Information Literacy in the Workplace: A Case of Scientists from Pakistan. *Libri*, 68(3), 247-257.
11. Naved, M. A., & Anwar, M. A. (2019). Development of information literacy in Pakistan: Background and research. *Pakistan Library and Information Science Journal*, 50(2).

6. Basili, C. (Ed.). (2008). *Information Literacy at the crossroad of Education and Information Policies in Europe*. Consiglio Nazionale delle Ricerche. Chapter 1 and 2.
7. Jesús Lau (2006). Guidelines on information literacy for lifelong learning. Mexico: IL section, IFLA.
8. ACRL (2011). Guidelines for Instruction Programs in Academic Libraries.
9. ACRL (2012). Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline.
10. Naveed, M. A., & Rafique, F. (2018). Information Literacy in the Workplace: A Case of Scientists from Pakistan. *Libri*, 68(3), 247-257.
11. Naveed, M. A., & Anwar, M. A. (2019). Development of information literacy in Pakistan: Background and research. *Pakistan Library and Information Science Journal*, 50(2).