



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

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 approved the revised scheme of studies/curriculum of BS Information Management (5th Semester Intake) for implementation w.e.f. Fall 2025 (Annex-'A').

(WAQAR AHMAD)
Additional Registrar (General)

Dated: 24.10.2025

No. SU/Acad/25/ 1148

Distribution:

- Chairman Department of Information Management
- Controller of Examinations
- Director Academics

C.C:

- Director, QEC
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

DEPARTMENT OF INFORMATION MANAGEMENT

**Scheme of the Study of 2-Years
BS Information Management
(5th Semester intake) according
to HEC Undergraduate
Education Policy 2023**



Munir

CHIEF OFFICER
Department of Information Management
University of Sargodha

1. Title of Degree Program: BS in Information Management (5th Semester Intake)

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:		2-Years (4-Semesters)
Admission Requirements:	Approved Admission Criteria	Study Program/ Subject: Students from any subject area will be eligible to apply for the program. Eligibility: Fourteen years of education with at least 45% marks in ADA/ADS/ADC or equivalent. (Deficiencies courses may be decided case to case). Additional Credits: Elective subject of library science in ADA:5 Marks Merit: Basic criteria + 20 marks for hafiz-e-Quran (if applicable) Entry Test: Not required
Degree Completion Requirements:		2 Years (4 semesters); Total number of credit hours: 65

4. List of Deficiency Courses (Deficiencies courses may be decided case to case)

Category	Course Code	Course Title	Credit Hours	Prerequisite
Deficiency	INFM-5101	Foundation of Information based Organizations	03	Nil
Deficiency	INFM-5104	Organization of Information	03	Nil
Deficiency	INFM-5107	Applied Classification	03	Nil
Deficiency	INFM-5110	Online Information Retrieval	03	Nil
Deficiency	INFM-5111	Applied Cataloging	03	Nil

5. Compulsory Courses

Category	Course Code	Course Title	Credit Hours	Prerequisite
GE-1	URCG-5129 URCG-5131	Understanding of Holy Quran/Fehm-e-Quran-I or Ethics-I	01	Nil
GE-2	URCG-5130 URCG-5132	Understanding of Holy Quran/Fehm-e-Quran-II or Ethics-II	01	Nil

Total Credit Hours: 02

6. Major Courses:

Course Code	Course Title	Credit Hours	Prerequisite
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

7. 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	

8. 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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9. 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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10. Total Credit Hours: 65

Scheme of Study
BS in Information Management (5th Semester Intake)
Semester-I

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
GE-1	URCG-5129 URCG-5131	Understanding of Holy Quran/Fehm-e-Quran-I or Ethics-I	01	Nil
Def.	INFM-5101	Foundation of Information based Organizations *	03	Nil

Semester Total Credit Hours: 16-19

Semester-II

Category	Course Code	Course Title	Credit Hours	Prerequisite
ID-2	BUSB-6106	Human Resource Management	03	Nil
Major-16	INFM-6117	Managing Collections and Online Access	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
Def.	INFM-5104	Organization of Information *	03	Nil
Def.	INFM-5107	Applied Classification *	03	Nil

Semester Total Credit Hours: 15-21

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	03 (3-0)	Completion of minimum 60 Credit Hours

Field Experience Credit Hours: 3

Semester-III

Category	Course Code	Course Title	Credit Hours	Prerequisite
ID-3	BUSM-7104	Project Management	03	Nil
Major-20	INFM-6121	Library Automation Systems	03	Nil
Major-21	INFM-6122	Information Sources (Humanities, Social Sciences, Scientific, and Technical)	03	Nil
Major-22	INFM-6123	Personal Information Management	03	Nil
Major-23	INFM-6124	Electronic Resources Management	03	Nil
GE-2	URCG-5130 URCG-5132	Understanding of Holy Quran/Fehm-e-Quran-II or Ethics-II	01	Nil
Def.	INFM-5111	Applied Cataloging *	03	Nil

Semester Total Credit Hours: 16-19

Semester-IV

Category	Course Code	Course Title	Credit Hours	Prerequisite
ID-4	ITDC-5201	Web System and Technology	03	Nil
Major-24	INFM-6125	Knowledge Management	03	Nil
Major-25	INFM-6126	Digital Libraries	03	Nil
Major-26	INFM-6127	Information Ethics and Policy	03	Nil
Compulsory-2	INFM-6128	*Capstone Project	03	Nil
Def.	INFM-5110	Online Information Retrieval *	03	Nil

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

Semester Total Credit Hours: 15-18

Total Credit Hours (1st – 4th semester) = 65

* For candidates having BA/BSc/ADP under annual system.

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.


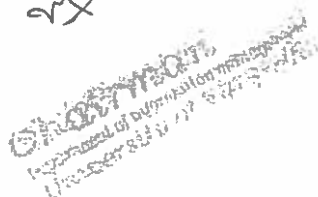
Mace
McGraw-Hill
2017

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

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	<p>1.2 Task environment audit</p> <p>1.3 Marketing productivity audit</p> <p>1.4 Marketing function audit</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	Project (10 marks), presentation (5 marks) and quiz (5 marks)
Recommended Reading Material	<p>Ameen, K. (2006). Marketing of library and information services in Pakistan: A profile. In D. K. Gupta, C. Koontz, A. Massisimo, & R. Savard (Eds.), <i>Marketing library and information services: International perspectives</i> (pp. 111-119). Germany: K. G. Saur Munchen.</p> <p>Ameen, K., & Warraich, N. F. (2007). Role of marketing in the 21st century libraries in Pakistan. <i>Pakistan Journal of Library & Information Science</i>, 38(4), 2-14.</p> <p>Bhatt, R. K. (2011). Relevance of Ranganathan's laws of library science in library marketing. <i>Library Philosophy and Practice</i>. Retrieved from http://unllib.unl.edu/LPP/</p> <p>De Saez, E. E. (2019). <i>Marketing concepts for libraries and information services</i> (3rd ed.). London: Facet Publishing.</p> <p>Gupta, D. K. (2006). Broadning the concept of LIS marketing. In D. K. Gupta, C. Koontz, A. Massisimo, & R. Savard (Eds.), <i>Marketing library and information services: International perspectives</i> (pp. 5-20). Germany: K. G. Saur Munchen.</p> <p>Kotler, P. & Keller, K. L. (2016). <i>A framework for marketing management</i>. Boston: Pearson Education Limited.</p> <p>Kotler, P., & Levy, S. J. (1969). Broadening the concept of marketing. <i>Journal of Marketing</i>, 1: 10-15.</p> <p>Mathews, B. (2009). <i>Marketing today's academic library</i>. Chicago: American Library Association.</p> <p>Rowley, J. (2006). <i>Information marketing</i> (2nd ed.). England: Ashgate Publishing Company.</p> <p>Soroya, S. H., and Ameen, K. (2013). LIS Marketing Approach in Libraries: A selected Literature Review. <i>Pakistan Journal of Library and Information Science</i>, 44 (4): 4-17.</p> <p>Weingand, D. E. (1998). <i>Future-driven library marketing</i>. Chicago: American Library Association.</p> <p>Weingand, D. E. (1999). <i>Marketing/planning library and information services</i> (2nd ed.). Englewood, Col.: Libraries Unlimited.</p>

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.

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313 763 7000

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

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46. LAN, MAN, WAN
47. Network Topology
48. Network Models
49. Global Networks
50. Barriers of Resource Sharing
51. Barrier's types

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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.

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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> <p>1.1 Introduction to competing values approach to management 1.2 Creating and sustaining commitment & cohesion</p> <p>Unit-II Employing change & change management</p> <p>2.1 Promoting change & encouraging adaptability 2.2 History 2.3 Application</p> <p>Unit-III Leadership theories & styles</p> <p>3.1 History and application 3.2 Merits of leadership theories 3.3 Leadership styles</p> <p>Unit-IV Leadership skills among library professionals</p> <p>4.1 Leadership qualities for future library leaders 4.2 Laws of teamwork and integration 4.3 Workplace communication</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>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>

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Maxwell, J. C. (2013). *The 17 indisputable laws of teamwork: Embrace them and empower your team*. Thomas Nelson Inc.
Quinn, R. E., Bright, D., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2014). *Becoming a master manager: A competing values approach*. New York: John Wiley & Sons.

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Annex: 'A'

URCG-5129

Model Course Outline for the Course Understanding of Quran – I

Course Title: Understanding of Quran – I
Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles), compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Provision of material, content and books:

- Paper book: All volumes are available in printed book form.
- Tutorial videos: Teaching video of each lesson available on YouTube.
- Confirmation Videos: A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- A flipbook: A flipbook edition is also accessible.
- Helping material: Helping material for the teachers like quizzes, question papers and images is available on website.

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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو المنفصل), Possessive Pronoun His (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته, Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (انت المنفصل), Possessive Pronoun Your (المتصل), Possessive Pronoun with prepositions like في بيتك, Pronoun "your" with prepositions like لك، منك، فيك
	2.				

Mid Term

1-Course Description

The Ethics-I course is designed to provide students with a comprehensive understanding of ethical principles, practices, and theories in various societal contexts. Throughout this degree program, students will explore the complexities of ethical theories of semitic and non-semitic religions along with decision-making and develop critical thinking skills to navigate moral dilemmas. This course will also enable the students to interact with others religious identities with humanistic, inclusive and holistic approach

2- Learning Objectives

This course aims to:

1. Introduce students to the fundamental concepts, scope, and importance of ethics.
2. Explore the relationship between law, morality, and social values.
3. Develop a clear understanding of virtuous and immoral ethics and their impact on individual and collective life.
4. Study the role of major religious figures in the moral development of human society and enable students to apply ethical principles for personal development, conflict resolution, and social harmony.

3- Learning Outcomes

By the end of the course, students will be able to:

1. Students will be able to identify and analyze major ethical theories, values, and their scope in social and individual life.
2. Differentiate between law and ethics, and analyze their interrelationship.
3. Identify types of virtuous and immoral ethics and assess their social impacts.
4. Examine the ethical teachings of major religions and their relevance in contemporary society.
5. Apply ethical principles to address modern challenges in personal and professional life.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

Course Contents**Unit 1: Introduction and Fundamentals of Ethics**

1. Literal and terminological definition of ethics
2. Literal and terminological definition of values
3. Relationship between law and ethics
4. Need, importance, and scope of ethics

Unit 2: Types of Ethics and Their Impact on Society

- Virtuous ethics: concept, types, benefits, and outcomes
- Immoral ethics: concept, types, and harms
- Role of ethics in social refinement and establishment of peace

Unit 3: Virtuous Ethics (Akhlāq-e-Ḥasanah)

- Concept, need, and importance of virtuous ethics
- Scope of virtuous ethics in the light of religions
- Major virtues in revealed and non-revealed religions
- Impact of virtuous ethics on individual and collective life

Unit 4: Immoral Ethics (Akhlāq-e-Razilah)

- Concept of immoral ethics
- Social problems caused by immoral ethics
- Practical consequences of immoral ethics
- Major vices in revealed and non-revealed religions

Unit 5: Role of World Religious Figures in Moral Development

- Prophet Moses (AS): introduction, miracles, and role in moral refinement
- Prophet Jesus (AS): introduction, miracles, and role in moral refinement
- Prophet Muhammad (ﷺ): introduction, miracles, and role in moral refinement

Textbook

1. Izutsu, T. (2002). *Ethico-Religious Concepts in the Qur'an*. McGill-Queen's University Press.

Suggested Readings

1. Gert, B. (2005). *Morality: Its Nature and Justification*. Oxford University Press.
2. MacIntyre, A. (2007). *After Virtue: A Study in Moral Theory*. University of Notre Dame Press.
3. Al-Ghazali, Abu Hamid (2001). *The Alchemy of Happiness*. Islamic Texts Society.
4. Nasr, S. H. (1994). *The Heart of Islam: Enduring Values for Humanity*. Harper One.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Hasan, Z. (2010). *Ethics in Islam: Key Concepts and Contemporary Challenges*. Islamic Research Institute.

24

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>

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.

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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


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 University of Tripoli

	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>

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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. 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


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 University of Saskatchewan

	6.2 Indexing the document Unit-VII Evaluation of indexing 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. Lancaster, F. W. (2003). <i>Indexing and abstracting in theory and practice</i> . Champaign, Illinois: University of Illinois. Perlman, J. (2016). <i>Indexing tactics and tidbits: An A to Z guide</i> . Medford, NJ: Information Today, INC.

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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	Creswell, J. W. (2015). <i>30 essential skills for the qualitative researcher</i> .

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	<p>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	4 (3+1)
Objectives	<ol style="list-style-type: none"> 1. To enhance the theoretical knowledge of students about information systems particularly currently used in library and information settings 2. 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 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>

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Name of the Course	Organization of Information
Pre-Requisite	Nil
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 <p>Unit-IX Issues and trends in organizing information</p> <ol style="list-style-type: none"> 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	Quiz (25 Marks)

Recommended Reading

Chan, L. M., & Salaba, A. (2015). *Cataloguing and classification: An introduction*. (4th ed.). Lanham: Rowman & Little field Publishers.

Chowdhury, G. G., & Chowdhary, S. (2007). *Organizing information: From the shelf to the web*. London: Facet Publishers.

Joudrey, D. N., Taylor, A. G., & Miller, D. P. (2015). *Introduction to cataloging and classification* (11th ed.). Santa Barbara, California: Libraries Unlimited.

Joudrey, D. N., Taylor, A. G., & Wisser, K. M. (2017). *The organization of information*. (4th ed.). Santa Barbara, California: Libraries Unlimited.


Rowley, J. E., & Farrow, J. (2008). *Organizing knowledge: An introduction to managing access to information* (4th ed.). Aldershot: Ashgate Publishing Limited.

Assessment and Examinations:

Sr.#	Elements	Weightage	Details
1	Midterm Assessment	30%	Written test (at the mid-point of the semester)
2	Formative Assessment	20%	Assignment, presentation and quiz
3	Final Assessment	50%	Written test (at the end of the semester)

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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
 Department of Information Management
 University of Jeddah, Jeddah, Saudi Arabia

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.

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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>

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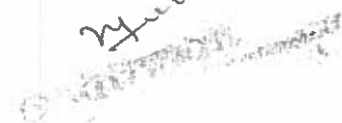
CHANDLER
Department of Information Management
University of San Francisco

	<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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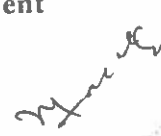

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Name of the Course	Information Sources (Humanities, Social Sciences, Scientific, and Technical)
Course Code	INFM-6122
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To identify the basic form of sources in science and technology 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</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>Objectives</p>	<p>Humanities and Social Sciences Information Sources</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>

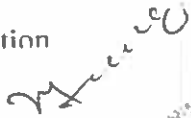
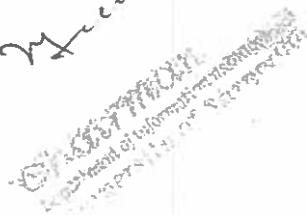
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Name of the Course	Personal Information Management
Course Code	INFM-6123
Credit Hours	3 (3+0)
Objectives	<ol style="list-style-type: none"> 1. To discuss concepts of personal information and knowledge management. 2. To describe tools and strategies 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>


 UNIVERSITY OF SOUTHERN CALIFORNIA
 LIBRARY

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

Jones, W., Wenning, A., & Bruce, H. (2014). *How do people re-find files, emails and web pages?* Retrieved from: <https://www.ideals.illinois.edu/handle/2142/47300>
Pauleen, D. M., & Gorman, G. (Eds.). (2011). *Personal knowledge management: Individual, organizational and social perspectives*. Surrey: Gower.

WJW
Library
Department of Information Systems
University of North Carolina



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its meeting held on 26.08.2025, the Syndicate in its 72nd (4/2025) meeting held on 12.09.2025. approved the following for implementation across all undergraduate and graduate programs w.e.f. Fall-2025 intake:

Action	Approved
Course Title / Code / Contents	<ul style="list-style-type: none">• Understanding of Holy Quran-I / Fehm-e-Quran-I (URCG-5129) (Annex-'A').• Understanding of Holy Quran-II / Fehm-e-Quran-II (URCG-5130) (Annex-'B').
Course Offering	<ul style="list-style-type: none">• Within 1-4 semesters of Undergraduate (Level 5-6).• Within 1-3 semesters of Graduate (Level 7-8) programs.
Revision in the curricula of undergraduate programs	<ul style="list-style-type: none">• "Teaching of the Holy Quran-I (URCG-5111)" shall be replaced with "Understanding of Holy Quran-I (URCG-5129)".• "Teaching of the Holy Quran-II (URCG-5111)" shall be replaced with "Understanding of Holy Quran-II (URCG-5130)".• "Teaching of the Holy Quran-III & IV (URCG-5111)" shall stand omitted.
Credit Hours requirements for award of Degree	<ul style="list-style-type: none">• Credit Hours requirements for compulsory general education courses for award of degree of undergraduate level (ADP/BS) shall be 35.• Credit Hour requirements for the award of degree of graduate level may be increased by 02 credit hours.


WAQAR AHMAD
Additional Registrar (General)

Dated: 14.10.2025

No. SU/Acad/25/ 1104

Copy forwarded to the following for information and necessary action:

- Pro-Vice Chancellor
- Deans of the Faculties
- Principals / Directors / Chairpersons / Incharges of Constituent Colleges / Institutes / School / Teaching Departments
- Director ORIC
- Director QEC
- Director Academics
- Director Implementation
- Controller of Examinations
- Additional Registrar (A & R) *{With the request to forward the notification to all Principals of affiliated colleges}*
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification file

صيغة المتكلم (أصيد)					
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبدوا , لا تعبدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood (لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للثاني
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد للثاني
	2.			MID-TERM	
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للثاني عدوا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عدوا

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1-Course Description

The course *Ethics-II* is designed to provide students with a deeper understanding of ethical principles and practices from both Semitic and non-Semitic religions, as well as their application in professional and social contexts. Students will engage with Jewish, Christian, Islamic, Hindu, Buddhist, Sikh, Confucian, and Jain ethical traditions. The course emphasizes moral reasoning, decision-making, tolerance, and peacebuilding. It aims to cultivate an inclusive, humanistic, and holistic approach towards ethical living and interfaith engagement.

2- Learning Objectives

The course objectives are to:

1. Understand the fundamental principles and theories of ethics.
2. Introduce the ethical and moral teachings of Judaism, Christianity, Islam, and Hinduism.
3. Explore the ethical teachings of non-Semitic religions such as Buddhism, Sikhism, Confucianism, and Jainism.
4. Develop critical thinking skills to evaluate ethical arguments and theories.
5. Promote ethical leadership and interfaith harmony.

3- Learning Outcomes

By the end of this course, students will be able to:

1. Identify and analyze major ethical theories and teachings from world religions.
2. Understand the role of religions in improving moral values and social behavior.
3. Demonstrate ethical decision-making in various personal and professional contexts.
4. Recognize the impact of ethical decisions on individuals, communities, and society.
5. Apply skills of ethical leadership, including communication, conflict resolution, and inclusive engagement.

4-Course Structure

1. Interactive lectures, Group discussions and debates
2. Reflection papers and presentations
3. Assignments and Quiz

~~Course Title: Ethics-II (For Non-Muslim Students) Course Code: URCG-5130~~ X

Course Contents**Unit 1: Ethical Teachings of Semitic Religions**

- Judaism and its ethical teachings
- Christianity and its ethical teachings
- Islam and its ethical teachings

Unit 2: Ethical Teachings of Non-Semitic Religions

- Hinduism and its ethical teachings
- Sikhism and Buddhism: ethical values and practices
- Confucian and Jain ethical traditions

Unit 3: Professional Ethics

- Ethics for students and teachers
- Ethics in doctor-patient relationships
- Ethics in trader-customer interactions

Unit 4: Concept and Significance of Tolerance

- Definition, need, and importance of tolerance
- Teachings of Semitic religions on tolerance and their contemporary relevance
- Teachings of non-Semitic religions on tolerance and their contemporary relevance

Unit 5: Foundational Values and Ethics for Peacebuilding in Society

- Respect for sacred scriptures, personalities, places of worship, and religious symbols
- Promotion of tolerance and broadmindedness
- Encouragement of dialogue and harmony
- Benevolence towards humanity
- Establishment of justice and fairness
- Patience, forbearance, and forgiveness

Textbook


- Kidder, R. M. (2009). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Harper.

Suggested Readings

1. Barash, D. P., & Webel, C. P. (2014). *Peace and Conflict Studies*. Sage.
2. Smart, N. (1998). *The World's Religions*. Cambridge University Press.
3. Nasr, S. H. (2003). *The Heart of Islam: Enduring Values for Humanity*. HarperOne.
4. Sharma, A. (2006). *Hindu Ethics: Purity, Abortion, and Euthanasia*. SUNY Press.
5. Harvey, P. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge University Press.
6. Coward, H., & Perkinson, J. (2013). *A Cross-Cultural Dialogue on Ethical Leadership*. Wilfrid Laurier University Press.
7. Confucius. (1998). *The Analects*. Oxford University Press.

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 CONFIDENTIAL
 UNIVERSITY OF TORONTO

Name of the Course	Applied Cataloging
Course Code	INFM-5111
Credit Hours	3
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	Fritz, D. A. (2009). <i>Cataloging with AACR2R & MARC21: For books, computer files, serials, sound recordings, video recordings</i> . New Delhi:


Department of Information Management
University of Sindh

Pentagon Press.

Furrie, B. (2003). *Understanding MARC bibliographic: Machine-readable cataloging*. Washington: Cataloging Distribution Service in collaboration with Follett Software Company.

Gorman, M. (2004). *The concise ACCR2*. Chicago: American Library Association.

Hsieh-Yee, I. (2006). *Organizing audiovisual and electronic resources for access: A cataloging guide*. Englewood: Libraries Unlimited.

Jones, W., Ahronheim, J. R., & Crawford, J. (2002). *Cataloging the web: 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/marclid-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 and 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.

Maxwell

SPAD/MLA
 National Library of Medicine
 University of Maryland

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

Ment
ITDC-5201
Department of Information Technology
University of Saskatchewan

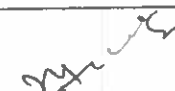
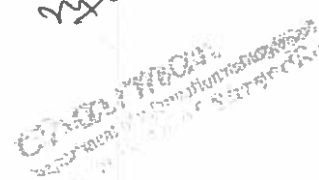
Reference Materials:

1. Learning PHP, MySQL, JavaScript, and CSSC, 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

James

UNIVERSITY OF
SOUTH ALABAMA

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 Ihotra, 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>

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>

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Miller, S. J. (2011). *Metadata for digital collections (how-to-do-it manual)*. Neal-Schuman Publishers.

Rafiq, M. & Ameen, K. (2014). Towards a digitization framework: Pakistani perspective. *Pakistan Journal of Information Management & Libraries*, 15(1). 22-29.

Ameen, K., & Rafiq, M. (2009). Development of digital libraries in Pakistan. In Y.-L. Theng, S. Foo, D. Goh & J.-C. Na (Eds.), *Handbook of research on digital libraries: Design, development, and impact* (pp. 482-491). New York: Information Science Reference.

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Code Course
Course Title

INFM-6127
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.

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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.

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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.

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Name of the Course	Online Information Retrieval
Course Code	INFM-5110
Credit Hours	3
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 <ul 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 <ul 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 <ul style="list-style-type: none"> 3.1 Basic information searching techniques 3.2 Advanced information searching techniques 4. Information retrieval models <ul 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 <ul 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)


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**Recommended
Reading Material**

- 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.
- Chowdhry, G. G. (2010). Introduction to modern information retrieval (3rd ed.). Chicago: Neal Schuman Pub.
- Chu, H. (2010). Information representation and retrieval in the digital age. Medford, New Jersey: Information Today, Inc.
- Knott, C. (2016). Find the information you need: Resources and techniques for making decisions, solving problems, and 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., & Schutze, H. (2008). Introduction to information retrieval. Cambridge: Cambridge University Press.

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