

**DEPARTMENT OF INFORMATION MANAGEMENT**

**Scheme of the Study of 2-Year Associate Degree in Information Management (For Affiliated Colleges) according to HEC Undergraduate Education Policy 2023**



**Title of Degree Program: Associate Degree in Information Management (For Affiliated Colleges)**

**1. Program Learning Objectives:** Our objective is to offer education programs with focused on preparing supporting information professionals who are competent enough to support managing libraries, knowledge and information centers, archives, museums and records centers, and media houses in public and private sector. To support 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. Actively engage in supporting the matters of management, policy and preservation of cultural heritage.

**2. Program Structure:**

<b>Duration:</b>		2-Years (4-Semesters)
<b>Admission Requirements:</b>	<b>Approved Admission Criteria for HSSC Passed Candidates</b>	<b>Eligibility:</b> At least 45% marks in Intermediate (FA, FSc, ICom, DCom, ICS, A-Level, DAE) or Equivalent Qualification <b>Merit:</b> Basic criteria + 20 marks for hafiz-e-Quran (if applicable)
	<b>Approved Admission Criteria for Result Awaiting Candidates*</b>	<b>Eligibility:</b> At least 45% marks in HSSC (FA, FSc, ICom, DCom, ICS) Part-I, DAE (1 <sup>st</sup> & 2 <sup>nd</sup> year) or Equivalent Qualification <b>Merit:</b> SSC-40%+HSSC (Part-I)-60% + criteria + 20 marks for hafiz-e-Quran (if applicable)
<b>Degree Completion Requirements:</b>		2 Years (4 semesters); Total number of credit hours: 66

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

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran (for Muslim students only)	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
<b>GE Courses Credit Hours Total</b>				<b>31</b>	

#### 4. Major Courses:

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Prerequisite</b>
INFM-5101	Foundation of Information based Organizations	03	Nil
INFM-5102	Information Services and Sources	03	Nil
INFM-5103	Personality Development and Communication Skills	03	Nil
INFM-5104	Organization of Information	03	Nil
INFM-5105	Human Information Behavior	03	Nil
INFM-5106	Management of Libraries and Information Centers	03	Nil
INFM-5107	Applied Classification	03	Nil
INFM-5108	Library and Information Services in Pakistan	03	Nil
INFM-5109	Information Literacy Instruction	03	Nil
INFM-5110	Online Information Retrieval	04 (3+1)	Nil
INFM-5111	Applied Cataloging	04(3+1)	Nil
<b>Total</b>		<b>35</b>	

## Scheme of Studies

### Associate Degree in Information Management (For Affiliated Colleges)

#### Semester-I

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

Semester Total Credit Hours: 17

#### Semester-II

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

Semester Total Credit Hours: 17

#### Semester-III

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

Semester Total Credit Hours: 17

### Semester-IV

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

Semester Total Credit Hours: 15

**Total (1<sup>st</sup> – 4<sup>th</sup> Semester): 66**

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

### ***Contents***

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

### ***Recommended Texts***

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

### ***Suggested Readings***

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

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

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

### ***Contents***

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

### ***Recommended Book***

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

### ***Suggested Books***

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

*Introductory/compulsory foundation course*

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

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

*Contents*

## Introduction to Qur'anic Studies

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

مطالعہ قرآن (تعارف قرآن ، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ

الذرقان آیات 26-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الحزاب آیات 2، 41، 64-66، 24، 52-55؛ سورۃ النعمان آیات 1-151-156؛ سورۃ الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 154-154؛ النحل آیات 14-12؛ لقمن آیات 44، حم السجده آیات 56)

## Introduction to Sunnah

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

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام  
 مبنی، حدیث: 1-درج ذیل موضوعات پر احادیث کا مطالعہ  
 1- اعمال کا اجر و نیت پر منحصر ہے۔ 4- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6- کتا ب وسنت گمراہی سے بچنے کا ذریعہ  
 میں 2- ارکان اسالم 5- اسالم ، ایمان ، احسان اور نجات کی نشانیاں، 2- بچوں کی نماز کی ٹیوٹن 7- دین کا گہرا نغم بلا کی خاص  
 عنایت ہے 8- حصول علم، نالو نثوان اور عمل کی اہمیت و فضیلت، 5- روز محشر کا محاسبہ، 14- حقوق بلا کے ساتھ ساتھ حقوق

العباد کا لحاظ رکھنا بھی الزم ہے 11- حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14- دنیا و آخرت کی بھالی ہی کی ضامن چار  
 چیزیں، 16- مالک کر دینے والی سات چیزیں، 12- بے عمل مہلک کا عبرت ناک انجام 15- ہر شخص نگران ہے اور ہر شخص  
 مسئول

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

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت ، نغمی سیرت و شخصیت کا زبوی منہاج اور عملی نمونے ، اقامت دین کا

زبوی طریق کار، اقامت تکون بعد خالنت راشدہ، مہنات مدینہ ، خطبہ حجۃ الوداع، اخلاقی تعلیمات ، تشکیل اجتماعیت اور اسوہ حسنہ

قرآن مجید میں سیرت سرور عالم کا بیان، غزوا نبوی ﷺ کے مقاصد و حکمیں)

## Islamic Culture &amp; Civilization



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

2. اسلامی تہذیب و تمدن ( اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا نژادی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبی، حیوانی اور معاشرتی علوم میں مسلمانوں کا کردار، نامور مسلمان سائنسدان)

*Pre-Requisite: Nil*

*Recommended Books*

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

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

**REFERENCE BOOKS:**

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

<b>Name of the Course</b>	<b>Foundation of Information Based Organizations</b>
<b>Course Code</b>	<b>INFM-5101</b>
<b>Credit Hours</b>	<b>3 (3+0)</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand information environment in which LIS professionals work.</li> <li>2. To know standardization in LIS profession.</li> <li>3. To aware with the nature of LIS profession, education and ethics.</li> <li>4. To know the role of libraries in the society.</li> <li>5. To recognize the impact of ICT on the libraries.</li> </ol>
<b>Contents</b>	<p><b>Unit-I Introduction to information/knowledge society</b></p> <ol style="list-style-type: none"> <li>1.1 The information/knowledge society</li> <li>1.2 Information policy</li> </ol> <p><b>Unit-II Libraries as organizations</b></p> <ol style="list-style-type: none"> <li>2.1 Information organization</li> <li>2.2 Libraries as organizations</li> </ol> <p><b>Unit-III Standards implementation in libraries</b></p> <ol style="list-style-type: none"> <li>3.1 Standardizations in libraries</li> </ol> <p><b>Unit-IV Competencies of LIS professionals</b></p> <ol style="list-style-type: none"> <li>4.1 Information professions</li> <li>4.2 Educating the LIS professionals</li> </ol> <p><b>Unit-V Professional ethics in a knowledge society</b></p> <ol style="list-style-type: none"> <li>5.1 Impact of ICT on the libraries</li> <li>5.2 Professional ethics</li> </ol>
<b>Teaching &amp; Learning Strategies</b>	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.
<b>Assignments</b>	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)
<b>Recommended Reading Material</b>	<p>Al-Ansari, H., &amp; 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> (4<sup>th</sup> ed.). American Library Association.</p>

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

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

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

Course Code: **INFM-5103**

Credit Hours: **03**

### **DESCRIPTION& OBJECTIVES**

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

### **OBJECTIVES**

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

### **READINGS**

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

## CONTENTS

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

## Translation of the Holy Quran - I

Topic	Details
Semester/Level	In some discipline 1 <sup>st</sup> semester and in some discipline 2 <sup>nd</sup> Semester/ ADP Program 1 <sup>st</sup> Year
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> <li>• To familiarize the students to keys and fundamentals of recitation of the holy Quran.</li> <li>• To develop the skill of the students of recitation the last revelation.</li> <li>• Students will learn the basic Arabic grammar in a practical way.</li> <li>• To develop an eagerness among the students to explore the last divine Book.</li> </ul>
Course Contents:	<ul style="list-style-type: none"> <li>• نيسوان پارہ - ناظرہ مع تاجويد</li> <li>• بيزادي عربي گرامر</li> <li>اسم اور اس کے منقعات : اسم فاعل ، مفعول ، مفعول ، مبالغہ فعل</li> <li>اور اس کی اقسام : ماضی ، مضارع ، امر ، زہی</li> <li>حرف اور اس کی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفاعل</li> </ul>
Memorization:	نيسون پارے کی آخري بييس سورتيں ( حفظ مع ترجمہ )



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

**Contents**

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

**Recommended Texts**

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

**Suggested Readings**

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

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

### *Contents*

1. Fables
  - The Fables of Bidpai
  - The Lion and the Bull
  - The Ring-dove
  - The Owls and the Crows
  
  - Selected poem from Bang-i-Dara
2. Gulistan-e- Sa'di
  - Ten hikāyāt from John T. Platts, *The Gulistan*
3. Epic
  - THE SHĀHNĀMA OF FIRDAUSI

### *Recommended Texts*

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

### *Suggested Readings*

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

**Course Description:**

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

**Learning Outcomes:**

The course has following outcomes:

It will

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

Course Outlines:

**1. Introduction to Social Sciences**

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

**2. Philosophy of Knowledge in social Science and social inquiry**

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

**3. Culture and Society**

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

#### **4. Social Stratification and Social inequality**

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

#### **5. Personality, Self and Socialization**

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

#### **6 Gender and Power**

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

#### **Recommended Textbooks and Reading Materials:**

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

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

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

Course Title: Human Information Behavior

Course Code: INFM-5105

Credit Hours: 03

## DESCRIPTION & OBJECTIVES

### Objectives:

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

## READINGS

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

## CONTENTS

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

Course Title: Management of Libraries and Information Centres

Course Code: INFM-5106

Credit Hours: 3

## DESCRIPTION & OBJECTIVES

Objectives:

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

## READINGS

### Recommended Book:

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

## CONTENTS

Definition of management; Functions of management; Different kinds of managers; Major roles and subroles that managers perform; What companies look for in managers; Top ten mistakes that managers make; Transition that employees go through when they are promoted to management;

Evolution of management models (Rational goal model & Internal Process Model & Human relations model & Open systems model); Fayol's principles of Management; Key competencies associated with the four quadrants of the competing values framework; Theories of motivation (Maslow hierarchy of needs; ERG theory; two factor theory); Planning of information management centres (SWOT Analysis) Vision, values and culture, Mission, Goals themes and directions; Decision making (decision making environments); Types of decision made by the managers; Decision making styles; Aids for decision making; Organizing/ organizations charts; Staffing (whole process – identifying need, hiring, new employee orientation, Grievances); Library organizational structure;



## مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code

URCG-5127

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

## Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لوگوں اور جوئی کے حالات زندگی
2	بشت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بشت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستان، ساسانی
3	بشت نبوی	۱۔ نبی محمد میں دعوت اسلام
4	بشت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	مخصائص النبی	آپ کی خصوصیات و اہمیت
6	مخصائص النبی	بشیت استاد و معلم
7	مخصائص النبی	بشیت تاجر
8	مخصائص النبی	بشیت سربراہ و سیاست
9	مخصائص النبی	ذاتی محاسن اور جائزہ اثرات

10	مخصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ ہیرت
15	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور ہیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

### نصابی کتب

نمبر شمار	نام مولف	نام کتاب
1	ابن ہشام	السیرۃ النبویہ
2	مولانا شبلی نعمانی سید سلمان ندوی	سیرۃ النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ للعالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یسین مظہر صدیقی	محمد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	الانسان کامل

### حوالہ جاتی کتب

نمبر شمار	نام مولف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مہار کیوری	الرحیق الخنوم
3	پیر محمد کرم شاہ الازہری	فضیلا النبی صلی اللہ علیہ وسلم
4	ڈاکٹر آکرم الضیاء المعری	السیرۃ النبویۃ الصحیحۃ
5	مولانا عبدالرؤف دانا پوری	اصح السیر

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

### **Contents**

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

### **Recommended Texts**

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

### **Suggested Readings**

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.

Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

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

### **Contents**

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

### **Recommended Texts**

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

### **Suggested Readings**

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



**Course Description:**

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

**Outline:**

- **Ideology of Pakistan**

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

Two Nation Theory and Factors leading to Muslim separatism.

- **Constitutional Developments**

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

Salient Feature of the 1956 Constitution

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

Causes of failure of the Constitution of 1962

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

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

The Federal Government

- **Provinces**

Governors

Provincial Assemblies

The Provincial Government

- **The Judiciary**

Supreme Court High Courts

Federal Shariat Courts Supreme Judicial Council

Administrative Courts and tribunals

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

**Recommended Books:**

1. Constitutional and Political History of Pakistan by Hamid Khan

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



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

## Library and Information Services in Pakistan

Course Code: INFM-5108

Credit Hours: 03

### DESCRIPTION & OBJECTIVES

#### Objectives:

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

### READINGS

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

### CONTENTS

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

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

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

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

Grammar:	<ul style="list-style-type: none"> <li>• قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (مبن قرآنی پر اطلاق سے توضیحات)</li> </ul>
Details of Chapters and verse Numbers:	<ul style="list-style-type: none"> <li>▪ من زب آیات مع ترجمہ و تاج وید</li> <li>▪ النقرہ ((۱۱۷، ۲۳۸، ۴۵، ۱۱۸، ۲۷۸، ۱۷۷، ۴۵، ۳۴۷، ۱۵۸، ۷۱۸، ۴۲۸، ۵۳، ۴۲۸، ۴۷، ۲۸۷، ۳۴۸، ۲۲، ۸۲، ۲۸۷، ۴۲۸، ۲۴۸، ۱۱۷، ۲۳۷، ۲۲۷، ۱۱۸، ۵۲۷، ۳۲۷، ۲۷۸، ۲۴۷، ۲۲۷، ۷۵۸، ۱۸۸، ۲۸۸، ۱۳۸، ۲۸۸، ۱۳۸، ۲۸۸، ۲۸۸، ۷۳۸، ۱۳۸، ۴۳۸، ۱۳۸، ۸۲، ۵۲۷، ۳۳۸، ۸۲۷، ۱۲۷، ۳۲))</li> <li>▪ النساء (۴۲، ۸۲، ۲۴، ۲۳۷، ۲۲، ۱۲، ۳۷، ۲۲، ۲۲، ۱۲، ۲۳، ۲۲، ۲۱۷، ۸۷، ۴۳، ۲۸۷، ۵۳، ۷۷، ۵، ۲۱۷، ۵۸، ۴۸، ۷۷، ۷۷، ۲۸۷، ۷۲، ۴۳، ۱۸، ۴۳، ۷۲۷، ۲۸۷، ۷، ۱۸، ۷، ۲۷، ۲۷، ۲۵۷، ۲۵۴، ۲۸۷، ۷۲)</li> <li>▪ النعام (۸۸، ۸۲، ۵۷، ۱۳۷، ۷۴۷، ۲۵، ۵۴)</li> <li>▪ آل عمران (۱۲، ۲۳، ۴۲، ۴۸۷، ۵۲، ۵۵۷، ۲۷، ۷)</li> <li>▪ المائدہ (۵۴، ۸، ۸۲، ۲۳، ۲۷، ۸۲، ۸، ۴)</li> <li>▪ الاعراف (۴۳، ۲۲۷، ۲۲۷)</li> <li>▪ التوبہ (۱۸، ۲۷، ۷۱)</li> <li>▪ ہود (۸۷)</li> <li>▪ الزمر (۲)</li> <li>▪ النور (۵۴، ۸۴، ۲۸، ۱۸، ۱۲، ۲۸)</li> <li>▪ محمد (۳۳)</li> <li>▪ انزل (۸۲، ۱۸)</li> <li>▪ الرعد (۳)</li> <li>▪ الطالق (۵)</li> <li>▪ الحج (۴)</li> <li>▪ ابراہیم ((۵۵، ۳۸))</li> <li>▪ السراء (۳۸، ۵۸)</li> <li>▪ الحقاف (۴۷)</li> <li>▪ المومنون (۱۸)</li> <li>▪ العزکبوت (۲۵، ۴۸، ۲)</li> <li>▪ النحل (۸۸)</li> <li>▪ ثومان (۵، ۴۷، ۵۷)</li> <li>▪ الحزاب ((۴۳، ۲۳، ۱۴، ۲۵))</li> <li>▪ الشعراء (۱)</li> <li>▪ الروم (۷۸)</li> <li>▪ مریم (۲۸، ۵۷)</li> <li>▪ المجادلہ (۸۷، ۷۷)</li> </ul>

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

### Course Learning Objectives

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

### Contents

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

### Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..



***Suggested Readings:***

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

**Course Description:**

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

**Learning outcomes**

After completing this course, students will be able to

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

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

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

**Citizenship and Community Engagement**

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

**Identity, Culture, and Social Harmony**

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

**Multi-cultural society and inter-cultural dialogue**

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

- Importance and domains of Inter-cultural dialogue

### **Active Citizen: Locally Active, Globally Connected**

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

### **Human rights, constitutionalism and citizens' responsibilities**

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

### **Social Institutions, Social Groups, Formal Organizations and Bureaucracy**

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

### **Civic Engagement Strategies**

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

### **Social issues/Problems of Pakistan**

- Overview of major social issues of Pakistani society

### **Social Action Project**

#### **Recommended Books:**

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

#### **Reference Books:**

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

- Reinvigorate American Democracy. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

**General Education Cluster: Natural Sciences**

**URCG-5114**

**Course –I: Basic Science**

**Cr. Hrs 3 (2-1)**

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

**Practical:**

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

**Recommended Texts.**

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

**Suggested Books**

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

<b>Name of the Course</b>	<b>Online Information Retrieval</b>
<b>Course Code</b>	<b>INFM-5110</b>
<b>Credit Hours</b>	<b>4 (3+1)</b>
<b>Objectives</b>	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.
<b>Contents</b>	<p><i>Theoretical</i></p> <p><b>1. Introduction to information retrieval</b></p> <p>1.1 Definition and concepts 1.2 Major components/elements of information retrieval 1.3 Database, search mechanism, language, interface</p> <p><b>2. Language in information representation and retrieval</b></p> <p>2.1 Natural language 2.2 Controlled vocabulary-Thesauri, subject heading lists, classification schemes 2.3 Natural language vs-controlled vocabulary indexing</p> <p><b>3. Retrieval techniques and query representation</b></p> <p>3.1 Basic information searching techniques 3.2 Advanced information searching techniques</p> <p><b>4. Information retrieval models</b></p> <p>1.1 Matching model 1.2 Boolean logic model 1.3 Vector space model 1.4 Probability model</p> <p><b>5. Information retrieval systems</b></p> <p>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> <p><i>Practical</i></p> <p>Searching techniques in different search engines and online databases (HEC National Digital Library). Indexing.</p>
<b>Teaching &amp; Learning Strategies</b>	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.
<b>Assignments</b>	Written Assignment (10 marks), Presentation (5 marks) and Quiz (05 marks)

<b>Recommended Reading Material</b>	<p>Brown, C. C., &amp; Bell, S. S. (2018). Librarian's guide to online searching: Cultivating database skills for research and instruction (5th ed.). Santa Barbra, California: Libraries Unlimited.</p> <p>Chowdhry, G. G. (2010). Introduction to modern information retrieval (3rd ed.). Chicago: Neal Schuman Pub.</p> <p>Chu, H. (2010). Information representation and retrieval in the digital age. Medford, New Jersey: Information Today, Inc.</p> <p>Knott, C. (2016). Find the information you need: Resources and techniques for making decisions, solving problems, and answering questions. Lanham, Maryland: Littlefield Publishing Group, Inc.</p> <p>Losee, R. M. (2019). Predicting information retrieval performance (Synthesis lectures on information concepts, retrieval, and services). San Rafael, CA: Morgan &amp; Claypoll Publishers.</p> <p>Manning, C. D., Raghavan, P., &amp; Schutze, H. (2008). Introduction to information retrieval. Cambridge: Cambridge University Press.</p>
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<b>Name of the Course</b>	<b>Applied Cataloging</b>
<b>Course Code</b>	<b>INFM-5111</b>
<b>Credit Hours</b>	<b>4 (3-1)</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To demonstrate understanding about effectiveness of organization of information.</li> <li>2. To learn basic principles and rules of cataloguing procedure according to AACR2.</li> <li>3. To do cataloging practice of print, non-print material, serials and electronic material.</li> <li>4. To develop basic understanding about English and Urdu choice of access points.</li> <li>5. To learn and practice different cataloguing formats, standards and frameworks (MARC, Metadata, FRBR, RDA, BIBFRAME).</li> </ol>
<b>Contents</b>	<p><b>Unit-I Introduction to descriptive cataloguing</b></p> <ol style="list-style-type: none"> <li>1.1 Need of descriptive cataloguing</li> <li>1.2 Definitions and application</li> </ol> <p><b>Unit-II Introduction to AACR2 cataloguing</b></p> <ol style="list-style-type: none"> <li>2.1 International standard bibliographic description</li> <li>2.2 Principles and rules</li> </ol> <p><b>Unit-III Choice of access points</b></p> <ol style="list-style-type: none"> <li>3.1 Statement of responsibility rules</li> <li>3.2 Unknown authorship</li> <li>3.3 Audio/video material</li> <li>3.4 Serial publications</li> </ol> <p><b>Unit-IV Practical cataloguing</b></p> <ol style="list-style-type: none"> <li>4.1 Print material</li> <li>4.2 Audio-video material</li> <li>4.3 Electronic and serials material</li> </ol> <p><b>Unit-V MARC (Machine Readable Catalogue)</b></p> <ol style="list-style-type: none"> <li>5.1 Introduction</li> <li>5.2 Structure</li> </ol> <p><b>Unit-VI Metadata</b></p> <p>Introduction Types</p> <p><b>Unit-VII Other cataloguing standards</b></p> <ol style="list-style-type: none"> <li>7.1 FRBR (Functional Requirements for Bibliographic Records)</li> <li>7.2 RDA (Resource Description Access)</li> <li>7.3 BIBFRAME</li> </ol>
<b>Teaching &amp; Learning Strategies</b>	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.
<b>Assignments</b>	Cataloguing practical assignment (10 marks) and quiz (10 marks)
<b>Recommended Reading Material</b>	Fritz, D. A. (2009). <i>Cataloging with AACR2R &amp; MARC21: For books, computer files, serials, sound recordings, video recordings</i> . New Delhi:



	<p>Pentagon Press.</p> <p>Furrie, B. (2003). <i>Understanding MARC bibliographic: Machine-readable cataloging</i>. Washington: Cataloging Distribution Service in collaboration with Follett Software Company.</p> <p>Gorman, M. (2004). <i>The concise ACCR2</i>. Chicago: American Library Association.</p> <p>Hsieh-Yee, I. (2006). <i>Organizing audiovisual and electronic resources for access: A cataloging guide</i>. Englewood: Libraries Unlimited.</p> <p>Jones, W., Ahronheim, J. R., &amp; Crawford, J. (2002). <i>Cataloging the web: Metadata, AACR, and MARC 21</i>. Lanham, Md: Scarecrow Press.</p> <p>Library of Congress. (1993). <i>Descriptive cataloging manual. Z1, name and series authority records</i>. Washington: Cataloging Distribution Service.</p> <p>Library of Congress. (2003). <i>Understanding MARC authority records: Machine-readable cataloging</i>. Washington: Cataloging Distribution Service.</p> <p>Library of Congress. (2012). <i>Bibliographic framework as a web of data: Linked data model and supporting services</i>. Retrieved from <a href="https://www.loc.gov/bibframe/pdf/marcl-d-report-11-21-2012.pdf">https://www.loc.gov/bibframe/pdf/marcl-d-report-11-21-2012.pdf</a></p> <p>Library of Congress. (2019). <i>Description of the category view of the BIBFRAME vocabulary</i>. Retrieved from <a href="https://www.loc.gov/bibframe/docs/vocab-category.html">https://www.loc.gov/bibframe/docs/vocab-category.html</a></p> <p>Maxwell, R. (2013). <i>Maxwell's handbook for RDA: Resource description &amp; access: Explaining and Illustrating RDA: Resource description and access using MARC21</i>. Chicago: ALA Editions.</p> <p>Olson, N.B. (2008). <i>Cataloging of audiovisual materials and other special materials</i>. London: Libraries Unlimited.</p> <p>Smiraglia, R. (2005). <i>Metadata: A cataloguer's primer</i>. New York: Routledge.</p> <p>Tillett, B. B. (2004). <i>What is FRBR? A conceptual model for the bibliographic universe</i>. Washington: Cataloging Distribution Service.</p>
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