

**International Islamic University Chittagong**

**Faculty of Arts and Humanities**

**Syllabus of**

**One year's Post-Graduate Diploma in Library and Information Science**

**Autumn-2022**



**As per recommendations made in the 45<sup>th</sup> Academic Committee Meeting of the Department of Library and Information Science held on 16. 04. 2022**

**As per recommendations made in the 2<sup>nd</sup> meeting of the Syllabus and Committee of Course of the Department of Library and Information Science held on 20. 04. 2022**

**As per recommendation meeting of Faculty Committee of Faculty of Arts and Humanities held on 09.05.2022**

**As per recommendation of the 45<sup>th</sup> Academic Council meeting held on Jul 26, 2022 and duly approved in the 242<sup>nd</sup> Syndicate meeting held on July 30, 2022**

# Post-Graduation Diploma in Library and Information Science (PGDLIS)

## Standard Syllabus For Post Graduate Diploma in Library and Information Science



Post Graduate Diploma in Library and Information Science  
Department of Library and Information Science  
Faculty of Arts and Humanities  
International Islamic University Chittagong

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Syllabus for Post Graduate Diploma in Library and Information Science  
Department of Library and Information Science  
Faculty of Arts and Humanities  
International Islamic University Chittagong

**1. The Mission, Vision, Objectives, and Motto of IIUC:**

**1.1 Introduction:** International Islamic University Chittagong (IIUC) is one of the top graded government-approved private universities in Bangladesh. Having fulfilled the requirements as laid down in the Private University Act of 1992, and after obtaining the necessary clearance from the University Grants Commission (UGC), and the permission of the Government of Bangladesh (GOB) through the Ministry of Education, International Islamic University Chittagong (IIUC) started functioning on February 11, 1995. The credit for the idea of establishing this University goes to International Islamic University Chittagong Trust (IIUCT).

IIUC framed its own Statutes, Ordinances, and Regulations governing the manifold activities of IIUC - academic, administrative, financial, student welfare, discipline, etc. as per the Private University Act, 1992, 1998, and revised Act, 2010. Most statutory bodies formed under the provisions of the Act have since then been functioning since then.

**1.2 Vision of the University:** The Vision of the International Islamic University of Chittagong (IIUC) is to offer nationally competitive and internationally recognized opportunities for learning to make this University as the Centre of Excellence in different areas of scholarship, like *Shari'ah* and Islamic Studies, Business Studies, Social Science, Science & Engineering, Arts & Humanities, Law, and such other faculties that will be introduced in future. Its door is open to the admission seekers from all over the world, regardless of race, region and religion. This university cherishes the dream of becoming one of the highest seats of learning and creator of knowledge in the South East Asia.

**1.3 The Missions of the University are:**

IIUC Mission 1	To produce properly trained up human resources to contribute to socio-economic development and moral upliftment of the society.
IIUC Mission 2	To cultivate expertise, sensitivity, and intelligence among the students.
IIUC Mission 3	To develop among students an ability to think freely beyond their areas of study, who shall sustain justice in all walks of life.

**1.4 Objectives of the University:**

a. To create a new generation of competent youths, who will be equipped with academic excellence, and professional expertise, and adorned with moral height.

b. To follow a policy of continued Modernization of Knowledge and academic curricula in different disciplines of education so that its students can imbibe the true spirit of religious value as an effective guiding principle in their profession and daily life.

**1.5 Motto:** The Motto of the University is to “Combine Quality with Morality”

## **2. Teaching Methods and Policy:**

**2.1 Methods:** *Outcome-based education (OBE) and Bi- Semester system of Continuous Quality Improvement (CQI) through self-examination and external review.* In this process, students are evaluated throughout a course of study rather than exclusively by examination at the end. It is multidimensional based on students (a) attendance in the Classes; (b) performance in Assignments and Class Tests, (c) Scores in the Mid-Term and the Final Examination (d) Lab. Reports, (e) Thesis/Project/internship, (f) Presentations, (g) Viva-voce, (f) Industry visits (g) Co-Curricular and Extra-curricular activities.

**2.2 Policy:** The University is committed to the lifelong success of students in its undergraduate and master's programs through high-quality instruction and learning experiences. IIUC follows an **Integrated Education** Policy, by which a student achieves holistic learning through awareness of his surroundings and other relevant knowledge bases. IIUC emphasizes the diffusion of scientific, technical, and professional knowledge on the one hand, and the building up of character in youth by making religion and ethics an integral part of education on the other.

**2.3 Co-Curricular and Extra-curricular activities:** IIUC supports student participation in a broad array of *Co-Curricular and Extracurricular activities* as an integral component of its commitment to student life and success. These activities mainly include leadership training, cultural, environmental, recreational, and social activities, debating and public speaking programs, intellectual discussions, games, sports, excursions, and study tours at home and abroad to complement their academic pursuits. Through these activities, students develop the capacity to express themselves properly, maintain their personality, and learn to respect others through mutual understanding among people of various regions, religions, beliefs, and cultures. All *Co and Extra-curricular* activities are run by the concern department of IIUC.

**2.4 Student Advisor:** IIUC provides academic career and student welfare counseling by the Student Advisor of the respective section of students each Semester.

## **3. The mission and objective of the Faculty of Arts and Humanities:**

### **3.1 Mission:**

- To be the center for educational excellence and research in Arts and Humanities

### **3.2 Objective:**

- Research and innovation in the disciplines of Arts and Humanities

**4. The Mission and Objective of the PGDLIS Program:** The mission and goal of the Post Graduate Diploma in Library and Information Science are as follows:

### **4.1 Mission:**

The principal mission of the PGDLIS program is to offer the strong academic program needed to produce well-educated students who can become productive members of the Library and Information Science profession. This mission is consistent with the academic component of the

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University's mission, which is in part to provide a strong academic program in Library and Information Science.

### 4.2 Objective:

The objective of the Post Graduate Diploma in Library and Information Science program is to instill in IIUC graduates the knowledge, skills, attitude, and ethical values necessary to be successful practitioners who are able to impart positive social impacts at the state, regional, national, and international levels. Additionally, IIUC seeks to provide the necessary academic background for Library and Information Science graduates pursuing advanced degrees. The objective of the Postgraduate Diploma in Library and Information Science is to provide the strong academic training needed for students to become educated members of society who can both join and make significant contributions to the Library and Information Science profession.

### 5. Program Educational Objectives (PEOs) of Post Graduate Diploma in Library and Information Science:

The Program Educational Objectives (PEOs) are the statements that highlight the estimated attainments of graduates in their post-study life within the first few years after completion of Post Graduate Diploma in Library and Information Science. The PEOs come up through the interests of program stakeholders, global and local needs, the mission and vision of the institution, long-term goals, etc. These are expected to evolve continuously in line with the needs and expectations of local employers, industry and alumni. The **PEOs** of the **PGDLIS Program** at IIUC are as follows:

Topics	Program Educational Objectives (PEOs) of Post Graduate Diploma in Library and Information Science
	After successful completion of one-year Post-Graduate Diploma in Library and Information Science
<b>PEO1</b>	The students will be able to develop a good understanding about libraries as well as information institutions in home and abroad.
<b>PEO2</b>	The students will be able to contribute to society through the creation of knowledge, and sharing the earned knowledge among the learners and researchers.

#### 5.1. Mapping between Program Educational Objectives (PEOs) of Post Graduate Diploma in Library and Information Science and IIUC Missions.

S/N	Institutional Missions		
	IIUC Mission 1	IIUC Mission 2	IIUC Mission 3
PEO1	√	√	
PEO2			√

## 6. Program Learning Outcomes (PLOs) of Post Graduate Diploma in Library and Information Science program at IIUC:

**Program Learning Outcomes (POs)** are abilities that a student of the **PGDLIS Program** would be able to achieve at the time of graduation. PGDLIS program at IIUC helps students to build analytical, interpretative, and argumentative skills; become careful and critical readers; practice writing in a variety of genres as a process of intellectual inquiry and creative expression, and ultimately become more effective thinkers and communicators who are well-equipped for a variety of careers in our information-intensive society with professional ethics. A student of Post Graduate Diploma in Library and Information Science will achieve the following PLOs:

S/N	Program Learning Outcomes (PLOs)
<b>PLO1</b>	Studying different types of information for making the students think critically about information in multisource and global contexts across time, place, and culture so that they can connect multiple knowledge to everyday life
<b>PLO2</b>	Habituating the graduates with the critical processes to analyze information in their wider intellectual and historical context to evaluate various approaches to information theory.
<b>PLO3</b>	The design and implementation of conceptual and technological systems and services to facilitate the discovery, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, management, and use of recordable information and knowledge in any format for effective access
<b>PLO4</b>	The roles and impact of information policies, practices, and information itself on diverse populations, including underserved groups, in a rapidly changing technological and global information society.

### 6.1. Mapping between Program Educational Objectives (PEOs) and Program Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4
PEO1	√	√		√
PEO2			√	

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**6.2. Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) Mapping:**

SL.	ISCED Code	Course Code	Course Learning Outcome (CLOs)	Program Learning Outcomes (PLOs)			
				PLO 1	PLO 2	PLO 3	PLO 4
1.	0322	LIS-1101	CLO-1			√	
			CLO-2				
			CLO-3				
2.	0322	LIS-1102	CLO-1	√			
			CLO-2				
			CLO-3			√	
3.	0322	LIS-1103	CLO-1	√			
			CLO-2		√		
			CLO-3				
4.	0322	LIS-1104	CLO-1				
			CLO-2			√	
			CLO-3				√
5.	0322	LIS-1105	CLO-1				
			CLO-2		√		
			CLO-3				√
6.	0322	LIS-1206	CLO-1		√		
			CLO-2				
			CLO-3				√
7.	0322	LIS-1207	CLO-1	√			
			CLO-2				
			CLO-3			√	
8.	0322	LIS-1208	CLO-1				
			CLO-2		√		
			CLO-3			√	
9.	0322	LIS-1209	CLO-1				
			CLO-2		√		
			CLO-3				√
10.	0322	LIS-1210	CLO-1				
			CLO-2		√		
			CLO-3				√
11.	0322	LIS-1211					

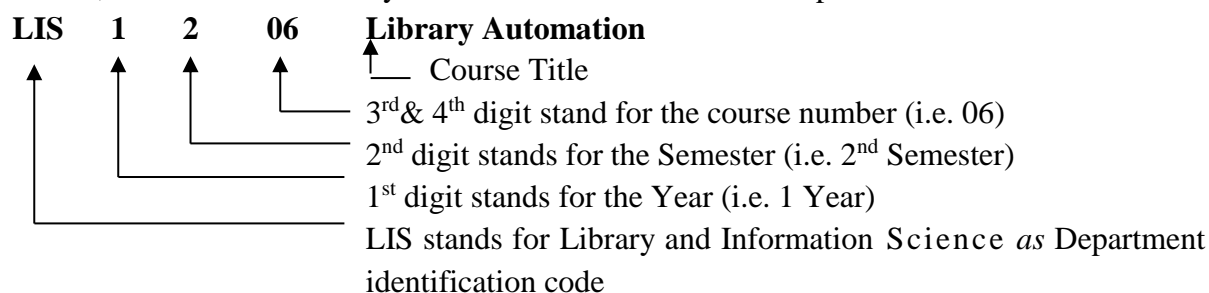
## 7. Duration of program:

In order to complete the Post Graduate Diploma (PGD) in Library and Information Science (LIS) program at the International Islamic University Chittagong, normally takes one academic year. Each academic year is divided into 2 Semesters (**Spring Semester**: January-June and **Autumn Semester**: July-December), each having a duration of 15 weeks. The duration of theory classes shall be of 60 minutes. One unit of theory is normally 4 credit hours and 4 contact hours. Marks of 4 Credit hours course is 100 and 3 Credit hours course is 75.

The Mid-term Examination will be held after conducting 6 weeks of classes. After Mid-term Examination and conducting of 9 weeks of classes, Semester End Examination (SEE) will be held at the end of each semester. In order to achieve the diploma, a total of 40 credit hours is to be undertaken and completed by a student during 2 semesters. By registering for courses in regular semesters, students are able to complete their graduate studies within one academic year (i.e. 2 Semesters) of regular studentship. However, students may be allowed to complete their PGDLIS studies at the University within 2 academic years (i.e. 4 semesters). No student shall ordinarily be admitted after the class starts.

## 8.1 Course Identification Plan

Following code, the plan has been adapted for course identification: The first digit stands for Year, the Second digit stands for Semester, and the Third & Fourth digit stands for the course number. Besides, LIS stands for Library and Information Science as a department identification code.



## 8.2 Introduction of BNQF and ISCED Codes:

A framework that describes the qualifications of *Bangladesh education system and how they are interlinked* is **BNQF** (*Bangladesh National Qualification Framework*). The *BNQF Part- B for Higher Education- January 2021*, is drawn up by the UGC of Bangladesh and implemented by the BAC (Bangladesh Accreditation Council), a statutory autonomous body responsible for governance and management of the Framework.

There are five primary pillars in BNQF processes of which *a common classification system for subjects and occupational sectors* using the International Standard Classification of Education 2011, UNESCO's definition (<http://www.uis.unesco.org/Education/Documents/isced-fields-of-education-training-2013.pdf>) is the **fifth pillars** i.e., **ISCED code**.

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The International Standard Classification of Education (ISCED) is a framework for assembling, compiling, and analyzing cross-nationally comparable statistics on education. ISCED is a member of the United Nations International Family of Economic and Social Classifications and is the reference classification for organizing educational programs and related qualifications by levels and fields of education. First developed in the mid-1970s by the United Nations Educational, Scientific and Cultural Organization (UNESCO), ISCED has been revised several times, including in both 2011 and 2013.

The 2013 revision focused on the fields of education and training (ISCED-F). The ISCED revisions are the product of international agreement and are adopted formally by the General Conference of UNESCO Member States.

Following are the main broad fields of **ISCED** Codes:

- i. 00 Generic programs and qualifications
- ii. 01 Education
- iii. 02 Arts and humanities
- iv. 03 Social sciences, journalism and information
- v. 04 Business, administration and law
- vi. 05 Natural sciences, mathematics and statistics
- vii. 06 Information and Communication Technologies (ICTs)
- viii. 07 Engineering, manufacturing and construction
- ix. 08 Agriculture, forestry, fisheries, and veterinary
- x. 09 Health and welfare
- xi. 10 Services

There are narrow fields and detailed fields for each broad field. Details are available in the link (<http://www.uis.unesco.org/Education/Documents/isced-fields-of-education-training-2013.pdf>)

### 9. Semester wise Course Distribution:

#### PGDLIS First Semester

SL. No	ISCED Code	Course No.	Course Title	Contact Hour/Week		Credit Hours		Prerequisite Course	Marks		
				Th	Se	Th	Se		CIE	SEE	Total
1.	0322	LIS-1101	Introduction to Library and Information Science	4		4			50 %	50 %	100 %
2.	0322	LIS-1102	Information Sources & Services	4		4			50 %	50 %	100 %
3.	0322	LIS-1103	Information Resource Development	4		4			50 %	50 %	100 %
4.	0322	LIS-1104	Organization of Knowledge (Classification Theory)	3		3			40 %	35 %	75%
5.	0322	LIS-1105	Organization of Knowledge (Cataloguing Theory)	3		3			40 %	35 %	75%
		<b>Sub Total</b>		<b>18</b>		<b>18</b>					
<b>Total credit hour for 1<sup>st</sup> Semester is 18</b>											
<b>***Th = Theory, Se = Sessional, CIE=Continuous Internal Evaluation (Mid-term=30, Attendance=10 Quizzes/Class test=10) = 50 Marks; SEE= Semester End Exam= 50 Marks</b>											

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**PGDLIS Second Semester**

SL. No	ISCED Code	Course No.	Course Title	Contact Hour/Week		Credit Hours		Prerequisite Course	Marks		
				Th	Se	Th	Se		CIE	SEE	Total
1.	0322	LIS-1206	Library Automation	4		4			50%	50%	100%
2.	0322	LIS-1207	Documentation and Information Retrieval	4		4			50%	50%	100%
3.	0322	LIS-1208	Management of Library and Information Institutions	4		4			50%	50%	100%
4.	0322	LIS-1209	Organization of Knowledge (Classification Practical)	3		3			40%	35%	75%
5.	0322	LIS-1210	Organization of knowledge (Cataloguing Practical)	3		3			40%	35%	75%
6.	0322	LIS-1211	Practical Knowledge on Library In-house Operations	4		4			50%	50%	100%
		<b>Sub Total</b>		<b>22</b>		<b>22</b>					
<b>Total credit hour for 2<sup>nd</sup> Semester is – 22</b>											
<b>***Th = Theory, Se = Seasonal, CIE=Continuous Internal Evaluation (Mid-term=30, Attendance=10 Quizzes/Class test=10) = 50 Marks; SEE= Semester End Exam= 50 Marks</b>											

**10. Programs of Study:**

The PGDLIS program under the Department of Library and Information Science consists of 11 courses carrying 40 credit hours in two semesters (Each semester is six months duration). Each theory course carries 100 marks of which 50 marks for Continuous Internal Evaluation (CIE){10 marks for class tests/assignments/oral tests (at least one assignment and one class test before Mid-term and also after Mid-term), 10 marks for attendance, 30 marks for mid-term examination} and 50 marks for the Semester End Examination. After successful completion of 40 credits hours, students will be awarded PGDLIS diploma in Library and Information Science.

**11. Marks distribution for project/thesis is as follows:**

SL	Methods	Marks
1.	Project/Thesis evaluation by Supervisor	40%
2.	Project/Thesis evaluation by Examiner	30%
3.	Project/thesis presentation and defense	30%
<b>Total</b>		<b>100%</b>

**12. The basis for awarding marks for attendance is generally as follows:**

Attendance	Awarding marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
less than 60%	0

**13. Marks Distribution** (as per UGC suggestion)

S L	Methods	Qty	Duration (hour)	Marks	
1	Continuous Internal Evaluation (CIE)	Class Attendance	45	1	10
		Class Test/Assignment/presentation	2	0.5	10
		Midterm	1	1.5	30
2	Semester End Examination (SEE)		1	2.5	50
<b>Total Marks</b>				100	

**14. Admission Requirements:**

Admission to IIUC is always through a competitive Admission Test (written and oral). All applicants are required to undergo the process to qualify for admission into the program of study. However, sound health, good character, and financial capability to carry on the entire program are also taken into consideration. The followings are the minimum qualification needed for the application for admission to the PGDLIS.

**14.1 Under the Traditional Class System**

Applicants must have a minimum of 6 points (SSC to Bachelor's degree) in case of the traditional system to qualify for admission. Points are distributed as follows:

- i. 3 points for first division
- ii. 2 points for second division
- iii. 1 point for third division

**14.2 Under Grading System**

Bachelor or equivalent degree in any area/discipline from a recognized university with a minimum of 7 points (SSC to Bachelor Degree) in Grading System. Applicants must have at least CGPA 2.00 in degree level to qualify for admission.

### 15. Credit Hour System at IIUC:

To bring the academic system to international standard, IIUC follows the Credit Hour System (CHS) based on a quantified curriculum, whereby a certain number of credit hours are assigned to each course. Students are required to complete successfully the total number of 40 credit hours under 11 courses in order to achieve the diploma. Therefore, a course that carries three credit hours normally has three contact hours per week whereas a course that carries four credit hours normally has four contact hours per week

### 16. Grading System

The letter grade system for assessing the course performance of the students shall be as follows:

Numerical grade Marks%	Letter Grade (LG)	Grade Point (GP/unit)	Remarks/Status
80% and above	A+	4.00	Excellent
75% to less than 80%	A	3.75	Very good
70% to less than 75%	A-	3.50	
65% to less than 70%	B+	3.25	Good
60% to less than 65%	B	3.00	
55% to less than 60%	B-	2.75	Satisfactory
50% to less than 55%	C+	2.50	
45% to less than 50%	C	2.25	Pass
40% to less than 45%	D	2.00	
Less than 40%	F	0.00	Fail

The performance of a student will be evaluated in terms of semester grade point average (GPA) and cumulative grade point average (CGPA) which is the grade average for all semesters. To have a diploma degree a student must obtain a CGPA 2.5 at least. The courses in which a student obtained a minimum 'D' or higher grade will be counted as credits earned by the student. Any course in which a student has obtained an 'F' grade will not be counted towards his/her earned credit. 'F' grade will not be counted for GPA calculation but will stay permanently on the Grade sheet and transcripts.

A Semester Grade Point Average (GPA) shall be calculated for each semester as follows:

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad (i)$$

Where, n is the number of courses offered during the semester, C<sub>i</sub> is the number of credits allotted to a particular course and G<sub>i</sub> is the grade point earned for that course.

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The **Cumulative Grade Point Average (CGPA)** gives the cumulative performance of the students from the 1<sup>st</sup> semester up to the end of the semester to which it refers, and will be calculated as follows:

$$CGPA = \frac{\sum_{k=1}^m C_k G_k}{\sum_{k=1}^m C_k}$$

Where, m is the total number of semesters being considered,  $C_k$  is the total number of credits registered during a semester and  $G_k$  is the GPA of that particular semester.

A Cumulative Grade Point Average (CGPA) shall be calculated at the end of each academic semester and be communicated to the students along with the GPAs.

### 17: Categories of Course

To prepare students to meet their career objectives, PGDLIS curriculum is composed by the following categories of courses as shown below:

SL	Categories of Course	Type	No. of Courses		No. of credit hours	Credit hours & %
			Offered	Requirement		
1	Core course of PGDLIS	Theory	8	8	30	36 (90%)
		Practical	2	2	6	
2	Internship and Viva Voce	Internship	1	1	4	4 (10%)
	<b>Total Course:</b>		<b>11</b>	<b>11</b>	<b>40</b>	<b>40 (100%)</b>

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**PROGRAM INFORMATION**

Name of the Program	: Post Graduate Diploma in Library and Information Science
Department	: Department of Library and Information Science
Faculty	: Faculty of Arts and Humanities
Total Credit Hours	: Total 40 Credit Hours
Duration	: 1 year (2 Semesters)

**Courses Structure at a Glance**

**First Semester**

ISCED Code	Course No.	Course Name	Full Marks	Credit hours
0322	LIS-1101	Introduction to Library and Information Science	100	4
0322	LIS-1102	Information Sources & Services	100	4
0322	LIS-1103	Information Resource Development	100	4
0322	LIS-1104	Organization of Knowledge (Classification Theory)	75	3
0322	LIS-1105	Organization of Knowledge (Cataloguing Theory)	75	3
			450	18

**Second Semester**

ISCED Code	Course No.	Course Name	Full Marks	Credit hours
0322	LIS-1206	Library Automation (ICT using in Library)	100	4
0322	LIS-1207	Documentation and Information Retrieval	100	4
0322	LIS-1208	Management of Library and Information Institutions	100	4
0322	LIS-1209	Organization of Knowledge (Classification Practical)	75	3
0322	LIS-1210	Organization of knowledge (Cataloguing Practical)	75	3
0322	LIS-1211	Practical Knowledge on Library In-house Operations (Internship)	100	4
			550	22

## ***Detailed Syllabus***

ISCED Code: 0322		
Course Code: LIS-1101	Credit Hours: 4	Marks:100
Course Title: Introduction to Library and Information Science	Contact Hours: 4 per Week	

**Course Objectives:**

- ❖ To understand the basic concept of information science and library management;
- ❖ To recognize the basic tools and standards for information management;
- ❖ To identify different information instructions; and
- ❖ To identify the user services commonly available in information institutions
- ❖

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	Course Learning Outcomes (CLOs): Upon the successful completion of the course, students will be able to:	Corresponding PLOs	Bloom's taxonomy domain/level
CLO1	Understanding the meanings of data, information and knowledge, and their differences. Analyze human information needs and behaviors in the context of everyday life activities and acquire a basic understanding of information theory and coding.	PLO1	Remember and Understand
CLO2	Understanding the standards used for information/knowledge organization and analyzing the applications of the internet and search engines;.	PLO2	Apply, Analyze and Evaluate
CLO3	Understand the categories of libraries and their internal departments; Identify the current trends in information management including digital library initiatives	PLO3	Apply, Analyze and Evaluate

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SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Fundamentals of Library Science:</b> Concepts of Library, Librarianship, and Library Science; Philosophies, Ethics, and Principles of Librarianship; Nature, scope, and functions of library science; Role of the Library in Formal and Informal Education. Five Laws of Library Science – Implications – Examples	9	CLO1
2.	<b>History of Reading and Writing Materials:</b> History of books and libraries, Origin of writing, early printing; Librarianship as Profession.	6	CLO1
3.	<b>Types of Libraries:</b> Social and historical foundation of a library, Classification of libraries and their distinguishing features and functions, Library as a cultural and democratic institution.	6	CLO2
4.	<b>Section-B (SEE: 50 marks)</b>		
5.	<b>Communication and Libraries:</b> Communication in society; Nature, elements, types and importance of communication; Personal and organizational communication; Role of library and information centers in communication; organizational climate and job satisfaction, organizational changes, roles, functions, and structures.	9	CLO2
6.	<b>Development of Library and Library Education:</b> Development of libraries, Development of libraries in Bangladesh, Development and Progress of LIS Education in Bangladesh.	6	CLO2
7.	<b>Professional Associations and Organizations:</b> Development and progress of National and International professional associations and organizations, Role of professional associations and organizations for the development of library profession.	9	CLO 3
8.	<b>Concepts of Information Science:</b> Concepts of Information and Information Science; Meaning, objectives, and scope of information science; Source of information, types of information. Bibliographies, Documentations.	9	CLO 3
9.	<b>Ancient and Medieval Libraries:</b> King Ashurbanipal Library, Nalanda Library, Alexandria Library, Pargamun Library, Temple libraries, Monastic libraries, libraries in the middle ages.	6	CLO 3

**Syllabus (OBE): PGD in Library and Information Science, IUC**

**Prescribed text books:**

(i)	Sukula, Shiva. (2014) <i>An Introduction to Library and Information Science</i> (1 <sup>st</sup> ed.) essess publication
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**Recommended Books:**

Rowely, J. & Farrow, J. (2000). *Organizing knowledge: An introduction to managing access to information* (3<sup>rd</sup> ed.). Gower.

Hamilton, F. (1995). *Current awareness, current techniques* (1<sup>st</sup> ed.). Aldershot, UK: Gower. Chowdhury, G.G. & Chowdhury, S. (2003). *Introduction to digital libraries* (1<sup>st</sup> ed). UK: Facet

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	5
Apply	-	5	-	-	5
Analyze	-	5	-	-	15
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domain of Bloom's Taxonomy.				
<b>Note:</b>	CIE= Continuous Internal Evaluation, SEE= Semester End Examination.				
<b>A. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation					
<b>B. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IUC**

ISCED Code:0322		<b>Marks:100</b>
Course Code: LIS-1102	<b>Credit Hours:4</b>	
Course Title: <b>Information Sources and Services</b>	<b>Contact Hours:4 per Week</b>	

<b>Course Assessments</b>	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**Course Objectives:**

This course is designed to introduce students to:

- The role and responsibilities of reference librarians;
- Diverse user needs and information-seeking behaviors;
- Techniques and strategies for providing information services, including the reference interview, instruction, readers' advisory and evaluation and review of reference materials;
- The structure of reference sources, basic reference tools, and search strategies;
- The international standards of bibliographic control;
- The ways to respond to information request in a professional manner that encourages further inquiry;
- Current issues/trends in library reference sources and services;
- The significance of continued personal professional development for the development of reference services in the library.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	Course Learning Outcomes (CLOs): Upon the successful completion of the course, students will be able to:	Corresponding PLOs	Bloom's taxonomy domain/level
<b>CLO1</b>	Students will gain a general idea about the basics of information services.	<b>PLO2</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Students will be able to understand nature and scope of online information sources, Students will be able to analyze aids to access remote information sources and their retrieval techniques.	<b>PLO3</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Students will be able to use and application of uniform information management tools which are essential in building ground for universal information source sharing.	<b>PLO1</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Introduction to information and reference service:</b> Meaning of information and reference Service; Objectives and scope, the distinction between information and reference service, referral service, and document delivery service.	6	CLO 1
2.	<b>Reference services, reference questions, and delivery techniques:</b> Kinds of information services and delivery techniques; Reference questions-types and representative sources of information; Question handling techniques.	6	CLO 1
3.	<b>Sources of information:</b> Documentary and non-documentary, primary, secondary, tertiary, and mixed group of sources; Reference materials, encyclopedias, dictionaries, almanacs, handbooks, manuals, gazetteers, biographical sources, etc.; Information sources in different disciplines, science and technology, humanities, social sciences, business, health sciences, government publications, and their evaluation.	9	CLO 1
<b>Section-B (SEE: 50 marks)</b>			
4.	<b>Online access and internet-based information sources:</b> Growing importance of computer network information resources; Types of online access information sources by content, file format, costing, access method, etc.; Problems of internet-based information sources.	9	CLO 2
5.	<b>Information services:</b> Nature of information services; Distinction from reference and other services; Techniques of providing information services; Technology-based information services; Access to remote information sources and retrieval techniques; Electronic document delivery; Recent trends of information and reference services in different types of information institutions in developed world	9	CLO 2
6.	<b>Introduction to bibliography:</b> Definition, origin, functions and importance of bibliography, types of bibliographies; Compilation of bibliographies, different methods of compilation; Arrangement of entries, style, etc.	6	CLO 2
7.	<b>Bibliographic control:</b> Nature, importance and scope, tools of bibliographic control and their utilities; International standards of bibliographic control; National bibliographies, trade bibliographies; Information systems; Remote digital databases; Library catalogs; Universal bibliographies; Bibliography of bibliographies.	9	CLO 3
8.	<b>Bibliographic control efforts:</b> Bibliographic control efforts such as UBC, UAP of IFLA, UNISIST, PGI, UNESCO; Role of national bibliographic centers in bibliographic control in developed countries; Bibliographic control efforts in Bangladesh: existing situation, problems and prospects.	6	CLO 3

**Syllabus (OBE): PGD in Library and Information Science, IUC**

**Prescribed textbooks:**

(i) Chakrabarti, M. L. (1987). *Bibliography in theory and practice* (3<sup>rd</sup> ed.).

**Recommended Books:**

Kolkata: World Press. Davinson, D. (1975). *Bibliographical control* (2<sup>nd</sup> ed.). USA: Clive Bingley.

Hutchins, M. (1969). *Introduction to reference work* (12<sup>th</sup> ed.). USA: American Library Association. Katz, W. A. & Clifford, A. M. (1982). *Reference and information services: A new reader* (2<sup>nd</sup> ed.). USA: Scarecrow Press.

Shores, L. (1965). *Basic reference sources: An introduction to materials and methods* (9<sup>th</sup> ed.). Chicago: American Library Association

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	5
Apply	-	5	-	-	5
Analyze	-	5	-	-	15
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use Cognitive (Knowledge), Affective (Attitude) and Psychomotor (Skills) domain of Bloom's Taxonomy.				
<b>Note:</b> CIE= Continuous Internal Evaluation, SEE= Semester End Examination.					
<b>A. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation					
<b>B. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

ISCED Code:0322		<b>Marks:100</b>
Course Code: LIS-1103	Credit Hours:4	
Course Title: Information Resources Development	Contact Hours:4 per Week	

Course Assess ment s	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**Course Objectives:**

This course is designed to introduce students to

- Define and successfully carry out the roles and responsibilities of a librarian/information manager in collection development and management.
- Discuss historical, contemporary, and emerging trends and issues in society, education, and government to collect development practices.
- Locate and use appropriate research and professional resources in collection development and management.
- Apply appropriate policies and procedures for collection development and management in diverse environments including academic, public, national, and special libraries.
- Practice collaborative resource development and management within the library and community.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	Course Learning Outcomes (CLOs): Upon the successful completion of the course, students will be able to:	Corresponding PLOs	Bloom's taxonomy domain/level
<b>CLO1</b>	Determine how well the collection supports the goals, needs, and mission of the library or parent organization; Understand the principles and theories related to book selection.	<b>PLO3</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Know how to evaluate books and other materials in the library and information center, Conceptualize the nature and method of stock-taking and weeding the process	<b>PLO2</b>	<b>Apply, Analyze, and Evaluate</b>
<b>CLO3</b>	Guide provides useful information whose work is collection-selection based Building strong, accessible, decentralized collections in a variety of formats that reflect the needs and interests of the user.	<b>PLO1</b>	<b>Apply, Analyze, and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Building information resources in libraries and information institutions:</b> Functional divisions of a modern library system; Mission statement and need assessment; Philosophy, purposes, methods, and policies of information resources development (IRD); Cooperative collection development; Five Laws of Library Science and their relation to IRD.	6	CLO 1
2.	<b>Collection development process:</b> Process of collection development; Approaches to collection development: material centric vs user-centric approaches; Procedures and methods of acquisition of books and other reading materials; Acquisition policy; Communication with publishers, booksellers, and concerned agencies; Ordering and subsequent activities; Problems of acquisition of books and periodicals in Bangladesh.	9	CLO 1
3.	<b>Principles and practices:</b> Book selection principles and theories; Selection principles and practices in public, academic, national, and special libraries; Selection principles advocated by: Drury, Dewey, Haines, Ranganathan, McColvin, Spiller, John Bonk, and Magrill and others. Role or qualities of a good book selector. Selection of books, fiction and non-fiction books, and reference books; Book reviews. Annotations.	6	CLO 1
<b>Section-B (SEE: 50 marks)</b>			
4.	<b>Assessment and evaluation of the collection development:</b> Overviews of collection maintenance and evaluation; Criteria and methods of collection evaluation; Factors of evaluation.	6	CLO 2
5.	<b>Stocktaking and weeding:</b> Accession register, Nature, scope, principles, and methods of stock-taking and weeding; Need for stocktaking and weeding in libraries and information centers; Barriers to weeding.	6	CLO 2
6.	<b>Collection development problems and prospects:</b> Challenges of collection development; Legal Issues, copyright, Censorship; Professional Ethics and intellectual freedom in collection development; Collection development future alternative approach for the future; Library finance, budget, and book selection.	9	CLO 2
7.	<b>Book selection aids and guides:</b> National and international book selection aids and guides including Bangladesh National Bibliography, Bangladesh books in print, publishers' lists, catalogs, BNB, BRD, CBI, Publishers' Weekly, LC catalog, Books in print, etc.	9	CLO 3
8.	<b>Non-books and e-resources collection development:</b> Collection policy statement; Criteria and strategies for selection and evaluation of non-book materials, and electronic resources; licensing considerations; review and renewal process.	9	CLO 3

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

**Prescribed text books:**

(i) Carter, M.D., Bonk, W.J., &Magrill, R.M. (1974). *Building library collection*. (4<sup>th</sup> ed.).

**Recommended Books:**

Scarecrow Press. Censer. P.S. and Gozzi, C. I.valuation, Acquisition and Collection development

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

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

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

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	10
Apply	-	5	-	-	05
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domain of Bloom's Taxonomy.				
<b>Note:</b> CIE= Continuous Internal Evaluation, SEE= Semester End Examination.					
<b>C. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and PowerPoint Presentation					
<b>D. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

ISCED Code:0322		<b>Marks:75</b>
Course Code: LIS-1104	<b>Credit Hours:3</b>	
Course Title: <b>Organization of Knowledge (Classification Theory)</b>	<b>Contact Hours:3 per Week</b>	

Course Assess ment s	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	20Marks
	<b>SEE:</b> Semester End Examination		35Marks

**Course Objectives:**

- To develop student competencies in information organization.
- Help to understand the objectives of library classification and how to use information technologies to enrich online classification.
- To apply the principles of information organization to provide access to digital resources.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	<b>Course Learning Outcomes (CLOs):</b> Upon the successful completion of the course, students will be able to:	<b>Correspondin g PLOs</b>	<b>Bloom's taxonomy domain/level</b>
<b>CLO1</b>	Students will be able to differentiate between knowledge and information. Students will learn about structure and attributes of knowledge Students will be able to differentiate between knowledge and book classification.	<b>PLO4</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Students will be able to describe various classification schemes used worldwide. It will enable students to evaluate the differences among DDC, UDC, and LC classification schemes.	<b>PLO2</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Students will be able to classify documents with the help of the UDC scheme. Students will be able to build class numbers using six tables and ten main classes.	<b>PLO1</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 20 Marks)</b>			
1.	<b>Introduction to classification:</b> Structure and development of knowledge; Universe of knowledge; Knowledge and information; Structure of knowledge in library and information science; Attributes of knowledge; Impact of knowledge on classification.	6	CLO 1
2.	<b>Knowledge and book classification:</b> The theory of classification: natural and artificial classification, terms and predicable, knowledge classification and book classification, criteria of good classification, tree of porphyry, principles of classifying books.	3	CLO 1
3.	<b>Special features of book classification:</b> Generalia class, standard subdivisions, form class, notation, auxiliaries of notation, index: analysis and use.	6	CLO 1
<b>Section-B (SEE: 35 marks)</b>			
4.	<b>Various schemes for classification:</b> Knowledge classification; Different philosophical systems; Library classification schemes; Classification schemes earlier to DDC. Various schemes for library classification.	6	CLO 2
5.	<b>Basics of major schemes of classification:</b> Dewey decimal classification, universal decimal classification, library of congress classification, differences among DDC, UDC, and LC classification schemes.	6	CLO 2
6.	<b>Analysis and applications of UDC:</b> Special features, notational systems: hospitality, mnemonics, common and special auxiliaries.	6	CLO 3
7.	<b>Analysis and applications of DDC:</b> Features, qualities of DDC notation, six tables, gradual development and changes in DDC, notes	6	CLO 3
8.	<b>Library of Congress classification scheme:</b> Introduction; Features of LCC; Structure of LCC; LCC notation; Advantages and disadvantages.	6	CLO 3

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

**Prescribed text books:**

(i) Dewey, M. (2011). *Decimal classification* (23<sup>rd</sup> ed.). Dublin: OCLC.

**Recommended Books:**

Marcella, R. & Newton, R. (1994). *A new manual of classification* (1<sup>st</sup> ed.). UK: Gower. Mills, J. (1967). *A modern outline of library classification* (1<sup>st</sup> ed.). London: Chapman & Hall.  
 Sayer, W. C. B. & Maltby, A. (1975). *Sayer's manual of classification for librarians* (5<sup>th</sup> ed.). Michigan: Michigan University Press.  
 Sayers, W.C. B. (1944). *A manual of classification for librarians and bibliographers* (2<sup>nd</sup> ed.). Michigan: Grafton & Company.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (40 marks)			SEE (35 marks)
Cognitive learning	Affective learning	Mid-term (20)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (35)
Remember	-	5	-	-	5
Understand	-	-	5	-	5
Apply	-	-	-	-	-
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	10
Create	-	-	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domains of Bloom's Taxonomy.				
<b>Note:</b>	CIE= Continuous Internal Evaluation, SEE= Semester End Examination.				
<b>E. Lecture delivery methods &amp; activities:</b>	Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation				
<b>F. Assessment tools:</b>	Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva				

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

ISCED Code:0322		<b>Marks:75</b>
Course Code: LIS-1105	Credit Hours:3	
Course Title: Organization of Knowledge (Cataloguing Theory)	Contact Hours:3 per Week	

Course Assess ment s	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	20Marks
	<b>SEE:</b> Semester End Examination		35Marks

**Course Objectives:**

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

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	<b>Course Learning Outcomes (COs):</b> Upon the successful completion of the course, students will be able to:	<b>Corresponding POs</b>	<b>Bloom's taxonomy domain/level</b>
<b>CLO1</b>	Understand the key concepts of traditional and online catalogue; Recognize the basic forms and structure of bibliographic items;	<b>PLO1</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Understand the basic forms of traditional catalogue; Know the arrangement methods, structure and types of entries of traditional catalogue;	<b>PLO4</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Know the formats and structure of online catalogue; Know, how to analysis and determine the subject matter of bibliographic items;	<b>PLO3</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 20 Marks)</b>			
1.	<b>Introduction to catalog:</b> Concept, definition, objectives and purposes, functions, characteristics of a good catalog; Cataloguing codes: AACR, RDA;	6	CLO 1
2.	<b>Bibliographical structure of a book:</b> Parts of a book; Technical reading of a book; Bibliographical information of a book; Catalogue vs. bibliography; Entry patterns, methods, differences;	6	CLO 1
3.	<b>Types and forms of catalogue:</b> Inner and outer forms of library catalogue, types of inner and outer forms; Dictionary & classified catalogue: differences, appropriateness in different types of libraries; Union catalogue: functions, planning of union catalogue; Shelf list catalogue: functions and uses, shelf list vs. public catalogue vs. accession register; Outer or physical forms of catalogue;	9	CLO 1
<b>Section-B (SEE: 35 marks)</b>			
4.	<b>Arrangement and structure of catalogue:</b> Construction of dictionary and classified catalogue; Basic skeleton of a card catalogue; Types of information included in library catalogue; Access points and catalogue entries; Filing: rules for filling catalogue entries;	6	CLO 2
5.	<b>Subject headings and entry heading:</b> Subject analysis; Subject headings: definition, tools, steps to subject determination, choice of subject headings, principles of construction, types and forms of subject headings; Guidelines for using Sear List of Subject Headings; Types of subdivisions and their use in constructing subject headings; Rules for making entry under oriental Muslim, Buddhist and Hindu names;	9	CLO 3
6.	<b>Computerized and online catalog:</b> Definition, the importance of computerized catalog; OPAC: definition, functions, utilities; MARC: definition, formats, and structure; IOLAS (Integrated Online Library Automated Systems); Authority control; FRBR, RDA;	9	CLO 3

## Syllabus (OBE): PGD in Library and Information Science, IUC

### **Prescribed text books:**

(i)	Hunter, E. J. & Bakewell, K.G.B. (1983). <i>Cataloging</i> (1 <sup>st</sup> ed.). London: Clive Bingley. Hunter, E. J. (1986).
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### **Recommended Books:**

*Computerized cataloging* (1<sup>st</sup> ed.). London: Clive Bingley.;

Islam, K. M. S. (2008). *Essentials of cataloging and classification* (1<sup>st</sup> ed.). Dhaka: New Pragati. Mann, M. (1943). *Introduction to cataloging and classification of books* (2<sup>nd</sup> ed.). Chicago: ALA. Maxwell, R.L. & Connell, T.H.(2000). *Future of Cataloguing*. Chicago: ALA.

Welsh, A. & Batley, S. (2012). *Practical cataloging: AACR, RDA and MARC 21* (1<sup>st</sup> ed.). London: Facet Publishing

### **Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (40 marks)			SEE (35marks)
Cognitive learning	Affective learning	Mid-term (20)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (35)
Remember	-		-	-	5
Understand	-	-	5	-	10
Apply	-	10	-	-	-
Analyze	-	-	-	-	5
Evaluation	-	10	5	-	10
Create	-	-	-	-	05
x	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domains of Bloom's Taxonomy.				
<b>Note:</b> CIE= Continuous Internal Evaluation, SEE= Semester End Examination.					
<b>G. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation					
<b>H. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IUC**

ISCED Code:0322		<b>Marks: 100</b>
<b>Course Code:</b> LIS-1206	<b>Credit Hours:4</b>	
<b>Course Title: Library Automation</b>	<b>Contact Hours:4 per Week</b>	

<b>Course Assessment</b>	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**Course Objectives:**

- To familiarize the students with the current and emerging trends of ICT and computer in library automation as well as the issues that are influencing automation of information Institutions in Bangladesh.
- To strengthen the theoretical and applied knowledge and skills of the students on automation of libraries and information centers.
- To help students realize the technical, managerial, and general aspects of automation.
- To equip students with practical knowledge and skills for implementing library automation projects.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	<b>Course Learning Outcomes (COs):</b> Upon the successful completion of the course, students will be able to:	<b>Corresponding PLOs</b>	<b>Bloom's taxonomy domain/level</b>
<b>CLO1</b>	Understand the basics of automation, its impact, identify hardware and software requirements for library automation. Understand the basics of ILSs along with modules and file structures.	<b>PLO3</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Conceptualize the functionalities of acquisition, cataloging, and circulation modules along with file structure, Conceptualize the functionalities of OPAC and Serials control modules along with file structure.	<b>PLO2</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Identify current and future trends of library automation in Bangladesh. Conceptualize the use of Web 2.0 in library automation.	<b>PLO1</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Fundamentals of automation of information institutions:</b> Introduction to automation; Origin and development of library automation; Need for and barriers to library Automation.	6	CLO 1
2.	<b>Hardware and software considerations for library automation:</b> Selection of software; Automation cost factors; Library automation activities; Request for Proposal and selection of library systems.	9	CLO 1
3.	<b>Introduction to integrated library systems (ILS):</b> Key features of ILSs; Open source and proprietary systems; Core modules and add-ons of ILSs; Major proprietary and open source ILSs.	6	CLO 1
<b>Section-B (SEE: 50 marks)</b>			
4.	<b>Acquisition, Cataloging and Circulation modules:</b> Functions of Acquisition, Cataloging and Circulation modules; File structure; Key considerations for designing Acquisition, Cataloging and Circulation modules.	9	CLO 2
5.	<b>OPAC and Serials Control Module:</b> Functions of OPAC and Serials Control modules; File structure; Key considerations for designing OPAC and Serials Control modules.	6	CLO 2
6.	<b>Authority control and other Modules:</b> Functions and key features of Administration, Authority Control; Electronic Resource Management; Media Management, and other add-on modules.	9	CLO 2
7.	<b>Data standards and Networking considerations for automation:</b> Introduction to major data standards for automation; MARC, Z39.50, Dublin Core; Networking requirements for library automation; Cooperative initiatives for library automation.	9	CLO 3
8.	<b>Trends of library automation in Bangladesh and abroad:</b> Current and future trends in automation; Automated and digital reference services; Web 2.0 and library automation. Case studies on the automation of selected library and information centers in Bangladesh.	6	CLO 3

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

**Prescribed text books:**

(i) Aswal, R. S. (2006) *Library Automation for 21st Century*, New Delhi, EssEss.

**Recommended Books:**

Bilal, D. (2014) *Library Automation: Core Concepts and Practical Systems Analysis*, Libraries Unlimited Haravu, L. J (2007) *Library Automation: Design Principles and Practices*, New Delhi: Allied Publishers. Tramullas, J. (Ed.). (2012). *Library Automation and OPAC 2.0: Information Access and Services in the 2.0 Landscape: Information Access and Services in the 2.0 Landscape*. IGI Global.

**Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	5
Apply	-	5	-	-	5
Analyze	-	5	-	-	15
Evaluation	-	10	5	-	15
Create	-	5	-	-	5
x	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domains of Bloom's Taxonomy.				
<b>Note:</b>	CIE= Continuous Internal Evaluation, SEE= Semester End Examination.				
<b>I. Lecture delivery methods &amp; activities:</b>	Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation				
<b>J. Assessment tools:</b>	Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva				

**Syllabus (OBE): PGD in Library and Information Science, IUC**

ISCED Code:0322		<b>Marks: 100</b>
Course Code: LIS-1207	<b>Credit Hours:4</b>	
Course Title: <b>Documentation and Information Retrieval</b>	<b>Contact Hours:4 per Week</b>	

Course Assess ment s	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**Course Objectives:**

- To introduce students with the concept of documentation and communication in order to provide knowledge about various information sources to build up a relevant collection of information materials; and
- To disseminate the necessary information to the information professionals, researchers and other professionals.
- To understand the concepts of indexing, abstracts, and abstracting.
- To understand the indexing language, thesaurus construction, and the evaluation of indexes.
- To identify and understand the methods and styles of abstracting international standards, and guidelines for abstracting.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	Course Learning Outcomes (COs): Upon the successful completion of the course, students will be able to:	Corresponding PLOs	Bloom's taxonomy domain/level
<b>CLO1</b>	Conceptualize and understand key concepts of documentation. Present scenario of difference documentation center of Bangladesh.	<b>PLO3</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Understand indexing language and construction of thesaurus, Evaluate the efficiency and effectiveness of an indexing system, and Conceptualize abstract and abstracting.	<b>PLO4</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Understand and prepare abstracts for different types of documents, Know the national and global trends in indexing and abstracting services.	<b>PLO2</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Documentation concept:</b> Concept of documentation, its' nature, functions, and techniques, Types of documentation, Documentation work, and documentation services, active and passive documentation.	6	CLO 1
2.	<b>Documentation Techniques:</b> Techniques and procedures of documentation; Preparation of documentation lists; Document collection and scanning; Content analysis; File organization.	6	CLO 1
3.	<b>Documentation and Information Services:</b> Documentation and information services: reprography, bibliographical services, CAS, SDI, national, regional, and international documentation/information services and systems. Documentation services are provided by national and international modern documentation centers such as BANSDOC, BIDS, ICCDDR, B, AIC, CIRDAP, FID, IFLA, INSDOC, etc. methods, syntactic method, semantic method.	9	CLO 1
<b>Section-B (SEE: 50 marks)</b>			
4.	<b>Information Retrieval:</b> Introduction to Information Retrieval (IR), Components, objectives, and functions of IR systems, Processes and methods of IR, manual and automated IR systems. Meaning and significance of information storage and retrieval.	6	CLO 1
5.	<b>Online Information Retrieval and Searching</b> Concepts, evolution and advantages of online IR system; Tools and techniques of online IR; Searching strategies and browsing techniques; Steps to online searching; Search logic	9	CLO 2
6.	<b>Indexing:</b> Definition of Index, origin, and development, Importance and types of Indexes; Author index, Alphabetic subject index, classified, cumulative, and collective subject index; Book index vs. periodical index. Qualities of the good index, Index Evaluation	9	CLO 2
7.	<b>Indexing Language:</b> Free language and controlled vocabulary indexing; Thesaurus indexing terms and their relations, thesaurus constructions and evaluation	6	CLO 3
8.	<b>Definition, Purpose, and Types of Abstract:</b> Introduction to abstract, Parts of an abstract; Writing abstracts for different types of documents, features of abstracts, functions, and importance of abstract. Indexing and Abstracting Services: Difference between abstract and index, Indexing and abstracting services in Bangladesh, International indexing and abstracting services. Quality of Good Abstract.	9	CLO 3

**Prescribed text books:**

- |     |  |
|-----|--|
| (i) | Chakrabarti, A.R. and Chakrabarti, B. (1984). <i>Indexing: principles, processes and products</i> . Calcutta: World Press. |
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**Recommended Books:**

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

## Syllabus (OBE): PGD in Library and Information Science, IIUC

Cleveland, D. B & Cleveland, A. D. (2013). *Introduction to indexing and abstracting* (4<sup>th</sup> ed.), UK: Libraries Unlimited.

Collision, R.L. (1973). *Indexes and indexing* (3<sup>rd</sup> ed.)

Knight, G.N. (1979). *Indexing: the art of a guide to the indexing of books and periodicals*, London.  
Nancy C. M. (2005). *Indexing books* (2<sup>nd</sup> ed.), Chicago: University of Chicago Press.

Riaz, M. (1989). *Advanced indexing and abstracting practices*. Atlantic. Rowely, J.E. (1988). *Abstracting and indexing*. Clive Bingley.

### Course Assessment Pattern (Theory courses):

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	5
Apply	-	5	-	-	5
Analyze	-	5	-	-	15
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domains of Bloom's Taxonomy.				
<b>Note:</b> CIE= Continuous Internal Evaluation, SEE= Semester End Examination.					
<b>K. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and Powerpoint Presentation					
<b>L. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

ISCED Code:0322		
Course Code: LIS-1208	Credit Hours:4	Marks: 100
Course Title: Management of Library and Information Institutions	Contact Hours:4 per Week	

Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	30Marks
	<b>SEE:</b> Semester End Examination		50 Marks

**Course Objectives:**

The course addresses principles and practices of management and their applications in Library and Information Institutions. The intention of this module is:

- To prepare learners for managerial responsibilities in libraries and information institutions
- To make the students aware of the application of management techniques to achieve organizational effectiveness and efficiency.

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	Course Learning Outcomes (COs): Upon the successful completion of the course, students will be able to:	Corresponding PLOs	Bloom's taxonomy domain/level
<b>CLO1</b>	Address principles and practices of management and their applications in library and other information institutions.	<b>PLO4</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Identify the record and archival materials used by different institutions and analyze a library's performance and make appropriate recommendations,	<b>PLO3</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Introduce new strategies and techniques in library management effectively, Develop skills to perform library operations, and evaluate library and information center's performance.	<b>PLO1</b>	<b>Apply, Analyze and Evaluate</b>

## Syllabus (OBE): PGD in Library and Information Science, IIUC

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 30 Marks)</b>			
1.	<b>Introduction to organization, management, and administration:</b> Organization, management, and administration: a conceptual framework; Differences in the organization, management, and administration; Concept and principles of scientific management - definition and scope, application of scientific management principles to Library and Information Centres; Fayol's classical school: adoption of Fayol's principles of the library; System school: theories of Fayol, Max Weber, Urwick, Luther, Gulick; POSDCORB. Management by objectives (MBO): Peter Drucker, G. Odiorne.	9	CLO 1
2.	<b>Organizational structures:</b> Concepts, different patterns of organizational structure, line organization, staff organization, line and staff organization and functional organization, etc; Relationship of the library with its parent organization.	6	CLO 1
3.	<b>Internal organization of library operations and services:</b> Acquisition, technical services, and readers services, reference services, and charging system: manual and online; Library committee: definition, types, functions, and responsibilities; Library rules and regulations; Centralization and decentralization; Weeding	6	CLO 1
<b>Section-B (SEE: 50 marks)</b>			
4.	<b>Personnel management:</b> Theories and styles of personnel management, staffing recruitments - selection - development and manpower planning - management inventory chart, system approach to staffing, system approach to selection, selection Process; Techniques and instruments, job designing/job analysis, Job description, job evaluation, performance appraisal; motivation and leadership – supervision; Inter-personnel relations: training and development, public relations.	9	CLO 2
5.	<b>Financial management:</b> Sources of income and heads of expenditure; Budget and budgeting, preparation of the budget; Relationship between budgeting and reporting; Cost-effectiveness and Cost-benefit analysis.	9	CLO 2
6.	<b>Total Quality Management (TQM):</b> Concept, definition, elements, operations management systems; Tools and techniques for improving quality - inventory planning and control, inventory control model; Quality audit; LIS related Standards; Resource mobilization, outsourcing; Library consortia, open access; Technology management	9	CLO 2
7.	<b>Resources Management:</b> Collection development; Acquisition of periodicals and serials, technical processing of documents.	6	CLO 3
8.	<b>Library Records and Statistics:</b> Staff manual, library statistics, annual report.	6	CLO 3

## Syllabus (OBE): PGD in Library and Information Science, IIUC

### **Prescribed text books:**

(i) Brophy, P. & Courling, K. (1977). *Quality management for information and library managers*.

### **Recommended Books:**

Bombay: Jaico. Clare, J. (1996). *Collection Management in academic libraries*. Bombay: Jaico Publishing House.

Gorman, C. (2003). *Staff development in libraries*. New Delhi: Dominant Publishers. Kumar, K. (2003). *Library administration and management*. New Delhi, Vikas.

Kumar, P.S.G. (2003). *Management of Library and Information Centers*. Delhi: B. R. Publishing Corporation. Matthews, J. (2005). *Strategic planning and management for library managers*. Libraries Unlimited, London, 2005.

### **Course Assessment Pattern (Theory courses):**

Bloom's Category		Evaluations out of 100 marks			
		CIE (50 marks)			SEE (50marks)
Cognitive learning	Affective learning	Mid-term (30)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (50)
Remember	-	5	-	-	5
Understand	-	-	5	-	10
Apply	-	5	-	-	05
Analyze	-	5	-	-	10
Evaluation	-	10	5	-	15
Create	-	5	-	-	05
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category (Both for CIE and SEE), but he/she will have to keep in mind that the % of higher-order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use the Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skills) domains of Bloom's Taxonomy.				
<b>Note:</b> CIE= Continuous Internal Evaluation, SEE= Semester End Examination.					
<b>M. Lecture delivery methods &amp; activities:</b> Lecture, White Board Writing, Questions and Answers, Discussions, and Power point Presentation					
<b>N. Assessment tools:</b> Class Attendance, Class test, Quizzes/ Assignment; Mid-Term & SEE Exam; Project evaluation & Viva					

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

ISCED Code:0322		<b>Marks:75</b>
Course Code: LIS-1209	<b>Credit Hours:3</b>	
<b>Course Title: Organization of Knowledge (Classification Practical)</b>	<b>Contact Hours:3 per Week</b>	

Course Assessments	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	20Marks
	<b>SEE:</b> Semester End Examination		35Marks

**Objective:**

- In the conclusion of this course, students will be able
- To learn the number building process using relevant rules in six (6) Tables
- To know the rules available in the schedules of DDC 23rd edition for number building
- To help number analysis using relevant rules in six (6)

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	<b>Course Learning Outcomes (CLOs):</b> Upon the successful completion of the course, students will be able to:	<b>Corresponding PLOs</b>	<b>Bloom's taxonomy domain/level</b>
<b>CLO1</b>	Understanding the basic information about number building process using DDC 23 <sup>rd</sup> edition	<b>PLO1</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Understanding the number building process using six (6) Tables of DDC 23rd edition and using main class or part of main class in Schedules	<b>PLO2</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Understanding the number building process Achieving skills and knowledge about the number analysis process using six (6) Tables and main classes of DDC 23rd edition	<b>PLO3</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 20 Marks)</b>			
1.	<b>Practical Introduction to DDC:</b> Practical introduction to Dewey Decimal Classification Scheme; Number Building Process using Auxiliary Tables of DDC 23rd Edition	3	CLO 1
2.	<b>Unit-2:</b> Table-1: Standard Subdivisions	6	CLO 1
3.	<b>Unit-3:</b> Table-2: Geographic Areas, Historical Periods, And Persons	9	CLO 2
<b>Section-B (SEE: 35 marks)</b>			
4.	<b>Unit-4:</b> Table-3: Subdivisions for the Arts, for Individual Literatures, for Specific Literary	6	CLO 2
5.	<b>Unit-5:</b> Table-4: Subdivisions of Individual Languages and Language Families	6	CLO 2
6.	<b>Unit-6:</b> Table-5: Ethnic and National Groups	3	CLO 3
7.	<b>Unit-7:</b> Table-6: Languages	3	CLO 3
8.	<b>Unit-8: Number analysis in DDC Scheme using 23<sup>rd</sup> DDC volume.</b>	9	CLO 3

<b>Prescribed text books:</b>	
(i)	1. <i>Dewey decimal classification and Relative Index.</i> 23rd edition. Dublin: OCLC, 2012

**Recommended Books:**

2. Mortimer, M. (2007). *Learn Dewey decimal classification: edition 22.* Friendswood, Texas: Total Recall Publications.
3. Scott, M. L. (2005). *Dewey decimal classification: A Study Manual & Number Building Guide,* 22nd edition. Westport, Conn: Libraries Unlimited.
4. Islam, K.M.Saiful (2008). *Classification: A Study of Number Building and Analysis*

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

Bloom's Category		Evaluations out of 75 marks			
		CIE (40 marks)			SEE (35marks)
Cognitive learning	Affective learning	Mid-term (20)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (35)
Remember	-		-	-	
Understand	-	-	-	-	5
Apply	-	10	5	-	10
Analyze	-	5	-	-	10
Evaluation	-	5	5	-	10
Create	-	-	-	-	-
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use Cognitive (Knowledge), Affective (Attitude) and Psychomotor (Skills) domain of Bloom's Taxonomy.				

**Syllabus (OBE): PGD in Library and Information Science, IUC**

ISCED Code:0322		<b>Marks:75</b>
<b>Course Code: LIS-1210</b>	<b>Credit Hours:3</b>	
<b>Course Title: Organization of Knowledge (Cataloguing Practical)</b>	<b>Contact Hours:3 per Week</b>	

<b>Course Assessments</b>	<b>CIE:</b> Continuous Internal Evaluation	Attendance	10 Marks
		Class test/ Assignment/ Quizzes	10 Marks
		Mid-term	20Marks
	<b>SEE:</b> Semester End Examination		35Marks

**Course Objectives:**

- Non-book materials in traditional and online formats;
- Prepare catalog entry for the works of a corporate author;
- Prepare shelf list entry for books and non-book materials;
- Prepare catalog entry for cartographic items;

**Course Learning Outcomes:** At the end of the course, the students will be able to

S/N	<b>Course Learning Outcomes (CLOs):</b> Upon the successful completion of the course, students will be able to:	<b>Corresponding PLOs</b>	<b>Bloom's taxonomy domain/level</b>
<b>CLO1</b>	Recognize about preliminary concepts of practical cataloging, Know, how to analysis subject headings according to Sears List of Subject Headings	<b>PLO1</b>	<b>Remember and Understand</b>
<b>CLO2</b>	Know how to prepare catalog entries for multi-volume works, corporate bodies, and catalog entries for Non-book materials.	<b>PLO4</b>	<b>Apply, Analyze and Evaluate</b>
<b>CLO3</b>	Know how to prepare entry heading of Muslim, Hindu and Buddhist names, MARC format for preparing the above types of catalog entries.	<b>PLO3</b>	<b>Apply, Analyze and Evaluate</b>

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

SL NO	Content of Course	Hrs.	CLOs
<b>Section-A (Mid-term: 20 Marks)</b>			
1.	<b>Introduction to Cataloguing Practical:</b> Introducing catalog Format; Variant entries & their positions;	3	CLO 1
2.	<b>Determination of subject heading/s:</b> Use of Sears List of Subject Headings, Determine subject headings; Use of Curter figures and determine Author mark; Determine Class number;	6	CLO 1
3.	Preparation of Main entry (Shelf list): Preparation of shelf list entry with tracing;	6	CLO 1
<b>Section-B (SEE: 35 marks)</b>			
4.	Preparation of Main entry (Shelf list): Preparation of shelf list entry with tracing; Preparation of Main entry (Shelf list): Preparation of shelf list entry with tracing;	6	CLO 2
5.	Preparation of Main entry(Corporate author): International organization, Government departments, National conference, Government publications;	6	CLO 2
6.	Cataloging non-book materials: Preparation of entries for Map, Atlas, Globe; Motion picture/film, Filmstrip	6	CLO 2
7.	Bibliographic items. Entry heading of Oriental Names: Muslim names, Hindu names, Buddhist names;	6	CLO 2
8.	Preparation of entry in MARC format using KOHA;	6	CLO 3

<b>Prescribed text books:</b>	
(i)	Cutter, C.A (1995) C. A. Cutter's Two-figure Author Table, Chicopee, Mass

<b>Recommended Books:</b>
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**Course Assessment Pattern (Theory courses):**

Library of Congress (2019) MARC 21 Format for Bibliographic Data, New York: LC.

Maxwell, R. L. (2004). *Maxwell's handbook for AACR2: Explaining and illustrating the Anglo-American cataloguing rules through the 2003 update*. American Library Association.

Mitchell, J. S (2011) *Dewey Decimal Classification Scheme (23<sup>rd</sup> edition)* New York: Forest press. Miller, J. (1977). *Sears List of Subject Headings*. New York.

**Syllabus (OBE): PGD in Library and Information Science, IIUC**

Bloom's Category		Evaluations out of 75 marks			
		CIE (40 marks)			SEE (35marks)
Cognitive learning	Affective learning	Mid-term (20)	Assignment/ Class Test (10)	Attendance Marks (10)	Written Exam (35)
Remember	-		-	-	
Understand	-	-	-	-	5
Apply	-	10	5	-	10
Analyze	-	5	-	-	10
Evaluation	-	5	5	-	10
Create	-	-	-	-	-
X	Responding	x	X	10	
<b>Remarks</b>	Course teachers may change the magnitude of marks in Bloom's category(Both for CIE and SEE), but he/she will have to keep in mind that the % of higher order learning mode must be about 60% or more and all the Bloom's categories to be addressed during the semester. If necessary, a course teacher may also use Cognitive (Knowledge), Affective (Attitude) and Psychomotor (Skills) domain of Bloom's Taxonomy.				

ISCED Code:0322		<b>Marks:100</b>
Course Code: LIS-1211	<b>Credit Hours:4</b>	
Course Title: <b>Practical Knowledge on Library In-house Operations (Internship)</b>	<b>Contact Hours:4 per Week</b>	

- ✓ Project/Thesis evaluation by Supervisor 40%
- ✓ Project/Thesis evaluation by Examiner 30%
- ✓ Project/thesis presentation and defense 30%

Students will take part in an internship program in leading libraries and information centers in Chittagong city under research supervisors designated by the Academic Committee (AC). ‘

## 1. Appendix I

### Rubric-Template: Internship outline/Industrial Training

ISCED Code	Course Code	Course Title
0031		<b>Internship</b>
<b>Credit Hour: 1</b>		<b>Prerequisite (if any):</b>
<b>Contact Hours:</b>		<b>Level/semester:</b>
<b>Course type: Theory/Quantitative/Discipline</b>		<b>Academic session:</b>
<b>Instructor name:</b>		<b>Total marks:</b>

**Rational of the course:** Internship allows students to gain direct experience. Opportunity to sample various career options: Students can use internships to test their interest in and aptitude for different career areas. This enables students to find out where they might fit best in a professional environment.

#### Course Objectives: Example

- ✓ Explore career alternatives prior to graduation.
- ✓ Integrate theory and practice.

#### Course Learning Outcomes:

CLO1. ....

#### Mapping of CLOs with PLOs

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		
CLO1								

#### Course plan

Week	Topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
2 to 8 week placement in the organization	Practical job	Learning by doing and practicing	Report generation and presentation	

#### Assessment Pattern

- ✓ **Organization:** how the presentation was organized in terms of introduction, logical sequence and cohesiveness of supporting materials in the body of the report, conclusion, references and appendices.
- ✓ **Main theme:** main theme succinctly stated, appropriately repeated and strongly supported.

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- ✓ **Supporting materials:** use of a variety of supporting materials with explanations, examples, tables, figures, statistics, etc
- ✓ **Language:** choice of compelling language that enhances effectiveness of the presentation; language is also appropriate to the audience.
- ✓ **Delivery:** delivery posture, gesture, eye contact and vocal expression make the presentation compelling; the presenter appears cultured and confident.

### Rubrics for Assessment

Performance Criteria	Excellent (100%)	Good (80%)	Satisfactory (60%)	Pass (40%)	Fail (0)	Score
Organized the presentation in logical sequence	Thoroughly consistent and cohesive organizational pattern in terms of introduction, supporting materials, conclusion & references.	Cohesive organizational pattern of introduction, supporting materials, conclusion & references somewhat inconsistent	Logical organizational pattern in terms of introduction, supporting materials, conclusion, & references is often lacking.	Organizational pattern in terms of introduction, supporting materials, conclusion, & references is barely observable.	Inadequate organizational pattern	
Stated the main theme clearly	Main theme succinctly stated, appropriately repeated and strongly supported with subject matter	Main theme stated, appropriately repeated and well supported	Main theme stated, appropriately repeated and poorly supported	Main theme stated, sometimes repeated and barely supported	Main theme not stated,	
Used credible supporting materials	Used of a variety of appropriate supporting materials with explanations, examples, tables & figures.	Used several supporting materials with explanations, examples, tables, & figures.	Used a number of supporting materials with limited examples, tables, & figures.	Used some supporting materials but with limited examples.	Used inadequate and inappropriate supporting materials	
Used compelling language	Used language that enhanced effectiveness of the presentation; it was highly appropriate for the audience.	Used effective language for the presentation; was appropriate to the audience.	Used effective language for the presentation, but daunting to the audience.	Used language barely effective; also inappropriate to the audience.	Language totally ineffective	
Made excellent delivery	Delivery posture, gesture, eye contact and vocal expression made the presentation compelling	Delivery posture, gesture, eye contact and vocal expression were appropriate	Often made delivery posture, gesture, eye contact with the audience	Often missed eye contact with audience; presenter appeared nervous	Presenter was very nervous	

### Assessment tools

- ✓ Internship report evaluation by two examiners
- ✓ Presentation of internship report

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**Rubrics for Viva: Viva (CCE-4822, )**

<b>Performance Criteria</b>	<b>Excellent (10)</b>	<b>Good (8)</b>	<b>Satisfactory (6)</b>	<b>Pass (4)</b>	<b>Needs Improvement</b>	<b>Score</b>
Question-answer Session	Demonstrates knowledge by answering all types of questions with explanations and elaboration in professional manner	Is at ease with expected answers to all questions without elaboration in somewhat professional manner	Is uncomfortable with information and can answer only rudimentary questions	Does not have grasp of information and cannot answer questions about subject	Cannot answer the questions asked	
Question on Fundamental skill (60%)						
Question on Social skill (20%)						
Question on Critical thinking (10%)						
Question on personal skill (10%)						

Question on Fundamental Skill: May be 40 %	Questions related to discipline specific knowledge and application skills that a student obtains after a level of study, which influence his/her performance and societal contributions.
Question on Social Skill: May 20%	Questions related to the knowledge needed for working with people at various levels to achieve set goals, communication, community engagement and etc.
Question on Critical Thinking:	Questions related to significant responsibility in making judgments/ decisions towards the management of self, others and for the allocation of substantial resources.
Question on Personal Skill:	Questions related to self-direction and self-enterprise skills, social, professional, environmental and ethical practice/ values, global knowledge and competencies to fulfil employment, entrepreneurial and lifelong learning skills

**Rubrics for oral presentation of Project/Thesis/ Internship/Industrial Training.**

Assessment will be made on the basis of following performance criteria:

- ✓ **Organization:** How the presentation was organized in terms of introduction, logical sequence and cohesiveness of supporting materials in the body of the report, conclusion, references and appendices.
- ✓ **Main theme:** Main theme succinctly stated, appropriately repeated and strongly supported.
- ✓ **Supporting materials:** Use of a variety of supporting materials with explanations, examples, tables, figures, statistics, etc.
- ✓ **Language:** Choice of compelling language that enhances effectiveness of the presentation; language is also appropriate to the audience.
- ✓ **Delivery:** Delivery posture, gesture, eye contact and vocal expression make the presentation compelling; the presenter appears cultured and confident. A simple rubric can be constructed as follows. The presenter:

Performance Criteria	Excellent (10)	Good (8)	Satisfactory (6)	Pass (4)	Fail (0)	Score
Organized the presentation in logical sequence	Thoroughly consistent and cohesive organizational pattern in terms of introduction, supporting materials, conclusion & references.	Cohesive organizational pattern of introduction, supporting materials, conclusion & references somewhat inconsistent	Logical organizational pattern in terms of introduction, supporting materials, conclusion, & references is often lacking.	Organizational pattern in terms of introduction, supporting materials, conclusion, & references is barely observable.	Inadequate organizational pattern	
Stated the main theme clearly	Main theme succinctly stated, appropriately repeated and strongly supported with subject matter	Main theme stated, appropriately repeated and well supported	Main theme stated, appropriately repeated and poorly supported	Main theme stated, sometimes repeated and barely supported	Main theme not stated,	
Used credible supporting materials	Used of a variety of appropriate supporting materials with explanations, examples, tables & figures.	Used several supporting materials with explanations, examples, tables, & figures.	Used a number of supporting materials with limited examples, tables, & figures.	Used some supporting materials but with limited examples.	Used inadequate and inappropriate supporting materials	
Used compelling language	Used language that enhanced effectiveness of the presentation; it was highly appropriate for the audience.	Used effective language for the presentation; was appropriate to the audience.	Used effective language for the presentation, but daunting to the audience.	Used language barely effective; also inappropriate to the audience.	Language totally ineffective	
Made excellent delivery	Delivery posture, gesture, eye contact and vocal expression made the	Delivery posture, gesture, eye contact and vocal expression	Often made delivery posture, gesture, eye contact with the audience	Often missed eye contact with audience; presenter appeared nervous	Presenter was very nervous	

	presentation compelling	were appropriate				
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## Template for Course Plan

### **Part A**

1. **Course No. / Course Code:**
2. **Course Title:**
3. **Course Type (GED/Core Course/Electives/ .....):**
4. **Year/Level/Semester/Term:**
5. **Academic Session:**
6. **Course Teacher/Instructor:**
7. **Pre-requisite (If any):**
8. **Credit Value:**
9. **Contract Hours:**
10. **Total Marks:**
11. **Rationale of the Course:**
12. **Course Objectives:**
13. **Course Learning Outcomes (CLOs) and Mapping of CLOs with Program Learning Outcomes (PLOs):**

Course Learning Outcomes (CLOs) (3-5)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7

### **Part B**

14. **Course plan specifying content, PLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs.**

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1				
2				
3				
4				
5				
6				
7				

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8				
9				
10				
11				
12				
13				
14				
15				

**Part C**

**15. Assessment and Evaluation**

1. Assessment Strategy
2. Marks distribution:
  - a. Continuous Assessment:
  - b. Summative:
3. Make-up Procedures

**Part D**

**16. Learning Materials**

1. Recommended Readings
2. Supplementary Readings
3. Others ..... (as applicable for the discipline/academic program)

===== **The End** =====