NATIONAL UNIVERSITY BANGLADESH



Syllabus

Bachelor of Social Science (Honours) Second Year
Department of Library and Information Science (LIS)

Effective from the Academic Year: 2024-2025 and onward

Vision of the University
To promote "Progress for Everyone" by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Mission of the University
We expect that the hundredth anniversary of the National University, our commitment to "Progress for Everyone" will be evident in all areas of our operations and stakeholder engagements.

We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development.

By 2042, National University aims to strengthen its positions as Bangladesh's top academic institution and rank among the world's leading universities. Our focus will be on expanding expertise building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Name of the Program: Library and Information Science (LIS)

Vision of the Department
To educate and empower individuals to access, manage and apply information efficiently in order to meet the growing information needs of society.

Mission of the Department
The Department of Library and Information Science (LIS) is committed to providing quality LIS education that develops competent, ethical, and technology-oriented information professionals through knowledge, skills, research, innovation, and lifelong learning.

Program Educational Objectives (PEO)
Undergraduates of the BSS Honours in Library and Information Science (LIS) program will be able to:

PEO1: Develop a foundational understanding of the principles, theories, and practices of LIS to support lifelong learning.
PEO2: Apply emerging technologies to manage and disseminate information in libraries and information centers.
PEO3: Demonstrate ethical and professional responsibility in the management of information services.
PEO4: Contribute effectively to information-driven society through critical thinking, communication, and leadership skills.
PEO5: Engage in advanced studies or professional development in the fields of library, information science, or related disciplines.

Program Learning Outcomes (PLO)
Upon successful completion of the programme, students will be able to:

PLO1: Explain core concepts, functions, and types of libraries and information centers.
PLO2: Apply information organization principles such as cataloguing, classification, and metadata creation.
PLO3: Utilize ICT tools and current technologies to manage and deliver library services.

PLO4: Demonstrate the ability to manage resources, services, and personnel in libraries and information centers.
PLO5: Understand the legal, social, and ethical responsibilities of information professionals.
PLO6: Communicate effectively in both oral and written forms within professional settings.
PLO7: Engage in research and self-directed learning in library and information science.
PLO8: Function effectively as an individual or as a team member in diverse and multidisciplinary environments.

PEO to PLO Mapping

The PEO-PLO mapping matrix below illustrates how the Program Educational Objectives contribute to the attainment of the Program Learning Outcomes. The level of contribution is indicated using the correlation scale provided below.

PEOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
PEO 1	H	H	M	M	M	-	M	L
PEO 2	-	M	H	M	-	L	M	-
PEO 3	L	-	M	M	H	M		M
PEO 4	-	L	M	H	M	H	M	H
PEO 5	M	M	M	L	M	-	H	M

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Courses Marks and Credit Distribution

Course Code	Course Title	Marks	Credits	Remarks
8223851	Records Management, Archives and Museology	100	4	Core Course
8223853	Information Sources and Services	100	4	Core Course
8223855	Information Resources Development	100	4	Core Course
8223857	Information Networking and Resource Sharing	100	4	Core Course
8221969 or 8223461	Fundamentals of Political Science or Social Psychology	100	4	Allied
8222059 or 8222165	Sociology of Bangladesh or Bangladesh Society and Culture	100	4	Allied
8226601	Applied Information and Communication Technology (Applied ICT)	75	3	Embedded
8226602	Practical: Applied ICT	25	1	Embedded
8221171	Functional English	100	4	Embedded
8223860	Viva-voce (Library and Information Science)	50	2	
	Total	**850**	34	

Detailed Syllabus

Course Code: 8223851	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Records Management, Archives and Museology			

Course Description

This course provides an overview of the concepts, principles, theories, and practices of records management, recordkeeping, archives, museums, preservation, and conservation. It covers records life cycle and continuum, records management policies and practices, digital and electronic records, metadata, appraisal, disposition, archival and museum management, relevant laws, professional ethics, and the application of modern technologies. The course also addresses the causes of deterioration and methods of preservation and conservation of archival, museum, library, and digital materials, including digitization, environmental control, storage, repair, restoration, and long-term access. Emphasis is given to professional practices and the development of records, archives, and museum management in Bangladesh.

Course Objectives

This course aims to:

- To enhance students' knowledge, skills, and professional attitudes in the fields of records management, archives, and museology.
- To evaluate the current state of records management practices in Bangladesh and compare them with those in other countries.
- To explain the present status of archives and museums, as well as the roles and responsibilities of archivists and museum curators in different national and international contexts.
- To identify the causes of damage to records and documents, apply appropriate preservation techniques, and develop effective strategies for ensuring their security and protection.
- To provide students with practical exposure to the working environment of archives and museums through assignments related to archival institutions and museums.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: **Obtain** knowledge and skills in records management, archives, and museum administration.

CLO2: **Assess** the current status of records management, archives, and museums at national and international levels.

CLO3: **Explain** the roles, responsibilities, ethics, and professional practices of archivists and curators.

CLO4: **Identify** the cultural, informational, educational, and social importance of records, archives, and museums.

CLO5: **Apply** modern methods, trends, and practical approaches in records and archives management.

CLO6: **Evaluate** digital records management, preservation, conservation, and security techniques.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	H	M	M	M	L	L	M	L
CLO 2	M	-	L	M	M	M	H	L
CLO 3	M	-	-	M	H	M	L	M
CLO 4	H	-	-	L	H	M	M	L
CLO 5	M	H	H	H	M	L	M	M
CLO 6	L	M	H	M	H	L	H	L

***Note**: H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Content

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
1–3	**Unit-1: Basic concept of Records:** Definition of record, its origin and types, records life cycle and continuum theory, record inventory, filing, classifying, and indexing records**.**	Lecture, Problem-solving Exercise and Group discussion	Class Test, Practical Exercise, Group Discussion and Short Assignment	CLO-1, CLO-2
4–6	**Unit 2: Records Management:** Introduction to record management, principles and practice of records management, manuscript management, historical perspectives, structure of record management program, record management vs. knowledge management, Record Management policies.	Lecture, Assignment and Quiz	Quiz, Assignment, Class Test	CLO-1, CLO-5, CLO-6
7–10	**Unit 3: Records keeping:** Handling records, impact of record in society, recordkeeping functions and theories, regulations, different standards of recordkeeping, professionalism, and ethics, vital record protection, various record room in Bangladesh.	Lecture, Multimedia presentation, Assignment and Workshop	Assignment, Workshop Participation, Presentation and Class Test	CLO-2, CLO-3, CLO-4
11–13	**Unit 4: Digital Record Management:** Characteristics and types of Digital Records, electronic record management, appraisal, disposition and description, Management and preservation of digital record, digital preservation, digital preservation vs. analogue preservation, Role of metadata and Information taxonomy in managing record.	Group discussions, Question Answer, Assignment and Presentation	Practical Exercise, Assignment, Presentation and Quiz	CLO-5, CLO-6
14–17	**Unit 5: Archives and Archival Laws:** Definition, origin, purposes, importance of archives, ethics in archives, professional ethics, roles and responsibilities of archivists, present scenario of archives management in Bangladesh, acquisition and appraisals of archival materials,	Lecture, Multimedia presentation, Assignment and Workshop	Assignment, Presentation, Quiz	CLO-2, CLO-3, CLO-4, CLO-6

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
	the Bangladesh National Archives (BNA), National Archive Bill, 2021, archival education in Bangladesh and in the world, national and international associations i.e., ICA, SAA, FIAF, AAO, ACARM, BARMS, etc., Archives, internet and new technologies, Differences among Library, Archive and Museum.			
18–20	**Unit 6: Museums and museology:** Definition, scope, function, importance of museums; Museology, museography and other developments; Types and classification of museums, changing concepts of museums; History and philosophy of museums in Bangladesh and abroad; Museum movement in Bangladesh; The Bangladesh National Museum Ordinance, 1983; Administration, Personnel Management, Financial Management, Marketing & advocacy; Museum Access, Safety & Security; Collection management and use of IT in museums.	Lecture, Quiz, Assignment and Question-answer	Quiz, Assignment, Presentation and Class Test	CLO-3, CLO-4
21–23	**Unit 7: Preservation and Conservation:** Definition, Need, Objectives and issues of preservation, identifying risks of preservation, Storage requirement, Drafting preservation principles, Preservation planning, Preservation management, Preservation and conservation of archives, museums and library materials, the role of conservation, preservation practice in Bangladesh.	Class lecture, multimedia presentation, Interactive discussion, practice	Practical Exercise, Assignment, Workshop Participation and Class Test	CLO-5, CLO-6
24–28	**Unit 8: Deterioration and prevention of materials:** Enemies of archival, museums and library materials, causes of deterioration of manuscript. Digital preservation: types, benefits, access. Digitization of archival materials and their retrieval techniques. Preservation of non-paper / non print materials (photographs, AV materials, Maps, etc.), Preventive measures of archives, museums, and library materials, e.g., environmental control, good housekeeping, pest control etc., post deterioration measures, fumigation, de-acidification, repair and restoration, binding, lamination, etc.	Class lecture, multimedia presentation Tour	Practical Exercise, Field/Tour Report, Assignment and Class Test	CLO-5, CLO-6

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Albitz, B., Avery, C., & Zabel, D. (Eds.). (2014). *Rethinking collection development and management*. Libraries Unlimited.

Ambrose, T., & Paine, C. (2018). *Museum basics* (4th ed.). Routledge.

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

Bradsher, J. G. (1991). *Managing archives and archival institutions*. University of Chicago Press.

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

Brunskill, C., & Demb, S. R. (2012). *Records management for museums and galleries: An introduction*. Chandos Publishing.

Forde, H., & Rhys-Lewis, J. (1999). *Preserving archives*. Facet Publishing.

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

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

Saffady, W., & Ginn, M. L. (2016). *Records and information management: Fundamentals of professional practice*. ARMA International.

Schellenberg, T. R. (1956). *Modern archives: Principles and techniques*. University of Chicago Press.

Schellenberg, T. R. (1965). *The management of archives*. Columbia University Press.

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

Course Code: 8223853	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Information Sources and Services			

Course Description

Information Sources and Services introduce the concepts, principles, and practices of reference and information services in libraries and information centers. The course covers reference services, reference interviews, major print and electronic information sources, reference collection development, service evaluation, user instruction, electronic and virtual reference services, services for diverse user groups, staff training, referencing systems, information ethics, and intellectual property rights. Emphasis is given to developing students' skills in identifying information needs, locating, evaluating, retrieving, and delivering appropriate information to users.

Course Objectives

This course aims to:

- To develop students' knowledge and skills in designing, organizing, and managing effective information and reference services.
- To familiarize students with the tools, techniques, processes, and procedures required for providing quality information and reference services.
- To prepare students to become competent LIS professionals capable of identifying and fulfilling users' information needs.
- To enhance students' understanding of intellectual property, scholarly communication, and ethical practices in information and reference services.
- To develop students' ability to apply modern technologies and innovative approaches in managing contemporary information and reference services.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Develop fundamental knowledge and skills related to information and reference services.

CLO2: Identify appropriate techniques and tools for organizing and delivering reference and information services to diverse user groups.

CLO3: Demonstrate knowledge of various information sources and their effective use in providing reference services.

CLO4: Understand the management of reference departments and the continuous professional development of reference staff.

CLO5: Explain emerging trends, technologies, and their applications in modern reference and information services.

CLO6: Recognize ethical issues in reference and information services and apply professional practices accordingly.

CLO to PLO Mapping

The PLO-CLO mapping matrix below illustrates how the Course Learning Outcomes contribute to the attainment of the Course Learning Outcomes. The level of contribution is indicated using the correlation scale provided below.

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	H	M	M	L	L	M	L	-
CLO 2	M	H	H	M	L	M	L	M
CLO 3	H	M	M	-	L	H	M	L
CLO 4	M	-	M	H	M	M	M	M
CLO 5	M	L	H	M	M	L	H	L
CLO 6	L	-	L	M	H	M	M	M

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
1–3	**Unit-1: Fundamentals of Information and Reference Services:** Historical Development of Reference Service; Nature, Functions and Objectives of Reference service; major Reference and Information services; Difference between reference and information service; Reference service models.	Lecture, Interactive Discussion and Group Discussion	Class Test, Short Assignment and Participation	CLO-1
4–6	**Unit-2: Organizing, Delivering Reference Services and Reference Interview:** Objectives, Nature, Types, Functions; Determining the questions and finding answers: searching, locating, retrieving and delivering answers; Interview for Specific Situations; User Orientation and Instruction.	Lecture, Assignment and Workshop	Assignment and Practical Exercise	CLO-1, CLO-2, CLO-3
7–10	**Unit-3: Major Reference Sources:** Selection and Evaluation of reference sources; Dictionaries; Encyclopedias; Directories; Almanacs, Yearbooks and Handbooks; Biographic sources; Geographical sources; Bibliographical sources; Indexes and Abstracts; Government information and statistical sources.	Lecture, Assignment and Workshop	Quiz, Assignment and Practical Exercise	CLO-2, CLO-3
11–13	**Unit-4: Developing and Managing Reference Collections and Services:** Selecting and Evaluating Reference Materials; Managing Reference Departments; Assessing and Improving Reference Services; Planning and Organizing Data Collection and	Lecture, and Assignment	Assignment, and Class Test	CLO-2, CLO-4

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
	Analysis; The Role of Standards in Reference Evaluation.			
14–17	**Unit-5: Training and Continual Learning of Reference Staff:** Training requirements of reference staff; Recruitment and orientation; Basic training: learning the essentials, identifying training needs, selecting methods, evaluation training; Qualities of reference librarians; continual learning: change management, organizational responses, continuing education.	Lecture, Group Discussion, Presentation and Workshop	Presentation, Assignment and Workshop Assessment	CLO-4, CLO-6
18–20	**Unit-6: Reference Service for Specific Populations:** Reference Service in a Pluralistic Society; Information literacy functions of reference librarians; Reference service for specific populations based on age, education, culture, special needs, etc.; Extension services offered by the reference department.	Lecture, Group Discussion and Presentation	Presentation and Class Test	CLO-2, CLO-4, CLO-6
21–23	**Unit-7: Electronic Reference Services:** History of Electronic Resources; Electronic resources, features, advantages and disadvantages; Technologies for organizing and managing virtual reference service; Evaluation of electronic information sources; Management of electronic reference services; Virtual Reference Collection Development.	Lecture, Demonstration, Hands-on Practice and Workshop	Practical Exercise, Assignment and Quiz	CLO-2, CLO-5
24–28	**Unit-8: Referencing Systems and Ethics in Reference Service:** Fundamental; of ethics and information ethics; Ethical aspects of reference service; Ethical or Professional Codes; Competencies and Ethical Behavior; Major Ethical Issues Facing Reference Librarians; Intellectual Property Rights and the roles of reference librarians; Referencing styles and their applications.	Lecture, Discussion, and Practical Exercise	Assignment, Class Test and Practical Exercise	CLO-3, CLO-6

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Bopp, R. E., & Smith, L. C. (Eds.). (2011). *Reference and information services: An introduction* (4th ed.). Libraries Unlimited.

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

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

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

Kumar, K. (2005). *Reference service*. Vikas Publishing House.

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

Lipson, C. (2011). *Cite right: A quick guide to citation styles—MLA, APA, Chicago, the sciences, professions, and more* (2nd ed.). University of Chicago Press.

গাউসুল হক, কাজী মোস্তাক ও হাসান, নাজমুল । (২০১৬) । *একুশ শতকের প্রেক্ষাপটে রেফারেন্স ও তথ্যসেবা*। নলেজ রেইন।

Course Code: 8223855	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Information Resources Development			

Course Description

This course provides a comprehensive understanding of the principles, practices, and contemporary approaches to information resource development and management in different types of libraries and information institutions. It equips students to assess user needs and community demographics, draft structurally sound collection development policies for academic, public, national, and special libraries, and apply standard selection tools while managing budgets, vendor negotiations, and electronic licensing agreements. The course also covers systematic collection evaluation, weeding, and preservation, conservation, and disaster-mitigation planning for both print and digital materials, grounding these practices in relevant Bangladeshi tools such as the Bangladesh National Bibliography.

Course Objectives

This course aims to:

- Develop a conceptual understanding of the evolution from collection development to information resources management.
- Acquire analytical skills to conduct user needs assessments and compile demographic profiles to align resource selection with community demand.
- Formulate comprehensive, structurally sound collection development policies for academic, public, national, and special libraries.
- Evaluate selection tools, manage fiscal allocations, navigate vendor negotiations, and analyze electronic licensing agreements.
- Implement systematic collection evaluation, weeding, preservation, and disaster mitigation strategies for print and electronic media.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Explain key concepts, historical milestones, and contemporary paradigms of collection management in various types of information institutions.

CLO2: Plan, execute, and analyze user population studies to align library collections with the information-seeking behavior of the service community.

CLO3: Formulate a structurally compliant, logically articulated Collection Development Policy (CDP) addressing intellectual freedom, censorship, and institutional diversity.

CLO4: Select and acquire library resources utilizing diverse standard selection aids and execute proper accounting, budgeting, and licensing agreements.

CLO5: Apply systematic collection assessment techniques, execute weeding procedures, and formulate physical conservation and digital preservation plans.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1	H	L	M	L	-	L	L	M
CLO 2	M	-	H	H	M	L	-	L
CLO 3	H	-	M	M	L	H	M	-
CLO 4	H	M	M	-	M	H	H	M
CLO 5	H	H	H	L	-	M	M	H

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
1–3	**Unit 1: Fundamentals of Information Resource Development:** Concept, scope, and importance of information resource development; need, purpose, principles, and functions of selecting information materials; and fundamentals of collection development.	Interactive Lecture, Brainstorming sessions and Small-group discussion	Short questions, class participation, and group discussion	CLO-1 & CLO-2
4–6	**Unit 2: Development of Information Resources:** Concept, objectives, and significance of resource development; functions and importance of developing information resources; methods and procedures for resource provision in libraries; roles and responsibilities of selectors; and essential qualities of an effective selector.	Lecture, Case-based learning, Assignment and Quiz	Quiz, assignment, and user-study exercises	CLO-2
7–10	**Unit 3: Assessing the Value of Books:** Concept and methods of assessing book value; evaluation of books based on their inspirational, informational, recreational, and literary qualities; and assessment of fiction and non-fiction materials.	Lecture, Collaborative policy-writing exercises, mock debates	Policy-writing exercise, short questions, and debate	CLO-3
11–13	**Unit 4: Evaluation and Selection Criteria for Information Resources:** Criteria and principles for selecting books, audiovisual materials, periodicals, pamphlets, graphic materials, microforms, electronic resources, and Internet-based information sources. Concepts and processes of resource evaluation and selection; distinctions	Group discussions, Question Answer, Assignment and Presentation	Assignment, presentation, and class participation	CLO-3

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
	between evaluation and selection of books; and the importance of evaluating library and information resources.			
14–17	**Unit 5: Selection Principles across Different Types of Libraries:** Principles, criteria, and practices for selecting information resources in academic, public, special, and national libraries; and factors influencing selection decisions in different library settings. Concept, objectives, and functions of weeding; criteria for withdrawing library resources; procedures and guidelines for systematic weeding.	Lecture, Multimedia presentation, Assignment and Workshop	Assignment, practical exercises, and workshop activities	CLO-2 & CLO-4
18–20	**Unit 6: Selection Aids and Bibliographic Guides:** Types, functions, and uses of selection aids and bibliographic guides; Whitaker's Reading List, CBI, British National Bibliography (BNB), Indian National Bibliography (INB), Choice, Publishers Weekly, BRD, Bangladesh National Bibliography, Books in Print, and other relevant selection tools.	Practical workshop, Quiz, Assignment and Question-answer	Quiz, assignment, and practical workshop assessment	CLO-2 & CLO-4
21–23	**Unit 7: Book Reviewing and Annotation:** Concept, purpose, and types of book reviews; written and oral reviewing; pre-publication and post-publication reviews; and principles and techniques of preparing annotations.	Lecture, Assignment Multimedia presentation, team workshops	Assignment, presentation, and team-based workshop assessment	CLO-3 & CLO-5
24–28	**Unit 8: Copyright and Censorship:** Concept and significance of copyright in libraries; key provisions of the Copyright Act of Bangladesh, 2000; copyright issues in information resource management; and concepts, principles, and challenges of censorship in libraries	Lecture, Visual concept mapping, Assignment	Assignment, concept-mapping, and practical assessment	CLO-5

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Albitz, B., Avery, C., & Zabel, D. (Eds.). (2014). *Rethinking collection development and management*. Libraries Unlimited.

Carter, M. D., Bonk, W. J., & Magrill, R. M. (1974). *Building library collections* (4th ed.). Scarecrow Press.

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

Evans, G. E., & Saponaro, M. Z. (2019). *Collection management basics* (7th ed.). Libraries Unlimited.

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

Gregory, V. L. (2019). *Collection development and management for 21st century library collections: An introduction* (2nd ed.). ALA Editions.

Johnson, P. (2018). *Fundamentals of collection development and management* (4th ed.). ALA Editions.

Katz, W. A. (1980). *Collection development: The selection of materials for libraries* (2nd ed.). Holt, Rinehart and Winston.

Merritt, L. C. (1970). *Book selection and intellectual freedom*. H. W. Wilson.

Rahman, A., & Mezbah-ul-Islam, M. (2007). *Book selection and acquisition of information resources*. Dhaka. (Bangla version).

আফিফা রহমান ও মেজবাহ-উল-ইসলাম, মুহাম্মদ। (২০০৭) । *গ্রন্থ নির্বাচন ও তথ্যসম্পদ অর্জন*। ঢাকা।

Course Code: 8223857	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Information Networking and Resource Sharing			

Course Description

This course introduces students to the theoretical, technological, administrative, and legal foundations of library networking, cooperation, and information resource sharing. This course introduces the historical evolution and rationale behind library cooperation, resource sharing, and consortia, before moving into the technical foundations of networking, including hardware, topologies (LAN, WAN, VPN), and protocols (TCP/IP, HTTP, Z39.50, OAI-PMH) that enable interoperability. Students gain practical exposure to shared and copy cataloging, metadata standards (MARC21, Dublin Core, RDA), and global bibliographic utilities like OCLC WorldCat, alongside the administrative and financial workings of interlibrary loan, electronic document delivery, and consortia-based licensing. The course also focuses on the development and operation of library networks and consortia in Bangladesh, including LiCoB and BelCON, enabling students to understand existing practices and formulate strategic approaches for strengthening national information resource-sharing networks.

Course Objectives

This course aims to:

- Explain the evolutionary theories, conceptual frameworks, and sociological driving forces behind library networks and resource sharing.
- Introduce the fundamental technical infrastructure, hardware components, topologies, and communication protocols that enable network interoperability.
- Provide practical training in copy cataloging, metadata standardization, and utilizing global bibliographic utility services such as OCLC WorldCat.
- Analyze the administrative, financial, and strategic processes involved in establishing and operating library consortia and cooperative electronic resource subscriptions.
- Critically evaluate the strategic, technological, and legal barriers (specifically copyright and intellectual property rights) to effective resource sharing within Bangladesh.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Trace the historical evolution and explain the foundational concepts of library cooperation, resource sharing, networking, and consortia.

CLO2: Design and differentiate physical and logical computer network architectures, topologies, and protocols optimized for automated library systems.

CLO3: Perform shared bibliographic copy cataloging, map schemas across major metadata standards (MARC21, Dublin Core), and utilize the OCLC systems.

CLO4: Plan and coordinate collaborative library workflows, including interlibrary loans (ILL), electronic document delivery, and consortia-based licensing.

CLO5: Identify administrative, financial, and copyright barriers and formulate strategic solutions to improve the performance within the context of Bangladesh.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	H	L	M	-	M	L	M	-
CLO2	M	H	M	L	M	-	-	H
CLO3	H	H	H	L	H	M	L	M
CLO4	H	M	M	L	H	H	H	M
CLO5	M	M	H	H	M	H	H	H

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
1–3	**Unit 1: Fundamentals of Library Cooperation and Resource Sharing:** Definitions, objectives, and historical evolution of library cooperation, resource sharing, and networking; structural differences between informal cooperation, resource networks, and purchasing consortia; economic and sociological drivers.	Interactive Lecture, sessions and Small-group discussion	Short questions, class participation, and group discussion	CLO-1
4–6	**Unit 2: Computer Networking and Library Topologies:** Basic concepts of data communication; computer network components (hardware, software, communication media); Local Area Networks (LAN), Wide Area Networks (WAN), and Virtual Private Networks (VPN) in libraries; network topologies (star, ring, bus, mesh, hybrid).	Lecture, Case-based learning, Brainstorming Assignment and Quiz	Quiz, assignment, and network-based practical exercises	CLO-1 & CLO-2
7–10	**Unit 3: Information Network and Resource-Sharing Processes:** Concept and processes of information networking and resource sharing (IN & RS); basic agreements and components of information networks; cooperative acquisition and processing; resource-sharing and service delivery; network layout and host networking; network architecture and communication media; information policies; data security and access control; financial and management issues in networking; and barriers to effective networking.	Practical laboratory classes' live search queries in OCLC WorldCat	Practical laboratory tasks, database searching, and short exercises	CLO-2 & CLO-3
11–13	**Unit 4: Bibliographic Utilities and Shared Cataloging:** Concepts of bibliographic utility networks; centralized vs. decentralized networks; shared and copy cataloging workflows; Union Catalogues and Union Lists of Serials; OCLC	Database search using online catalogs, Group	Online catalog searching, assignment, and class discussion	CLO-3

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLO
	WorldCat: history, services, and practical integration in local cataloging workflows.	discussions and Question Answer		
14–17	**Unit 5: Resource Sharing Workflows and Document Delivery:** Interlibrary Loan (ILL) standard codes, workflows, and administrative frameworks; physical delivery systems vs. electronic document delivery (EDD); secure transmission tools; cooperative reference services; collaborative storage agreements.	Lecture, Multimedia presentation, Assignment and Workshop	Assignment, practical exercises, and workshop assessment	CLO-4
18–20	**Unit 6: Library Consortia and Electronic Subscriptions:** Definition, objectives, and organizational structures of library consortia; cooperative collection development models; consortia-based licensing of electronic journals and databases; negotiation techniques with publishers; "Big Deal" models and subscription packages; site licensing and Digital Rights Management (DRM).	Practical workshop, Quiz, Assignment and Question-answer	Quiz, assignment, and practical workshop assessment	CLO-4
21–23	**Unit 7: Operational Barriers and Legal Frameworks:** Strategic barriers to effective networking (technological, financial, administrative, political, and personnel factors); intellectual property rights (IPR) and copyright regulations in networked environments; "fair use" exceptions in digital sharing; data privacy and secure transactions.	Structured debates dividing the class into copyright, analytical review	Structured debate, analytical review, and short questions	CLO-4 & CLO-5
24–28	**Unit 8: Library Networking and Consortia in Bangladesh:** Historical background and present scenario of library networks in Bangladesh; Library Consortium of Bangladesh (LiCoB) and Bangladesh Electronic Library Consortium (BelCON): history, current subscriptions, and institutional challenges; roles of BANSDOC, BIDS, and AIC; proposed models for a unified national information network.	Policy-formulation workshops, class presentations	Policy-formulation exercise, presentation, and class participation	CLO-5

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

American Library Association. (2021). *Code of ethics of the American Library Association*. https://www.ala.org/tools/ethics

Bryson, J. (1990). *Effective library and information center management*. Gower.

Chandel, A. S., & Saraf, V. (Eds.). (1987). *Planning in library resource sharing*. Print House.

Chatterjee, A. (2010). *Elements of information organization and dissemination*. Chandos Publishing.

Disher, W. (2014). *Crash course in collection development* (2nd ed.). Libraries Unlimited.

Gorman, G. E., & Shearer, J. R. (Eds.). (2006). *Metadata applications and management*. Facet Publishing.

Harries, S. (1993). *Networking and telecommunications for information systems: An introduction to information networking*. Unipub.

International Federation of Library Associations and Institutions. (2012). *IFLA code of ethics for librarians and other information workers*. https://repository.ifla.org/handle/20.500.14598/1464

Kaul, H. K. (1999). *Library resource sharing and networks*. Virgo Publications.

Kent, A. (1974). *Resource sharing in libraries: Why, how, when, next action steps*. Marcel Dekker.

MacDougall, A. F., & Prytherch, R. (1991). *Handbook of library cooperation*. Gower Publishing.

Mital, R. L. (2007). *Library administration: Theory and practice*. Metropolitan Book Co.

Raina, R. (1997). *Library resource sharing and networking*. Vikas Publishing House.

Rouse, W. B., & Rouse, S. H. (1980). *Management of library networks*. John Wiley & Sons.

Course Code	8221969	**Marks:** 100	**Credits:** 4	**Class Hours: 56**
Course Title	Fundamentals of Political Science			

Course Description

This course introduces the fundamental concepts, theories, and institutions of Political Science as a systematic field of social inquiry. It covers the discipline's nature and scope; core concepts such as power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship; theories of the state; major political ideologies; forms and institutions of government; political processes; and the political development of Bangladesh. The course is designed for allied-discipline students and aims to develop conceptual vocabulary, analytical skills, and civic literacy in accordance with the BNQF Level 7 descriptor.

Course Objectives (COs)

- To introduce learners to the nature, scope, historical evolution, and principal approaches of Political Science.
- To establish accurate command of core concepts of political analysis—power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship.
- To familiarize learners with competing theories of the state, major political ideologies, and principal forms and institutions of government.
- To develop the capacity to analyze political processes—parties, elections, interest groups, civil society, and social movements—with reference to Bangladesh and South Asia.
- To enable learners to evaluate competing explanations of democratization, authoritarian persistence, and democratic backsliding, and to communicate structured political arguments observing academic integrity.

Course Learning Outcomes (CLOs)

CLO1: Explain the nature, scope, and historical evolution of Political Science and distinguish among traditional, behavioral, post-behavioral, institutional, and rational-choice approaches.

CLO2: Apply core concepts of political analysis—power, authority, legitimacy, sovereignty, liberty, equality, justice, rights, and citizenship—to describe and analyze concrete political situations accurately.

CLO3: Compare principal theories of the state and major forms of government, relating them to the constitutional and institutional architecture of Bangladesh.

CLO4: Evaluate competing explanations of democratization, hybrid-regime persistence, and democratic backsliding in Bangladesh, defending a reasoned judgment using appropriate evidence, and communicate structured arguments in written or oral form observing academic integrity.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	H	-	-	-	-	M	M	-
CLO2	H	-	-	-	M	M	H	-
CLO3	H	-	-	M	H	-	M	-
CLO4	M	-	-	-	H	H	H	M

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Content

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
5	**Unit 1: The Discipline and Core Concepts of Political Analysis.** Meaning, nature, and scope of Political Science; politics as activity and discipline. Classical inheritance to modern discipline; is Political Science a science? Behavioral, post-behavioral, institutional, and rational-choice approaches. Power: decision-making, agenda-setting, third face; influence, force, coercion. Authority and Weberian typology (traditional, charismatic, legal-rational). Legitimacy and sources of political obligation; sovereignty (internal/external). Liberty (negative/positive), equality (opportunity/outcome), justice (Rawls). Rights, duties, and citizenship.	Interactive lecture; guided reading; concept mapping; structured classroom debate	Concept mapping evaluation, structured debate rubric and class participation, short conceptual quiz/formative assessment	CLO1, CLO2
6	**Unit 2: The State, Nation, and Political Ideologies.** Definition and elements of the state; distinctions among state, nation, government, civil society. Theories of state origin: divine right, force, social contract, evolutionary. Theories of the state: liberal-pluralist, elite, Marxist, feminist, post-colonial. Nation, nationalism, and imagined communities (Anderson). Liberalism, conservatism, socialism, Marxism, social democracy. Nationalism (civic vs. ethnic), feminism, environmentalism, populism. Ideological landscape of Bangladeshi party politics.	Lecture; small-group case analysis; ideology-placement exercise; manifesto comparison	Small-group ideology-placement exercise, party manifesto comparative report, midterm examination	CLO2, CLO3
5	**Unit 3: Constitution, Forms, and Institutions of Government.** Constitution and constitutionalism; classification of constitutions. Rule of law; separation of powers and checks & balances. Unitary vs. federal; parliamentary, presidential, and semi-presidential forms.	Lecture; constitutional article reading; institutional mapping of	Case study/policy brief on Bangladeshi constitutional amendments	CLO3

	Legislature (functions, composition, committees); executive (cabinet, PM). Judiciary (independence, judicial review); bureaucracy and local government. Constitution of Bangladesh: fundamental principles, rights, amendment trajectory.	Bangladesh	and institutional mapping, short answer written test	
6	**Unit 4: Political Processes and Participation.** Political culture (Almond & Verba); political socialization and agents. Public opinion and mass media; political participation vs. non-participation. Political parties: origins, typologies, functions, organization, institutionalization. Party systems (Duverger, Sartori); pressure/interest groups. Elections and electoral systems (plurality, PR, mixed); electoral integrity. Civil society, NGOs, social movements; student politics and youth mobilization in Bangladesh.	Lecture; short field-observation task; electoral simulation; group discussion	Electoral simulation performance evaluation, field-observation report on political participation/ youth mobilization, group discussion grading	CLO3, CLO4
6	**Unit 5: Democracy, Political Change, and Bangladesh in the World.** Models of democracy: direct, representative, liberal, deliberative, participatory. Authoritarianism and totalitarianism (Linz); military rule and civil-military relations. Hybrid regimes and competitive authoritarianism; democratic backsliding. Democratization: waves, transition, consolidation, breakdown. Bangladesh trajectory 1971 to present (including July–August 2024 uprising). Bangladesh foreign policy: constitutional mandate, relations with India, China, US, climate diplomacy.	Seminar; student presentations; evidence-based argument workshop; synthesis review	Seminar group presentation and defense, evidence-based argument workshop submission, comprehensive final examination	CLO4

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism* (Rev. ed.). Verso. (Original work published 1983)

Hague, R., Harrop, M., & McCormick, J. (2019). *Comparative government and politics: An introduction* (11th ed.). Red Globe Press.

Heywood, A. (2019). *Politics* (5th ed.). Red Globe Press.

Lasswell, H. D. (1936). *Politics: Who gets what, when, how*. McGraw-Hill.

Levitsky, S., & Ziblatt, D. (2018). *How democracies die*. Crown.

Migdal, J. S. (1988). *Strong societies and weak states: State-society relations and state capabilities in the Third World*. Princeton University Press.

Rawls, J. (1971). *A theory of justice*. Harvard University Press.

Riaz, A. (2016). *Bangladesh: A political history since independence*. I.B. Tauris.

Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). *Political science: An introduction* (14th ed.). Pearson.

Weber, M. (1946). *Politics as a vocation*. In H. H. Gerth & C. W. Mills (Eds. & Trans.), *From Max Weber: Essays in sociology* (pp. 77–128). Oxford University Press.

Course Code: 8223459	**Marks** : 100	**Credits :** 4	**Class Hours :** 56
Course Title: Social Psychology			

Course Description

This course introduces the fundamental concepts, theories, and applications of Social Psychology, focusing on how individuals' thoughts, feelings, and behaviors are influenced by social interactions and cultural contexts. It covers key topics including socialization, social perception, attitudes, group behavior, communication, interpersonal attraction, leadership, and mass communication. Students will examine social psychological processes through theoretical perspectives, research methods, and real-life applications to develop analytical, communication, and problem-solving skills for understanding individual and group behavior in society.

Course Learning Outcomes (CLOs)

After going through the course, students will be able to learn the following outcomes:

CLO1	Explain the fundamental concepts, theories, research methods, and processes of social psychology, including socialization, social perception, and attitude formation
CLO2	Analyze individual and group behavior by applying concepts related to attitudes, group dynamics, communication, and interpersonal attraction in diverse social contexts
CLO3	Evaluate leadership, communication, and collective behavior using social psychological theories and empirical evidence to address real-world social issues
CLO4	Apply social psychological principles ethically to understand and solve social, organizational and community problems while demonstrating effective communication, critical thinking, and professional responsibility

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLOs/PLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	H	-	-	-	M	M	H	-
CLO2	H	-	-	M	M	H	M	H
CLO3	M	-	-	H	H	H	H	H
CLO4	M	-	M	H	H	H	M	H

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Course Contents

Week	Topics	Teaching-Learning Strategies	Assessment Strategies	CLOs
1-2	**Unit:1** **Introduction:** Definition and fields, Research methods	Interactive lectures, multimedia presentations, brainstorming, class discussion, question–answer sessions	Concept Quizzes: *Research Method Critique:	CLO1
3-5	**Unit;2** **Socialization:** Definition, Socialization Process, Agents and products, Culture and socialization	Interactive lectures, case studies, group discussions, role-play, collaborative learning	Case Study Analysis: *Reflective Journal:	CLO1
6-9	**Unit-3** **Social Perception:** Process of Perceptual response, Perceptual defense, Person perception	Lectures, video demonstrations, case analysis, classroom discussion, reflective activities	Video Analysis Assignment: *Mid-Term Examination:	CLO2
10-13	**Unit-4** **Attitude:** Definition, Formation of attitude, Change of attitude, Measures of attitude	Interactive lectures, debates, attitude measurement exercises, group presentations, case studies	Attitude Scale Construction Project: In-Class Debate Evaluation:	CLO2
14-16	**Unit-5** **Group:** Structure and process, Kinds of Group, Method of investigation	Cooperative learning, group activities, simulations, case discussions, project-based learning	Group Dynamics Simulation Report: Peer and Self-Assessment:	CLO2
17-19	**Unit-6:** **Communication:** Communication process, Communication and language, Non-Verbal communication, Culture and thinking	Interactive lectures, role-play, communication skill exercises, video analysis, peer learning	Non-Verbal Observation Practical: Role-Play Performance:	CLO3
20-22	**Unit:7** **Interpersonal Attraction:** Classic explanation, Factors of attraction, Measures of attraction	Case studies, role-playing, group discussions, reflective learning, student presentations	Student Presentation: Literature Review Abstract:	CLO3

Week	Topics	Teaching-Learning Strategies	Assessment Strategies	CLOs
23-24	**Unit:8 Leadership:** Definition, Characteristics, Types, Functions, Effectiveness	Interactive lectures, leadership simulations, case studies, seminars, group projects, presentations	□ Leadership Case Profile □ Simulation Reflection:	CLO3
25-28	**Unit-9 Mass Communication & Collective Behavior:** Collective Behavior: Public opinion, Crowding, Rumour, Propaganda, Prejudice, Personal Space	Lectures, analysis of media content, case studies, debates, problem-based learning, group discussions, student presentations	Media Content Analysis Project: A Final Comprehensive Examination:	CLO4

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Books Recommended:

Krech, D., Crutchfield, R.S. and Ballachey, E. L. (1962). *Individual in Society*. New York: McGraw Hill Publishing Company Limited.

Lindgren, A.C. (1972). *An Introduction to Social Psychology*. New York: Wiley and Sons.

Myers, D.G. (1993). *Social Psychology* (10th Edition). New York: McGraw Hill Inc.

Sargent, S.S. and Willamson, R.C. (1996). *Social Psychology*. New York: Ronald Press.

ফখরুজ্জামান, মীর ও সাহা, অশোক কুমার (২০১৪)। সমাজ মনোবিজ্ঞান। ঢাকা: মোস্তফা প্রকাশনী।

বেগম, হামিদা আখতার (১৯৯৬)। আধুনিক সমাজ মনোবিজ্ঞান। ঢাকা: রাফায়েল শাহরিয়ার

সরকার, বৈদ্যনাথ (২০২৬)। সমাজ মনোবিজ্ঞান। ঢাকা: প্রত্যয় পাবলিকেশন্স।

Course Code:8222059	**Marks:** 100	**Credits:** 4
Course Title: Sociology of Bangladesh		**Hours:** 56

Course Description:

Sociology of Bangladesh offers a comprehensive exploration of the structural foundations, cultural diversity, and dynamic transformations of Bangladeshi society. Designed to bridge academic theory with everyday reality, the course examines how ecological factors, colonial legacies, and the 1971 Liberation War have shaped the nation's social institutions. Students will critically analyze rural and urban class structures, changing family dynamics, economic shifts driven by the RMG sector and remittances, and the rich tapestry of ethnic coexistence. Through the lens of foundational sociological theories, the curriculum addresses contemporary challenges—including gender inequality, poverty, and climate change vulnerability—empowering students to collaborate effectively and relate sociological insights to national development and real-world issues.

Course Objectives

After successful completion of this course, students will be able to:

- Develop an understanding of the major features, concepts, and characteristics of Bangladeshi society, including its social, cultural, economic, and political conditions.
- Explain the historical development of Bangladesh society, including the impacts of ecological factors, colonial experiences, the Language Movement, and the Liberation War.
- Understand the structure and functions of major social institutions, including family, culture, education, economy, politics, and governance systems in Bangladesh.
- Analyze contemporary social issues of Bangladesh, including inequality, poverty, gender issues, migration, urbanization, and climate change vulnerability from a sociological perspective.
- Apply basic sociological concepts and theories to understand social problems and social transformation processes in Bangladeshi society.
- Develop awareness of cultural diversity, ethnic coexistence, and changing patterns of identity within Bangladesh.
- Relate sociological knowledge to everyday life, national development, and real-world social challenges.
- Develop collaborative learning skills through discussion, case studies, presentations, and analysis of social issues in Bangladesh.

Course Learning Outcome (CLO)

After going through the course, students will be able to learn the following out comes

CLO1 Appreciate the importance of cultural diversity and ethnic coexistence in Bangladesh.

CLO2 Analyze several changing social issues of Bangladesh from sociological perspective.

CLO3 Explain the basic concepts, institutions and characteristics of society of Bangladesh.

CLO4 Apply fundamental sociological theories to be informed about social problems in

Bangladesh.

CLO5 Illustrate the historical evolution, social background, family system, not only economy but also political system of Bangladesh.

CLO6 Collaborate with peers sociological ideas effectively for Bangladeshi society.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLO \ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					✓			✓
CLO2					✓	✓	✓	
CLO3	✓				✓			
CLO4					✓		✓	
CLO5	✓				✓	✓		
CLO6						✓		✓

Course contents

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
Weeks 1–3	**Chapter 1: Sociological Background and Historical Context** •The physical and environmental factors shaping village society • Impact of British Colonialism, the internal colonialism of the Pakistan era, the Language Movement, and the Liberation War	Interactive Lectures, Historical Timeline Mapping, Group Discussions	Class Test, Practical Exercise, Short Assignment	CLO3, CLO5
Weeks 4–6	**Chapter 2: Population Dynamics and Ethnicity** • Population composition including age-sex ratios, marital status, literacy rates, and labor force distribution • Patterns of fertility, mortality, migration, and national population control policies • Cultural profile and societal roles of different ethnic groups in Bangladesh	Demographic Data Analysis, Case Studies on Migration, Documentary Screening	Data Analysis Report, Case Study Evaluation, Quiz	CLO1, CLO3
Weeks 7–10	**Chapter 3: Socialization, Family, Culture, and Identity** • Evolution and changing structures of marriage, divorce, family configurations, and kinship ties • Nature of socialization, religious beliefs, rituals, language groups, and local cultural patterns • Dilemmas of cultural identity, modernization, globalization of culture, and cultural dependency	Reflective Essays, Small Group Debates, Peer-to-Peer Dialogue	Reflective Essay, Debate Evaluation, Class Test	CLO1, CLO3, CLO5, CLO6
Weeks 11–13	**Chapter 4: Macroeconomic Structure and Industrialization**	Lecture-Discussion,	Concept Mapping	CLO3, CLO5

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
	• Overview of farm and non-farm economic activities and the complexities of agrarian transformation • Industrial growth patterns, the expansion of the working class/underclass, and the role of the informal economy • Global workforce migration and its role in fostering a remittance-reliant economy	Economic Report Reviews, Concept Mapping	Task, Economic Report Review, Quiz	
Weeks 14–17	**Chapter 5: Rural Society and Urbanization** • Land tenure mechanisms and rural class stratifications • Power Dynamics: Traditional rural community systems, conflict resolution bodies, and social hierarchies (*Samaj*, *Salish*, and Patron-Client networks) • Dynamics and challenges surrounding rural-to-urban domestic migration	Role-Playing (*Salish* system), Guest Speaker Lectures, Problem-Based Learning	Role-Playing Performance, Problem-Based Assessment, Class Test	CLO2, CLO3, CLO6
Weeks 18–20	**Chapter 6: Social Inequality, Class Structure, and Poverty** • Dimensions of systemic social, income, gender, ethnic, and status inequalities • Middle Class & Poverty: The growth, socio-economic nature, and traits of the emerging middle class alongside historical and current poverty trends	Critical Literature Review, Comparative Analysis, Student Presentations	Literature Review Critique, Student Presentations, Written Assignment	CLO2, CLO4
Weeks 21–23	**Chapter 7: Politics, State, and Governance** • Structural nature of the state, civil bureaucracy, and political partie • Prevailing political culture, institutional governance issues, and the structural setup of local government bodies	Seminar Presentations, Case Studies on Governance, Group Brainstorming	Case Study Report, Seminar Presentation, Quiz	CLO2, CLO3, CLO5
Weeks 24–28	**Chapter 8: Crime, Education, and Social Control** • Prevailing patterns of crime, penal frameworks, correctional philosophies, policing styles, and civil society's role in crime prevention • Primary, secondary, and higher education systems; institutional expansion, enrollment/dropout patterns, and curriculum updates • Class variations in education access, social mobility channels, educational policies, systemic barriers, and comprehensive course synthesis	Panel Discussions, Policy Critique Workshops, Collaborative Projects	Policy Critique Workshop, Collaborative Project Report, Final Course Assessment	CLO2, CLO4, CLO6

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Chowdhury, A. (1982). *Agrarian social relations and rural development in Bangladesh*. Oxford & IBH Publishing.

Chowdhury, A. M., & Alam, F. (Eds.). (2002). *Bangladesh at the threshold of the twenty-first century*. Asiatic Society of Bangladesh.

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Khan, A. A. (1996). *Discovery of Bangladesh*. University Press Limited.

Rahman, A. (1986). *Bangladesher krishi kathamo* [Agricultural structure of Bangladesh]. University Press Limited.

Siddiqui, K. (2000). *Jagatpur*. University Press Limited.

Course Code:8222165	**Marks:** 100	**Credits:** 4
Course Title: Bangladesh Society and Culture		**Hours:** 56

Course Descriptions

This course provides a comprehensive sociological and anthropological analysis of Bangladesh society and culture. Students will explore the historical evolution, social structures, cultural patterns, and contemporary transformations of the country.

Course Objectives

1. To provide students with a comprehensive understanding of the historical, social, and cultural evolution of Bangladesh from ancient Bengal to the post-independence era.
2. To analyze the core social structures, institutions, and forms of stratification, including class, gender, caste, and power relations in rural and urban settings.
3. To explore the pluralistic nature of Bangladeshi culture, covering religious traditions, secular celebrations, folk philosophies, and diverse artistic expressions.
4. To examine the socio-economic challenges and cultural dynamics of ethnic minorities and marginalized communities within Bangladesh.

5. To critical evaluate the impacts of globalization, urbanization, climate change, and economic transformations on contemporary Bangladeshi society.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO 1: Trace and explain the historical trajectories, turning points, and cultural shifts that shaped the national identity of Bangladesh.

CLO 2: Critically analyze structural inequalities, power dynamics, and institutional transitions within rural and urban families and communities.

CLO 3: Demonstrate a nuanced understanding of cultural syncretism, literary heritages, and folk traditions unique to the Bengal delta.

CLO 4: Assess the distinct socio-legal and economic vulnerabilities faced by indigenous peoples and marginalized groups in the country.

CLO 5: Evaluate how global vectors like the Readymade Garment (RMG) industry,international migration, and climate vulnerability drive social change in Bangladesh.

CLO to PLO Mapping Matrix

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1		✓			✓	✓	✓	✓
CLO 2				✓	✓	✓	✓	✓
CLO 3	✓	✓			✓	✓	✓	✓
CLO 4		✓		✓	✓	✓	✓	✓
CLO 5				✓	✓	✓	✓	✓

Course Contents

Week	Topics	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
Week 1–3	Chapter 1: Historical Foundations and Emerging Identity: Ancient roots: Bengal's early history and archaeological heritage. Religious shifts: Expansion of Buddhism, Hinduism, Islam, and Christianity. Colonial impact: British rule, permanent settlement, and social stratification. Language movement: The 1952 struggle as a cultural turning point. Independence: The 1971 Liberation War and birth of Bangladesh.	Interactive Lectures, Historical Video Screenings Guided Group Discussions	Concept-based short quiz	CLO1

Week 4–7	Chapter 2: Social Structure and Stratification Class dynamics: Agrarian structures, elite groups, and urban working class. Caste system: Historical remnants and manifestation among Hindu communities. Power relations: Patron-client politics in rural and urban settings. Inequality: Income distribution, resource access, and social mobility gaps.	Problem-Based Learning (PBL), Case Studies on Power Dynamics, Sociological Concept Mapping.	Written assignment on a selected archaeological site	CLO2
Week 8–11	Chapter 3:Rural and Urban Society: Village life: The traditional Gram structure, Samaj, and local leadership. Agrarian economy: Changing faces of farming, sharecropping, and land reforms. Urbanization: Rapid growth of Dhaka, Chittagong, and secondary cities. Slum dynamics: Migration, informal economies, and urban poverty challenges.	Comparative Group Analysis, Documentary Analysis, Guest Speaker (Urban Planner/NGO)	Class test on the Language Movement and Bengali literature	CLO2
Week 12–14	Chapter 4: Family, Kinship, and Marriage Family types: Transition from joint families to nuclear households. Kinship networks: Ghoti and Bangal identities, lineage, and social capital. Marriage practices: Dowry systems, arranged vs. romantic marriages, and divorce trends. Gender roles: Patriarchy, decision-making power, and changing family expectations.	Reflexive Dialogue Workshops Genogram (Family Tree) Exercises Think-Pair-Share Activities	Group presentation on a religious festival	CLO3
Week 15–17	Chapter 5: Religion, Festivals, and Rituals Religious pluralism: Syncretism, Sufism, and secularist principles in Bengal. Major celebrations: Eid, Durga Puja, Christmas, and Buddha Purnima. Secular festivals: Pohela Boishakh, Nabanna, and national memorial days. Folk religion: Baul philosophy, local shrines (Mazars), and popular myths.	Field-Observation Presentation Textual Analysis of Baul Songs Group-led Cultural Panels	Written assignment on a selected handicraft tradition	CLO3
Week 18–20	Chapter 6: Cultural Expressions: Art, Literature, and Media Literary giants: Legacies of Rabindranath Tagore, Kazi Nazrul Multimedia Presentations• Visual & Textual Artifact Analysis• Class Debate on Digital Media Impacts CLO3 Islam, and Zainul Abedin. Folk culture: Lalon Geeti, Bhatiali, Jatra, and traditional embroidery (Nakshi Kantha). Food culture: Rice, fish, Pitha festivals, and regional culinary variations. Media landscape: Cinema, television dramas, and the rise of digital social media.	Multimedia Presentations, Visual & Textual Artifact Analysis, Class Debate on Digital Media Impacts	Reflective assignment after a performance or recording review	CLO3

Week 21–23	**Chapter 7: Ethnicity and Marginalized Communities:** Chittagong Hill Tracts: Chakma, Marma, Tripura, and other indigenous groups. Plains tribes: Santal, Garo, Khasi, and Oraon communities. Minority challenges: Land rights, cultural preservation, and state integration. Other margins: The Bihari camp community and Hijra third-gender rights.	Case Study Reviews, Human Rights Framework Analysis, Guided Empathy Mapping	Thematic report on a local festival or social custom	CLO4
Week 24–26	**Chapter 8:Globaliz=ation and Contemporary Social Change:** RMG sector: Women's empowerment, labor rights, and economic transformation. Remittance economy: Impact of Middle East and Western migration on rural life. Climate vulnerability: Social displacement, river erosion, and adaptation strategies. Youth culture: Tech adoption, consumerism, and shifting traditional values.	Research Paper Workshops, Policy Brief Drafting Simulation, Socratic Seminars	Term paper on cultural change and globalization	CLO4
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive mock examination covering all chapters	All CLOs

Course Assessment Framework

Total Course Marks: 100 Exam. Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course Examination	10%
	Quiz / Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

Recommended Textbooks and Readings

Ahmed, I. (Ed.). (2013). *The cultural characteristics of Bangladeshis.* University Press Limited.

Ahmed, I. (Ed.). (2013). *Culture and culture: Essays in honour of Professor Emeritus Anisuzzaman.* University Press Limited.

Chowdhury, A. M., & Fakrul, A. (Eds.). (2016). *Bangladesh: History, politics, economy, society formation in Dhaka City: A study in third world urban sociology*. University Press Limited.

Jansen, E. G. (1987). *Rural Bangladesh: Competition for scarce resources*. University Press

Kabeer, N. (2000). *The power to choose: Bangladeshi women and labour market decisions in*

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Lewis, D. (2011). *Bangladesh: Politics, economy and civil society*. Cambridge University Press. Limited. *London and Dhaka.* Verso.

Siddiqui, K., Ahmed, J., Kaniz, F., Shafi, S., Islam, M. S., & Asaduzzaman, M. (2010). *Social*

Van Schendel, W. (2020). *A history of Bangladesh.* Cambridge University Press.

Viva-voce

Course Code: 8223860	**Marks:** 50	**Credits:** 2
Course Title: Viva-voce (Library and Information Science)		

Course Description

The Viva Voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, professional competence, critical thinking, and communication skills acquired during the Library and Information Science program. Conducted at the end of the Second Year after the completion of written examinations, the course provides students with an opportunity to demonstrate their understanding of the theoretical foundations, practical applications, and emerging trends in Library and Information Science. The examination also assesses students' ability to integrate knowledge from different courses, solve professional problems, and communicate effectively in academic and professional settings.

Course Objectives

The course's objectives are to:

1. Evaluate students' knowledge of core Library and Information Science subjects through oral examination.
2. Assess students' ability to apply LIS theories, principles, and professional practices.
3. Develop effective oral communication, presentation, and interpersonal skills.
4. Evaluate students' critical thinking, problem-solving, and decision-making abilities.
5. Assess students' professional attitude, confidence, and overall readiness for the profession.
6. Prepare students for professional interviews, higher studies, and career development in Library and Information Science.

Course Learning Outcomes (CLOs)

After going through the viva voce, the students will be able to:

CLO 1: Demonstrate comprehensive knowledge of the major concepts, theories, principles, and practices of Library and Information Science.

CLO 2: Explain and apply professional knowledge to solve practical problems related to library and information services.

CLO 3: Communicate ideas effectively and confidently through clear, logical, and professional oral presentations.

CLO 4: Analyze and respond critically to questions related to library management, information organization, information services, digital libraries, archives, records management, and emerging information technologies.

CLO 5: Demonstrate professional ethics, leadership qualities, confidence, and decision-making skills appropriate for library and information professionals.

CLO 6: Exhibit readiness for professional employment, higher education, research, and lifelong professional development.

CLO to PLO Mapping Matrix

The mapping of CLO to PLO is presented in the matrix below, identifying the level of correlation between course-specific competencies and professional graduate attributes.

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	H	M	L	M	L	M	M	L
CLO2	M	H	M	H	M	M	M	M
CLO3	L	-	-	L	M	H	M	M
CLO4	M	H	H	H	M	M	H	M
CLO5	L	-	L	M	H	H	M	H
CLO6	M	L	M	M	M	H	H	H

Note: *H = High Correlation; M = Medium Correlation; L = Low Correlation; (-) = No Correlation.*

Teaching System

The course is conducted through an interactive and student-centered approach. Teaching and learning activities include orientation sessions, guided discussions, question-and-answer sessions, seminar presentations, mock viva examinations, case-based discussions, individual consultations, self-directed learning, and review of core Library and Information Science concepts. Students are encouraged to develop effective communication, critical thinking, analytical, and presentation skills in preparation for the viva voce examination.

Assessment Strategy

Students will be assessed through a comprehensive viva voce examination conducted by the designated Examination Committee following the completion of the written examinations. The assessment will evaluate students' overall understanding of Library and Information Science, their ability to integrate and apply theoretical and practical knowledge, critical thinking and problem-solving skills, oral communication and presentation abilities, professional attitude, confidence, and responsiveness to questions. The final grade will be awarded based on the performance demonstrated during the viva voce examination.