

LIBRARY CLASSIFICATION –PRACTICES
(DDC & CC)
B.L.I.Sc., Semester – II

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FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- writers of the Centre who have helped in these endeavors.

Prof. P. Raja Sekhar

*Vice-Chancellor (FAC)
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PRACTICAL

203BL21- LIBRARY CLASSIFICATION – PRACTICE (D.D.C.)

Part-A

Classification of Documents by DDC (20th Edition) : Introduction to DDC 19th Edition – Ascertaining Specific Subject of a document; Use of relative Index – Class number building practices – Use of Table – 1 : Standard Sub-divisions – Use of Table-2 : Areas – Use of Table-3 – Use of Table- 4 to 7 – Multiple Synthesis and Order of Precedence

Part-B

LIBRARY CLASSIFICATION – PRACTICE (C.C.)

Classification of Documents by CC (Ed. 6) : Introduction to Colon Classification (Ed 6) – Rounds and levels; cluttering of connecting Symbols – Devices; Systems and Specials – Common Isolates – Phase Relation – Examples from Main Classes; Generalia, Library Science and Miscellaneous Classes – Examples from Main Classes : Physical Sciences – Examples from Main Classes : Biological Sciences – Examples from Main Classes : Humanities – Examples from Main Classes : Social Sciences

Text and Reference books::

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1. Dewey, Melvil: Decimal Classification and Relative Index, 21st Edition, New York, Forest Press, 1996.
2. S.R. Ranganathan: Colon Classification, 6^d ed., Bombay, Asia

LIBRARY CLASSIFICATION –PRACTICES

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1. Introduction to Dewey Decimal Classification (20th edition)	1.1-1.29
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LIBRARY CLASSIFICATION PRACTICE

Classification provides a system for organizing a universe of documents. Libraries usually arrange their collections according to the systematic structure of library classification schemes. Each document is assigned a call number usually consisting of the notation for its class accompanied by a book number. The call number provides a unique identifying code that is used as an “address” on the shelf. This paper of Bachelor of Library & Information Science course, of Centre for Distance Education, Acharya Nagarjuna University deals with classification practice.

The existing Library classification schemes are broadly classified into two categories. One is ‘Enumerative Classification schemes and the other is Analytico-synthetic classification schemes. The syllabus of this paper includes ‘Dewey Decimal Classification’ which is an enumerative classification scheme and ‘Colon Classification’ which is an Analytico-synthetic classification scheme. As per the syllabus prescribed and for the sake of convenience of explaining the subject this book is divided into two units. The unit - 1 dealt with Dewey Decimal Classification and the Unit – 2 deals with Colon Classification

Dewey Decimal Classification Practice

The Dewey Decimal Classification (DDC) is the most used Library Classification System in the world. It is used in more than 135 countries and has been translated into over 30 languages. The DDC was conceived by Melvil Dewey in 1873 and first published in the year 1876. The latest edition is DDC 23rd published in the year 2010.

The DDC 20th edition published in the year 1989 is prescribed for your syllabus. The Unit – 1 of this book explains the procedures, rules, instructions provided in the Dewey Decimal Classification System. For the convenience of explanation this unit is divided into 9 lessons. Each lesson was explained with illustrative examples. The lesson – 1 explains the overview of DDC and its features etc. The lesson – 2 explains the structure of DDC. Lessons 3 and 4 discussed the relative index number building procedure as per DDC rules. Lessons 5 to 8 explained the usage of tables provided by DDC to build exhaustive class number. Lesson 9 introduced you to the Web Dewey

Lesson 1

Introduction to Dewey Decimal Classification (20th edition)

1.0 Aims and Objectives:

The aim of this lesson is to introduce the student to library classification schemes, especially to Dewey Decimal Classification (20th edition), its structure and principles etc.

This lesson enables the student to understand

- the salient features of DDC
- the structure of DDC
- the notation used in the DDC and
- the utility of different volumes of DDC

STRUCTURE

1.1 Introduction

1.2 Library Classification Systems

1.2.1 Notation

1.3 Dewey Decimal Classification

1.3.1 History

1.3.2 Need to understand the Dewey Decimal Classification system

1.3.3 Merits of DDC

1.3.4 Demerits of DDC

1.4 The Structure of DDC 20th Edition

1.5 Summary

1.1 Introduction

A library classification is a process of coding and organizing library materials (books, serials, audiovisual materials, computer files, maps, manuscripts, etc.) according to their subject. A classification scheme consists of schedules used to assign a class number to each item being classified, based on that item's subject. The main aim of the library classification is to arrange the documents on the shelves in some helpful order.

1.2 Library Classification Systems

Library classification forms part of the field of library and information science. It goes hand in hand with library (descriptive) cataloging under the rubric of cataloging and classification. The library professional who engages in the process of cataloging and classifying library materials is called a cataloger or catalog librarian

Classification provides a system for organizing knowledge. Classification may be used to organize knowledge represented in any form, e.g., books, documents, electronic resources.

There are two main types of classification systems:

1. **Enumerative Classification:** This type of classification Schemes identify the subjects in the universe of knowledge and arrange them in some helpful order with assigned numbers.
2. **Faceted or analytico-synthetic Classification:** This type of classification schemes first analyse the subject into isolates or concepts and then synthesize according to the canons, principles, laws etc. prescribed by the scheme.

1.2 Notation:

Notation is the system of symbols used to represent the subjects or classes in a classification system. The notation gives both the unique meaning of the class and its relation to other classes. The notation provides a universal language to identify the class and related classes, regardless of the fact that different words or languages may be used to describe the subject. There are two types of notation systems employed in library classification schemes. They are pure notation and mixed notation. In the Dewey Decimal Classification, the notation employed is of pure notation expressed in Arabic numerals. In Colon Classification mixed notation is employed consisting of roman alphabets, numerals and some special characters.

1.3 Dewey Decimal Classification (DDC)

DDC is one of the systems used in libraries for organizing documents according to subject by assigning corresponding three-digit numerals, with further specification expressed by numerals following a decimal point. The **Dewey Decimal Classification (DDC)**, also called the **Dewey Decimal System** is a system of library classification developed by Melvil Dewey in 1876, and since greatly modified and expanded through twenty-three major revisions, the most recent in 2010. Every seven years, a new print edition of the Dewey Decimal Classification is published.

The new edition, DDC 23, arrived in July 2010. DDC 23 features many new numbers and topics. The new edition provided significant updates to several schedules, including 004-006 Computer science, 200 Religion, 305-306 Social groups and institutions, 340 Law, 510 Mathematics and 610 Medicine and health. Another major change is provision of a streamlined Manual and the replacement of Table 7 with direct use of notation already available elsewhere in the DDC.

The DDC System is a numeric system used by most libraries to organise their information resources (books, journals, etc.) in certain subject groups, so that they are easily accessible to users. In other words, these numbers on the items (books, magazines, audio-visual, etc.) are there to help you find them among all the other items in the Library. For example take the documents dealing with the subject sociology. Since all the books on sociology will have the number 301, the books will all be at the same shelf location. This means that you can go to that shelf location and browse all the sociology books easily. When you search on the OPAC (the Library online catalogue), next to each record the location of the item on the shelves is given.

1.3.1 History

The history of the Dewey Decimal Classification System (DDC) dates back to the very beginning of the modern library movement in the nineteenth century. The classification scheme's progenitor was a man named **Melvil Dewey** who was born to a poor family in upstate New York in 1851. His full name was **Melville Louis Kossuth Dewey**. Dewey had a profound effect on the library movement in America. He originated the DDC in 1873 and had it published and patented in 1876. There has been some speculation that Dewey synthesized ideas from a number of sources and coordinated them into a unified system. There is some evidence to suggest that Dewey may have been introduced to the idea of a decimal classification by a pamphlet written by Nathaniel Shurtlaff in 1856. The DDC may also have been partly adapted from a scheme that William Lorrey Harris had formed basing on the structure expressed by Sir Francis Bacon, and refined by the German philosopher G. W. F. Hegel. Regardless of where the scheme emerged from, however, Dewey was the first person to properly expand on and define his ideas concerning a classification that placed books into a relative order based on disciplines rather than an alphabetical order. The DDC was the first timely modern system that introduced features like relative locations and a relative index. This enables books to be placed in stacks based on their relationships to one another. The system grew from its first edition in 1876 to its 23rd edition in 2010 and has been translated into over 30 languages.

While the DDC was Melvil Dewey's most significant creation it was not his only creation. He also helped to establish the very first library school at Columbia University in 1887, and worked to allow women admittance to the program. Dewey also helped establish the American Library Association in 1876, and became the director of the New York State Library until 1906. Melvil Dewey finally died in 1931, but not before helping to clearly establish the significance of librarians, their profession, and the cataloguing system that still bears his namesake.

1.3.2 Need to understand the Dewey Decimal Classification system

You need to understand the basics of the DDC system to be able to find the items in the Library that you are looking for. The DDC attempts to organize all knowledge into ten main classes that, excluding the first class (000 Computers, information and general reference), proceed from the divine (philosophy & religion) to the mundane (history & geography). DDC's cleverness is in choosing decimals for its categories; this allows it to be both purely numerical and infinitely hierarchical. It also shows the features of faceted classification, with provisions to combine elements from different parts of the schedule to construct a number representing the subject content (often combining two subject elements with linking numbers and geographical and temporal elements) and form of an item rather than drawing upon a list containing each class and its meaning.

Except for general works and fiction, works are classified principally by subject, with extensions for subject relationships, place, time or type of material, producing classification numbers of not less than three digits but otherwise of indeterminate length with a decimal point before the fourth digit, where present (e.g. 330 for economics + 94 for Europe = 330.94 European economy; 973 for History of United States + 005 form division for periodicals = 973.005, periodicals concerning the History of United States generally); classmarks are to be read as numbers, in the order: 050, 220, 330.973, 331 etc. Any letter should be read as preceding any number that might have occupied the same character position, so "330.94A" would come before 330.943. The system uses ten main classes, which are then further subdivided. Each main class has ten divisions and each division has ten sections. Hence the

system can be neatly summarized in 10 main classes, 100 divisions and 1000 sections. It is a common misconception that all books in the DDC are non-fiction. However, the DDC has a number for all books, including those that generally become their own section of fiction. If DDC rules are strictly followed, American fiction is classified in 813. Some libraries create a separate fiction section because of the space that would be taken up in the 800s

1.3.3 Merits of DDC

1. Provides a logical system for organizing every item in the library's unique collection
2. Offer library users familiarity and consistency of a time-honored classification system used worldwide
3. Integrate updates to the DDC almost as soon as they happen through quarterly, electronic updates to web-Dewey and abridged web-Dewey.

1.3.4 Demerits of DDC

1. There is a bias towards Protestant/American aspects prevalent in both the history and religion disciplines. These problems are being addressed in each new revision and edition.
2. There is the potential for very large classification call numbers as a result of number building, and the need for extreme accuracy by some libraries.
3. The DDC does not work as well as other classification systems for large academic institutions, although attempts have been made at some.
4. The DDC is not as easily expandable as classification systems like the Library of Congress Classification system when new subjects or technologies emerge.
5. Sections of library catalogues can require significant revisions when new editions come out, and catalogue divisions in many libraries may need to undertake a great deal of additional work to move from one edition of the DDC to the next.
6. The DDC is constantly undergoing revisions. (Note, this can also be considered a merit.)
7. Within the DDC there are some disciplines that are closely related, yet quite separate numerically like literature 800-899 and languages 400-499.
8. Within the DDC there are also some classes like 'Technology,' in the 600s in which the call numbers are very crowded.

The DDC is built on sound principles that make it ideal tool to organize knowledge with meaningful notation in universally recognized Arabic numerals, well-defined categories, well-developed hierarchies, and a rich network of relationships among topics. In the DDC, basic classes are organized by disciplines or fields of study. At the broadest level, the DDC is divided into ten main classes, which together cover the entire world of knowledge. Each main class is further divided into ten divisions, and each division into ten sections (not all the numbers for the divisions and sections have been used). The main structure of the DDC is presented in the DDC Summaries following this introduction. The headings associated with the numbers in the summaries have been edited for browsing purposes, and do not necessarily match the complete headings found in the schedules.

The first summary contains the ten main classes. The first digit in each three-digit number represents the main class. For example, in main class 600 '6' represents technology.

The second su

mmary contains the hundred divisions. The second digit in each three-digit number indicates the division. For example, 600 is used for works on technology, while 610 for medicine and health, 620 for engineering, 630 for agriculture.

The third summary contains the thousand sections. The third digit in each three-digit number indicates the section. Thus, 610 is used for works on medicine and health, while 611 for human anatomy, 612 for human physiology, 613 for personal health and safety.

Arabic numerals are used to represent each class in the DDC. A decimal point follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed.

A subject may appear in more than one discipline. For example, “clothing” has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.95 as part of the discipline of psychology; customs associated with clothing belong to 391 as part of the discipline of customs; and clothing in the sense of fashion design belongs in 746.92 as part of the discipline of the arts.

Hierarchy in the DDC is expressed through structure and notation. Structural hierarchy means that all topics (aside from the ten main classes) are part of all the broader topics above them. Any note regarding the nature of a class holds true for all the subordinate classes, including logically subordinate topics classed at coordinate numbers. Notational hierarchy is expressed by length of notation. Numbers at any given level are usually subordinate to a class whose notation is one digit shorter; coordinate with a class whose notation has the same number of significant digits.

The DDC uses primarily Arabic numerals. It is divided into hierarchies of disciplines. There are ten main disciplines or classes that are broken down further into ten divisions each. Each division can be broken down in to 10 sections.

First Summary

The Ten Main Classes

- 000 Computer science, information & general works
- 100 Philosophy & psychology
- 200 Religion
- 300 Social sciences
- 400 Language
- 500 Science
- 600 Technology
- 700 Arts & recreation
- 800 Literature
- 900 History & geography

There are some sections that have still not been assigned, or have been reassigned in previous DDC revisions. All together, this forms a set of approximately 1000 sections of knowledge.(Appendix – 1) It is important to note that it is possible for subjects to appear in more than one class. A guide to the Dewey Decimal Classification Scheme

This library uses the Dewey Decimal Classification scheme (DDC) to arrange books and other library materials on the shelves so they may be easily retrieved. It is used in many libraries and allows items about the same subject to be shelved together.

Working of Dewey Decimal system

DDC is a hierarchical number system that organises all human knowledge into ten main categories. These are:

000	Generalities (includes computing)
100	Philosophy
200	Religion
300	Social sciences
400	Languages
500	Natural sciences and mathematics
600	Technology (applied science)
700	The arts
800	Literature
900	Geography and history

Each main category is then divided into ten sub-categories. For example:

500	Natural sciences and mathematics
510	Mathematics
520	Astronomy
530	Physics
540	Chemistry
550	Earth sciences
560	Paleontology
570	Life sciences
580	Plants
590	Animals

Each sub-category is then also divided into ten specific topics. For example:

530	Physics
531	Solid mechanics
532	Fluid mechanics
533	Pneumatics
534	Sound
535	Light
536	Heat
537	Electricity
538	Magnetism
539	Modern physics

Each of these topics may be further divided into more specific subject areas. A decimal point is used after the first three digits to separate the specific subjects - it also makes the numbers easier to read. You will see that as the subject becomes more specific, so does the numbering. For example:

534	Sound
534.1	Generation of sound
534.2	Transmission of sound
534.22	Transmission of sound in solids
534.23	Transmission of sound in liquids

When an item arrives in the library it is assigned a DDC number, often called the “class mark” or “shelf mark”. Each of the numbers in this shelf mark has a meaning and is not assigned randomly.

For example, the book “The Royal doctors 1485-1714” by Elizabeth Furdell has been assigned the shelf mark 610.6952094205 FUR. These numerals indicate:

610	= Medical sciences
610.6	= Professions
610.69	= Medical personnel
610.695	= Specific kinds of medical personnel
610.6952	= Physicians
610.69520942	= Physicians in England and Wales
610.6952094205	= Physicians in England and Wales 1485-1603
FUR	= author indication for Furdell, Elizabeth. Some libraries use cutter author table to denote number for the author

Most items will also be assigned some letters at the end of the numerals, “FUR” in the above example. These are taken from the author’s surname or the first word of the title.

There are also occasions where number building using one of the seven tables created in the DDC is necessary. The tables include:

- Table 1: Standard Subdivisions
- Table 2: Geographic Areas, Historical Periods, Persons
- Table 3: Subdivision for the Arts, for Individual Literatures, for Specific Literary Forms
- Table 4: Subdivision of Individual Languages and Language Families
- Table 5: Racial, Ethnic, National Groups
- Table 6: Languages
- Table 7: Groups of Persons

An example of where the tables may be used would be a book of poetry written by various poets from around the world. It may require the reference and utilization of several tables to construct appropriate call numbers. The DDC call numbers can be easily reduced to less specific numbers depending on the needs and size of the library. Large libraries with specific cataloguing; however, can have very long DDC call numbers at times.

The DDC is continuously undergoing updates, even on a weekly basis, and enjoys a status of being one of the most widely used classification systems in the world. Some of the places it is not widely used are Eastern Europe and the former Soviet Union which uses the Universal Decimal Classification system instead.¹¹ The UDC was based on the DDC, and was produced with Dewey’s permission around the turn of the century. The DDC, which is published by Forest Press, became a part of the Online Computer Library Centre (OCLC) in 1988.¹² The system is also maintained by the Library of Congress (LOC), and within the Decimal

Classification Division in LOC there is located a Dewey Editorial Office.¹³ The office assigns 110,000 DDC numbers to catalogued works annually, and prepares modifications and expansions to the DDC schedules.¹⁴ In the more recent versions of the DDC there has been a strong effort to remove American and Christian bias and to make the DDC more applicable to other religions and works from other regions around the world. The DDC, together with LOC, WorldCat, OCLC, and the Marc 21 format are making efforts towards rendering as many of the world's monographs, periodicals, and information materials available in as many different formats as possible for use

Find a book on the shelf

To find an item (for example, a book) in the library, you need to use the OPAC. When you have traced the book in the OPAC, you will find its call number (shelf address). The call number appears in the spine label of the book and all the books in the library are arranged according to the call numbers.

The shelf mark will always have at least three numbers, followed by some letters. It is usually displayed on the spine of the item, but is sometimes placed on the front cover. Here are some examples:

361.	382.	576	599.	647.	823.
3	63	JON	935	944	914
HIG	COC		PHI	21	BAI/B
				LON	

The DDC system places items about the same subject at the same number. This means that once you have identified the DDC number for the subject you are interested in, you can browse the shelves at that number.

On each shelf the items are arranged in a numerical sequence from left to right by their DDC number. Where several items have an identical DDC number, the letters are used to further arrange them. For example,

361.	361.	361.	363.	363.	363.
3	32	32	35	377	377
HIG	BOR	STO	CIV	PRE	PRO

Look at the following call number:

- Call numbers always start with 3 digits.
- The 3 digit numbers range from 011 to 999.
- The arrangement for these numbers is strictly numerical, e.g.: 001, 002, 003, ...etc... 657, 658, 659, 660, etc.
- Should another number follow the 3 digit numerical number, it will always be preceded by a decimal point.

The alphabetical letters following the decimal number will always be arranged alphabetically in cases where items, e.g. books, have exactly the same top number.

658.
575
SOW

Decimal point: Should another number follow the 3 digit numerical number, it will always be preceded by a decimal point.

- The numbers following the decimal point will be arranged in a **decimal sequence**.
- This is easy to understand as our money system uses a decimal system.
- Look at this money sequence:
R658.00 (even if written R658, it stays R658.00)
R658.005 (R658 and a half cent)
R658.05 (R658 and five cents)
R658.5 (=R658.50 i.e. R658 and fifty cents)
R658.66 (R658 and 66 cents)
R659
R659.2 (R659 and 20 cents)
Etc.
- The same sequence applies to the arrangement of call numbers on the shelves.

657.	657.	658	658	658.	658.	658.	658.	658.	658.	658.	658.	659.
868	9	AUR	BAS	5	5	500	514	542	562	562	575	1
NOR	GRE			TOO	VAN	3	TID	MUN	ROB	ROS	GAU	SAU
						BLA						

This gives you an idea of what the sequence of call numbers look like on a shelf.

1.4 STRUCTURE AND ARRANGEMENT OF DDC 20th EDITION

The print version of the full edition of the DDC, Edition 20, is composed of the following major parts in four volumes:

Volume 1

- (A) New Features in Edition 20: A brief explanation of the special features and changes in DDC 22
- (B) Introduction: A description of the DDC and how to use it
- (C) Glossary: Short definitions of terms used in the DDC
- (D) Index to the Introduction and Glossary
- (E) Publishing history of Dewey Decimal Classification
- (F) Tables: Seven numbered tables of notation that can be added to class numbers to provide greater specificity

- (G) Relocations and Reductions
- (H) Comparative tables
- (I) Equivalence tables

Volume 2

- (J) DDC Summaries: The top three levels of the DDC
- (K) Schedules: The organization of knowledge from 000–599

Volume 3

- (L) Schedules: The organization of knowledge from 600–999

Volume 4

- (M) Relative Index: An alphabetical list of subjects with the disciplines in which they are treated sub arranged alphabetically under each entry.
- (N) Manual: A guide to the use of the DDC that is made up primarily of extended discussions of problem areas in the application of the DDC. Information in the Manual is arranged by the numbers in the tables and schedules
- (O) Appendix

VOLUME 1: INTRODUCTION AND TABLES

It is comparatively a thin volume containing prefatory material and seven auxiliary tables. It gives a brief history of DDC in "Publisher's Foreword" (pp.xi-xii), and has the preface (pp.xiii-xv) by the Chairman of the Decimal Classification Editorial Policy Committee (DCEPC). This preface describes the special features and policies of the 20th edition. It is followed by acknowledgements (xvii) and new features in edition 20 (xix-xxiv). Many new features were introduced in edition 20 for the convenience of user. Some of the main features of DDC 20th edition are:

1. Manual is introduced to assist the user in application of DDC for classification of documents. It offers advice on classifying in difficult areas, and explains how to choose between related numbers.
2. Number of summaries has been increased.
3. There is a significant increase in the number of notes in the schedule and tables to facilitate user. New kind of notes such as see-also note etc are introduced and every add instruction is supplemented with examples for easy understanding.
4. Several areas of the schedule and tables are completely revised. For example - 011, -092 introduced in table 1; -43, -492, 493, and -52 of table 2 are revised and expanded. Table 3 has been divided into three subdivisions (explained in later lessons) to enable the classifier to follow instructions with less difficulty. Several important areas of the schedule are also revised and expanded.
5. The size of the relative index is reduced by eliminating see references.

Then the volume 1 contains Editor's Introduction. It is a very important and useful part of the system in all respects. The Editor's Introduction explains in details, the structure of the scheme, its various plans, its fine features, and full instructions on its use. It also provides

guidance in determining the subject (doing subject analysis) of a book in general (p. xxix - xxxii),

and subsequently, in locating the appropriate class number. It also provides rules and procedure for number building to expand a number either from the schedules or from any of the auxiliary tables or by both for close classification of the document.

Auxiliary Tables

Virtually the second or main part of the Volume 1 is devoted to-the seven auxiliary tables. These are:

1. Standard Subdivisions,
2. Areas,
3. Subdivisions of Individual Literatures,
4. Subdivisions of Individual Languages,
5. Racial, Ethnic, National Groups,
6. Languages, and
7. Persons.

Use of these tables will be explained to you in next lessons.

1.5 Summaries

Quite important are the so called Three Summaries of the DDC Classification System (on pages ix-xx of, Volume 2). These are three outlines of the scheme given in the order of their increasing details. Detailed summaries are given as Annexure to this lesson.

The First Summary, also called the **Ten Main Classes** (p. ix), is the broadest and the first outline of the division of the entire universe of knowledge as per this system. You can remember this summary even on first reading.

The Second Summary: On the following page, i.e p. x, you can find that each of these ten main classes have further been divided into ten branches called **divisions**. Hence, there are $10 \times 10 = 100$ divisions in all. This is called the Second Summary or **The 100 Divisions** of DDC. It is useful to remember this summary also. The extract from the Second Summary is reproduced below:

Second Summary of the Main Class 300 Social Sciences, as an example, is as follows:

- 310 General Statistics
- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration
- 360 Social Services; association
- 370 Education
- 380 Commerce, communications, transport
- 390 Customs, etiquette, folklore

The Third Summary (p. xi) divides each of the 100 divisions into ten parts called sections. Hence, there are $100 \times 10 = 1000$ sections in all. These 1000 Sections are called Third Summary. These 1000 sections enumerate and elaborate the scope of the above 100 divisions

or 10 main classes. There is no need to remember all these 1000 sections, unless you want to

become a super expert.

Third Summary of the Division 330 Economic is as follows:

330	Economics
331	Labor economics
332	Financial economics
333	Land economics
334	Cooperatives
335	Socialism & related systems
336	Public finance
337	International economics
338	Production
339	Macroeconomics & related topics

Each of these sections further divided successively into ten subdivisions to form notation of the schedules to accommodate subjects.

Hierarchy

Hierarchy means the sequence of subjects in their successive subordination. Hierarchy also means the arrangement as per the increasing specificity of subjects as we go down the chain. This whole-part relationship or increasing specificity of subjects is shown by the addition of a digit to the number on the left side and the shift of indention of the verbal heading to the right side.

For Example:

300	Social Sciences
330	Economics
332	Financial Economics
332.4	Money
332.41	Value of money
332.414	Factors affecting fluctuations in value

In the above case each heading is subordinated to the immediate upper heading. Note the lengthening of the chain by a digit in the number column on the left and the shift in (typo-graphical) indention on the right in the corresponding headings,

Sequence of Numbers

The entire schedule has been arranged in a single numerical sequence from 001-999. As the value and the ascending order of decimal fractions has already been explained in the earlier lesson. So it should not be difficult for you to reach and locate a desired number. To reach any number the usual page numbers do not help. Here one has to proceed through the numerical order of decimal fractions. For the convenience of the users, the three-digit section number is always written on both the top corners of the pages in the schedule. It has immense location value. For example, if we are to reach the class number 333, the broader course will be: 300, – 310, -320, -330, - 331, - 332, - 333, Similarly, 333.915 will be reached as:- 330 – 333, - 333.0, - 333.9, – 333.91, - 333.915.

Understanding the Schedules

Making use of the hierarchical principle, the corresponding heading against every number does not describe the full subject, but a term most specific to that digit in the chain of numbers used to denote subjects. Therefore, to understand the full meaning of every heading in the schedule, it is to be read in the context of its immediate upper heading, and simultaneously in the still broader context of the whole discipline. Take, for example, a class number:

342.052 Powers, functions, duties

If this entry is taken by itself, one may not understand as to whose "powers, functions, duties" these refer to. But, if we read it in conjunction with (or in the context of) its immediately upper number in the hierarchy, then its meaning becomes abundantly clear, viz., "powers, functions, duties of the legislative branch of the government" (342.05). This can further be read in the context of its still higher number, i.e., 342 (constitutional and administrative law). Then it will mean "Powers, functions and duties of the legislative branch of the government in constitutional and administrative law".

Now take one more example:

546.342 Simple salts

One may not understand what the adjective "simple" stands for here. But, reading it in the context of its upper number, viz., 546.34 (Salt), it means simple salt which is quite clear. But when you read further in the context of its still upper class, 546 (Inorganic chemistry), then it becomes totally clear to mean Inorganic Simple Salts.

VOLUME 4: RELATIVE- INDEX AND MANUAL**Relative Index:**

Volume 4 of the DDC set is devoted to the Relative Index. The index is always an important part of any classification system. In DDC it is called Relative Index, which is better than other alphabetical indexes and is considered an important and enduring contribution of Melvil Dewey to library classification. Relative Index is a kind of index which not only arranges the concepts and their terms in an alphabetical sequence but also shows the relation-ship between the terms, and the contexts in which the subjects appear in the schedule and tables. It is not only a key to the classified schedules, but also makes an independent approach to classification. Thus, it is not an optional part but an integral part of DDC.

TRANSCRIPTION OF A CLASS NUMBER

As you already know:

- i) The numbers used in DDC are decimal fractions,
- ii) No class number consists of less than three digits; e.g., 5 is written as 500 and 53 as 530,
- iii) When a class number extends beyond three digits, a dot is put between the third and fourth digits, e.g., 324.3, 362.14, 386.242
- iv) When a class number extends beyond six digits, to break the monotony and to aid memory, a space is used after every third digit. This is further explained below.

Dot: It is essential to remember that the dot used is not a decimal point as it might be thought to be. Mathematically it is absurd; a decimal fraction cannot be divided again decimally. It is simply a psychological pause to break the monotony of numerical digits. It helps to ease the transcription, copying and remembering of the class number for a short while. Educational psychologists believe that 324.12 is more easily remembered than 32412. Hence this dot has

no function other than to reinforce memory.

Spaces: If a class number extends beyond six digits then after every three digits, a space is left. In other words after the sixth digit the remaining digits are transcribed in 'groups of three', leaving a space between two groups. This space serves exactly the same purpose as the dot, viz. ease in transcription, copying and remembering of the class number. For example, the number 384.1065 "Telegraph companies"; in actual practice, transcribed in the schedules as: 384.106 5 leaving a space between the sixth and the seventh digits.

Similarly, the class number:

621.38800287 TV testing technique

It is actually transcribed as 621.388 002 87 leaving spaces between the sixth and the seventh digits and between the ninth and tenth digits. Such spaces can be extended to any extent if necessary. To repeat, the dot and spaces in a class number are devoid of any substantive meaning. These are not connecting symbols either.

Entries: Entries in the schedules and tables are composed of a DDC number in the number column (the column at the left margin), a heading describing the class that the number represents, and often one or more notes. All entries (numbers, headings, and notes) should be read in the context of the hierarchy.

In the print version of the DDC, the first three digits of schedule numbers (main classes, divisions, sections) appear only once in the number column, when first used. They are repeated at the top of each page where their subdivisions continue. Subordinate numbers appear in the number column, beginning with a decimal point, with the initial three digits understood.

Some numbers in the schedules and tables are enclosed in parentheses or square brackets. Numbers and notes in parentheses provide options to standard practice. Numbers in square brackets represent topics that have been relocated or discontinued, or are unassigned. Square brackets are also used for standard subdivision concepts that are represented in another location. Numbers in square brackets are never used.

ANNEXURE SUMMARIES

First Summary The Ten Main Classes

000	Computer science, information & general works
100	Philosophy & psychology
200	Religion
300	Social sciences
400	Language
500	Science
600	Technology
700	Arts & recreation
800	Literature
900	History & geography

Second Summary The Hundred Divisions

Computer science, knowledge &	
000 systems	500 Science
010 Bibliographies	510 Mathematics
020 Library & information sciences	520 Astronomy
030 Encyclopedias & books of facts	530 Physics
040 [Unassigned]	540 Chemistry
050 Magazines, journals & serials	550 Earth sciences & geology
Associations, organizations &	
060 museums	560 Fossils & prehistoric life
070 News media, journalism & publishing	570 Life sciences; biology
080 Quotations	580 Plants (Botany)
090 Manuscripts & rare books	590 Animals (Zoology)
100 Philosophy	600 Technology
110 Metaphysics	610 Medicine & health
120 Epistemology	620 Engineering
130 Parapsychology & occultism	630 Agriculture
140 Philosophical schools of thought	640 Home & family management
150 Psychology	650 Management & public relations
160 Logic	660 Chemical engineering
170 Ethics	670 Manufacturing
180 Ancient, medieval & eastern philosophy	680 Manufacture for specific uses
190 Modern western philosophy	690 Building & construction
200 Religion	700 Arts
210 Philosophy & theory of religion	710 Landscaping & area planning
220 The Bible	720 Architecture
230 Christianity & Christian theology	730 Sculpture, ceramics & metalwork
240 Christian practice & observance	740 Drawing & decorative arts
Christian pastoral practice & religious	
250 orders	750 Painting
260 Christian organization, social work & worship	760 Graphic arts
270 History of Christianity	770 Photography & computer art
280 Christian denominations	780 Music
290 Other religions	790 Sports, games & entertainment
300 Social sciences, sociology & anthropology	800 Literature, rhetoric & criticism
310 Statistics	810 American literature in English
320 Political science	820 English & Old English literatures
330 Economics	830 German & related literatures
340 Law	840 French & related literatures
350 Public administration & military science	850 Italian, Romanian & related literatures
360 Social problems & social services	860 Spanish & Portuguese literatures
370 Education	870 Latin & Italic literatures
380 Commerce, communications & transportation	880 Classical & modern Greek literatures
390 Customs, etiquette & folklore	890 Other literatures

400 Language	900 History
410 Linguistics	910 Geography & travel
420 English & Old English languages	920 Biography & genealogy
430 German & related languages	930 History of ancient world (to ca. 499)
440 French & related languages	940 History of Europe
450 Italian, Romanian & related languages	950 History of Asia
460 Spanish & Portuguese languages	960 History of Africa
470 Latin & Italic languages	970 History of North America
480 Classical & modern Greek languages	980 History of South America
490 Other languages	990 History of other areas

Third Summary The Thousand Sections

Computer science, information &	
000 general works	050 General serial publications
001 Knowledge	051 Serials in American English
002 The book	052 Serials in English
003 Systems	053 Serials in other Germanic languages
Data processing & computer	
004 science	054 Serials in French, Occitan & Catalan
Computer programming, programs	
005 & data	055 In Italian, Romanian & related languages
006 Special computer methods	056 Serials in Spanish & Portuguese
007 [Unassigned]	057 Serials in Slavic languages
008 [Unassigned]	058 Serials in Scandinavian languages
009 [Unassigned]	059 Serials in other languages
General organizations & museum	
010 Bibliography	060 science
011 Bibliographies	061 Organizations in North America
012 Bibliographies of individuals	062 Organizations in British Isles; in England
Organizations in central Europe; in	
013 [Unassigned]	063 Germany
Of anonymous & pseudonymous	
014 works	064 Organizations in France & Monaco
Bibliographies of works from	
015 specific places	065 Organizations in Italy & adjacent islands
Bibliographies of works on specific	
016 subjects	066 In Iberian Peninsula & adjacent islands
Organizations in eastern Europe; in	
017 General subject catalogs	067 Russia
Catalogs arranged by author, date,	
018 etc.	068 Organizations in other geographic areas
019 Dictionary catalogs	069 Museum science
020 Library & information sciences	070 News media, journalism & publishing
021 Library relationships	071 Newspapers in North America
022 Administration of physical plant	072 Newspapers in British Isles; in England
Newspapers in central Europe; in	
023 Personnel management	073 Germany
024 [Unassigned]	074 Newspapers in France & Monaco
025 Library operations	075 Newspapers in Italy & adjacent islands

026 Libraries for specific subjects	076 In Iberian Peninsula & adjacent islands Newspapers in eastern Europe; in
027 General libraries Reading & use of other information	077 Russia
028 media	078 Newspapers in Scandinavia
029 [Unassigned]	079 Newspapers in other geographic areas
030 General encyclopedic works	080 General collections
031 Encyclopedias in American English	081 Collections in American English
032 Encyclopedias in English	082 Collections in English
033 In other Germanic languages Encyclopedias in French, Occitan &	083 Collections in other Germanic languages
034 Catalan In Italian, Romanian & related	084 Collections in French, Occitan & Catalan
035 languages Encyclopedias in Spanish &	085 In Italian, Romanian & related languages
036 Portuguese	086 Collections in Spanish & Portuguese
037 Encyclopedias in Slavic languages Encyclopedias in Scandinavian	087 Collections in Slavic languages
038 languages	088 Collections in Scandinavian languages
039 Encyclopedias in other languages	089 Collections in other languages
040 [Unassigned]	090 Manuscripts & rare books
041 [Unassigned]	091 Manuscripts
042 [Unassigned]	092 Block books
043 [Unassigned]	093 Incunabula
044 [Unassigned]	094 Printed books
045 [Unassigned]	095 Books notable for bindings
046 [Unassigned]	096 Books notable for illustrations
047 [Unassigned]	097 Books notable for ownership or origin
048 [Unassigned]	098 Prohibited works, forgeries & hoaxes
049 [Unassigned]	099 Books notable for format
100 Philosophy & psychology	150 Psychology
101 Theory of philosophy	151 [Unassigned] Perception, movement,
102 Miscellany	152 emotions & drives Mental processes &
103 Dictionaries & encyclopedias	153 intelligence
104 [Unassigned]	154 Subconscious & altered states Differential & developmental
105 Serial publications	155 psychology
106 Organizations & management Education, research & related	156 Comparative psychology
107 topics	157 [Unassigned]
108 Kinds of persons treatment Historical & collected persons	158 Applied psychology
109 treatment	159 [Unassigned]
110 Metaphysics	160 Logic
111 Ontology	161 Induction
112 [Unassigned]	162 Deduction
113 Cosmology	163 [Unassigned]

114	Space	164	[Unassigned]
115	Time	165	Fallacies & sources of error
116	Change	166	Syllogisms
117	Structure	167	Hypotheses
118	Force & energy	168	Argument & persuasion
119	Number & quantity	169	Analogy
120	Epistemology, causation & humankind	170	Ethics
121	Epistemology	171	Ethical systems
122	Causation	172	Political ethics
123	Determinism & indeterminism	173	Ethics of family relationships
124	Teleology	174	Occupational ethics
125	[Unassigned]	175	Ethics of recreation & leisure
126	The self	176	Ethics of sex & reproduction
127	The unconscious & the subconscious	177	Ethics of social relations
128	Humankind	178	Ethics of consumption
129	Origin & destiny of individual souls	179	Other ethical norms
130	Parapsychology & occultism	180	Ancient, medieval & eastern philosophy
131	Parapsychological & occult methods	181	Eastern philosophy
132	[Unassigned]	182	Pre-Socratic Greek philosophies
133	Specific topics in parapsychology & occultism	183	Socratic & related philosophies
134	[Unassigned]	184	Platonic philosophy
135	Dreams & mysteries	185	Aristotelian philosophy
136	[Unassigned]	186	Skeptic & Neoplatonic philosophies
137	Divinatory graphology	187	Epicurean philosophy
138	Physiognomy	188	Stoic philosophy
139	Phrenology	189	Medieval western philosophy
140	Specific philosophical schools	190	Modern western philosophy
141	Idealism & related systems	191	Philosophy of United States & Canada
142	Critical philosophy	192	Philosophy of British Isles
143	Bergsonism & intuitionism	193	Philosophy of Germany & Austria
144	Humanism & related systems	194	Philosophy of France
145	Sensationalism	195	Philosophy of Italy
146	Naturalism & related systems	196	Philosophy of Spain & Portugal
147	Pantheism & related systems	197	Philosophy of former Soviet Union
148	Eclecticism, liberalism & traditionalism	198	Philosophy of Scandinavia
149	Other philosophical systems	199	Philosophy in other geographic areas

200

200	Religion	250	Christian orders & local church
201	Religious mythology & social	251	Preaching
202	theology	252	Texts of sermons
203	Doctrines	253	Pastoral office & work
204	Public worship & other practices	254	Pastoral care of families &
	Religious experience, life &		Religious congregations &
	practice		orders
205	Religious ethics	256	[Unassigned]
206	Leaders & organization	257	[Unassigned]
207	Missions & religious education	258	[Unassigned]
208	Sources		Pastoral care of families &
209	Sects & reform movements	259	kinds of persons
210	Philosophy & theory of religion		Social & ecclesiastical
211	Concepts of God	260	theology
	Existence, knowability & attributes	261	Social theology
212	of God	262	Ecclesiology
213	Creation		Days, times & places of
214	Theodicy	263	observance
215	Science & religion	264	Public worship
216	[Unassigned]	265	Sacraments, other rites & acts
217	[Unassigned]	266	Missions
218	Humankind	267	Associations for religious work
219	[Unassigned]	268	Religious education
220	Bible	269	Spiritual renewal
			History of Christianity &
221	Old Testament (Tanakh)	270	Christian church
222	Historical books of Old Testament		Religious orders in church
223	Poetic books of Old Testament	271	history
224	Prophetic books of Old Testament	272	Persecutions in church history
225	New Testament		Doctrinal controversies &
226	Gospels & Acts	273	heresies
227	Epistles		History of Christianity in
228	Revelation (Apocalypse)	274	Europe
229	Apocrypha & pseudepigrapha	275	History of Christianity in Asia
230	Christianity & Christian theology	276	History of Christianity in Africa
231	God		History of Christianity in North
		277	America
			History of Christianity in South
		278	America
			History of Christianity in other
		279	areas
			Christian denominations &
		280	sects
			Early church & Eastern
		281	churches

232	Jesus Christ & his family	282	Roman Catholic Church
233	Humankind	283	Anglican churches
			Protestants of Continental
234	Salvation & grace	284	origin
			Presbyterian, Reformed &
235	Spiritual beings	285	Congregational
			Baptist, Disciples of Christ &
236	Eschatology	286	Adventist
237	[Unassigned]	287	Methodist & related churches
238	Creeds & catechisms	288	[Unassigned]
239	Apologetics & polemics	289	Other denominations & sects
	Christian moral & devotional		
240	theology	290	Other religions
241	Christian ethics	291	[Unassigned]
242	Devotional literature	292	Greek & Roman religion
243	Evangelistic writings for individuals	293	Germanic religion
244	[Unassigned]	294	Religions of Indic origin
245	[Unassigned]	295	Zoroastrianism
246	Use of art in Christianity	296	Judaism
247	Church furnishings & articles	297	Islam, Babism & Bahai Faith
	Christian experience, practice &		
248	life	298	(Optional number)
			Religions not provided for
249	Christian observances in family life	299	elsewhere

300

			Public administration & military
300	Social sciences	350	science
301	Sociology & anthropology	351	Public administration
			General considerations of public
302	Social interaction	352	administration
303	Social processes	353	Specific fields of public administration
			Administration of economy &
304	Factors affecting social behavior	354	environment
305	Social groups	355	Military science
306	Culture & institutions	356	Infantry forces & warfare
307	Communities	357	Mounted forces & warfare
308	[Unassigned]	358	Air & other specialized forces
309	[Unassigned]	359	Sea forces & warfare
			Social problems & services;
310	Collections of general statistics	360	associations
			Social problems & social welfare in
311	[Unassigned]	361	general
312	[Unassigned]	362	Social welfare problems & services
313	[Unassigned]	363	Other social problems & services
314	General statistics of Europe	364	Criminology
315	General statistics of Asia	365	Penal & related institutions
316	General statistics of Africa	366	Associations
317	General statistics of North America	367	General clubs
318	General statistics of South America	368	Insurance
319	General statistics of other areas	369	Miscellaneous kinds of associations

320	Political science	370	Education
321	Systems of governments & states		Schools & their activities; special
322	Relation of state to organized groups	371	education
323	Civil & political rights	372	Elementary education
324	The political process	373	Secondary education
325	International migration & colonization	374	Adult education
326	Slavery & emancipation	375	Curricula
327	International relations	376	[Unassigned]
328	The legislative process	377	[Unassigned]
329	[Unassigned]	378	Higher education
330	Economics	379	Public policy issues in education
331	Labor economics		Commerce, communications &
332	Financial economics	380	transportation
333	Economics of land & energy	381	Commerce
334	Cooperatives	382	International commerce
335	Socialism & related systems	383	Postal communication
336	Public finance	384	Communications; telecommunication
337	International economics	385	Railroad transportation
338	Production		Inland waterway & ferry
339	Macroeconomics & related topics	386	transportation
340	Law	387	Water, air & space transportation
341	Law of nations	388	Transportation; ground transportation
342	Constitutional & administrative law	389	Metrology & standardization
343	Military, tax, trade & industrial law	390	Customs, etiquette & folklore
344	Labor, social, education & cultural law	391	Costume & personal appearance
345	Criminal law	392	Customs of life cycle & domestic life
346	Private law	393	Death customs
347	Civil procedure & courts	394	General customs
348	Laws, regulations & cases	395	Etiquette (Manners)
349	Law of specific jurisdictions & areas	396	[Unassigned]
		397	[Unassigned]
		398	Folklore
		399	Customs of war & diplomacy
		400	
400	Language	450	Italian, Romanian & related languages
401	Philosophy & theory	451	Italian writing systems & phonology
402	Miscellany	452	Italian etymology
403	Dictionaries & encyclopedias	453	Italian dictionaries
404	Special topics	454	[Unassigned]
405	Serial publications	455	Italian grammar
406	Organizations & management	456	[Unassigned]
407	Education, research & related topics	457	Italian language variations
408	Kinds of persons treatment	458	Standard Italian usage
409	Geographic & persons treatment	459	Romanian & related languages
410	Linguistics	460	Spanish & Portuguese languages
411	Writing systems	461	Spanish writing systems & phonology
412	Etymology	462	Spanish etymology
413	Dictionaries	463	Spanish dictionaries
414	Phonology & phonetics	464	[Unassigned]

415	Grammar	465	Spanish grammar
416	[Unassigned]	466	[Unassigned]
417	Dialectology & historical linguistics	467	Spanish language variations
418	Standard usage & applied linguistics	468	Standard Spanish usage
419	Sign languages	469	Portuguese
420	English & Old English	470	Italic languages; Latin
421	English writing system & phonology	471	Classical Latin writing & phonology
422	English etymology	472	Classical Latin etymology
423	English dictionaries	473	Classical Latin dictionaries
424	[Unassigned]	474	[Unassigned]
425	English grammar	475	Classical Latin grammar
426	[Unassigned]	476	[Unassigned]
427	English language variations	477	Old, postclassical & Vulgar Latin
428	Standard English usage	478	Classical Latin usage
429	Old English (Anglo-Saxon)	479	Other Italic languages
430	Germanic languages; German	480	Hellenic languages; classical Greek
431	German writing systems & phonology	481	Classical Greek writing & phonology
432	German etymology	482	Classical Greek etymology
433	German dictionaries	483	Classical Greek dictionaries
434	[Unassigned]	484	[Unassigned]
435	German grammar	485	Classical Greek grammar
436	[Unassigned]	486	[Unassigned]
437	German language variations	487	Preclassical & postclassical Greek
438	Standard German usage	488	Classical Greek usage
439	Other Germanic languages	489	Other Hellenic languages
440	Romance languages; French	490	Other languages
441	French writing systems & phonology	491	East Indo-European & Celtic languages
442	French etymology	492	Afro-Asiatic languages; Semitic languages
443	French dictionaries	493	Non-Semitic Afro-Asiatic languages
444	[Unassigned]	494	Altaic, Uralic, Hyperborean & Dravidian
445	French grammar	495	Languages of East & Southeast Asia
446	[Unassigned]	496	African languages
447	French language variations	497	North American native languages
448	Standard French usage	498	South American native languages
449	Occitan & Catalan	499	Austronesian & other languages
		500	
500	Natural sciences & mathematics	550	Earth sciences
501	Philosophy & theory	551	Geology, hydrology & meteorology
502	Miscellany	552	Petrology
503	Dictionaries & encyclopedias	553	Economic geology
504	[Unassigned]	554	Earth sciences of Europe
505	Serial publications	555	Earth sciences of Asia
506	Organizations & management	556	Earth sciences of Africa

507	Education, research & related topics	557	Earth sciences of North America
508	Natural history		Earth sciences of South America
509	Historical, geographic & persons treatment	558	Earth sciences of other areas
510	Mathematics	559	
511	General principles of mathematics	560	Paleontology; paleozoology
512	Algebra		Paleobotany; fossil microorganisms
513	Arithmetic	561	Fossil invertebrates
514	Topology		Fossil marine & seashore invertebrates
515	Analysis	563	Fossil mollusks & molluscoids
516	Geometry	564	Fossil arthropods
517	[Unassigned]	565	Fossil chordates
518	Numerical analysis		Fossil cold-blooded vertebrates; fossil fishes
519	Probabilities & applied mathematics	567	Fossil birds
520	Astronomy & allied sciences	568	
521	Celestial mechanics	569	Fossil mammals
522	Techniques, equipment & materials	570	Life sciences; biology
523	Specific celestial bodies & phenomena		Physiology & related subjects
524	[Unassigned]	571	
525	Earth (Astronomical geography)	572	Biochemistry
526	Mathematical geography		Specific physiological systems in animals
527	Celestial navigation	573	
528	Ephemerides	574	[Unassigned]
529	Chronology		Specific parts of & systems in plants
530	Physics	575	
531	Classical mechanics; solid mechanics	576	Genetics & evolution
532	Fluid mechanics; liquid mechanics	577	Ecology
533	Gas mechanics	578	Natural history of organisms
534	Sound & related vibrations		Microorganisms, fungi & algae
535	Light & infrared & ultraviolet phenomena	579	
536	Heat	580	Plants (Botany)
537	Electricity & electronics		Specific topics in natural history
538	Magnetism	581	Plants noted for characteristics & flowers
539	Modern physics	582	Dicotyledons
		583	Monocotyledons
		584	
		585	Gymnosperms; conifers
		586	Seedless plants
		587	Vascular seedless plants
		588	Bryophytes
		589	[Unassigned]

540	Chemistry & allied sciences	590	Animals (Zoology) Specific topics in natural
541	Physical chemistry	591	history
542	Techniques, equipment & materials	592	Invertebrates Marine & seashore
543	Analytical chemistry	593	invertebrates
544	[Unassigned]	594	Mollusks & molluscoids
545	[Unassigned]	595	Arthropods
546	Inorganic chemistry	596	Chordates Cold-blooded vertebrates;
547	Organic chemistry	597	fishes
548	Crystallography	598	Birds
549	Mineralogy	599	Mammals
600			
600	Technology	650	Management & auxiliary services
601	Philosophy & theory	651	Office services Processes of written
602	Miscellany	652	communication
603	Dictionaries & encyclopedias	653	Shorthand
604	Special topics	654	[Unassigned]
605	Serial publications	655	[Unassigned]
606	Organizations	656	[Unassigned]
607	Education, research & related topics	657	Accounting
608	Inventions & patents Historical, geographic & persons	658	General management
609	treatment	659	Advertising & public relations
610	Medicine & health	660	Chemical engineering
611	Human anatomy, cytology & histology	661	Industrial chemicals
612	Human physiology	662	Explosives, fuels & related products
613	Personal health & safety	663	Beverage technology
614	Incidence & prevention of disease	664	Food technology
615	Pharmacology & therapeutics	665	Industrial oils, fats, waxes & gases
616	Diseases	666	Ceramic & allied technologies
617	Surgery & related medical specialties Gynecology, obstetrics, pediatrics &	667	Cleaning, color & coating technologies
618	geriatrics	668	Technology of other organic products
619	[Unassigned]	669	Metallurgy
620	Engineering & allied operations	670	Manufacturing
621	Applied physics	671	Metalworking & primary metal products
622	Mining & related operations	672	Iron, steel & other iron alloys
623	Military & nautical engineering	673	Nonferrous metals
624	Civil engineering	674	Lumber processing, wood products & cork
625	Engineering of railroads & roads	675	Leather & fur processing
626	[Unassigned]	676	Pulp & paper technology
627	Hydraulic engineering	677	Textiles
628	Sanitary & municipal engineering	678	Elastomers & elastomer products
629	Other branches of engineering	679	Other products of specific materials

630	Agriculture & related technologies	680	Manufacture for specific uses
631	Techniques, equipment & materials	681	Precision instruments & other devices
632	Plant injuries, diseases & pests	682	Small forge work (Blacksmithing)
633	Field & plantation crops	683	Hardware & household appliances
634	Orchards, fruits & forestry	684	Furnishings & home workshops
635	Garden crops (Horticulture)	685	Leather, fur goods & related products
636	Animal husbandry	686	Printing & related activities
637	Processing dairy & related products	687	Clothing & accessories
638	Insect culture	688	Other final products & packaging
639	Hunting, fishing & conservation	689	[Unassigned]
640	Home & family management	690	Buildings
641	Food & drink	691	Building materials
642	Meals & table service	692	Auxiliary construction practices
643	Housing & household equipment	693	Specific materials & purposes
644	Household utilities	694	Wood construction & carpentry
645	Household furnishings	695	Roof covering
646	Sewing, clothing & personal living	696	Utilities
647	Management of public households	697	Heating, ventilating & air-conditioning
648	Housekeeping	698	Detail finishing
649	Child rearing & home care of persons	699	[Unassigned]

700

700	The arts; fine & decorative arts	750	Painting & paintings Techniques, equipment, materials &
701	Philosophy of fine & decorative arts	751	forms
702	Miscellany of fine & decorative arts	752	Color
703	Dictionaries of fine & decorative arts	753	Symbolism, allegory, mythology & legend
704	Special topics in fine & decorative arts Serial publications of fine & decorative	754	Genre paintings
705	arts	755	Religion
706	Organizations & management	756	[Unassigned]
707	Education, research & related topics	757	Human figures
708	Galleries, museums & private collections Historical, geographic & persons	758	Other subjects Historical, geographic & persons
709	treatment	759	treatment
710	Civic & landscape art	760	Graphic arts; printmaking & prints
711	Area planning	761	Relief processes (Block printing)
712	Landscape architecture	762	[Unassigned]
713	Landscape architecture of trafficways	763	Lithographic processes
714	Water features	764	Chromolithography & serigraphy
715	Woody plants	765	Metal engraving Mezzotinting, aquatinting & related
716	Herbaceous plants	766	processes
717	Structures in landscape architecture	767	Etching & drypoint
718	Landscape design of cemeteries	768	[Unassigned]
719	Natural landscapes	769	Prints Photography, photographs & computer
720	Architecture	770	art
721	Architectural structure	771	Techniques, equipment & materials

Centre for Distance Education	1.26	Acharya Nagarjuna University
722 Architecture to ca. 300		772 Metallic salt processes
723 Architecture from ca. 300 to 1399		773 Pigment processes of printing
724 Architecture from 1400		774 Holography
725 Public structures		775 Digital photography
726 Buildings for religious purposes		776 Computer art (Digital art)
727 Buildings for education & research		777 [Unassigned]
728 Residential & related buildings		778 Fields & kinds of photography
729 Design & decoration		779 Photographs
730 Plastic arts; sculpture		780 Music
731 Processes, forms & subjects of sculpture		781 General principles & musical forms
732 Sculpture to ca. 500		782 Vocal music
733 Greek, Etruscan & Roman sculpture		783 Music for single voices; the voice
734 Sculpture from ca. 500 to 1399		784 Instruments & instrumental ensembles
735 Sculpture from 1400		785 Ensembles with one instrument per part
736 Carving & carvings		786 Keyboard & other instruments
737 Numismatics & sigillography		787 Stringed instruments
738 Ceramic arts		788 Wind instruments
739 Art metalwork		789 (Optional number)
740 Drawing & decorative arts		790 Recreational & performing arts
741 Drawing & drawings		791 Public performances
742 Perspective		792 Stage presentations
743 Drawing & drawings by subject		793 Indoor games & amusements
744 [Unassigned]		794 Indoor games of skill
745 Decorative arts		795 Games of chance
746 Textile arts		796 Athletic & outdoor sports & games
747 Interior decoration		797 Aquatic & air sports
748 Glass		798 Equestrian sports & animal racing
749 Furniture & accessories		799 Fishing, hunting & shooting
	800	
		Italian, Romanian & related
800 Literature & rhetoric		850 literatures
801 Philosophy & theory		851 Italian poetry
802 Miscellany		852 Italian drama
803 Dictionaries & encyclopedias		853 Italian fiction
804 [Unassigned]		854 Italian essays
805 Serial publications		855 Italian speeches
806 Organizations & management		856 Italian letters
Education, research & related		
807 topics		857 Italian humor & satire
Rhetoric & collections of		
808 literature		858 Italian miscellaneous writings
809 History, description & criticism		859 Romanian & related literatures
810 American literature in English		860 Spanish & Portuguese literatures
811 American poetry in English		861 Spanish poetry
812 American drama in English		862 Spanish drama
813 American fiction in English		863 Spanish fiction
814 American essays in English		864 Spanish essays
815 American speeches in English		865 Spanish speeches
816 American letters in English		866 Spanish letters

817	American humor & satire in English	867	Spanish humor & satire
	American miscellaneous writings	868	Spanish miscellaneous writings
818	(Optional number)	869	Portuguese literature
819	English & Old English literatures	870	Italic literatures; Latin literature
820	English poetry	871	Latin poetry
821	English drama	872	Latin dramatic poetry & drama
822	English fiction	873	Latin epic poetry & fiction
823	English essays	874	Latin lyric poetry
824	English speeches	875	Latin speeches
825	English letters	876	Latin letters
826	English humor & satire	877	Latin humor & satire
827	English miscellaneous writings	878	Latin miscellaneous writings
828			Literatures of other Italic languages
829	Old English (Anglo-Saxon) Literatures of Germanic	879	Hellenic literatures; classical
830	languages	880	Greek
831	German poetry	881	Classical Greek poetry
			Classical Greek dramatic poetry
832	German drama	882	& drama
			Classical Greek epic poetry & fiction
833	German fiction	883	fiction
834	German essays	884	Classical Greek lyric poetry
835	German speeches	885	Classical Greek speeches
836	German letters	886	Classical Greek letters
837	German humor & satire	887	Classical Greek humor & satire
	German miscellaneous writings		Classical Greek miscellaneous writings
838	Other Germanic literatures	888	Modern Greek literature
839	Literatures of Romance languages	889	
840		890	Literatures of other languages
841	French poetry		East Indo-European & Celtic
842	French drama	891	literatures
			Afro-Asiatic literatures; Semitic
843	French fiction	892	literatures
			Non-Semitic Afro-Asiatic
844	French essays	893	literatures
			Altaic, Uralic, Hyperborean & Dravidian
845	French speeches	894	Literatures of East & Southeast Asia
846	French letters	895	Asia
847	French humor & satire	896	African literatures
848	French miscellaneous writings	897	North American native literatures
849	Occitan & Catalan literatures	898	South American native literatures
		899	Austronesian & other literatures

900

900 History & geography

950 History of Asia; Far East

Centre for Distance Education	1.28	Acharya Nagarjuna University
901 Philosophy & theory		951 China & adjacent areas
902 Miscellany		952 Japan Arabian Peninsula & adjacent
903 Dictionaries & encyclopedias		953 areas
904 Collected accounts of events		954 South Asia; India
905 Serial publications		955 Iran
906 Organizations & management Education, research & related		956 Middle East (Near East)
907 topics		957 Siberia (Asiatic Russia)
908 Kinds of persons treatment		958 Central Asia
909 World history		959 Southeast Asia
910 Geography & travel		960 History of Africa
911 Historical geography		961 Tunisia & Libya
912 Atlases, maps, charts & plans Geography of & travel in ancient		962 Egypt & Sudan
913 world		963 Ethiopia & Eritrea Northwest African coast & offshore
914 Geography of & travel in Europe		964 islands
915 Geography of & travel in Asia		965 Algeria
916 Geography of & travel in Africa		966 West Africa & offshore islands
917 America Geography of & travel in North		967 Central Africa & offshore islands Southern Africa; Republic of South
918 America Geography of & travel in other		968 Africa
919 areas		969 South Indian Ocean islands
920 Biography, genealogy & insignia		970 History of North America
921 (Optional number)		971 Canada
922 (Optional number)		972 Middle America; Mexico
923 (Optional number)		973 United States
924 (Optional number)		974 Northeastern United States
925 (Optional number)		975 Southeastern United States
926 (Optional number)		976 South central United States
927 (Optional number)		977 North central United States
928 (Optional number)		978 Western United States
929 Genealogy, names & insignia History of ancient world to ca.		979 Great Basin & Pacific Slope region
930 499		980 History of South America
931 China to 420		981 Brazil
932 Egypt to 640		982 Argentina
933 Palestine to 70		983 Chile
934 India to 647 Mesopotamia & Iranian Plateau		984 Bolivia
935 to 637 Europe north & west of Italy to		985 Peru
936 ca. 499		986 Colombia & Ecuador
937 Italy & adjacent territories to 476		987 Venezuela
938 Greece to 323 Other parts of ancient world to		988 Guiana
939 ca. 640		989 Paraguay & Uruguay

940	History of Europe	990	History of other areas
941	British Isles	991	[Unassigned]
942	England & Wales	992	[Unassigned]
943	Central Europe; Germany	993	New Zealand
944	France & Monaco	994	Australia
945	Italian Peninsula & adjacent islands	995	Melanesia; New Guinea
	Iberian Peninsula & adjacent		Other parts of Pacific;
946	islands	996	Polynesia
947	Eastern Europe; Russia	997	Atlantic Ocean islands
948	Scandinavia	998	Arctic islands & Antarctica
949	Other parts of Europe	999	Extraterrestrial worlds

Lesson 2

SUBJECT DETERMINATION OF THE DOCUMENT

2.0 Aim and Objective

This lesson presents the overview of Dewey decimal classification and explain the determination of specific subject of the document to be classified.

This lesson explain

- Salient features of DDC in addition to what has been explained in the earlier lesson
- the terms subject, specific subject and discipline. and
- The procedure to determine the subject of the document

Structure

2.1 Introduction

2.2 Overview of the Dewey Decimal Classification

2.3 Steps in Classifying Documents

2.3.1 Determination of the Specific Subject of a Document

2.3.1.1 Procedure for Determining the Specific Subject of a Document

2.3.1.2 Other Sources for Determining the Subject of a .Book

2.3.2 Determining the Subject of a Work

2.3.3 Determining the Discipline of a Work

2.3.4 More Than One Subject in the Same Discipline

2.3.5 More Than One Discipline

2.3.6 Table of Last Resort

2.3.7 Multi Level Summaries

2.4 Summing Up

2.1 Introduction

Library classification deals with sorting of documents basing on the subject and assigning notation prescribed by the Classification Scheme used. There are broadly two types

of classification schemes which you have already know from the study of earlier lesson. Whatever the type of classification scheme used the first step to classify a document is determining the subject of the document to be classified using the sources prescribed.. After identification of the subject the relative notation is to be found using the index of the scheme. Then the document is assigned with class number constructed as per the instructions given in the schedules of the classification scheme.

So the classification process involves both intelligence and mechanical work. Identification and determination of the subject of the document is intelligence work and assigning the class number as per the rules of the scheme used is mechanical work. So Classification of documents involve both art and craft.

2.2 Overview of the Dewey Decimal Classification

The DDC is built on sound principles that make it ideal as a general knowledge organization tool: meaningful notation in universally recognized Arabic numerals, well- defined categories, well-developed hierarchies, and a rich network of relationships among topics. In the DDC, basic classes are organized by disciplines or fields of study. At the broadest level, the DDC is divided into ten *main classes*, which together cover the entire world of knowledge. Each main class is further divided into ten *divisions*, and each division into ten *sections* (not all the numbers for the divisions and sections have been used).

The main structure of the DDC is presented in the *DDC Summaries* in the beginning of volume 2. The *first summary* contains the ten main classes. The *second summary* contains the hundred divisions. The *third summary* contains the thousand sections. The first and second summaries are provided for browsing purposes, and the headings do not necessarily match the name of the sections found in the schedules.

4.3 The ten main classes are:

000	Computers, information & general reference
100	Philosophy & psychology
200	Religion
300	Social sciences
400	Language
500	Science
600	Technology
700	Arts & recreation
800	Literature
900	History & geography

Class 000 is the most general class, and is used for works not limited to any one specific discipline, e.g., encyclopedias, newspapers, general periodicals. This class is also used for certain specialized disciplines that deal with knowledge and information, e.g., computer science, library and information science, journalism. Each of the other main classes (100 - 900) comprises a major discipline or group of related disciplines.

Class 100 covers philosophy, paranormal phenomena, and psychology.

Class 200 is devoted to religion. Both philosophy and religion deal with the ultimate nature of existence and relationships, but religion treats these topics within the context of revelation, deity, and worship.

Class 300 covers the social sciences. Class 300 includes sociology, anthropology, statistics, political science, economics, law, public administration, social problems and services, education, commerce, communications, transportation, and customs.

Class 400 comprises language, linguistics, and specific languages. Literature, which is arranged by language, is found in 800.

Class 500 is devoted to the natural sciences and mathematics. The natural sciences (500) describe and attempt to explain the world in which we live.

Class 600 is technology. Technology consists of utilizing the sciences to harness the natural world and its resources for the benefits of humankind.

Class 700 covers the arts: art in general, fine and decorative arts, music, and the performing arts. Recreation, including sports and games, is also classed in 700.

Class 800 covers literature, and includes rhetoric, prose, poetry, drama, etc. Folk literature is classed with customs in 300.

Class 900 is devoted to history and geography. When a work is a story of events that have transpired or an account of existing conditions in a particular place or region, it is classed in 900. A history of a specific subject is classed with the subject.

Since the parts of the DDC are arranged by discipline, not subject, a subject may appear in more than one class. For example, "clothing" has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.95 as part of the discipline of psychology; customs associated with clothing belong in 391 as part of the discipline of customs; and clothing in the sense of fashion design belongs in 746.92 as part of the discipline of the arts.

Notation

Arabic numerals are used to represent each class in the DDC. The first digit in each three-digit number represents the main class. For example, 500 represents science. The second digit in each three-digit number indicates the division. For example, 500 is used for general works on the sciences, 510 for mathematics, 520 for astronomy, 530 for physics. The third digit in each three-digit number indicates the section. Thus, 530 is used for general works on physics, 531 for classical mechanics, 532 for fluid mechanics, 533 for gas mechanics. The DDC uses the convention that no number should have fewer than three digits; zeros are used to fill out numbers.

A decimal point, or dot, follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed. The dot is not a decimal point in the mathematical sense, but a psychological pause to break the monotony of numerical digits and to ease the transcription and copying of the class number. A number should never end in a 0 anywhere to the right of the decimal point.

Principle of Hierarchy

Hierarchy in the DDC is expressed through structure and notation.

Structural hierarchy means that all topics (aside from the ten main classes) are part of all the broader topics above them. The corollary is also true: whatever is true of the whole is true of the parts. This important concept is called *hierarchical force*. Certain notes regarding the nature of a class hold true for all the subordinate classes, including logically subordinate topics classed at coordinate numbers. (For a discussion of notes with hierarchical force, see paragraphs 7.10 - 7.17 and 7.20 - 7.22.)

Because of the principle of hierarchical force, hierarchical notes are usually given only once—at the highest level of application. For example, the scope note at 700 applies to 730, to 736, and to 736.4. The words "Description, critical appraisal . . ." found in the scope note at 700 also govern the critical appraisal of carving in 736 Carving and carvings, and of wood carving in 736.4 Wood. In order to understand the structural hierarchy, the classifier must read up and down the schedules (and remember to turn the page).

Notational hierarchy is expressed by length of notation. Numbers at any given level are usually *subordinate* to a class whose notation is one digit shorter; *coordinate* with a class whose notation has the same number of significant digits; and *super-ordinate* to a class with numbers one or more digits longer. The underlined digits in the following example demonstrate this notational hierarchy:

—	
—	
—	
600	Technology (Applied Sciences)
630	Agriculture and related technologies
636	Animal Husbandry
636.7	Dogs
636.8	Cats

"Dogs" and "Cats" are more specific than (i.e., are subordinate to) "Animal husbandry"; they are equally specific as (i.e., are coordinate with) each other; and "Animal husbandry" is less specific than (i.e., is super ordinate to) "Dogs" and "Cats."

Options

- Some devices are required to enable the DDC to serve needs beyond those represented in the standard English-language edition. At a number of places in the schedules and tables, *options* are provided to give emphasis to an aspect in a library's collection not given preferred treatment in the standard notation. In some cases, options are also suggested to provide shorter notation for the aspect.
- Options are provided throughout the Classification to emphasize jurisdiction, ethnic or national group, language, topic, or other characteristic.
- Options described in notes appear in parentheses and begin with "Option:". Options that apply to the full entry appear at the end of the entry; options to a specific

instruction in the entry are indented under the appropriate note. For example, the following option appears at the end of the entry for 420 - 490:

- (Option B: To give local emphasis and a shorter number to a specific language, place it first by use of a letter or other symbol, e.g., Arabic language 4A0 [preceding 420], for which the base number is 4A. Option A is described under 410)
- Some optional numbers are enumerated in the schedules and tables and appear in parentheses in the number column. A special optional arrangement (222) - (224) for books of the Bible as arranged in Tanakh appears as a subsection of the Manual note for 221.
- *Arrange-alphabetically* and *arrange-chronologically* notes are not placed in parentheses, but are also options. They represent suggestions only; the material need not be arranged alphabetically or chronologically. An example of an arrange- alphabetically note is found at 005.133 Specific programming languages: "Arrange alphabetically by name of programming language, e.g., C++."
- Most of the time, the responsibility for implementing an option rests with the local library. Libraries should weigh the value of using an option against the loss in interoperability of numbers. The library will not be able to use numbers assigned by other libraries, and other libraries will not be able to use the optional numbers. In addition, unless the option is widely used in a region, users may be confused by the alternate notation.

Close and Broad Classification

- The Dewey Decimal Classification provides the basic option of close versus broad classification. *Close classification* means that the content of a work is specified by notation to the fullest extent possible. *Broad classification* means that the work is placed in a broad class by use of notation that has been logically abridged. For example, a work on French cooking is classed closely at 641.5944 (641.59 Cooking by place + 44 France from Table 2), or broadly at 641.5 (Cooking).
- A library should base its decision on close versus broad classification on the size of its collection and the needs of its users. For example, a work on the sociology of sibling relationships in Canadian society would be most usefully classed in 306.8750971 (306.875 Sibling relationships + 09 Geographic treatment from Table 1 + 71 Canada from Table 2) in a research library or large public library. A small school library might prefer to class the same work in the broader number (306.875) without including the geographic facet in the notation. An engineering library might prefer close classification for works in engineering, but broad classification for disciplines outside science and technology.
- The classifier should never reduce the notation to less than the most specific three-digit number (no matter how small the library's collection). A number also must never be reduced so that it ends in a 0 anywhere to the right of the decimal point.
- One aid to logical abridgment of DDC numbers is the segmentation device provided by the Decimal Classification Division of the Library of Congress and some other centralized cataloging services.

- The abridged edition of the Dewey Decimal Classification is another source for broad classification. It is intended for libraries with collections of 20,000 volumes or less.

.2.3. STEPS IN CLASSIFYING DOCUMENTS

Classifying documents is both a science and an art. In fact a classifier is a matchmaker. A classifier has two tasks to perform;

- 1) To determine the specific subject of the document to be classified.
- 2) To assign appropriate notation from the schedules and tables to the specific subject.

2.3.1 Determination of the Specific Subject of a Document

A document is an embodiment of knowledge and is classified in accordance with its subject contents. It may be clearly noted that the class number is assigned to the subject of the book and not to the book as a physical entity. Determining the subject of a document is an intellectual task. It is an art. Flair in classifying depends upon your knowledge of different subjects. Your efficiency in determining the specific subject of the book increases with experience. That is why it is called an art. However the specific subject of a book can be determined by the following procedure.

2.3.1.1 Procedure for Determining the Specific Subject of a Document

First of all read the title. Most of the titles, if these are plain and straight forward, are indicative of the subject contents of the book. For example, "Human anatomy", "Cost accountancy" and "History of Moghul India" are the titles clearly indicative of the subject of the book.

Some titles are fanciful or symbolic of the subject content of the book. The subject is not clear from such titles: For Example:

- 1) Asian Drama
- 2) City of Joy
- 3) I dare
- 4) Green Wisdom by Arthur Galston

The first is a book on economics, second a book on Calcutta, the third the biography of an Indian woman police officer Kiran Bedi, the fourth is on plant biology. This can be fairly known by the subtitle. A subtitle always clarifies or delimits the title. Sometimes a title though clear of the subject is vague:

For example: Shakespeare India

The first book is a biography of William Shakespeare. The second book is on the culture of India, mostly in photographs. Therefore, it is clear that titles may be deceptive, misleading or inadequate to know the exact subject of the book. Therefore the wise man's golden advice to the classifier is: Never classify by the title alone.

2.3.1.2 Other Sources for Determining the Subject of a .Book

Blurb: Next to the title, read the blurb of the book, i.e., the customary "About the Book" feature given on the book jacket or outer cover. It provides a brief introduction to the subject, its importance and its treatment in the book. It is indispensable for determining the subject of the book.

Preface: Reading the preface is indispensable for knowing the subject of the book and its scope and limitations in details. Some authors also give a conspectus of each chapter in the preface. Every classifier must read it between the lines to know the scope and limitations of the book.

Other parts of the book: If the preface does not help fully, then you must glance through the foreword, if any, the table of contents, and the text of the book here and there especially the introductory chapter. Also look at the index of the book. The published review of the book surely helps in determining its subject. The last resort is to consult a subject expert. These efforts will yield the subject of the book.

2.3.2 Determining the Subject of a Work

Classifying a work properly depends first upon determining the subject of the work in hand. A key element in determining the subject is the author's intent.

- (A) The title is often a clue to the subject, but should never be the sole source of analysis. For example, *Who Moved My Cheese?* is a work on coping with change, not a work related to the culinary arts. Likewise, a title with specific terms that are subdivisions of a field may in fact use such terms symbolically to represent the broader topic. For example, titles containing terms like chromosomes, DNA, double helix, genes, and genomes may use these terms symbolically to represent the whole subject of biochemical genetics.
- (B) The table of contents may list the main topics discussed. Chapter headings may substitute for the absence of a table of contents. Chapter subheadings often prove useful.
- (C) The preface or introduction usually states the author's purpose. If a foreword is provided, it often indicates the subject of the work and suggests the place of the work in the development of thought on the subject. The book jacket or accompanying material may include a summary of the subject content.
- (D) A scan of the text itself may provide further guidance or confirm preliminary subject analysis.
- (E) Bibliographical references and index entries are sources of subject information.
- (F) Cataloging copy from centralized cataloging services is often helpful by providing subject headings, classification numbers, and notes. Such copy appears in online services, and on the verso of the title page of many U.S., Australian, British, and Canadian books as part of Cataloging-in-Publication (CIP) data. Data from these sources should be verified with the book in hand, since the cataloging record is based on prepublication information. .

- (G) Occasionally, consultation of outside sources such as reviews, reference works, and subject experts may be required to determine the subject of the work.

2.3.3 Determining the Discipline of a Work

After determining the subject, the classifier must then select the proper discipline, or field of study, of the work.

The guiding principle of the DDC is that a work is classed in the discipline for which it is intended, rather than the discipline from which the work derives. This enables works that are used together to be found together. For example, a general work by a zoologist on agricultural pest control should be classed in agriculture, not zoology, along with other works on agricultural pest control.

Once the subject has been determined, and information on the discipline has been found, the classifier will turn to the schedules. The summaries are a good means of mental navigation. The headings and notes in the schedules themselves and the Manual provide much guidance. The Relative Index may help by suggesting the disciplines in which a subject is normally treated.

If the Relative Index is used, the classifier must still rely on the structure of the Classification and various aids throughout to arrive at the proper place to classify a work. Even the most promising Relative Index citations must be verified in the schedules; the schedules are the only place where all the information about coverage and use of the numbers may be found.

2.3.4 More Than One Subject in the Same Discipline

A work may include multiple subjects treated separately or in relation to one another from the viewpoint of a single discipline. Use the following guidelines in determining the best placement for the work:

- (A) Class a work dealing with interrelated subjects with the subject that is being acted upon. This is called the *rule of application*, and takes precedence over any other rule. For instance, class an analytical work dealing with Shakespeare's influence on Keats with Keats. Similarly, class a work on the influence of the Great Depression on 20th century American art with American art.
- (B) Class a work on two subjects with the subject receiving fuller treatment.
- (C) If two subjects receive equal treatment, and are not used to introduce or explain one another, class the work with the subject whose number comes first in the DDC schedules. This is called the *first-of-two rule*. For example, a history dealing equally with the United States and Japan, in which the United States is discussed first and is given first in the title, is classed with the history of Japan because 952 Japan precedes 973 United States.

Sometimes, specific instructions are given to use numbers that do not come first in the schedules. For example, at 598, the note "class comprehensive works on warm-blooded vertebrates in 599" tells the classifier to ignore the first-of-two rule and class a work on birds

(598) and mammals (599) in 599, which is the comprehensive number for warm-blooded vertebrates.

Also disregard the first-of-two rule when the two topics are the two major subdivisions of a subject. For example, collection systems (628.142) and distribution systems (628.144) taken together constitute 628.14 Collection and distribution systems. Works covering both of these topics are classed in 628.14 (not 628.142).

Class a work on three or more subjects that are all subdivisions of a broader subject in the first higher number that includes them all (unless one subject is treated more fully than the others). This is called the *rule of three*. For example, a history of Portugal (946.9), Sweden (948.5), and Greece (949.5) is classed with the history of Europe (940).

- (D) Subdivisions beginning with zero should be avoided if there is a choice between 0 and 1–9 at the same point in the hierarchy of the notation. Similarly, subdivisions beginning with 00 should be avoided when there is a choice between 00 and 0. This is called the *rule of zero*. For example, a biography of an American Methodist missionary in China belongs in 266 Missions. The content of the work can be expressed in three different numbers:

266.0092	biography of a missionary
266.02373051	foreign missions of the United States in China
266.76092	biography of a United Methodist Church missionary

The last number is used since it has no zero at the fourth position.

2.3.5 More Than One Discipline

Treating a subject from the point of view of more than one discipline is different from treating several subjects in one discipline. Use the following guidelines in determining the best placement for the work:

1. Use the *interdisciplinary number* provided in the schedules or Relative Index if one is given. An important consideration in using such an interdisciplinary number is that the work must contain significant material on the discipline in which the interdisciplinary number is found. For example, 305.231 (a sociology number) is provided for interdisciplinary works on child development. However, if a work that is interdisciplinary with respect to child development gives little emphasis to social development and a great deal of emphasis to the psychological and physical development of the child (155.4 and 612.65, respectively), class it in

155.4 (the first number in the schedules of the next two obvious choices). In short, interdisciplinary numbers are not absolute; they are to be used only when applicable. (For a discussion of interdisciplinary numbers, see paragraphs 7.17, 7.20 - 7.21, and 11.8 - 11.9.)

2. Class works not given an interdisciplinary number in the discipline given the fullest treatment in the work. For example, a work dealing with both the

scientific and the engineering principles of electrodynamics is classed in 537.6 if the engineering aspects are introduced primarily for illustrative purposes, but in 621.31 if the basic scientific theories are only preliminary to the author's exposition of engineering principles and practices.

3. When classifying interdisciplinary works, do not overlook the possibilities of main class 000 Computers, information & general reference, e.g., 080 for a collection of interviews of famous people from various disciplines.

2.3.6 Table of Last Resort

When several numbers have been found for the work in hand, and each seems as good as the next, the following table of last resort (in order of preference) may be used as a guideline in the absence of any other rule:

Table of last resort

- (1) Kinds of things
- (2) Parts of things
- (3) Materials from which things, kinds, or parts are made
- (4) Properties of things, kinds, parts, or materials
- (5) Processes within things, kinds, parts, or materials
- (6) Operations upon things, kinds, parts, or materials
- (7) Instrumentalities for performing such operations

For example, surveillance by border patrols could be classed in either 363.285 Border patrols, or 363.232 Patrol and surveillance. Choose 363.285 since border patrols are a kind of police service, while patrol and surveillance are processes performed by police services.

Do not apply this table or any other guideline if it appears to disregard the author's intention and emphasis.

2.3.7 Multi Level Summaries

Summaries provide an overview of classes and save the time of a classifier in flipping through the pages. At a glance the classifier is able to select the appropriate class. Such summaries provide a view of the structure of the class. Summaries at lower levels have been carried on in some densely detailed classes. They are called multi-level summaries. These may comprise 4 or 5 or even 6 digit numbers. For Example:

The summaries of 615 Pharmacology and therapeutics

- 615.1 Drugs (Materia inedica)
- 615.2 Inorganic drugs
- 615.3 Organic drugs
- 615.4 Practical pharmacy
- 615.5 Therapeutics
- 615.6 Methods of medication
- 615.7 Pharmacodynamics

- 615.8 Physical and other therapies
- 615.9 Toxicology (poisons and poisoning)

The subsection 615.7 Pharmacodynamics has its own summary (p. 860, Vol. 2):

- 615.71 Drugs affecting cardiovascular system
- 615.72 Drugs affecting respiratory system
- 615.73 Drugs affecting digestive system and metabolism
- 615.74 Drugs affecting lymphatic and glandular systems
- 615.75 Antipyretics (Febrifuges)
- 615.76 Drugs affecting urogenital system
- 615.77 Drugs affecting motor and integumentary systems
- 615.78 Drugs affecting nervous system

To repeat, the summaries printed in bold face in the centre of the page provide a good overview of the sub-divisions of various levels of hierarchy. To arrive at the desired number, by moving down the hierarchy a classifier has not to look through every subdivision, nor does he has to flip through every page. These summaries may also be helpful to libraries which prefer broader numbers.

Three major summaries and numerous multi-level summaries are of immense help in locating the desired number efficiently.

2.4 Summing Up

This lesson explained some of the salient features of DDC under “Over view of DDC”. It also explained the determination of the subject of the document to be classified and the procedure to be followed to classify a document.

Lesson 3

RELATIVE INDEX AND MANUAL

STRUCTURE

3.1. Introduction

3.2. The Relative Index

3.2.1 Scope of the Relative Index

3.2.2 Organisation of Relative Index

3.2.3 Arrangement and Format of the Relative Index

3.2.4 Interdisciplinary Numbers

3.2.5 Terms Included in the Relative Index

3.2.6 Terms Not Included in the Relative Index

3.3. Manual

3.4. Summary

3.1 Introduction

DDC is a classification by discipline. It means that subjects are classified in the context of a discipline. In the schedules and in the various auxiliary tables all the concepts and subjects have been arranged logically in their whole part relationship. That is also known as a systematic arrangement proceeding from the general to the specific. To locate a desired subject and its class number in the schedules, at least a preliminary knowledge of its position in the universe of knowledge is necessary. In other words we should know the discipline. It is very difficult for any person to have even a preliminary knowledge of all the subjects in the universe of knowledge. Therefore all persons, whatever their knowledge, have to use at one time or the other a key to the schedules. This key is the index called the Relative Index in DDC. A classifier may use the Index for reasons which have been explained below.

Place of Some Subjects in DDC is Illogical

In DDC the position of some subjects is not `pro logical or as per universal consensus among scholars. Some misplacement in the original plan of 1873-1876 continues to be so. At later stages some new subjects have been adjusted here and there where no vacant numbers available at their appropriate places. Now nobody defends the system for its logical structure. As a result, the scheme has now a distorted structure. The number of illogically placed subjects increases with new editions. Therefore, sometimes even a systematic approach to the schedules may fail to locate a class number.

Limited Knowledge of Classifiers

Besides the illogical structure of DDC, a classifier at times may not understand the subject of the book to be classified. The term may be new to him or the classifier may understand the subject but may not know of its location in the overall system. Let us consider the example of the subject of "Birthday Cards". At first one may not even understand to which Main Class it may belong. Some classes such as engineering are too crammed with topics to locate the desired subject easily. For these reasons, at times the DDC Schedules (Volumes 2) look like an impregnable fort. In some cases the hierarchical ladder leads to false ends or blind alleys. There seems no way to break open the schedules to reach the desired subject. In such a frustrating situation, the Relative Index provides a royal road to the desired subject in the schedules.

3.2. The Relative Index

The index is called the Relative Index. The approach of the Relative Index is entirely opposite to the approach of the schedules. In the Relative Index all the entries have been arranged in an alphabetical sequence. But more importantly, the disciplines are scattered by subjects whereas in the schedules the subjects are scattered by the discipline. Thus the Relative Index brings at one place all the related aspects of a subject scattered in the schedules and tables (Volumes 1,2,3,). Its approach is, thus, complementary to that of the schedules.

This index is called relative because it shows a term and its various aspects in relation to one another. Take for example, the subject, "Birth". It may have various aspects scattered in the schedules. Some of its aspects such as customs, literature, obstetrics etc., are shown in the following simplified entry from the Relative Index (p. 70).

Birth

- Customs
- Etiquette
- Folklore
- Sociology
- Literature
- Obstetrics

So, all the aspects of this subject, otherwise scattered in the schedules, have been collected at one point through relative index. This will enable the classifier to study a given topic from different angles and see its ramifications.

3.2.1 SCOPE OF THE RELATIVE INDEX

The Index consists of the following terms in a single alphabetical sequence:

- 1 All the key terms/concepts in the schedules.
- 2 All the examples and illustrations given under entries.
- 3 Some of the compound concepts which can be obtained by number building notes.
- 4 All the concepts/entries given in all the seven auxiliary tables 1-7 (in Volume 1).
- 5 Cross-Reference entries for synonymous terms, and cross-reference to the related concepts, i.e., *see* and *see also* entries.

The Index cannot be expected to contain the names of all persons, cities, organisations, minerals, plants; animals, chemical compounds, drugs, manufactured articles, and similar entities. Therefore, for specific names we should not consult the index. For example, if our title is "A Biography of Pandit Ravi Shanker", it will not be fruitful to look into the Index for Ravi Shanker. Instead we should look under the subject of biography, namely, musicians, biography. Similarly, if our titles for classification are the Indian Library Association or Jawaharlal Nehru University, we should not try to look up these names in the Index. We should rather look under "library associations" and "universities" respectively.

3.2.2 ORGANISATION OF RELATIVE INDEX

The Relative Index is so named because it relates subjects to disciplines. In the schedules, subjects are distributed among disciplines; in the Relative Index, subjects are arranged alphabetically, with terms identifying the disciplines in which they are treated sub arranged alphabetically under them. For example:

Hospitals	362.11
accounting	657.832 2
animal husbandry	636.0832
architecture	725.51
armed forces	355.72
Civil War (United States)	973.776
landscape architecture	712.7
law	344.03211
liability law	346.031
social theology	206.76211
Christianity	261.83211
social welfare	362.11
United States Revolutionary War	973.376
World War I	940.476
World War II	940.5476
<i>see also</i> Health services	

In some cases the term implies rather than states the discipline. In the example above, the discipline of architecture is listed, but the discipline of military science is implied by "armed forces."

The Relative Index is primarily an index to the DDC as a system. It includes most terms found in the schedules and tables, and terms with literary warrant for concepts represented by the schedules and tables. The Relative Index is not exhaustive. If the term sought is not found, the classifier should try a broader term, or consult the schedules and tables directly. The schedules and tables should always be consulted before a number found in the Relative Index is applied.

3.2.3 Arrangement and Format of the Relative Index

- A. Index entries are arranged alphabetically word by word, e.g., Birth order precedes Birthday. Terms indented below the main headings are alphabetized in one group even though they may be a mixture of disciplines, topical subheadings, and words that, when combined with main heading form phrases or inverted phrases. Terms qualified by words in parenthesis file following words that are not so qualified. Initials and acronyms are entered without punctuation and are filed as if spelled as one word. Hyphens are ignored and treated as a space.

Observe the order of entries to understand the above explanation to understand the method of entries in the relative index of DDC.

E.g.	Mercury (Element)	669.71
	Chemistry	546.663
	Mining	622.3454
	Toxicology	615.925663
	Mercury (Planet)	523.41
	Mercury (Plant)	583.95
	Mercury Project	629.454
=====		
	L.E.D (Diode)	621.381522
	L.O.D	384.558
=====		
	Nyika Language	496.391
	Nyika (Nika) Language	496.395
	Nyika (Nyika) Language	496.391
	Nyika-Safwa Language	496.391
	Nyika-Taita Language	496.395

- B. Class numbers are listed in groups of three digits for ease of reading and copying. The spaces are not part of the numbers and do not represent convenient places to abridge the number.
- C. See-also references are used for synonyms and for references to broader terms (but only when three or more new numbers will be found at the synonym or broader term), and for references to related terms (which may provide only one or two new numbers).
- D. Numbers drawn from Tables 1 - 7 are prefixed by T1 through T7.

Eg.	Young Adults	305.235
	T1	--083 5
	T7	--055

3.2.4 Interdisciplinary Numbers

The first class number displayed in an index entry (the un indented term) is the number for interdisciplinary works. If the entry term appears in a table, the table number is listed next with prefix of table number, followed by other aspects of the term. The

discipline of the interdisciplinary number may be repeated as a subentry if the discipline is not clear. For example:

Adult education	374
law	T1 —0715
public Finance	344.074
law	379.114
	344.076 85
Daughters	3.6.874
T-1	-085 4
T-7	-044 1
Family Relationship	306.874

- Interdisciplinary numbers are not provided for all topics in the Relative Index. They are omitted when the index entry is ambiguous, does not have a disciplinary focus, or lacks literary warrant. In such cases, there is no number opposite the un indented entry. For example:

Coagulation	
blood	
human physiology	612.115
water supply treatment	628.162

3.2.5 Terms Included in the Relative Index

- The Relative Index contains most terms found in the headings and notes of the schedules and tables, and synonyms and terms with literary warrant for concepts represented by the schedules and tables. The Relative Index also contains terms for the broad concepts covered in Manual notes.
- The following types of names from Table 2 Geographic Areas are included in the Relative Index: (A) names of countries; (B) names of the states and provinces of most countries; (C) names of the counties of the United States; (D) names of capital cities and other important municipalities; and (E) names of certain important geographic features.
- Also included in the Relative Index are the personal names of the following groups of persons: heads of state used to identify historical periods, e.g., Louis XIV; founders or revealers of religions, e.g., Muhammad; initiators of schools of thought when used to identify the school, e.g., Smith, Adam.
- Place names and other proper names are generally given in the form specified by the second edition, 2002 revision, of the *Anglo-American Cataloguing Rules (AACR2)*, based on the names established in the Library of Congress authority files. If the AACR2 form is not the common English name, an entry is also included under the familiar form

- of the name.
- Plants and animals are indexed under their scientific and common names.
 - The choice of singular form versus plural form follows ISO 999:1996, *Guidelines for the content, organization and presentation of indexes*. Count nouns are generally in the plural; noncount nouns and abstract concepts are generally in the singular. Parts of the body are in the plural only when more than one occurs in a fully formed organism (e.g., ears, hands, nose). Plants and animals follow scientific convention in choice of singular form versus plural form, with the decision based on whether the taxonomic class has more than one member (e.g., Horses, Lion, Lipizzaner horse). Where usage varies across disciplines, the index entry reflects the form preferred in the discipline where interdisciplinary works are classified.

3.2.6 Terms Not Included in the Relative Index

Terms usually not included in the Relative Index are:

- Phrases beginning with the adjectival form of countries, languages, nationalities, religions, e.g., English poetry, French cooking, Italian architecture, and Hindu Prayer Books.
- Phrases that contain general concepts represented by standard subdivisions such as education, statistics, laboratories, and management; e.g., Art education, Educational statistics, Medical laboratories, Bank management.
- When there is strong literary warrant for such a phrase heading as a sought term, it may be included in the Relative Index, e.g., English literature. When the phrase heading is a proper name or provides the only form of access to the topic, it may also be included, e.g., English Channel, French horns, Amharic literature.

3.3. Manual

The most striking change in DDC 20th edition is inclusion of a Manual to guide the classifier. The DDC started publishing manual as separate book along with DDC 19th edition. DDC 20th edition includes manual in its 4th volume starting from page number 731. The manual describes the policies and practices of the Dewey Decimal Classification Division of the Library of Congress. The manual offers advice on classifying difficult areas and explains how to choose between related numbers. It helps the classifier resolve problems and applies DDC with greater consistency.

The manual is arranged in numerical order of the tables and schedules. For certain classes there are several notes which are sub arranged in the following sequence:

- a) Notes on problems common to more than one number (the notes for numbers linked by “-” or “and”, e.g. 580-590 or 380.1 and 381, 382)
- b) Notes on problems involving only one number (or a single number and its sub divisions).
- c) Notes on differentiating numbers (the notes linked by “vs.,” e.g. 300 vs. 600)

These notes may contain sections on specific problems. E.g. the treatment of adaptations in

800 literature.

3.4. Summary

This lesson explained the use of relative index and manual given in the 20th edition of DDC. It clearly explained with examples how the entries are listed in the index and about their usage as demanded by the subject content of the document being classified. The manual given at the end of the 4th volume of DDC guides the classifier to resolve the problem in assigning numbers and achieve consistency.

Lesson – 4

CLASS NUMBER BUILDING PRACTICES

4.0 Aim and Objective

This lesson suggests techniques and explains the procedure to build class numbers to the documents to be classified basing on Dewey Decimal Classification.

Study of this lesson enables the student to know how to construct class number for a book to be classified basing on the rules and regulations stipulated by DDC. Different techniques employed by DDC to construct the class number for the documents are also explained.

STRUCTURE

4.1 Introduction

4.2 Class number building

4.3 Class number building for simple and specific subjects

4.4 Synthesis of class numbers

4.4.1 Base number

4.4.2 Types of Synthesis

4.4.3 Examples

4.5 Summary

4.6 References

4.1 Introduction

The task of the classifier is to classify the documents basing on certain scheme of classification adopted by the library. So the classifier should acquire complete knowledge of the structure, principles and features of the classification scheme. This Unit deals with Dewey Decimal Classification. This lesson explains the features and guiding principles in constructing the class number for the documents.

The first step to classify the document is to analyse the subject of the document basing on title or contents or preface etc. Its form, point of view of its treatment etc are to be determined. The common words in the title such as introduction, fundamentals, of, an, the etc are to be ignored while analyzing the title of the document. Then the analysed parts are to be translated into the notation of the scheme. Let us see the procedure to be followed in class number building.

4.2 Class Number Building

Class number building means identifying, constructing and assigning the notation of the scheme to represent the subject of the document to be classified. According to DDC as you its structure from the earlier lessons, each document will fit into one of the main classes, divisions, sections enumerated by the scheme. DDC followed pure notation of Arabic numbers and treated the numbers as ordinal numbers without any mathematical value though decimal point is used after three digits. So the bare minimum digits to represent a document are three digits. Even though 53 is for physics it is represented by 530 with additional zero.

Identifying the class number for the subject of the document may be through relative index. An experienced classifier can approach the schedule concerned directly and find the number. Again depending up on the form, approach etc of the document being classified numbers from other parts of the schedule or tables are to be added to the schedule number by the instructions given in the schedule. This is known as construction of number.

4.3 NUMBER BUILDING FOR SIMPLE AND SPECIFIC SUBJECTS

DDC is basically an enumerative scheme. It provides ready made numbers to most of the simple and compound subjects. Simple subjects and many specific subjects have ready made class numbers in the schedule. Following are some of the examples to illustrate the availability of ready made numbers in the schedule:

Library Classification	025.42
Child Psychology	155.4
Shivaism	294.5513
A textbook of Urban Communities	307.76
Fundamentals of Solar energy	331.4.7923
A text book of Zoology	590
Selection of employees	658.3112
Swimming for fitness and fun	797.21
Telugu literature	894.827
The reign of Jawaharlal Nehru	954.042

Self Check exercises -1

(A) Find out the subjects of the following class numbers in DDC

- a) 070.49
- b) 155.532
- c) 370.113
- d) 530.42
- e) 652.307

(b) Classify the following titles:

- a) Plant Physiology
- b) Magnetism
- c) Import policy
- d) Income Tax Rules in India
- e) Indian Pharmacopeia

4.4 SYNTHESIS OF CLASS NUMBER

Unlike the subjects illustrated above some subjects are multi faceted. In such cases DDC follows combination of numbers representing different subjects or ideas. This kind of combination is called “syntheses”. Synthesis of notation means number building. Syntheses of notation can be achieved according to instructions or directions of different kinds of notes given at the respective class numbers in the schedules.

DDC indicated the base number to construct number for the multi faceted subjects. In the absence of indication of base number, the class number, that is, the significant notation of the class is to be used as it is.

4.4.1 BASE NUMBER

DDC has provided base number as a part in a sequence of numbers. It does not change but remains the same in each member of the sequence. Instructions are given to add digits from the tables or from another sequence in the schedules to the base number. Occasionally the base number is less than three digits or more than three digits.

Examples

820	English literature
	82 is the base number for English
894.827	Base number as well as schedule number for Telugu literature
9	base number for ‘history’
95	base number for ‘History of Asia’
954	base number for ‘history of India’

Through out the schedules of DDC where ever the “add” instruction is given base number is clearly stated in the accompanying note.

4.4.2 TYPES OF SYNTHESIS

Many kinds of multiple syntheses with the help of “add” instruction are provided in the schedules of DDC. Some times the facet indicator “0” (zero) is used to interpose between two numbers to be added as per instruction when required. The different kinds of syntheses include:

- I. Combining two main classes given in the schedules as per instructions given under the host main class.
- II. Combining main class number and part of another main class number in the schedule according to the instructions given under the host main class.
- III. Combining a main class with the parts of more than one main class in the schedules as per instructions given under the host main class.
- IV. Use of general aspects common to many subjects listed under the ‘centered headings’ here and there in the schedules.
- V. Use of notations from an auxiliary tables or combination of notation from two different tables with appropriate class numbers of the schedules.

The above listed of syntheses are explained with examples under each kind.

4.4.3 EXAMPLES TO ILLUSTRATE DIFFERENT KINDS OF SYNTHESIS

The following examples illustrate the use of above kinds of synthesis of class numbers. The examples for synthesis of numbers from tables are dealt in the lessons discussed about tables of DDC.

I. Examples of combination of two main classes given in schedule as per instructions given under the host main class:

- a) Classification of books on Zoology
025.46 classification of specific disciplines and subjects.
Add to base number 025.46 notation 001-999. This means any number from the schedules can be added
591 class number for 'Zoology'
 $025 + 591 = 025.465\ 91$
- b) Reporting Games News
070.4 Journalism
070.44 Features and special topics
070.449 Specific subjects
Add to base number 070.449 notation 001-999.
796 Sports and games
 $070.449 + 796 = 070.449\ 796$
- c) Unemployment in Library profession
331.137 81 unemployment in specific industries and occupations other than extractive, manufacturing
027 General libraries etc.
 $331.137\ 81 + 027 = 331.137\ 810\ 27$
- d) Strikes in Hospitals
331.892 81 strikes in specific industries and occupations other than extractive, manufacturing, construction
Add to base number 331.89281 notation 001-999.
362.11 Hospitals
 $331.892\ 81 + 362.11 = 331.892\ 813\ 621\ 1$
- e) Tourist industry
338.47 secondary industries
Add to base number 338.47 notation 001-999
910 Geography and travel (base number 91)
 $338.47 + 91 = 338.479\ 1$
- f) Student organizations in Social Work
371.84 student organizations in specific subjects
Add to base number 371.84 notation 001-999
361.3 Social work
 $371.84 + 361.3 = 371.843\ 613$

g) Curriculum in Biotechnology

375.05-.99 curriculums and courses of study in other specific subjects
Add to base number 375 notation 050-999

660.6 Biotechnology

$375 + 660.6 = 375.660\ 6$

h) Cotton trade

380.14 Trade of specific commodities and services

380.141 Products of agriculture

(Add to base number 380.141 the numbers following 63 in 633-638)

631.4.51 Cotton

$380.141 + 631.4.51 = 380.141\ 351$

i) Domestic trade of Cotton

381 Domestic trade

381.45 Specific commodities and services...

Add to base number 381.4 the numbers following 380.14 in

380.141-380.145

380.141 351 Cotton trade (AS derived in the above example)

$381.4 + 1351$ (for cotton trade after omitting 380.14 by direction) = 381.41351

j) Photography of Marriage

778.538 Photography of specific subjects

Add to base number 778.538 notation 001-999

306.81 Marriage

$778.538 + 306.81 = 778.538\ 306\ 81$

II. Examples of combinations of a main class with a part of another main class according to the instructions given under the host main class:

a) Bibliography of Programs for Super computers

011.77 General bibliographies of works having computer programs

Add to base number 011.77 the numbers following 005.3 in

005.31-005.39

005.31 Programs for super computers

$011.77 + 1 = 011.771$

b) Psychology of Blind students

155.45 psychologies of exceptional children

Add to base number 155.45 the numbers following 371.9 in

371.91-371.97

371.911 Blind students

$155.45 + 11 = 155.451\ 1$

c) Hindu Philosophy

181 oriental philosophies

181.04 – 09 philosophies of specific religions

Add to base number 181.0 the numbers following 29 in 294-299

294.5 Hinduism

$181.0 + 45 = 181.045$

d) Treatment of Animals in Hinduism

294.54 Religious experience, life, practice, moral theology in Hinduism

294.5486 Specific moral issues

Add to base number 294.5486 the numbers following 17 in 172-179

179.3 Treatment of animals

 $294.5486 + 93 = 294.5486\ 93$

e) Price of wheat

338.1 Agriculture Economics

338.13 Financial aspects of agriculture

Add to base number 338.13 the numbers following 63 in 633-638

631.4.11 Wheat crop

 $338.13 + 311 = 338.133\ 11$

f) Trade union law

344.01 Labour law

Add to base number 344.01 the numbers following 331 in 331.1-331.8

331.88 Trade unions

 $344.01 + 88 = 344.018\ 8$

g) Trade union law in India

344.3-9 Labour law of specific jurisdictions

Add to base number 344 notation from table 2; then to the result add the numbers following 344 in 344.001-344.099

-54 India (table 2)

344.54 Labour law in India

344.01 Labour law

Add to base number 344.01 the numbers following 331 in 331.1-331.8

331.88 Trade unions

 $344 + 54 + 01 + 88 + 344.540188$

h) Qualitative Analysis through Gas Chromatography

544 Qualitative Analysis

544.9 Other methods of qualitative analysis

544.92 Chromatographic analysis

Add to base number 544.92 the numbers following 54.089 in 541.4.0892-541.4.0896

541.4.0896 Gas Chromatography

 $544.92 + 6 = 544.926$

i) Plant Pigments

581.19 Biophysics and biochemistry of plants

Add to base number 581.19 the numbers following 574.19 in 574.191-574.192

574.19218 Pigments

 $581.19 + 218 = 581.192\ 18$

j) Fungal diseases of Forest Plants

634.9 Forestry

634.96 injuries, diseases, pests, etc.

Add to base number 634.96 the numbers following 632 in 632.1-632.9
 632.4 Fungus diseases
 $634.96 + 4 = 634.964$

III. Examples of combination of main class with parts of more than one main class in the schedules as per instructions given under the host main class:

- a) Buddhist view of women
 294.33 Mythology, social theology etc.
 Add to base number 294.33 the numbers following 291.1 in 291.13-291.17
 291.17834 Social structure
 Add to base number 291.17834 the numbers following 305 in 305.2-305.8
 305.4 women
 $294.33 + 7834 + 4 = 294.337\ 834\ 4$
- b) Rural Development
 307.14 Development of communities
 (the number is identified by asterisk, which directs to 307.1-307.3, where add to instruction directs to add specific communities is given)
 1 Specific kinds of communities
 Add to 1 the numbers following 307.7 in 307.72-307.77
 307.72 Rural communities
 $307.14 + 1 + 2 = 307.141\ 2$
- c) Laws dealing with International Trade of cotton
 341.4.08 regulation of trade
 341.4.087 laws relating to foreign trade
 341.4.0871-.0875 Specific commodities
 Add to base number 341.4.087 the numbers following 380.14 in 380.141-380.145
 380.141 trade of agricultural productions
 380.141 - .145 specific products
 Add to base number 380.141 the numbers following 63 in 633-638
 631.4.51 Cotton
 $341.4.087 + 1 + 351 = 341.4.087\ 135\ 1$
- d) Literary societies of Students in Higher Education
 378 Higher Education
 378.196 - .198 Physical plant, health and safety, the student
 Add to base number 378.19 the numbers following 371 in 371.6-371.8
 371.84 student organizations in specific fields
 Add to base number 371.84 notation 001.999
 800 Literature (base number is 8)
 $378.19 + 84 + 8 = 378.198\ 48$

e) Radiobiology of diseased plants

581.2 Pathology of plants

581.21 Pathological physiology

Add to base number 581.21 the numbers following 581 in 3581.11-581.19

581.19 Biophysics and biochemistry

Add to base number 581.19 the numbers following 574.19 in 574.191-574.192

574.1915 Radiobiology

 $581.21 + 19 + 15 = 581.211\ 915$

f) Nutrition of Insects

595.7 Insects

595.701-.708 Process and parts

Add to base number 595.70 the numbers following 591 in 591.1-591.8

591.1 Physiology of animals

591.11-.13 Circulation, respiration, nutrition, metabolism

Add to base number 591.1 the numbers following 574.1 in 574.11-574.13

574.13 Nutrition

 $595.70 + 1 + 3 = 595.701\ 3$

g) Viral diseases of Turkey poultry

636.5 Poultry

636.592 turkeys

636.59201 – 59208 general principles

Add to base number 636.5920 the numbers following 636.0 in 636.01-636.08

636.089 veterinary sciences

Add to base number 636.089 the numbers following 61 in 610-619

616.925 Viral diseases

 $636.5920 + 89 + 6925 = 636.592\ 089\ 692\ 5$

h) Air conditioning in Public Library buildings

697.93 Air conditioning

697.935 938 in specific types of buildings

Add to base number 697.93 the numbers following 72 in 725-728

727.8 Library buildings

727.82 General libraries

Add to base number 727.82 the numbers following 027 in 027.1-027.8

027.4 Public libraries

 $697.93 + 78 + 4 = 697.937\ 84$ **IV. Examples of construction of numbers using general aspects common to many subjects listed under the “Centered Headings”**

a) Interpretation of Gospels

226 gospels and acts
 (the number is identified by asterisk, which directs to instructions
 at 221-228)
 001-08 Standard subdivisions and generalities
 Add to 0 the numbers following 220 in 220.01-220.8
 220.6 Interpretation and criticism

 226 + 0 + 6 = 226.06

b) Community action against Narcotics addiction

362.293 Narcotics
 (the number is identified by asterisk, which directs to instructions
 at 362-363)
 5 Social action
 Add to 5 the numbers following 361 in 361.2-361.8
 361.8 Community action

 362.293 + 5 + 8 = 362.293 58

c) Public action against occupational and industrial hazards

361.4.11 occupational and industrial hazards
 5 social action
 361.6 public actions
 31.4.1 + 5 + 6 = 361.4.115 6

d) Courses of study in social studies at elementary school level

372.83 social studies
 043 courses of study
 372.03 + 043 = 372.830 43

e) X-ray therapy for diseases of bronchi

616.23 bronchi
 (the number is identified by asterisk, which directs to instructions
 at 616.1-616.9)
 062-069 other therapies
 Add to 06 the numbers following 615.8 in 615.82-615.89
 615.8422 X-ray therapy
 616.23 + 06 + 422 + 616.230 642 2

f) Organic farming for Pineapples crop

634.774 Pineapples
 (the number is identified by asterisk, which directs to instructions at 633-
 635)
 8 special cultivation methods
 Add to 8 the numbers following 631.58 in 631.581-631.587
 631.584 organic farming
 634.774 + 8 + 4 = 634.774 84

g) Green manures for potato fields

635.21 Potatoes

(the number is identified by asterisk, which directs to instructions at 633-.635)

633-635 Specific plant crops
 89 fertilizers and soil conditioners
 Add to 89 the numbers following 631.8 in 631.81-631.87
 631.874 Green manure
 635.21 +89 + 74 = 635.218 974

h) Respiratory organs of Amphibians

597.4 Amphibians
 (this number is identified by asterisk, which directs to instructions at 592-599.)
 04 process and parts
 Add to base number 04 the numbers following 591 in 591.1-591.8
 591.11-.13 Circulation, respiration, nutrition, metabolism
 Add to base number 591.1 the numbers following 574.1 in 574.11-574.13
 574.12 Respiration
 597.4 + 04 + 1 + 2 + 597.404 12

V. Use of notations from an auxiliary table or combination of notation form two different tables with the appropriate class numbers of the schedules:

The use of different numbers from tables to construct a class number for a given document is clearly explained in the later lessons dealing with DDC tables.

4.5 Summary

This lesson introduced you to number building practices for simple and specific subjects as well as syntheses of numbers for compound subjects. Class numbers in the schedule can be extended by another number or a part of the number taken from the schedules or from any of the seven auxiliary tables or a combination of the tables. 'Add' instructions are given at places for synthesizing class numbers to represent the subject content of the document. Adding numbers from the auxiliary tables is explained in detail in the following lessons.

4.6 References

1. Batty, C.D: An introduction to the nineteenth edition of the Dewey Decimal Classification. London: Clive Bingley, 1981.
2. Albany, N.Y. : Dewey Decimal Classification and Relative Index. 19th edition. Edited by Benjamin A Custer, Forest press, 1979.
3. Albany, N.Y.: Manual on the use of the Dewey decimal classification: 19th edition. Forest press, 1982
4. Osborne, Jeanne: Dewey decimal classification: 19th edition: a study manual.
5. Littleton, Colo : Libraries unlimited, 1982.

Lesson – 5

Use of Table 1: Standard Subdivisions

5.0 Aims and objective

After reading and practicing this lesson, you can build the numbers having the isolates of standard sub-divisions, which are given in the table -1 of volume 1 of Dewey decimal classification.

STRUCTURE

5.1 Introduction

5.2 Identification of Standard Subdivisions

5.3 Adding Standard Subdivision Numbers

5.3.1 Adding Standard Subdivision to a Main Class Number

5.3.2 Adding Standard Subdivision to a Division Number

5.4. Variations in the number of zeros

5.5 Two or more standard subdivisions

5.6 When standard subdivision not to be used

5.6.1 Standard subdivisions printed in the schedules

5.6.2 Standard subdivisions not printed and no instructions given

5.7 Co-occurrence of Two or More Standard Subdivisions

5.8 Summing up

5.9 Self Check Exercise

5.1 Introduction

Auxiliary tables 1 through 7, found in volume 1 of DDC20, give the classifier a facility to expand existing numbers in the schedules. The tables provide notation to build specific class numbers. To a DDC number defined or provided for a subject in the schedules, the classifier adds table notation to represent a subdivision of the class. The notation of the tables serves only to extend schedule numbers. The numbers given in the table cannot be used alone to classify an item. Each number in these tables is preceded by a dash to show that it cannot be used alone as a classification number. The dash should be omitted when the number is attached to a main class notation. Table 1 provides notation to various recurring physical forms such as dictionary, periodical etc. and approaches such as research, history etc. applicable to any subject in the schedule. Hence these may be attached to any number in the schedule unless otherwise instructed in the schedule.

5.2 Identification of Standard Subdivisions

The standard subdivisions (ss) are enumerated in Table 1 of volume one. These generally consist of two or more digits of which the first digit is 0 (zero). These may be applied wherever they are appropriate.

Let us look at the directions for using Table 1. It contains notations for what are referred to as Standard Subdivisions. These notations are used to narrow a subject down more specifically. Find the Summary from the first page of Table 1.

- 01 Philosophy and theory
- 02 Miscellany
- 03 Dictionaries
- 04 Essays
- 05 Periodicals
- 06 Societies
- 07 Study and teaching
- 08 History and description with respect to persons
- 09 History, geography, persons treatment

Each of these areas on the Summary list may be further subdivided in the Table. These are notations that may be added to any number in the DDC schedules, unless instructions in the schedules state otherwise. For example, if the item being cataloged is a dictionary, the Standard Subdivision -03 could be used with the notation for the subject to indicate this. An agricultural journal can be indicated by using the correct notation for the subject from the schedules, and adding the notation -05 from Table 1 to indicate journal. These numbers from Table 1 should never be used by themselves, but always need to be added to a notation from the schedules to provide detailed classification number.

—01 Philosophy and theory. An exposition of any subject treated from the theoretical point of view.

Example: 701 Philosophy of the Arts

—03 Dictionaries, encyclopedias, concordances.

Example: 720.3 Dictionary of Architecture

—05 Serial publications. Used for publications in which the subject is treated in articles, papers, etc.

Example: 720.5 Architectural Record

—08 History and description with respect to kinds of persons.

Example: 720.8 Architectural Adaptations for People with Specific Needs

—09 Historical, geographic, persons treatment.

Example: 720.9 Fletcher's History of Architecture

Most of the standard subdivisions are further subdivided in Table 1. For example, under -01 "Philosophy and theory" the following subtopics are listed:

- 011 Systems
- 012 Classification
- 014 Language and communication
- 015 Scientific principles
- 019 Psychological principles

The -09 standard subdivision can be geographically divided, through the addition of area digits from Table 2, e.g., "720.973 History of Architecture in the United States." This is

explained in detail below in the section titled "Table 2. Geographic Areas, Historical Periods, Persons." Unless specific instructions indicate otherwise, standard subdivisions may be used with any number if such application is meaningful. One specific instruction not to add standard subdivisions is found only in the introduction in volume 1 and is often overlooked. When a work does not "approximate the whole of the subject of the number," the standard subdivision usually should not be added. This was mentioned above in the discussion of notes that identify topics in "standing room." If, for example, a resource is about research on corporate name headings, it should be given the number "025.322" for "Choice of entry and form of heading." Because the resource is not about research on forms of all kinds of headings, and because there is no specific number for corporate headings, the standard subdivision

Standard subdivisions should not be used where redundant, i.e., where the subdivision means the same as the base number, or where application of the standard subdivision would needlessly segregate material by aspects not emphasized by the author. For example, do not add notation 024694, which represents the subject for carpenters, to topics in 694 Carpentry, since works on a subject are written primarily for its practitioners. Likewise, do not add notation 0905, which represents the state-of-the-art to general works on a subject because most users will expect to find such works in the main number. Special care should be taken in adding standard subdivisions to built numbers, since the standard subdivision applies to the whole number and not just part of the number.

Some of the examples are:

1. Journal of physics
2. Journal of Chemistry
3. Journal of Public Administration
4. Dictionary of Astronomy
5. Dictionary of chemistry
6. Research on special libraries
7. Research on library and information sciences
8. Encyclopedia of science and technology
9. Economic theory
10. History of Business management

In the above examples, the underlined words such as Journal, dictionary, research, encyclopedia, theory, and history are recurring representations either in physical form or approach, and thus applicable to all classes or subjects.

Following are some of the worked out examples where standard subdivisions are added

150.5	<u>Periodical</u> on psychology
230.003	<u>Dictionary</u> of Christianity
340.02573	<u>Directory</u> of lawyers in the U.S.
401	<u>Philosophy</u> of language
507.8	Use of apparatus and equipment in the <u>study and teaching</u> of science, e.g., science fair projects
624.0285	<u>Computer applications</u> in civil engineering
796.912092	<u>Biography</u> of a figure skater
808.0071	<u>Teaching</u> of rhetoric

5.3 Adding standard Subdivision Number:

Subject to the rules a standard subdivision may be added to any class number. The most important caveat with respect to standard subdivisions is that they are added only for works that cover or approximate the whole of the subject of the number. Notation from Table 1 Standard Subdivisions may be added to any number in the schedules unless there is a specific instruction to the contrary. The classifier should never use more than one zero in applying a standard subdivision unless instructed to do so. If more than one zero is needed, the number of zeros is always indicated in the schedules. When using standard subdivisions with numbers built by adding from or other parts of the schedules, be sure to check the table or schedule used for the segment preceding the standard subdivision for special instructions on the number of zeros

The first step to classify a document is to identify the specific subject of the document. The next step is to decide the appropriate main class number from the schedules. The classifier should consider whether the document requires any further specification as regards its form or treatment etc. If so what notation from the Standard Subdivision (Table – 1) is required. The relative index of DDC directs the user to the notation of the tables also.

Here is an example from the schedules using Table 1. Assuming we have an item to catalog with the subject AGRICULTURAL DICTIONARY, we can find in the index that Agriculture is given notation 630. When we go to 630 in the schedule the summary given there shows that 630.1-.9 are meant for standard subdivisions. So the class number for AGRICULTURAL DICTIONARY is 630.3. Another example of the use of the Standard Subdivisions can be found in the section from the schedules on Economics. Looking in the index leads the user to notation 330. When we go to 330 in the schedule it is noted that, the standard subdivisions can be placed in number ranges 330.01-.9. So the JOURNAL OF ECONOMICS can be classified as 330.05. Some examples will give you an idea how to use the standard subdivisions. Below are given five titles and the numbers are also worked out.

- a) Encyclopedia of Hinduism
 - b) Study and teaching of international relations
 - c) Journal of Chemistry
 - d) Research in Library Classification
-
- a) Encyclopedia of Hinduism: The title of the document deals with Hinduism and the main class is religion. While going through the schedules you will come across the number 294.5 given for Hinduism. This particular document needs to be separated from other books on Hinduism because it has a different form and calls for special treatment. In this case the document is presented in an encyclopedic form. Here we find the need to add standard subdivision -03 encyclopedias. The number then for “Encyclopedia of Hinduism” will be 294.503.
 - b) Study and teaching of international relations: the subject of the book is international relations is 327. Study and teaching is enumerated as a standard sub -Division in table – 1 and given the number -07. The class number for the title is 327.07.
 - c) Journal of Chemistry: Chemistry is the specific subject of the document and its number in the schedules is 540. The term used for journal in standard subdivisions is serial and its number is -05. The class number for journal for botany is 540.5.

- d) Research in Library Classification: The number for library classification is 025.42 in the schedule. The number for research in the standard subdivisions is -072. Hence the number for Research in Library Classification is 025.42072

Where:	025.42	Library classification
	-072	Research (ss)

$$025.42 + 072 = 025.42072$$

If the ultimate class number is a main class or a division ends with two zeroes or one zero, the zeroes filling the vacant space are to be removed before adding a standard subdivision; and the digits are reshuffled that the dot is put after the first three digits .

5.3.1 Adding Standard Subdivision to a Main Class Number

The standard subdivision consists of at least two digits of which initial digit is a zero. This zero is a facet indicator. One should not add a standard subdivision number directly to a main class. If you add so sometimes it may lead to an incorrect class number. The DDC prescribes minimum of three digits to represent any subject of the document. For example 500 for science, 600 for technology and 900 for history and geography are the notations provided in the DDC. The DDC states the base number for each main class. For example 5 is the base for science and 6 is the base for technology and 9 for history.

For example

Encyclopedia of history
 900 history
 -03 encyclopedia
 $900 + 03 = 900.03$

It is not a correct number. Remember the base number for history is only 9 and it has been made 900 to make it a three digit minimum. Therefore two zeros are to be dropped from the main class and then add -03 to 9. So the class number for encyclopedia of history will be 903.

- a) Dictionary of philosophy
 $100 + 03 = 1 + 03 = 103$
- b) Study and teaching of science
 $500 + 07 = 5 + 073 = 507$
- c) Philosophy of languages
 $400 + 01 = 4 + 017 = 401$
- d) Journal of technology
 $600 + 05 = 6 + 05 = 605$

5.3.2 Adding Standard Subdivision to a Division Number

The second digit in the DDC notation of the main classes represents subdivision of the main class. For example the main class 500 science is divided into 510 mathematics, 530 physics, 540 chemistry, 580 botany and 590 zoology. While adding standard subdivision to the subjects represented by two digits and the third digit is filled with zero for the sake of getting minimum of three digits to represent the subjects. In such cases the initial zero is to be dropped.

For example:

Journal of Oriental Philosophy

The subject of the document is Oriental Philosophy and the number for it is 180. The document is not a book. It is a serial publication which is published at regular intervals and hence requires different treatment. In Standard subdivisions (table – 1) serial is represented by - 05. The number becomes $180 + 05 = 180 + 5 = 180.5$. After adding standard subdivision we have realigned the digits in the final number putting the dot after the third digit.

Similarly,

- a) Encyclopedia of Astronomy
 $520 + 03 = 520 + 3 = 520.3$
- b) Symbols and abbreviations in chemistry
 $540 + 0148 = 540 + 148 = 540.148$
- c) Dictionary of Agriculture
 $620 + 03 = 620 + 3 = 620.3$
- d) Study and teaching of Medical Sciences
 $610 + 07 = 610 + 7 = 610.7$
- e) History of Chemistry 19th century
 $540 + 09034 = 540 + 9034 = 540.9034$
- f) History of Painting
 $750 + 09 = 750 + 9 = 750.9$

5.4. Variations in the number of Zeros (0)

You have observed that the notation of Standard subdivision starts with 0 (zero) and prefixed by – (Hyphen). The numbers are never to be used alone and hyphen is omitted while attaching to main class notation. Although in the table each number is preceded by a single zero, e.g., “-03 Dictionaries, etc.,” it is sometimes necessary in the schedules to apply a double or triple zero to introduce the subdivision. This happens when single zero subdivisions are already appropriated in the schedules for special purposes. The instructions that cover such situations are explicit and should be followed carefully. The DDC besides enumerating the recurring occurrences of form or approach in standard subdivisions table, it also enumerates some common things in the beginning of some main classes in the schedule. To avoid confusion DDC gave provision that if any given number, there are subdivisions having a notation beginning with 0 for special purpose, use 001-009 for standard subdivisions. That means in such case there will be two zeros before standard subdivision notation. If notations in the schedule beginning with 0 and 00 both have special purposes, use 0001-0009 for standard subdivisions. That means in such case there will be three zeros before standard subdivision number.

- a) **0-divisions used for a specific purpose; standard subdivision to be introduced by a double-0**

An example of the double-0 appears at “271 Religious congregations and orders in church history.” Single-0 subdivisions are used for specific kinds of religious congregations, e.g., “271.01 Contemplative religious orders,” “271.03 Teaching orders,” “271.04 Preaching orders,” etc. Here the instruction is to use 271.001–271.009 for standard subdivisions. Therefore, an encyclopedia of religious congregations and orders in general is classed in 271.003.

Eg. Encyclopaedia of Adult Education
374 Adult Education
-03 Encyclopaedia in Table -1

Under 374 Adult Education in the Schedule the summary states that 374-001- 374-008 are used for standard subdivisions
Hence the number for the Encyclopaedia of Adult Education is 374.003

b) 00-divisions used for special purposes; standard subdivisions to be introduced by a triple-0

An example of the triple-0 appears at “230 Christianity Christian theology.” Single-0 Numbers 230.1–230.9 are reserved for “Doctrines of specific denominations and sects. Double-0 numbers 230.01–230.09 are reserved for “Standard subdivisions of Christian theology.” Therefore 230.001-230.009 (triple-0) are used for “Standard subdivisions of Christianity.” An encyclopedia of Christianity would be classed as 230.003.

Eg. Encyclopaedia of Pediatrics

618.92 Pediatrics

- 03 Encyclopaedia

618.920003 Encyclopaedia of Pediatrics asince the number 618.92 is further divided using two zeros.

5.5 Two or more standard subdivisions

The table of preference at the beginning of Table 1 yields to two other rules, the rule of application and the rule of zero. By the rule of application, teaching financial management in hospital administration is classed in 362.110681, not 362.11071, even though notation 07 is above notation 068 in the table of preference. The rule of zero overrides the table of preference when standard subdivisions are displaced to nonzero positions, e.g., management of prisons in Great Britain 365.941068, not 365.068 as would be the case if prisons in Great Britain were classed in 365.0941. There is no mention of the Standard Subdivisions under the notes for this section, but a clue to their use is given under notation 170 with the further breakdown ‘.92 Persons’.

Standard subdivisions are not usually listed in the schedules except where needed to fill out three-digit numbers, e.g., 605 Serial publications, and in a few other instances. Standard subdivisions may be listed in the schedules when the subdivisions have special meanings, when extended notation is required for the topic in question, or when notes are required. The rest of standard subdivisions from Table 1 may be used with their regular meanings.

“Standard-subdivisions are added” notes indicate which topics in a multi-term heading may have standard subdivisions added for them because the designated topics are considered to approximate the whole of the subject.

For example:

639.2 Commercial fishing, whaling, sealing

639.201 - .209 Standard subdivisions are added for commercial fishing, whaling, sealing

5.6 When Standard Subdivision not to be used

You have understood by this time that Standard subdivision numbers (table – 1) can be attached if required to any number in the main schedules. But there are some exceptions. Some times standard subdivisions are enumerated as part of the main subject in the schedules. For example Indian History is denoted by 954 not 954.09 or 954.009. the Number for English dictionary is 423 Standard Subdivision number should not be added in the following two cases.

5.6.1 Standard subdivisions printed in the schedules

In some parts of the schedules a concept that is ordinarily expressed as a standard subdivision is printed with its own number. For example, "805 Serial publications" is printed in the schedule following "800 Literature . . ." Therefore, this is the number used for a serial about literature, not 800.5 or 800.05. Likewise, "501 Philosophy and theory" is printed after "500 Natural sciences and mathematics." None of the standard subdivision breakdown for -01 found in Table 1 is printed after "501," but one can use this breakdown at this number if appropriate. Thus, a work on the concept of theoretical classification in the natural sciences would be classed "501.2."

5.6.2 Standard subdivisions not printed and no instructions given

The most common situation is that in which standard subdivisions are not printed and no instructions are given. In such cases a single 0 introduces the standard subdivision. For example, the schedules give the number "371.4" for student guidance and counseling. A work on the philosophy and theory of student guidance and counseling would be given the class number "371.401."

Some numbers in the schedules and tables are enclosed in parentheses or square brackets. Numbers and notes in parentheses provide options to standard practice. Numbers in square brackets represent topics that have been relocated or discontinued, or are unassigned. Square brackets are also used for standard subdivision concepts that are represented in another location. Bracketed numbers should never be used.

Standard subdivisions are also bracketed under a hook number, that is, a number that has no meaning in itself, but is used to introduce specific examples of a topic. Hook numbers have headings that begin with "Miscellaneous," "Other," or "Specific"; and do not contain add notes, including notes, or class-here notes. For example:

652.3 Typing
652.302 Specific levels of skill
Use 652.3001 – 3009 for Standard subdivisions

5.7 Co-occurrence of Two or More Standard Subdivisions

Certain documents to be classified may require adding of two or more standard subdivision numbers. The DDC does not allow adding one standard subdivision number to the other. To resolve such problems the DDC has given table of precedence at the beginning of Table – 1. Following that only one standard subdivision is to be used.

For example number for the document "Journal of Economic Philosophy" is 330.01, even though the standard subdivision number for journal is -05, we have taken philosophy number - 01 as per table of precedence.

Here are a few examples with the standard subdivision concept underlined> (in some cases an extra 0 precedes the standard subdivision according to instructions found in the schedules)

5.8 Summing up

This lesson explained the concept of standard sub-divisions. Some concepts or view points or form etc are recurring for all the subjects. The DDC has given separate notation in table – 1 to denote such recurring concepts. These standard subdivision numbers can be

attached to any main class numbers in the schedule with or without instruction in the schedule. But there are some exceptions which are explained.

5.9 Self Check Exercise

For each of the following, add a standard subdivision from Table 1 to the class from the Schedules.

1. Use of computers in technical drawing _____
2. Hydraulic engineering as a profession _____
3. The philosophy of industrial psychology _____
4. Dictionary of human reproduction _____
5. Journal of Aquatic ecology _____
6. Folk art museums _____
7. Teaching swimming and diving _____
8. Handicrafts for people with disabilities _____
9. A sales catalog of model trains _____
10. Biographies of 10 great artists _____
11. Fund raising for political action groups _____
12. Insurance for young people twelve to twenty _____
13. Illustrations of design and construction of buildings _____
14. Theory of the solar system _____
15. Equipment used in puppetry _____
16. Adult education in electronics _____
17. Social work with unmarried mothers _____
18. Automobile museums _____
19. Management of marketing _____
20. Membership lists of physicians _____

Answers:

- | | |
|-----|------------|
| 1. | 604.20285 |
| 2. | 627.023 |
| 3. | 158.701 |
| 4. | 612.6003 |
| 5. | 577.605 |
| 6. | 745.074 |
| 7. | 797.20071 |
| 8. | 745.5087 |
| 9. | 625.10029 |
| 10. | 700.92 |
| 11. | 322.4068 |
| 12. | 368.00835 |
| 13. | 690.022 |
| 14. | 523.201 |
| 15. | 791.5028 |
| 16. | 621.381071 |
| 17. | 361.3086 |
| 18. | 388.3074 |
| 19. | 380.1068 |
| 20. | 610.69025 |

Lesson – 6

Use of table – 2: Areas

6.0 Aims and Objective

This lesson helps the student to know the use of table – 2 of the DDC which enumerated the Areas, regions and places in general.

The detailed explanations of the lesson enable the student to

- understand the structure of Area table
- building class numbers by adding area numbers in different ways
- identify the subject numbers where area number is part of class number

STRUCTURE

6.1 Introduction

6.2 Structure of the Areas table

6.2.1 Areas, Regions, Places in general

6.2.2 Persons

6.2.3 Ancient world

6.2.4 Modern world

1.6.3 Application of Area Notation

1.6.3.1 Area Number already a part of the class number

1.6.3.2 Area number application through standard subdivision

1.6.3.3 Area number by 'Add to' instruction

6.4 Adding two Area numbers

6.5 Interposing of Area number between two subject numbers

6.6 Extending a number from table -2 with another number from Area table - 2

6.7 Adding Areas notation to a standard subdivision numbers in 01 – 08 of table -1

6.8 Application of Standard subdivision after an Area number

6.9 Summary

6.10 Exercises

6.1 Introduction

As stated in the earlier lessons DDC provided seven tables for assigning class numbers to different subjects. Table 2 enumerates areas in the first volume of DDC. It is one of the important and frequently used tables in DDC for synthesizing a class number. Table 2 includes areas, regions, places in general (-1) which include physiographical features, population clusters, political and economic groups. It also includes places in general (-2), ancient world (-3) and modern world (-4 to -9). Table 2 numbers are never used alone. These are to be used by the direction from the schedule or by interposing 09 from table 1. Some times these numbers are also used when so noted from other tables. The major use of Table 2 is with notation 09 from Table 1, where it can be added to every number in the schedule unless there are specific instructions to the contrary. For example, reading instruction in the primary schools of Australia is 372.40994 (372.4 Reading instruction in primary schools + 09 Historical, geographic, persons treatment from Table 1 + 94 Australia from Table 2).

The following types of names from Table 2 Geographic Areas are included in the Relative Index:

- A) Names of countries;
- B) Names of the states and provinces of most countries;
- C) Names of the counties of the United States;
- D) Names of capital cities and other important municipalities; and
- E) Names of certain important geographic features

6.2 Structure of the Areas table

The summary of Area table is as follows

- 1 Areas, Regions, Places in general
- 2 Persons
- 3 Ancient world
- 4 to -9 Modern world

6.2.1 Areas, Regions, Places in general

Numbers from -1 to -19 are allocated for representing places not limited by continent, country and locality. DDC worked out the numbers on the lines of zones, land forms, regions and space. The details of the divisions are:

- 11 to -13 zones
- 14 Land forms
- 15 to -18 Regions by vegetation, air, water, socioeconomic and others
- 19 space

- Eg.
- Frigid zone -11
 - Torrid zone -13
 - Tundra -145
 - Forests -152
 - Black sea -16389
 - Urban regions -1732
 - Pacific region -1823

Outer space -19

6.2.2 Persons

Numbers -2 and -22 are used for representing the documents that deal with biographies and autobiographies of persons regardless of area, regions and places. Collected biographies of persons of a country can be represented by adding country number 3-9 to -22.

Eg. Collected biographies Indians -2254 (here 54 for India)
Biographies of eminent Librarians of India 027.02254

27 General Libraries
027.01 – 09 Geographical treatment.(Add areas notation -1 to -9 from table 2 to base number 027.0)
-22 collected persons (add areas notation -3 to -9 from table 2 to base number -22)
-54 India

6.2.3 Ancient World

All the countries in the ancient world are enumerated in -3. It is optional to use number to denote country from numbers taken from ancient or modern world (-4 to -9)

Eg. Ancient India -34
Ethiopia -3978

6.2.4 Modern World

All the countries in the modern world are enumerated here with numbers -4 to -9. It has been divided on the basis of continents. -4 for Europe, -5 for Asia, -6 for Africa, -7 for North America, -8 for South America and -9 for other parts of the world. Each digit is further divided to represent countries and states etc.

Eg. India -54
-5482 for Tamilnadu
-5484 for Andhra Pradesh

United States -73
-755 for Virginia
-773 for Illinois
-77311 for Chicago

Louisiana -763
Moon -991

6.3 Application of Area Notation

From the above description about the Area table you have noticed that all the area numbers start with hyphen (-). It indicates that these numbers should not be used alone to represent the subjects. These are to be attached to the numbers from the schedule omitting the hyphen (-). Three different methods are followed in DDC to use the Area notation. They are as follows:

1. Area Number already a part of the class number

2. Area number application through standard subdivision

3. Area number application by 'Add to' instruction

6.3.1 Area Number already a part of the class number

In subjects like History, Geography, Statistics, etc. where the area form the part of it, the subject is divided geographically and organized.

For example the following main classes are divided geographically:

- 270 church history
 - 274 churches in Europe
 - 275 churches in Asia
 - 276 churches in Africa
- 310 General statistics
 - 315 statistics of Asia
 - 316 statistics of Africa

Similarly the main class 550 (Earth Sciences), 9 (History) and 91 (Geography) are divided

Examples

General statistics of Asia	315
Statistics of India	315.4, where -54 from table 2
General Statistics of Andhra Pradesh	$31 + 5484 = 315.484$
Geology of India	555.4 (here 55 is the base number from 555 earth science of Asia and 54 is from table 3 for India)
Geography of travel in Japan	$91 + 52 = 915.2$
History of Andhra Pradesh	$9 + 5484 = 954.84$

6.3.2 Area number application through standard subdivision

While classifying the documents of certain subjects we may require area number where the DDC has not given provision to do so. In such cases we can go to 09 of table 1 and the add area notation taken from table 2.

In table 1 Standard subdivisions you can find the following instruction:

- 09 Treatment by areas, regions, places in general
(Add to base number -091 the numbers following -1 in -11 to -19 from table 2 'Areas').
- 093-099 Treatment by specific continents, countries, localities etc.
(Add to base number 09 notation -3-9 from table 2.)

Examples

- 1) Harvesting of Wheat in India 633.1150954
 - Wheat 633.11
 - Harvesting 631.55 (the numbers after 631.5 only to be taken by the direction in the schedule)

Library Classification Practice	6.5	Use of Table – 2 : Areas
---------------------------------	-----	--------------------------

	India	54 (since there is no direction to add from area table it is added via 09 from standard subdivision)
2)	Industrial banks in India	332.370954
	Industrial Banks	332.37
	India	-54 (added with SS 09)
3)	Women Labour in China	331.40951
	Women labour	331.4
	China	-51 from table 2 added with 09 of table 1

6.3.3 Area number application by 'Add to' instruction

DDC provided 'add to' instruction at several places in the tables and schedules for the use of area subdivisions from table 2 to the base number.

For example:

373.3–373.9 Secondary education in specific continents, countries, localities

Add to base number 373 notation 3–9 from Table 2, e.g., secondary schools of Australia 373.94

These instructions are given in different ways at different places of the schedule as detailed below:

Add 'Areas' notation -1-9 from table 2 to the base number...

Add 'Areas' notation -3-9 from table 2 to the base number...

Add 'Areas' notation -4-9 from table 2 to the base number...

Examples

- Elementary Education in India 372.954
372 = Elementary Education
372.91-.99 = Geographical Treatment (Add areas notation -1-9 from table 2 to base number 372.9)
54 = India from table 2
- Libraries in India 027.054
027.01 - .09 geographical treatment
(Add to base number 027.0, notation 1 – 9 from Table
Thus ; 027.0 + 54 = 027.054
- Foreign policy of India 327.54
(327.3 - .9 for foreign policies and foreign relation between specific countries. Here the direction reads "Add areas notation 3-9 from table 2 to base number 327. So, -54 for India from table 2)
- Public libraries in India 027.454

027.4 Public libraries
 027.43-.49 Treatment y specific continents, countries, localities
 (Add to base number 027.4 notation 3-9 from table 2.)
 Thus, 027.454 Public libraries in India

5. Unemployment in India 331.1379 +54 = 331.137 954
 331 Labour economics
 331.137 Unemployment
 331.1379 Historical, Geographical and Persons Treatment
 (Add to base number 331.1379 notation 01-99
 from table 2.)
 -54 India in table 2
 Thus, 331.137954 Unemployment in India

6. Foreign policy of India 327 + 54 = 327.54

Exercise:

1. Political Rights in Iran
2. Child labour in developing countries
3. Income tax in India
4. Costumes of Kerala
5. Naval Forces in India
6. Prices in Pakistan – an economic study

6.4 Adding Two area Numbers

DDC has provided provision for using two Area Numbers together under certain class numbers. Such instances may occur in the case of documents dealing with foreign trade, international relations, treatises, emigrations, etc. Usually the two area numbers are connected by a zero. For example

a) Foreign relations between India and China 327.54051

327 Foreign relations
 -54 India (from table 2)
 -51 China (from table 2)
 327.54 foreign policy of India

Add zero to the above number to attach the second country number,
 the result will be 327.54051

b) Trade relations between India and United States 382.54073

382 International Trade
 54 India from table 2
 0 Connecting digit
 73 United States from table 2

c) Emigration from Bangladesh to India 325.254920954

325.23-.29 Emigration from specific continents, countries, localities
 (Add to base number 325.2 notation 3-9 from table 2. to the result
 add 0 (zero) and then the second country number)
 325.25492 emigration from Bangladesh

0

connecting digit

325.5492054 Emigration from Bangladesh to India

d) Economic assistance by America to India 338.9173054

338.911-.919 Economic assistance by specific jurisdictions

338.9173 Economic assistance by America

338.91730 Zero (0) connecting digit

338.9173054 Economic assistance by America to India

e) British Companies in India 338.88941054

338.889 Foreign owned enterprises by owner

338.88941 British Companies

338.889410 Connecting digit zero to add another country

338.88941054 British companies in India

f) Private libraries in Rural Areas of Asia 027.117 340 54

027.1 private libraries

-17 34 Rural regions

-0 interposing zero

- 54 India

027.1+17 34+0 + 54 = 027.117 340 54

g) Study and teaching of economics in France 330.070 44

Where; 330 economics

-07 study and teaching (ss.)

-0 interposing zero

-44 France

330. +07+0 +44 = 330.070 44

h) Research on economic Geography of India 330.954 072

Where 330 economics

-09 Geographical treatment (ss)

-54 India (table 2)

-072 research

6.5 Interposing of Area number between two subject numbers

Some subjects like Law, Public Administration, Political Science etc. require Area number as intermediary facet between two subject numbers. In the case of subject Law the class numbers are further extended after adding area number taken from the table 2.

The main class law is divided as follows:

- 340 International Law
- 341 International Law
- 342 Constitutional and Administrative law
- 343 Military, tax, trade, industrial law
- 344 Social, labour, welfare etc
- 345 Criminal law
- 346 Private law
- 347 Civil procedure

- 348 Laws, regulations and cases
349 Law of specific jurisdictions and areas

Here 34 is the base number for Law. The third digit 2 to 8 represent specific branch of law. Each branch of law is further divided with topics subordinate to branch of law. These topics are denoted by a group of digits beginning with 0 (zero). DDC provided different options to classify the documents of the subject Law.

Option 1: Arrangements of elements in the following sequence

1. Base Number +
 2. Notation for the branch of law+
 3. Notation from table 2 for jurisdiction or place+
 4. Notation for the subordinate topic in the branch of law
- Eg. Labour law in India 344.5401
- | | |
|----|-----------------------------|
| 34 | Base number of law |
| 3 | Social, labour, welfare law |
| 54 | India from table 2 |
| 01 | Labour |

Option II: Arrangements of elements

1. Base number 34
 2. Notation from table 2 followed by a 0 (zero)
 3. Notation for the branch of law i.e. the digit after in 34 in 342-348
 4. Notation for the subordinate topic omitting initial zero (0)
- Eg. Labour law in India 345.4041
- | | |
|----|---|
| 34 | Base number for Law |
| 54 | India from table 2 followed by zero (0) |
| 4 | Branch of law omitting initial 34 as per instruction (342-348 social, labour etc law) |
| 1 | Subordinate topic labour discarding the initial zero (0) |

- | | | | |
|----|----------------------------------|---|------------|
| | 342 | Constitutional law | |
| | 54 | India from table 2 | |
| b) | Income tax law in India | | 343.54052 |
| | 343 | Military, tax, trade, industrial law | |
| | 54 | India | |
| | 052 | Income tax | |
| c) | Law of public health in India | | 344.5404 |
| d) | Trade union law in India | | 344.540188 |
| | 344 | Social, labour, welfare law | |
| | 54 | India from table 2 | |
| | 01 | Labour | |
| | 88 | for trade union in 331.88 omitting 331 by the direction in 344.01 | |
| e) | Criminal procedure code of India | | 345.5405 |
| f) | Marriage law in India | | 346.54016 |
| g) | Law of evidence in India | | 347.5406 |
| h) | Selected laws of India | | 348.54024 |

In main class political science and public administration the DDC gave provision to interpose area number between two subject numbers. Following are some examples:

- | | | |
|----|--------------------------------------|---|
| a) | Corruption in Indian Government | 354.5400994 |
| | 354 | Administration of specific central governments |
| | 54 | India from table 2 by the direction at 354.3-.9 |
| | 009 | Malfunctioning of administration as per table under 354.3-.9 |
| | 94 | Taken the digits after 351.994 for corruption 351.994 by direction at 009 of the table under 354.3-.9 |
| b) | Civil Services Examinations in India | 354.54003 |
| | 354.54 | Indian government (explanation is as that of above example) |
| | 001- 008 | Government service etc. |
| | 3 | taken the digits after 351 in 351.3 and added to 00 for civil service examinations by the direction at 001-008 under 354.3-.9 |
| c) | Communist party of India | 324.254075 |
| | 324.24-.29 | Political Parties |
| | | Here the instruction reads "add to base number 324.2, notation 4-9 from table 2. |
| | Hence 324.254 | Political parties in India |
| | | The instruction stated above also directs to add further from the table given there. |
| | Hence 324.254075 | Communist party of India |

6.6 Extending a number from table -2 with another number from Area table

DDC also gave provision to extend an area number by another area number from table 2 whenever required. Following are some examples:

- a) Urban regions of India -1732054
 -1732 urban regions from table 2
 (Note under -1 Areas, regions etc. directs to add 0 (zero) to the base number and then the add notation 3-9 from table 2.)
 Hence -1732054 urban regions of India
- b) Coastal regions of Andhra Pradesh -14605484
- c) Water falls in Maharashtra -169405479
- d) French communities in Pondicherry --17124405486
 -1712 Noncontiguous empires and political unions
 -171244 French Communities (by direction at notation 3-9 added)
 -17124405486 Pondicherry number added after interposing 0 (zero)
- 1712

6.7 Adding Areas notation to a standard subdivision numbers in 01 – 08

DDC also gave provision to add area table from standard subdivisions (table 1) through some numbers other than -09, whenever required. Following are some numbers of the table 1 where instruction is given to add area number:

-025
 -0294
 -296
 -0603-0609
 -07101-07109
 -0711
 -079

Examples

- a) National organizations of social work in India 361.306054
 b) Law schools in India 340.071054
 c) Biotechnology courses in Indian Universities 660.6071154
 d) Research on Agriculture in India 630.72054

6.8 Application of Standard subdivision after an Area number

So far you have learned the use of area table number at different places by different methods. You have also learnt from the earlier lessons that the numbers of table 1 can be added to any schedule number even without direction. Some times it is required to add standard subdivision number from table 1 after the area number. But the caution here is you should not

add standard subdivision number when the area number is added through -09 of table 1. In such case the table of precedence given at the beginning of the table 1 should be followed. Following are some examples where standard subdivision number is added after area number:

- | | | |
|----|--------------------------------------|---------------------------------------|
| a) | Report on Land reforms in India | 333.315406 |
| | 333.31 | Land reform |
| | -54 | India from table 2 by direction |
| | -06 | Report from table 1 without direction |
| | | |
| b) | Research in Adult Education in India | 374.954072 |
| | 374 | Adult education |
| | 374.9 | Geographical treatment |
| | 374.954 | Adult education in India |
| | -072 | Research from table 1. |

6.9 Summary

This lesson explained the use of area table in Dewey Decimal Classification. The structure of the table 2 is illustrated. The application of area number by different means is clearly explained with examples.

6.10 EXERCISES

- a. Trade agreement between France and Australia
- b. Treatises between India and united kingdom
- c. US economic Aid to Kuwait
- d. Immigrant workers from China in California
- e. Women workers in India
- f. Civil rights in communist countries
- g. Political rights in India
- h. Textile production in Kerala
- i. Journal of Indian Ethanobotany
- j. Conference on Academic libraries in India
- k. Commercial banks in India
- l. Trade Unions in India
- m. Strikes in India
- n. Financing of Agriculture in India
- o. Hindu temples in Jammu
- p. International relations between Russia and India
- q. Migration from India to United states
- r. Russian aid to India
- s. Bharatiya Janata Party
- t. Rivers in north India
- u. Indian property law

Lesson – 7

USE OF TABLE- 3

7.0 Aim and Objective:

This lesson explains the student the use of table 3 of DDC which contain notation to expand the class numbers of 800 Literature in the schedule.

Study of this lesson enables you to:

- identify the areas of schedules and tables that require the notation from table 3;
- find and attach the notation of table 3, 3A, 3B and 3C to expand the notation for general literature and individual literatures.

STRUCTURE

7.1 Introduction

7.2 Use of Table 3

7.2.1 Division of Main Class: 800 Literature

7.2.2 Sub-divisions of specific literatures in 800 literatures

7.2.3 Summary of table – 3

7.3 Number Building

A) General Literature Displaying Specific Themes

B) Anthologies and critical appraisals

C) Classifying literary works of individual authors

7.4 Summary

7.5 Exercise

7.1 Introduction

The DDC allocated notation 800 for accommodating the documents relating to literature. The discipline 800 literature has been divided into subdivisions of individual literature from 810 to 890. Rarely is a class number found readymade in the schedule of 800 Literature. The literature is found in different forms such as poetry, drama etc. To denote these forms, themes and other recurring topics applicable to any literature, DDC has provided separate notation in table 3 of volume 1. Notation from table 3 is never used alone. Class numbers for literary work have to be constructed with the help of table 3 as per instructions given in the main class 800. When required these are to be used with base number of the individual literatures 810-890 identified by * (asterisk) taken from the schedule. The notation of table 3 is also used for the schedule numbers 808-809 where instructed. Table 3 is further divided into three sub tables as detailed below:

Table 3-A: contains subdivisions for works by or about individual authors.

Table 3-B: contains subdivisions for works by or about more than one author
Table 3-C: notation to be added where instructed in table 3-B and in 808-809.

7.2 Use of Table 3

As stated above, the table 3 of DDC provided notation for denoting forms, themes and other recurring topics applicable to individual literatures. The notation of table 3 is always to be used with number from 800-899.

7.2.1 Division of Main Class 800 Literature

The main class 800 literature has been divided into divisions on the basis of broad language groups.

800	Literature
810	American literature
820	English, Anglo-Saxon literature
830	Literatures in German languages
840	Literature of Roman languages
850	Italian Romanian, Rhaeto-Romanic
860	Spanish & Portuguese literature
870	Italic literatures Latin
880	Hellenic literatures Greek
890	Literature of other languages

The numbers in 801-809 are enumerated for general topics of the literature. Majority of the subdivisions are based on standard subdivisions given in table 1 of DDC.

For example:

801	Philosophy and theory
802	Miscellany about literature
805	Serial publications
808	Rhetoric and collections
809	History, critical appraisal etc.

The class 808 has been further divided to accommodate all forms and provision to use notation from table 3.

7.2.2 Sub-divisions of specific literatures in 800 literatures

810	American literature in English
811	American poetry in English
812	American drama in English
813	American fiction in English
814	American essays in English
815	American speeches in English
816	American letters in English
817	American humor & satire in English
818	American miscellaneous writings
819	(Optional number)
820	English & Old English literatures
821	English poetry
822	English drama
823	English fiction

- 824 English essays
- 825 English speeches
- 826 English letters
- 827 English humor & satire
- 828 English miscellaneous writings
- 829 Old English (Anglo-Saxon)

- 830 Literatures of Germanic languages
- 831 German poetry
- 832 German drama
- 833 German fiction
- 834 German essays
- 835 German speeches
- 836 German letters
- 837 German humor & satire
- 838 German miscellaneous writings
- 839 Other Germanic literatures

- 840 Literatures of Romance languages
- 841 French poetry
- 842 French drama
- 843 French fiction
- 844 French essays
- 845 French speeches
- 846 French letters
- 847 French humor & satire
- 848 French miscellaneous writings
- 849 Occitan & Catalan literatures

- 850 Italian, Romanian & related literatures
- 851 Italian poetry
- 852 Italian drama
- 853 Italian fiction
- 854 Italian essays
- 855 Italian speeches
- 856 Italian letters
- 857 Italian humor & satire
- 858 Italian miscellaneous writings
- 859 Romanian & related literatures

- 860 Spanish & Portuguese literatures
- 861 Spanish poetry
- 862 Spanish drama
- 863 Spanish fiction
- 864 Spanish essays
- 865 Spanish speeches
- 866 Spanish letters
- 867 Spanish humor & satire
- 868 Spanish miscellaneous writings
- 869 Portuguese literature

- 870 Italic literatures; Latin literature
- 871 Latin poetry
- 872 Latin dramatic poetry & drama
- 873 Latin epic poetry & fiction

- 874 Latin lyric poetry
- 875 Latin speeches
- 876 Latin letters
- 877 Latin humor & satire
- 878 Latin miscellaneous writings
- 879 Literatures of other Italic languages

- 880 Hellenic literatures; classical Greek
- 881 Classical Greek poetry
- 882 Classical Greek dramatic poetry & drama
- 883 Classical Greek epic poetry & fiction
- 884 Classical Greek lyric poetry
- 885 Classical Greek speeches
- 886 Classical Greek letters
- 887 Classical Greek humor & satire
- 888 Classical Greek miscellaneous writings
- 889 Modern Greek literature

- 890 Literatures of other languages
- 891 East Indo-European & Celtic literatures
- 892 Afro-Asiatic literatures; Semitic literatures
- 893 Non-Semitic Afro-Asiatic literatures
- 894 Altaic, Uralic, Hyperborean & Dravidian
- 895 Literatures of East & Southeast Asia
- 896 African literatures
- 897 North American native literatures
- 898 South American native literatures
- 899 Australasian & other literatures

7.2.3 Summary of table – 3

Table 3-A enumerates different forms of literature as given below:

-1	Poetry
-2	Drama
-3	Fiction
-4	Essays
-5	Speeches
-6	Letters
-7	Satire and humour
-8	Miscellaneous writings

Table 3-B enumerates subdivisions for works by or about more than one author.

-01 - 09	standard Subdivisions
-1	Poetry
-2	Drama
-3	Fiction
-4	Essays
-5	Speeches
-6	Letters
-7	Satire and humor
-8	Miscellaneous writings

Table 3-C Following is the extract of summary given

-001-009	Standard subdivisions
-01-09	Specific periods
-1	Literature displaying special qualities
-4	Literature emphasizing subjects

Each of the literary form mentioned in the above summaries are further divided to accommodate standard subdivisions, varieties of the literary form and period to be taken from that of the individual literature given in the schedule.

7.3 Number Building

DDC has given procedure for building the number for a literary work. The procedure consists of number of steps as detailed below:

Procedure for building number for individual authors:

1. Find the base number of the literature in the schedule. The base numbers for most of the literatures is given separately under each literature. If the base number is not given separately take the whole number representing the individual literature as base number. For example the base number for English literature is 82 out of 820. For Telugu literature the base number is 894.827.
2. Find the correct subdivision from table 3-A for the literary form. For example notation for poetry is -1, and for drama is -2. Addition of this form number to base number becomes full class number. So the notation 821 represents English poetry.
3. If period is to be represented for classifying the literary work on hand, the period notation is to be taken from the schedule under individual literature and to be added to the number already derived in above steps. The number for English poetry of 15th century is 821.2

Procedure for building number for works by or about more than one author

- 1 Find the base number of the individual literature from 810-890 of the schedule
- 2 Find the correct subdivision for the literary form from table 3-B and add to number derived in step1.
- 3 Find the period number from the period table given in the respective literature numbers in the schedule and add the same to the number derived in the step2.
- 4 If the number taken from table 3-B is identified with asterisk follow the instructions and add notation from table 3-C, to the number derived in step 3 above for expansion of the notation to represent specific features of the literary work.

Examples:

A) General Literature Displaying Specific Themes

1. Literary collections featuring social themes 808.80355

808 = Collections

808.801-.803 = Collections displaying special features

Add to base number 808.80 notation 1-3
from table 3-C

-355 = Social themes

2. Collection of Poetry depicting Love 808.819354

808.819 = Poetry displaying special features
Add to base number 808.819 the notation
from table 3-C

-354 = love

3. Critical Appraisal of 16th century literature 809.031

809 = History, criticism etc,
809.01-.05 = Literature from specific periods
Add to base number 809.0 the numbers
following -090 in notation from 0901-0905
of table 1.

-09031 = 16th century

So 809.0 + 31 = 809.031

B) Anthologies and critical appraisals

1. Anthology of literature 808.8

2. Anthology of 20th century literature 808.8004

(As per an add instruction under 808.8001-.8005 to add period
Numbers following 090 from 0901-0905 of table 1).

3. Anthology of English Literature displaying romanticism 820.80145

82 = English literature
-08 = Collections
Add 0 to -08 then to the result add notation
001-99 from table 3-C

-145 = Romanticism (table 3-C)

82 + 08 + 0 + 145 = 820.80145

4. History of 20th century literature 809.04

(As per instruction under 809.01-.05)

5. Anthology of English literature 820.8

82 = Base number for English 820

08 = collection from table 3

6. History of 17th century English literature 820.9004

82 = English

09001-.09009 = Literature from specific periods

(As per add instruction to the number -0900 the
notation from period table of English is added)

7. History of Telugu poetry in 19th century 894.8271409
 894.827 = Telugu literature
 -11-.19 = poetry from table 3 (instructed here to add period from respective literature to the base number -1 and then expanding the notation if required with interposing 0 (zero))
 4 = period number given under Telugu literature
 9 - History added after 0 as per instruction

8. Critical study of Characters in English Literature 820.927
 82 English literature
 -09 History
 -27 characters
 $82 + 09 + 27 = 820.927$

9. Critical appraisal of Russian Literature for children 891.7099282
 891.7 Russian literature
 -09 critical appraisal
 -9282 children
 $891.7 + 09 + 9282 = 891.7099282$

C) Classifying literary works of individual authors:

Class numbers for some English writers:

1. Paradise lost by John Milton (1608-1674) 821.4
 82 = Base number for English literature
 -1 = Poetry from (table 3)
 4 = Period given under 820
 So $82 + 1 + 4 = 821.4$

2. Poetry of John Keats (1795-1821) 821.7
 82 = Base number for English literature
 -1 = poetry from (table 3)
 7 = period given under 820
 So $82 + 1 + 7 = 821.7$

Class numbers of some American English writers;

1. The wings of dove: a novel by Henry James (1843-1916) 813.4
 $81 + 3 \text{ (fiction)} + 4 \text{ (period)} = 813.4$

2. The Sonnet by Wallace Stevens (1979) 811.52
 $81 + 1 \text{ (poetry)} + 52 \text{ (period)} = 811.52$

Class numbers of some Indo-European and Dravidian Literature writers;

1. Hindi poetry of Jai Shankar Prasad (1930-) 891.4316
 891.43 = Base number for Hindi literature
 -1 = Poetry
 6 = Period given under Modern Indic literatures

2. Godan by Prem Chand (1880-1936) 891.4334
 891.43 = Hindi literature

-3 = Fiction
4 = Period

3. Bengali play of Tagore (1861-1941) 891.4424

891.44 = Bengali literature
-2 = Drama
4 = period

4. Muthuhalam: a poem by Shankar G. Kurup (1921-), malayali poet

894.81216

894.812 = Malayalam literature
-1 = Poetry
6 = period given under Dravidian literature

5. Pakudu rallu: a telugu drama by Rama Rao (1975-) 894.82727

894.827 = Telugu literature
-2 = Drama
6 = Period from Dravidian literature

6. Collection of Hindi Literature with love theme 891.4308354

891.43 Hindi literature
-08 collections
-354 love
891.43 + 08 + 354 = 891.430 835 4

7.3 Summary

This lesson explained the use table 3A, 3B, & 3C and the procedure to attach this table numbers to the schedule numbers of literature. The options available are explained with detailed examples.

Exercise :

1. School for Husbands : Baptiste Poquelin (1622) : French Drama
2. Jane Austen's Heroines : Intimacy in Human Relationships (1775)
3. The Poetry of Chaucer by John Champline (1933)
4. English poetry of Shelly (1567-1624)
5. History of Urdu Literature
6. Hindi epic poetry of 15th century
7. Anthology of Bengali Drama
8. Collection of poems by Tagore
9. Critical appraisal of Shakespeare Drama
10. Hamlet
11. Sakuntala by Kalidasa

Lesson – 8

USE OF TABLES 4 & 6

8.1 AIMS AND OBJECTIVE

The aim of this lesson is to introduce the student to the Tables 4 and 6 of DDC and explain the instructions given in the schedule and tables regarding the use of these tables.

Study of this lesson enables the student to:

- Locate the areas in the schedules and tables requiring the use of Tables 4 and 6
- Know about how to make use of Table-4 in classifying works on Linguistics
- Know about how to make use of Table-6 in extending the class numbers

STRUCTURE

8.1 Introduction

8.2 Use of Table-4

8.3 Use of Table-6

8.3.1 Adding Notation from Table-6 to Schedule Number

8.3.2 Adding Notation from Table-6 and Table-2 Schedule Number

8.3.3 Use of Table-4 and 6 Together

8.4. Summing up

8.1 INTRODUCTION

In the previous lessons Table-1 Standard subdivision, Table-2: Areas and Table-3: Subdivisions of individual literatures are explained. This lesson explained Tables 4 and 6 consecutively as these two tables deal with language numbers.

Table-4 : Subdivisions of Individual Languages

Table-6 : Languages

You already know from the earlier lessons that table -1 notation can be used even without instruction. Table - 2 is used with instruction from the schedule and through -09 of table - 1, when there is no instruction. Table - 3 is exclusively used to extend the numbers of main class 800 Literature. Table - 4 is used to extend the number for the main class 400 Languages. Table - 6 is used to extend the number as per instructions in the schedules and in some case to extend the number from table – 4 depending up on the subject of the document to be classified.

8.2 USE OF TABLE- 4:SUB-DIVISIONS OF INDIVIDUAL LANGUAGES

Table 4 contains the notation to represent regularly recurring topics applicable to any language. Notation of table 4 is never used alone, but may be used as required with the base

numbers of individual languages identified by asterisk (*) as explained in the schedule under 420-490. Following is the summary of the Table 4 which gives an idea of the nature and its contents:

-01-09 Standard subdivisions

- 1 Writing systems and phonology of the standard form of the language
- 2 Etymology of the standard form of the language
- 3 Dictionaries of the standard form of the language
- 5 Structural system (Grammar) of the standard form of the language
- 7 Historical and geographical variations, modern nongeographical variations
- 8 Standard usage of the language (Prescriptive Linguistics) Applied Linguistics

Instructions to use these numbers and their sub-divisions are provided in the schedule under 420 – 490.

8.2.1 Using Table-4 Notation:

In the schedule main class 400 deals with Language numbers. The numbers 420 to 490 describes individual languages. The instruction was given under 420-490 in the schedule to use the notation from table 4, if required. The instruction says that add to base number for each individual language identified by * (Asterisk), notation 01-86 from table 4. The base number is the number given for the language in the schedule unless there is a specific different number to be used as base number. The classifier should verify whether or not a specific languages enumerated under 420 – 490 is identified by asterisk or not. The notation of table 4 is directly applicable when the individual language number in the schedule is identified by asterisk

Following Table illustrates the use of different notation from Table-4

Language	Base number	Etymology -2	Dictionary -3	Grammar -5	Readers -86
English	42	422	423	425	428.6
German	43	432	433	435	438.6
French	44	442	443	445	448.6
Latin	47	472	473	475	478.6
Sanskrit	491.2	491.22	491.23	491.25	491.258 6
Tamil	494.811	494.811 2	494.8113	494.8115	494.811 6
Telugu	494.827	494.827 2	494.827 3	491.827 5	494.827 86

For example:

- a) English Grammar 425
 420 English and Anglo-Saxon Languages
 42 Base number for English
 Grammar is a linguistic aspect whose number is to be taken from Table-4
 -5 Structural System(Grammar) of the standard form of the language (Table-4)

So 42(Base Number) + 5(Table-4) = 425

- b) Hindi Grammar 491.435
 491.43 Western Hindi languages Hindi
 - 5 Grammar (Table-4)
 491.3 + 5 = 491.465

c) Sanskrit Dictionary

491.2 Sanskrit
 -3 Dictionary (Table-4)
 $491.2 + 3 = 491.463$

d) German Reader 438.6

430 Germanic Languages
 43 Base number for German
 -86 Readers (table 4)
 $43 + 86 = 438.6$

8.2.2 Instances where Table-4 notation cannot be used:

You are aware from the above discussion that the numbers in the main class 420 -490 which are identified by asterisk (*) can be extended by the notation from table 4. Otherwise a number in 420 – 490 without an asterisk (*) cannot be extended by Table-4.

For example:

e) Dictionary of Konkani

The number for Konkani language in the schedule is 491.467. It is not an asterisked number. The notation for grammar form Table-4 cannot be added. So the Class number for the above title is 491.467 not 491.4673

f) Grammar of Kashmiri language 491.499 only not 491.4995

g) Etymology of East Germanic languages 439.9 not 439.92

8.2.3 Extending Table-4 Notation with notation from Table-6

DDC provided instructions at some places of table 4 to further extend the number by using table 6. Such areas in table 4 are:

-32 -39	Bilingual Dictionaries
-802	Translation to and from other languages
-824	Structural approach to expression for those whose native language is different
-834	Audio-lingual approach to expression for those whose national language is different
-864	Readers for those whose native language is different

At all the notations of table 4 stated above instructions are provided to add "Language" notation 2 – 9 from Table-6 to the designated base number.

Classify the following titles:

- Grammar of Malayalam language
- A study of words of Bengali language
- Punctuation in Hindi language
- Marathi Paleography
- Readers of French Language
- Etymology of Assamese Language
- Vocabulary of Sanskrit language

- h) Readers of Provençal French language
- i) Structural system of the Hindi language

8.3 USE OF TABLE-6: LANGUAGES

Table-6 languages provide notation for specific languages to be used by add instructions only, when required through out the schedules and auxiliary tables. The numbers in this table do not necessarily correspond exactly to the numbers used for individual languages in 420 – 490 and in 810 – 890. For example the base number for English under 420 is 42, but in table 6 it is 21 not 2.

Please find the summary of Table-6 reproduced below:

- 1 Indo-European (Indo-Germanic) Languages
- 2 English and Old English (Anglo-Saxon)
- 3 Germanic (Teutonic) languages
- 4 Romance languages
- 5 Italian, Romanian, Rhaeto-Romanic
- 6 Spanish and Portuguese
- 7 Italic languages
- 8 Hellenic languages
- 9 Other languages

Each of the above notations of table 6 are further subdivided hierarchically. For example, the language family, -7 Italic Languages has been divided as follows:

- 7 Italic Languages
- 71 Latin
- 79 Other Italic Languages
- 797 Sabellian Languages
- 797-9 Osco-Umbrian Languages

8.3.1 ADDING NOTATION FROM TABLE-6 TO SCHEDULE NUMBER

Examples:

- a) Bible in Tamil 220.594 811
220 Bible
220.5 Modern versions or translations
220.53 –59 in other languages
“Add to base number 220.5 notations 3-9 from table 6”
94811 Tamil (Table-6)
220.5 + 94811 = 220.594 811
- b) Bible in German Language 220.531
220.5(Bible) + 31 German (Table-6) = 220.531
- c) Koran in Telugu language 297.122594827
297.1225 + 94827 Telugu (Table-6) = 297.122 594 827
- d) General encyclopedia in Malayalam 039.94812
030 General encyclopedias
039 General Encyclopedias in Other languages
Add to base number 039 notation 309 from table 6

94812 Malayalam (Table-6)
 039 + 94812 (Table-6) = 039.948 12

e) General Encyclopedia in Telugu
 039 + 94827 Telugu (Table-6) = 039.948 27

f) General serials in Hindi 059.91431
 050 General serial publications
 059 General serial publications in other Languages
 059.7 -.9 Add "Languages" notation 7-9 from Table-6 to base number 059
 91431 Hindi language (Table-6)
 05 9+ 91431 = 059.91431

g) A general periodical in French 054.41
 054 General serial publications in French, Provençal, Catalan
 Add "Language" notation 41 – 49 from Table – 6 to base number 05
 41 French (Table-6)
 05 + 41 (Table-6) = 054.1

Classify the following titles:

- a) Scandinavian language encyclopedia
- b) General encyclopedia in Telugu language
- c) Bible in Hindi language
- d) Bibliographies of Works in French language
- e) English as a foreign language in elementary schools
- f) Tamil proverbs
- g) Sanskrit Calligraphy
- h) A general periodical in Russian language

8.3.2 ADDING NOTATION FROM TABLE – 6 AND TABLE – 2 TOGETHER TO SCHEDULE NUMBER

In the schedules of DDC you will find instructions at certain class numbers to add notation from table – 6 and then areas notation from table – 2 with an interposing ‘

305 Social groups
 305.7 Language groups
 (Add "Languages" notation 1 – 9 from Table-6 to base number 305.7,
 then add '0' and to the result add notation -1 to -9 from table - 2)

Examples:

a) Telugu people in United States 305.794 827 073
 305 Social Groups
 305.7 Language groups
 94827 Telugu (Table-6)
 0 Interposing zero
 73 United States (Table-2)
 305.7 + 94827 + 0 + 73 = 305.794 827 073

- b) German speaking people in England 305.731 042
- | | |
|-------|-----------------------|
| 305.7 | Social stratification |
| 31 | German (Table-6) |
| 0 | Interposing zero |
| 42 | England (Table-2) |

$$305.7 + 31 + 0 + 42 = 305.731\ 042$$

8.3.3 USE OF TABLE 4 AND 6 TOGETHER

8.3.3.1 Bilingual Dictionaries:

You have learnt from the explanation given for table – 4 in the earlier sections of this lesson, how to classify a dictionary of a specific language using notation from Table-4. For example English dictionary 423 (42 base number for English, -3 dictionaries in table 4). Bilingual dictionary deals with two different languages. For example, English-Hindi dictionary is a bilingual dictionary. It gives the words of English and its meaning in Hindi. DDC gave instructions to use number for one language from 420 – 490 and for another language, notations of Table-6. Such instruction in Table-4 Sub-divisions of individual languages is found under the notation -32-39.

-32 – 39 Bilingual Dictionaries (Table-4)

Add "Languages" notation 2 – 9 from Table-6 to the base number -3,

e.g. dictionaries of the language and English -321;

e.g. French and English Dictionary 443.21

In essence, the formula for number building of bilingual dictionaries is

Base number of the language + 3 (Table-4) + 2 – 9 (Table-6)

In the above formula, base number is a language number and again 2 – 9 (Table-6) also a language number. Then the problem arises which language number be treated first or taken from schedule.

The instructions under 32-39 (Table-4) provide following options:

- (1) Class a bilingual dictionary with the language in which entry words is found in the dictionary. For example English-Telugu dictionary. In this entry words are in English. Hence English language number is taken from the schedule. It is classed in 423.94827
- (2) A bilingual dictionary with entry words in both languages is classed in the language it will be the more useful, e.g. most libraries in English speaking regions will find English-French dictionaries most useful classed with French in 443.21, Chinese-French dictionaries with Chinese in 495.1341.
- (3) If classification with either language is equally useful, class with the language coming later in the sequence 420 – 490, e.g., French-German dictionaries 443.31.

Examples:

- a) Hindi - Telugu dictionary 491.433
- | | |
|--------|----------------------|
| 491.43 | Hindi |
| 3 | Dictionary (Table-4) |
| -94827 | Telugu (Table-6) |

$$491.43 + 3 + 94827 = 491.43394827$$

b) Tamil-Malayalam dictionary 494.811 394 812

(Entry words are in Telugu only)

494.811 Tamil

3 Dictionary (Table-4)

94812 Malayalam (Table-6)

$$494.811 + 3 + 94812 = 494.827 394 812$$

c) Tamil-Malayalam Dictionary 494.812 394 811

(Entry words are in Malayalam)

494.812 Malayalam

-3 Dictionary

94811 Tamil (table 6)

d) French-Latin dictionary 473.41

47 Latin (base number)

3 Dictionary (Table-4)

41 French (Table-6)

(Latin 470, French 440; Latin comes later in the sequence. So classed with Latin when two languages are important)

8.3.3.2 Language Works for those whose native language is different:

DDC provided instructions to use table 6 at following positions of table 4 if required to extend the notation.

-24 Foreign elements

-824 Structural approach to expression for those whose native language is different

-834 Audio-lingual approach to expression for those whose native language is different

-864 Readers (Primers) for those whose native language is different

Examples:

a) Sanskrit Phrases in Telugu language

494.827 Telugu (base number)

24 Foreign Elements (Table-4)

Add "Languages" notation 1 – 9 form Table 6 to -24

912 Sanskrit (Table-6)

$$494.827 + 24 \text{ (Table-4)} + 912 \text{ (Table-6)} = 494.827.24912$$

b) German elements in French language

$$44 + 24 \text{ (Table-4)} + 31 \text{ (Table-6)} = 442.431$$

c) Hindi words in Urdu Language

$$491.439 + 24 \text{ (Table-4)} + 91431 \text{ (Table-6)} = 491.439 2491431$$

d) French words in Tamil language

$$494.811 + 24 \text{ (table-4)} + 41 \text{ (Table-6)} = 494.811 \ 244 \ 1$$

Classify the following titles involving the simultaneous use of Tables 4 and 6:

- a) Sanskrit – Telugu dictionary
- b) Russian- English dictionary (Entry words are in Russian)
- c) Tamil-English dictionary
- d) Sanskrit Phrases in Telugu language
- e) English words in Hindi language
- f) Telugu words absorbed in Urdu language
- g) Learning Latin through English
- h) Chinese words and phrases used in English
- i) English primer for Telugu speaking readers
- j) Audio-lingual approach to German for Tamil speaking learners

8.4 Summing up

This lesson explained with examples the use of tables 4 and 6. Table 4 notations are being used for extending the numbers of individual languages 420 -490 from the schedule. Table 6 is being used by the numbers from certain places of the schedule and in classifying the bilingual dictionaries. Hence the tables 4 and 6 are explained consecutively in this lesson.

Lesson – 9

USE OF TABLES 5 & 7

9.0 AIM AND OBJECTIVE

The aim of this lesson is to introduce the student to the Tables 5 and 7 of DDC and explain the instructions given in the schedule and tables regarding the use of these tables.

Study of this lesson enables the student to:

- Locate the areas in the schedules and tables requiring the use of Tables 5 and 7
- Know about how to make use of Table-5 in extending the class numbers.
- Know about how to make use of Table-7 in extending the class numbers.

STRUCTURE

9.1 Introduction

9.2 Use of Table-5

9.2.1 Using Table-5 on Instruction in the Schedules

9.2.2 Using Table-5 through other Tables

9.2.3 Extending Table-5 notation from Table-2

9.3 Use of Table-7

9.3.1 Using Table-7 as per instructions in Schedules

9.3.2 Using Table-7 through Standard Sub-divisions

9.3.3 Using Table-7 in conjunctions with other Tables

9.4 Summing up

9.1 INTRODUCTION

In the previous lessons Table-1 Standard subdivision, Table-2: Areas and Table-3: Sub-divisions of individual literatures, Table – 4: subdivisions of individual languages and Table – 6: individual language numbers are explained. This lesson deals with the remaining two auxiliary tables 5 and 7. Tables 4 and 6 are explained consecutively in the previous lesson as these two tables deal with language numbers.

Table-5 : Racial, ethnic, national groups

Table-7 : Groups of Persons

You already know from the earlier lessons that table -1 notation can be used even without instruction. Table - 2 is used with instruction from the schedule and through -09 of table - 1, when there is no instruction. Table - 3 is exclusively used to extend the numbers of main class 800 Literature. Tables 5 and 7 are used to extend the number as per instructions in the schedules and other auxiliary tables of DDC through instructions.

9.2 USE OF TABLE-5: RACIAL, ETHNIC, NATIONAL GROUPS

Table-5 contains notations designating specific, racial, ethnic or national groups. Notation of this table is never used alone. These may be used as required either directly when so noted in the schedule or through the interposition of notation -089 from table 1. The summary of the Table-5 is reproduced below:

-1	North Americans
-2	British English Anglo-Saxons
-3	Nordic (Germanic) peoples
-4	Modern Latin people
-5	Italians, Romanians, related groups
-6	Spanish and Portuguese
-7	Other Italic peoples
-8	Greeks and related groups
-9	Other racial, ethnic, national groups

Each division of the above notation has been hierarchically divided.

For example:

- 3	Nordic (Germanic) People
-39	Other Germanic People
- 393	Netherlands people
-393 1	Dutch

9.2.1 USING TABLE-5 ON INSTRUCTIONS IN THE SCHEDULES

DDC provided instructions to use Table-5 notation at certain class numbers in the Schedules. Such instructions generally appear as follows:

“Add to base number xxxx notation 01 to -99 from table 5”

Examples:

a) Psychology of Indians 155.8491411

155.8 Ethno psychology and national psychology

155.84 Specific racial ethnic groups

Instructions are given to add notation 3-9 from table 5 to the base number

155.84

91411 Indians (Table-5)

155.84 + 91411 = 155.8491411

b) Psychology of Telugu people

155.84 + 94827 Telugu (Table-5) = 155.8494827

c) A social study of Malayalees

305.8 + 94812 (Table-5) = 305.894812

d) Social Welfare problems of young South Asians 362.797914

362.7 problems of and services to young people
 362.797 young people of racial, ethnic, national groups
 Add to base number 362.797 notations 3-9 from table 5.
 362.797 + 914 South Asians (Table-5) = 362.797 914

e) Chinese Cooking 641.592 951
 641.5 Cooking
 641.592 Ethnic cooking
 Add to base number 641.592 notations 03-9 from table 5.
 951 Chinese (Table-5)
 641.592 + 951 = 641.592 951

f) Nepalese Dishes 641.592 914 95

641.592 + 91495 Nepalese (Table-5) = 641.592 91495

g) Japanese method of preparing food

641.592 + 956 Japanese (Table-5) = 641.592 956

9.2.2 USING TABLE- 5 THROUGH OTHER TABLES

- I) As already stated above DDC has made provision for using numbers of table – 5 through the interposition of “standard sub-divisions” notation -089 from Table-1 with any number form the schedules;
- II) Table 5 notation may also be used when so noted with numbers form table 2, “Areas” notation -174.
- III) Another provision to use Table-5 notation is given in Table-3C at -8 Literatures for and by various specific, racial, ethnic, national groups.

I) Using Table-5 through Standard Sub-division

The 20th edition of DDC has made provision for freely using Table-5 through Standard Sub-division notation -089 (table 1)
 -089 Racial, ethnic, national groups
 Add to base number -089 notations 01-99 from table 5

Examples:

a) Indian Women workers 331.408 991 411

331.4 Women workers
 -089 Racial, ethnic, national groups (Table-1)
 91411 Indians (Table-5)

331.31 + 089 + 91411 = 331.310 899 141 1

b) Development of Football among Italians

796.33 Football
 089 Racial, ethnic, national groups (Table-1)
 51 Italians (Table-5)

$$796.33 + 089 + 51 = 796.330\ 895\ 1$$

c) Reading habits of English people

028.9 Reading habits

089 Racial, ethnic, national groups (Table-1)

21 English peoples (Table-5)

$$028.9 + 089 + 21 = 028.908\ 921$$

II) Using Table-5 through Table-2 Notation -174

Provision to use Table-5 has been made at the notation -174 of table 2.

-174 Regions where specific racial, ethnic, national groups predominate

Add to base number 174 notations 01-99 from table 5.

Examples

a) Role of Adult Education in the regions where Negroes predominate

374 Adult Education

374.9 Historical, geographical, persons treatment

-174 Regions where Racial, ethnic, national groups predominate (Table-2)

-96 Negroes (Table-5)

$$374.9 + 174 + 96 = 374.917\ 496$$

III) Using Table-5 through Table-3C

Notation of table 5 can be used at notation -8 of table 3-C in DDC 20th edition

- 8 Literature for and by various specific, racial, ethnic, national groups

Add to -8 notation 01-99 from table 5.

Examples:

a) A collection of English poetry by Bengalis

82 English literature (Base Number)

1 Poetry (Table-3B)

-08 Collections

Add 0 to -08; then to the result add notation 001-99 from table 3-

C.

-0808 Literatures for and by Racial, ethnic, national groups (Table-3C)

-9144 Bengalis (Table-5)

$$82 + 1 + 08 + 0 + 8 + 9144 = 821.080\ 891\ 44$$

b) A critical appraisal of American Drama composed by Bengalis

81 American literature

2 Drama

-091-099 Literature displaying specific features...(Table-3B)

Add to -09 notations 1-9 from table 3-C

-8 Literatures for and by Racial, ethnic, national groups (Tables-3C)

-9144 Bengalis (table 5)

$$81 + 2 + 09 + 8 + 9144 = 812.09\ 891\ 44$$

c) Critical appraisal of English Fiction composed by Africans

82 English literature
 -3 Fiction
 -091-099 Literature displaying specific features...(Table-3B)
 Add to -09 notations 1-9 from table 3-C
 -8 Literature for and by Racial, ethnic, national groups (Tables-3C)
 -96 Africans (Table-5)
 $82 + 3 + 09 + 8 + 96 = 823.09\ 896$

Classify the following titles using Table-5:

- Reading habits of Tamilians in England
- Critical appraisal of Urdu poetry composed by physically disabled poets
- Trade Unions of Chinese in USA
- Development of Polo among Indians
- French poetry written by Indians – A Collection'
- Collection of American poetry by Nepalis in India
- Collection of Telugu poetry by Indians in UK
- Critical appraisal of French poetry composed by Bengalis living in UK

9.2.3 EXTENDING TABLE-5 NOTATION BY NOTATION FROM TABLE-2

DDC provided two methods for extending notation of Table-5 by that of Table-2 "Areas".

- Extending Table-5 using zero as facet indicator; and
- Directly extending Table-5 by Table-2 through instructions

1. Extending Table -5 using zero as a facet indicator:

At the beginning of the table – 5 para -2 provide instruction to extend the notation of table – 5 using '0' as facet indicator. The instruction reads "Except where instructed otherwise, and unless it is redundant add 0 to the number from this table and to the result add notation 1 – 9 from Table-2".

French people in India -41054
 -41 French people 9from Table-5)
 0 Facet indicator
 54 India (Table-2)

$-41 + 0 + 54 = -41054$ French people in India

Similarly,

Tamilians in UK -94811041
 94811 Tamilians (Table-5) + 0 + 41 UK (Table-2) = -94811042

Examples:

- A social study of Malayalis in the United States

305.8 Social stratification
 94812 Malayalis (Table-5)
 0 Facet indicator
 41 United Kingdom (Table-2)

$305.8 + 94812 + 0 + 41 = 305.894\ 812\ 041$

- French nationals in US

305.8 + 41 French nationals (Table-5) + 0 + 73 United States (Table-2) = 305.841 073

c) Relation of State to Indians in Germany : A Political Study

323.11 + 91411(Table-5) + 0 + 43 Germany (Table-2) = 323.119 141 104 3

d) Indian labour in Qatar

331.11 + 91411 (Table-5) + 0 + 5363 Qatar (Table-2) = 331.119 141 105363

e) Education of Negroes in United States

371.97 + 96 Negroes (Table-5) + 0 + 73 (table-2) = 371.979 607 3

f) Education of Tibetans in Andhra Pradesh

371.97 + 954 Tibetans (Table-5) + 0 + 5484 A.P.(Table-2) = 371.979 54 054 84

g) Preparing Chinese dishes in India

641.592 + 951 (Table-5) + 0 + 54(Table-2) = 641.592 951 05 4

2. Directly Extending Table-5 by notation form Table-2:

At the following divisions in Table-5, instructions are provided to add "Areas" notation from Table-2 to base number...

-687 -688	National Groups of Spanish and Portugese
-9275 -9276	National Groups of Arabs
-96073	Afro-Americans (United Stated Blacks)
-966 -968	National Groups in Africa
-969	Other National groups of largely African descent

For example number for Chileans in United States can be constructed like this:

-68	Spanish Americans
-687-688	National groups
	Add to base number -68 notation 7-8 from table 2.
83	Chile (table 2)
-6883	Chileans
0	facet indicator
-73	United States (table 2)

Examples:

a) Psychology of Brazilians in Iraq

155.84 + 6881(Table-5) + 0 + 567(table-2) = 155.846 881 056 7

b) Cooking habits of Antiguans in America

641.592 + 96972974 + 0 + 73 = 641.592 969 729 740 73

9.3. USING TABLE- 7 PERSONS

Table 7 contains notations designating persons by specific occupations and other classes. These notations are never used alone. These are to be used as required with any number in the schedule. These may also be used as noted with numbers from tables. In any case if the resultant number becomes redundant the numbers from this table are not to be used.

The summary given at the beginning of table 7 is reproduced here

-01	Individual persons
-02	Groups of persons
-03-08	Persons by various non occupational characteristics
-09	Persons by racial, ethnic, national background
-1-9	Specialists (persons occupied with specific disciplines, subjects, activities as study, profession, vocation, hobby, affiliation. In general the notations from -1 through -9 are developed from a reduction of numbers from the whole classification. However it is advised that the classifier should consult this table)

The summary of 1 to 9 is produced as below

-1	persons occupied with philosophy etc. (main class 100)
-2	persons occupied with religion etc. (main class 200)
-3	persons occupied with social sciences (main class 300)
-4	persons occupied with languages (main class 400)
-5	persons occupied with pure sciences (main class 500)
-6	persons occupied with applied sciences (main class 600)
-7	persons occupied with arts (main class 700)
-8	persons occupied with literature (main class 800)
-9	persons occupied with geography, history (main class 900)

DDC 20th edition provided the following ways to use notation from the table – 7

1. As per instructions in the schedules
2. Through interposition of -024 or -088 of standard subdivisions
3. In conjunction with other tables

9.3.1 Using table – 7 as per instruction in the schedules

At certain class numbers in the schedules instructions are provided to use table 7 persons. You find the following instructions at some places of the schedule:

Add to base number xxxx , notation -09 -99 from table 7

For example at the following schedule numbers you will find instruction to add from table 7.

704 Special topics in fine and decorative arts

- 704.04 - .87 History, and description with respect to kinds of persons
Add to base number 704 notation 04-87 from table 7.
- 390.4.1 customs of people by occupation
Add to base number 390.4 notation 09-99 from table 7.
- 305.6.1 Religious groups
Add to base number 305.6 the numbers following -2 in notation
21-29 from table 7.

Examples:

a) Customs of Judges

390.4 costumes of people by occupation
- 343 Judges (table 7)
 $390.4 + -343 = 390.434\ 3$

b) Customs of Doctors

390.4 costumes of people by occupation
 $390.4 + 61$ Doctors (table 7) = 390.461

c) Hindus in Pakistan

305.6 Religious groups
945 Hindus in -2945 of table 7 omitting 2 by direction
0 interposing 0 by direction at 305.6
5491 Pakistan
 $305.6 + 945 + 0 + 5491 = 305.694\ 505\ 491$

d) Doctors as artists

704 History and description with respect to kinds of persons
Add to base number 704 notation 04-87 from table 7
-61 Doctors (table 7)
 $704 + 61 = 704.61$

9.3.2 Using table – 7 through Standard Subdivisions

DDC provided provision to add notation of table – 7 through standard subdivision notation of -024 and -088 if required by the document to be classified. The instructions are given as follows:

- a) -024 Works for specific types of users
Add to base number -024 notations 03-99 from table 7.

Examples

- i. Mathematics for Librarians 510.240 92
51 Mathematics (base number for mathematics)
-024 Works for specific types of users
-092 Librarians (table 7)
- ii. Statistics for Doctors 310.246 1

- 31 Statistics
 -024 Works for specific types of users
 -61 Doctors
 b) -088 Occupational and religious groups
 -088 09 -08899 Specific Occupational and religious groups
 Add to base number -088 notations from table 7.

Examples

- i. Contribution of Buddhists to medicine 610.882 943
 61 Medicine (base number)
 -088 Specific Occupational and religious groups (base number)
 -294 3 Buddhist (table 7)
- ii. Cartoons drawn by poets 741.508 881
 741.5 Cartoons
 -088 Specific Occupational and religious groups (base number)
 -81 Poets (table 7)

9.3.3 Using table – 7 in conjunction with other tables

DDC 20th edition gave provision to add notation of table 7 through table 2 (Areas) and table 3A.

- a) Use of table 7 through table 2
 At following notations of table 2 provisions is given to add notation from table 7.
 -17 Socioeconomic regions
 -176 Regions where specific religions predominate
 -1762 -1769 Other religions
 Add to base number -176 the numbers following -29 in 292-299 from table 7.

Examples

- i. Economic conditions of Buddhist countries 330.917 643
 330.9 Economic situation and conditions
 330.91-.99 Geographical treatment
 Add to base number 330.9 notations 1-9 from table 2.
 -1762 – 1769 other religions (table 2)
 Add to base number -176 the numbers following -29 in 292-299
 -2943 Buddhists (table 7)
 $330.9 + 176 + 43 = 330.917 643$
- ii. Compensation for labour in Sikh countries
 331.29 Historical and geographical treatment of compensation
 Add to base number 331.29 notation 01-99 from table 2
 -1762 – 1769 other religions (table 2)

Add to base number -176 the numbers following -29 in 292-299

-294 6 Sikhism

Hence the number is $331.29 + 176 + 46 = 331.291\ 764\ 6$

b) Use of table 7 in conjunction with table 3C

At following places of table 3C provision is given to add table 7 notations

-352	Specific kinds of persons
	Add to base number -352 notations 03-99 from table 7
-9204-9279	persons of specific occupational ...
	Add to -92 notations 04-79 from table 7.
-929	persons occupied with geography, history ...
	Add to -929 the numbers following -9 in notation 91-99 from table 7.

Example

i.	Critical Treatment of women in English Drama
82	English (base number
-2	Drama (table 3B)
-091-099	Literature displaying special features...
	Add to -09 notations -1-9 from table 3C
-352	Specific kinds of persons (table 3C)
	Add to -352 notations 03-99 from table 7
-042	Women (table 7)

Hence the number is $82 + 2 + 09 + 352 + 042 = 822.093\ 520\ 42$

9.4 Summing up

This lesson explained with examples the use of tables 5 and 7. Table 5 notations are enumerated for racial, ethnic and national groups. These numbers are being used for extending the numbers from the schedule whenever there are instructions. Table 7 is being used by the numbers from certain places of the schedule and in classifying the documents which requires treatment of persons. The rules and procedure to build class number with these tables is clearly explained with examples.

COLON CLASSIFICATION PRACTICE

The “Classification practice” paper of the B.L.I.Sc. Course of Acharya Nagarjuna University includes two units. The unit -1 deals with DDC (Dewey Decimal Classification) and unit – 2 deals with CC (Colon Classification)

The Unit - 2 explains the practice of classifying the documents according to Colon classification. This unit comprises 10 lessons and followed the sequence of main classes as given in the schedule of CC. The examples are clearly explained with notes for easy understanding of the lessons. Assignments and list of books for further reading have been given at the end of each lesson for the use of students.

Lesson – 10

Introduction to Colon Classification (6th edition)

10.0 Objective

This lesson explains the candidate about the origin, the structure, the notational system of Colon Classification. It also explains the division of knowledge conceived by S.R.Ranganathan. The postulation of fundamental categories and subject analysis followed in Colon Classification is discussed.

Structure

10.1 Introduction

10.2 The Structure

10.3 Notational system

10.4 Basic concepts of C.C., useful in construction of Class Numbers, such as: Division of Universe of knowledge, Main Classes, Facet, Isolate, Array, Chain, Five Fundamental Categories

10.5 Subject analysis, Synthesis, Latent facet

10.6 Postulate approach in classification of documents

10.7 Summary

10.8 Technical terms

10.9 Self Assessment Questions

10.10 Reference books

10.11 Abbreviations used in all the lessons in this book

10.1 Introduction

The Process of assigning the class number to a document is classifying or classification. It is nothing but translating the name of the subject of the document from a natural language to the artificial language of ordinal numbers, forming classificatory language. There are many schemes of Classification in existence for classifying the documents. Colon Classification is one of the schemes of classification devised by Dr. S. R. Ranganathan in 1933. The sixth edition of it was published in 1960. Its reprint published in 1963 and 1976.

This scheme is 'analytico-synthetic' because according to this scheme it is possible to analyse the title of the given document into its constituent parts and then synthesize (combine) the parts with their representative notational symbols into a compact class number.

10.2 The Structure

The Colon Classification Schedule consists of three parts with an annexure pre-fixed as detailed below:

Part 1: Describes the rules

Part 2: Describes the construction of Book Number, enumeration of summary of Main Classes, Common Isolates, Time isolates, Space isolates, Language isolates, Phase relations, The schedules of classification.

Part 3: Deals with schedules of classics and sacred books with special names **Index** to the schedule is given immediately at the end of the schedule except for subjects Botany and zoology for which index is placed adjacent to the subjects, **Annexure** is given at the beginning which explains the changes incorporated in the 6th edition and its reprints.

10.3 Notational system

Notational System means the artificial language used in the classification schemes to represent subjects in the universe of knowledge. There are broadly TWO types of notations followed in classification schemes. One is pure notation and the other is mixed notation. In the pure notation schemes either Arabic numbers or Roman alphabets are used. In the mixed notation schemes both Arabic numbers and Roman alphabets with some special characters are used. Colon Classification followed mixed notation system and uses the following as notation to represent the subjects:

- 1) 10 Indo-Arabic numerals: 1 to 9 and 0;
- 2) 26 Capital letters of the Roman Alphabet; A to Z;
- 3) 23 small letters of the Roman alphabet: a to z except i,l,o
- 4) 2 Greek letters: Σ (sigma), Δ (Delta)
- 5) The connecting digits , ; : . ' () - $\leftarrow$ $\rightarrow$

The digits are written from left to right and read as ordinal numbers only. For instance, the value of 22 should be read as two-two but not twenty two.

10.4 Basic concepts of CC

The Universe of knowledge consists of entities (universe of subjects). These entities may be concrete or conceptual, that is, things or ideas.

The Universe of subjects is divided into three groups as: Natural and Applied Sciences; Humanities; and Social Sciences. Each group comprises basic subjects.

Main Classes:

Each basic subject is represented as MAIN CLASS in the schedule. Some subjects are divided first into CANONICAL CLASSES. A Main Class or Canonical Class is said to be Basic Class or Basic Subject in the scheme of Colon Classification.

Facet:

A facet is the totality of divisions of a category formed by division based on a single train of characteristics. Thus each Main class is further divided into facets by the application of a single train of characteristics.

Isolate:

Each division in a facet is called an isolate. The isolates in a facet are called foci. An isolate is the ultimate division of knowledge in the Colon Classification scheme. Each isolate is a focus or a qualifying concept or a characteristic. A characteristic is a differentiating quality or an attribute. In a given context an isolate belongs to one and only one facet, thus to one category and one Main class only.

Isolates are of two kinds namely Common isolates and Special isolates. Common isolates are applicable to all main classes or subjects. These remain the same and applicable for every subject. So the schedule of these isolates are given once for all in pages 2.5 and 2.6 of C.C. 6th edition

The special isolates unique for every subject which fit into some or all of the Five fundamental categories are enumerated separately under each main class.

Array:

An array is a sequence of entities of equal rank. For example all the main classes form an array. A group of isolates of a facet formed by division using single characteristic is also an array.

Chain:

A chain is a sequence of isolates formed in successive subordination.

Fundamental categories

Dr.S.R.Ranganathan presumed that all the facets of any main class are the manifestations of Five Fundamental categories. These are Personality, Matter, Energy, Space and Time.

Each Fundamental category is preceded by a separate connecting symbol as detailed below to avoid confusion in building class numbers and in arranging the books on the shelves:

Personality	[P]	, (comma)
Matter	[M]	; (semicolon)
Energy	[E]	: (colon)
Space	[S]	. (dot)
Time	[T]	' (inverted comma)

Identification of the categories

The Five Fundamental Categories are identified by a process of elimination. The categories Space and Time are easy to identify and common to all subjects. These remain the same whatever be the subject. They are enumerated once for all.

Time:

The fundamental category Time is the manifestation of millennium, century, decade, years. Time also manifests the featured Time such as day, night, summer, winter, wet, dry, stormy as second level.

The connecting symbol for Time facet is a single inverted comma (').

Example: U8'K'p8 Travelling in 17th century during snow Times
 U Main class for Geography
 8 [P] for Travel etc.
 K [T] for 17th century

p8 [T2] for Snow Times.

Space:

Space isolates are the manifestation of the surface of the earth. These include continents, countries, states, cities, etc. It also shows the physiographical features of the surface of the earth such as deserts, rivers, lakes, oceans, hills, mountains etc. as second level manifestation.

The connecting symbol to be used before space facet is a dot (.).

Example: Q4.44 Buddhism in India.
 Q [MC] class for Religion
 4 [P] for Buddhism
 44 [S] for India

Energy:

Energy category covers certain aspects like problems, action, activities, operations, processes, procedures, methods, functioning etc. This facet may appear more than once in different rounds and levels in a subject.

The connecting symbol to be used before it is Colon (:)

Example: Q2:366 Rebirth in Post-vedic Hinduism
 Q Main class for Religion
 2 [P] for Post vedic Hinduism
 366 [E] for Rebirth

Matter

Matter facet reflects substances, materials, properties etc. These facets may appear more than once in a subject as manifestations in rounds and levels..

The connecting symbol to be used before it is semicolon (;)

Example: ND1;5:4 Design of Bronze Human figure
 N [MC] Fine Arts
 ND [CC] Sculpture
 1 [P] for Human figure
 5 [M] for Bronze
 4 [E] for Design

Personality

After identifying and separating out the isolates of Time, Space, Energy, and Matter, the remaining will be taken as Personality. (This is called the method of residue). These facets may appear more than once as manifestations in different rounds and levels. Some times other facets may work as attributes of Personality.

Personality category requires the connecting symbol comma (,). But the First level Personality in every Round does not require comma.

Example: T45 Post graduate education
 T [MC] Education
 45 [P] for post graduation.

Example covering all the facets:

244;1512:2.44'O Organisation of Film Rolls in Newspaper offices in India in 20th century

Library Classification Practice	10.5	Introduction to Colon Classification
2	[MC] for Library Science	
44	[P] for Newspaper Office	
1512	[M] for Film Rolls taken from [P] of Generalia Bibliography	
2	[E] for Organisation	
44	[S] for India	
O	[T] for 20 th century.	

10.5 Subject analysis

To assign Colon Class number to any given book/document the first step is to determine the main class to which the subject falls. The next step is analysis of the title into its constituent fundamental categories.

Synthesis

Synthesis is the process of fitting the identified categories in to the facet formula of the main class.

Latent facet

For some documents the title as it appears on the title page a facet may be hidden. For example, in the title "Wheat storage" storage is a secondary operation. It cannot take place before harvesting is done. So the facet 'harvesting' is a hidden. This hidden face is known as latent facet. While assigning the class number the hidden facet must be improvised at its proper place in the facet sequence. So the the number for the title "Wheat Storage" is: J382:7:8

Agriculture	wheat	:	Harvesting	:	storage
J [MC]	382[P]		7[E]		8[2E]

10.6 Postulate approach:

Postulate approach of classification of documents deal with step by step procedure according to postulates coined by Ranganathan. Basic subject and all the fundamental categories are to be identified first. Then the latent facets (that is, hidden facets) if any are to be supplied.. Next they are all to be synthesized according to facet formula of the main class. In the facet formula the terms are replaced by their isolate numbers preceded by their respective connecting symbols.

Postulate approach in classification of documents

The postulate approach is applied in the process of determining the specific subjects and their translation from Idea plane to Verbal plane and then to Notational plane. Classifying a document consists of the following steps in succession:

- Step 0 **Raw title:** Title as found in the document.
Example: Fundamentals of Threshing methods followed in Rice fields of Andhra Pradesh
- Step 1
- Step 2 **Kernel title:** Removing all puffs and auxiliary words like 'of', 'in', 'for' etc., from the Full title while retaining fundamental constituent terms. The above example is written as:

Harvesting Threshing Rice Andhra Pradesh

Step 3 Analysed title: This is to be derived from the kernel title by denoting the Fundamental categories by their symbols.

The above example is written as: Harvesting (E) Threshing (2E) Rice (P) Andhra Pradesh (S)

Step 4 Transformed title: This title is to be derived from the analysed title by re-arranging the Main class and in the sequence of PMEST. The above example is written as: Agriculture (BC) Rice (P) Harvesting (E) Threshing (2E) Andhra Pradesh (S).

Step 5 Title in the standard terms: This is the title in which non-standard terms are replaced by the terms adopted in the scheme of classification.

The above example is written as: Agriculture (BC) Rice (P) Harvesting (E) Threshing (2E) Andhra Pradesh (S).

Step 6 Title in Facet numbers: In this step standard terms of the title are translated into numbers as found in the classification schedules.

The above example is written as:

J(BC) 381(P) 7(E) 4(2E) 4416(S)

Step 7 Title in Class number: In this step symbols are removed and appropriate connecting symbols are inserted according to facet formula.

For the above example the class number is: **J381:7:4.4416**

Step 8 Verification: The above class number is to be retranslated into natural language by digit-by-digit interpretation in order to verify its correctness.

The above example: Fundamentals of Threshing methods followed in Rice fields of Andhra Pradesh

J	Agriculture
381	[P] for Rice
7	[E] for Harvesting
4	[2E] for Threshing
4416	[S] for Andhra
J381:7:4.4416	Fundamentals of Threshing methods followed in Rice fields of Andhra Pradesh

10.7 Summary

Colon Classification is one of the schemes of classification for classifying the documents for arrangement. It is an analytico-synthetic classification scheme devised by Dr.S.R.Ranganathan. The notational system followed is of mixed type which consists of Indo-Arabic numerals, capital and small letters of Roman Alphabets, Greek letters, and some connecting symbols.

The Universe of knowledge consists of universe of subjects from which Basic/main

classes and canonical classes are derived. The main classes are arranged following the principle of increasing concreteness and increasing artificiality. Each subject will belong to one and only one Main Class. Hence each book or document will belong to one and only one Main Class. From main classes facets (PMEST) are derived and from facets isolates are derived. Isolates are of two kinds as Common and Specific isolates. Common isolates are applicable to all main classes and specific isolates belong to a particular subject.

All the facets are the manifestation of Five Fundamental Categories as Personality, Matter, Energy, Space, and Time. Postulational approach is applied in the process of constructing Colon Classification number.

10.8 Technical Terms

Analysis	: Separation into parts.
Entity	: A thing or an idea that exists.
Latent	: hidden.
Physiographical	: Description of natural phenomena.
Postulate	: Assumption.
Residue	: That which remains after successive taking out.
Synthesis	: Combination of separate parts.
Totality	: Sum of all items existing as at the time.

10.9 SELF ASSESSMENT QUESTIONS

Identify the Main Class and the different Fundamental Categories of the following titles:

1. Circulation of periodicals in Academic libraries in India.
2. Design of library buildings in England in 18th century.
3. Microforms in Indian National Library.
4. Fruit pests of North West India.
5. Social security systems for workers in UNO.
6. Transport in Mountains during rainy season.
7. Female education in Muslim countries.
8. Struggle for Freedom in India (1857 to 1947).
9. Holy Heart Elementary Kindergarten School, Amritsar.
10. Indian Agriculture in 1972.

10.10 Reference Books

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.

6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

2.11 Abbreviations used in all the lessons in this book:

(P) or (P1)	:	1 st Round, 1 st Level Personality facet.
(P2)	:	1 st Round, 2 nd Level Personality facet.
(P3)	:	1 st Round, 3 rd Level Personality facet.
(P4)	:	1 st Round, 4 th Level Personality facet.
(2P)	:	2 nd Round, 1 st Level Personality facet.
(2P2)	:	2 nd Round, 2 nd Level Personality facet.
(3P)	:	3 rd Round, 1 st Level Personality facet.
(M)	:	1 st Round, 1 st Level Matter facet.
(2M)	:	2 nd Round, Matter facet.
(3M)	:	3 rd Round Matter facet.
(E)	:	1 st Round Energy facet.
(2E)	:	2 nd Round Energy facet.
(3E)	:	3 rd Round Energy facet.
(S)	:	1 st Level Space facet.
(S2)	:	2 nd Level Space facet.
(T)	:	1 st Level Time facet.
(T2)	:	2 nd Level Time facet.
(AD)	:	Alphabetical Device
(CD)	:	Chronological Device
(GD)	:	Geographical Device
(MD)	:	Mnemonic Device
(SD)	:	Subject Device
(STD)	:	Super-imposition Device
(ACI)	:	Anteriorising Common Isolate
(EPCI)	:	Energy Posteriorising Common Isolate
(PPCI)	:	Personality Posteriorising Common Isolate
(BC)	:	Basic Class
(M.C.)	:	Main Class
(PRID)	:	Phase Relation Indicating Digits

Lesson –11

ROUNDS AND LEVELS; CLUTTERING OF CONNECTING SYMBOLS; AND COMMON SCHEDULES OF SPACE AND TIME

11.0 Objective :

After reading this lesson the student is enable to understand

- the concept of 'Rounds and Levels'
- the cluttering of 'connecting symbols'
- the Common Schedules of Space and Time including the concept of Latest Effective Decade (LED)

Structure

- 11.1 Introduction**
- 11.2 The Concept of Rounds and Levels**
- 11.3 Cluttering of connecting symbols**
- 11.4 Common Schedules of**
 - 12.4.1 Space isolates**
 - 12.4.2 Time isolates**
- 11.5 Summary**
- 11.6 Assignments**
- 11.7 References**

11.1 Introduction

Dr. S. R. Ranganathan presumed that any of the isolates in a subject will come under any one and only one of the Five Fundamental Categories, namely, Personality, Matter, Energy, Space and Time. But in some subjects the Fundamental Categories appear more than once. In order to follow helpful sequence the concept of Rounds and Levels was developed.

11.2 Rounds

Personality, Matter, and Energy have rounds. After the First Round of these categories if any of them still remain, the First Round Energy allows the Second Round Personality and Matter. Therefore to allow the succeeding Rounds, the Energy Category should present in the preceding Rounds. If the Energy category is not present, it should be assumed as though

present and is to be supplemented. Thus the succeeding Rounds as 3rd, 4th and so on take place. Space and Time categories appear in the last Round in any subject.

Illustration with examples

1 Hybridization of Culture in Royal Families of India = Y51:1:65

In the main class Sociology Energy [E] fact manifests in two rounds. In this example 51 is for [P] royalty, 1 is to denote (1E) culture and 65 is to denote (2E) Hybridization.

2 For the book titled 'Audio-visual Teaching method of Algebra in secondary schools' the number is {T2:3(B2),1}.

Here the isolate 'Secondary schools' belongs to the First Round Personality[P] of the main class 'T' Education and Algebra is another manifestation of Personality introduced by the Energy isolate 'Teaching'[E] cum [2P]. So Algebra is a manifestation of the Second Round Personality [2P] in this subject got by Subject Device (SD). Audio-visual is second round second level personality manifests after first round energy and second round first level personality [2P2]

Levels

Levels are the steps of division within a fundamental category. The fundamental categories, Personality and Matter may manifest themselves more than once in one and the same Round within a subject. Similarly categories Space and Time manifests only in the last Round but in two levels. These manifestations are called Levels.

The first manifestation of a Fundamental category within a Round is said to be its level 1 facet in that Round. Its second manifestation within that Round is said to be its level 2 in that Round, and so on.

The successive manifestations of the Fundamental category Personality in Round 1 are called by the respective names Round 1 Level 1 Personality Facet, Round 1 Level 2 Personality Facet etc. The Fundamental Category Matter also manifests as Personality. There are no levels in the case of the Fundamental Category Energy, since it can occur only once within a Round.

Illustration with an example:

In the basic class literature Colon Classification envisages the First Round Personality as having four levels. So the facet formula of the class is: O, [P], [P2], [P3] [P4] where O stands for the main class Literature, P is Language facet; P2 is Form facet; P3 is Author Facet; and P4 is work Facet.

Examples

- | | | | |
|----|-------|------------------------------|-------------------------------------|
| 1. | I3,11 | Cell Structure in Bryophytes | |
| | I | M.C. for Botany | |
| | 3 | [P] for Bryophyta | |
| | 11 | [P2] for cell | (2 nd level personality) |
| 2. | J:1:7 | Soil Conservation | |
| | J | M.C. for Agriculture | |
| | 1 | [E] for Soil | |
| | 7 | [2E] for Conservation | (2 nd round of energy) |

- | | | | |
|----|-------------|---|-------------------------------------|
| 3. | O 15,2D40,1 | Sakuntala by Kalidasa | |
| | O | M.C. for Literature | |
| | 15 | [P1] for Sanskrit language | |
| | 2 | [P2] for Form for Drama | (2 nd level Personality) |
| | D40 | [P3] for Author's year of birth | (3 rd level Personality) |
| | 1 | [P4] for Work number | (4 th level Personality) |
| 4. | L:423:31 | Clinical diagnosis of Virus disease | |
| | L | M.C. for Medicine | |
| | 4 | [E] for disease | |
| | 23 | [2P] for virus | (2 nd round P) |
| | 31 | [2E] for clinical diagnosis | (2 nd round E) |
| 5. | Z44,211,2 | Possession of land property in Indian law | |
| | Z | M.C. for Law | |
| | 44 | [P] for India got by GD | |
| | 211 | [P2] for Land property | (2 nd level P) |
| | 2 | [P3] for possession | (3 rd level P) |
| 6. | Y33:431:68 | Charity homes for widows in Rural India | |
| | Y | M.C. for Sociology | |
| | 33 | [P] for Rural | |
| | 431 | [E] for Widowhood | |
| | 68 | [2E] for Charity | (2 nd round E) |

11.3 Cluttering of connecting Symbols:

In Colon Classification Scheme each Main Class has its own Facet formula. The Facet formula is based on the Five Fundamental Categories, PMEST and their Rounds and Levels. The facet formula differ from class to class and some times within a Main class itself.

Colon (:) alone is used as the connecting symbol for all the Five Fundamental Categories up to 3rd Edition of Colon Classification. (Hence the system is called as Colon Classification). The use of only one symbol for all the Fundamental categories created confusion in the construction of class numbers. For instance "The Science of Diagnosis", denoted by the number L::3. The number for 'diagnosis' is 3 under [2E] cum [3P] in the Main class Medicine (L). If the number is written as L::3 it indicates the absence of [E] [2P] which is a violation of 'Wall-Picture' principle. According to 'Wall-Picture' principle, the [2E] cannot be used without first using [E]. If the number is written alternatively as L:3 it represents "Human Physiology". This type of confused situation is called "Cluttering of Connecting Symbols".

In order to avoid this problem separate connecting symbols as comma (,) for Personality, Semicolon (;) for Matter, Colon (:) for Energy, a dot (.) for Space and Inverted comma (') for Time facet are used from 4th edition of Colon Classification. Now the class number for the Title: The Science of Diagnosis is L:4:3.

11.4 Common Schedules for Space and Time

The isolates belonging to the categories of Space and Time remain the same for all the subjects. Similarly Language isolates are the same for the Main class O 'Literature' and P 'Linguistics' and useful in construction of the Book Numbers.

Thus the Space Isolates, Time Isolates, and Language Isolates are enumerated separately. The schedules of these isolates are applicable as such wherever required. While most of the isolates are enumerated, there is provision to synthesis by certain devices to construct numbers if necessary.

11.4.1 Space Isolates:

Space isolate is a common facet attachable to any main class. Its connecting symbol is '.' (that is Dot). Its isolates are enumerated in the pages 2.8 to 2.17 and page 26 in the Annexure in the Colon Classification (CC). The rules for constructing or sharpening these isolates are given in pages 1.51 to 1.53 and pages 20 to 23 in the Annexure of 6th edition of CC.

Space isolates manifests in two levels (S1) and (S2). The isolates in (S1) are denoted by numerical digits and (S2) isolates are denoted by small alphabets and numerical digits if necessary.

The first Level division of the earth is Political (Asia, India, Andhra Pradesh); Zonal (equatorial, tropical), Directional (East, South-East, West etc.) and Population administrative units (Village, town or city). Digit 1 stands for the World as a whole, which is further divided by zones and orientation. The digit 2 stands for mother country and the digit 3 for the Favoured country. The digits 4 to 8 represent various continents which are further divided into countries and states. The last digit 9 represents the various islands and the oceans. In addition to these enumerated isolates, many more isolates can be constructed by Subject Devise (SD), Chronological Device (CD), Super imposition Device (SID), Alphabetical Device (AD), and by combination of (CD) and (SD), and by combination of (CD) and (SID), etc.

Examples under Subject Device (SD)

1. 1(W691) Communist Countries
1 [S] for world
(W691) [SD] for communistic countries where W is M.C. for Political Science and 691 [P] for communism.
2. 44(J381) Rice growing states in India
44 [S] for India
(J381) [SD] for rice where J is M.C. for Agriculture and 381 is [P] for rice.
3. 1(P111) English speaking countries
1 [S] for world
(P111) [SD] for English where P is M.C. for Linguistics and 111 is [P] for Modern English language

Examples under Chronological Device (CD)

1. 1N19 League of Nations (established in 1919), got by (CD)
1 [S] for World

- N19 (T) for 1919 used as (CD) (Established in 1919)
2. 1N4 United Nations Organization (established in 1940s) got by (CD)
1 [S] for world
N4 [T] for 1940s used as (CD) (Year of establishment of UNO).
3. 43N67 Association of South East Asian Nations established in 1967
43 (S) for South East Asian nations,
N67 [T] for 1940s used as (CD) (Year of establishment of the Association of South east Asian Nations).

Examples under Superimposition Device (SID)

1. 44-56 British India / got by (SID) where 44 (S) for India and 56 (S) for Great Britain.
2. 1-56 British colonies in the world got by (SID) where 1(S) for world and 56 (S) for Great Britain.
3. 6-53 French Africa got by (SID) where 6 is (S) for Africa and 53(S) for France.

Example under combination of (CD & SD) together

- 1N4(W691) Communist member countries of UNO.
1 [S] for world
N4 [T] for 1940s used as (CD) (Year of establishment of UNO).
(W691) [P] for communist members got by (SD) where W is M.C. for Political Science and 691 is (P) for Communism

Example under (SID) and (SD) used in succession

- 44-56(J381) Rice growing States in British India
44-56 (SID) for British India, where 44 is (S) for India and 56 is (S) for Gt. Britain.
(J381) (SD) for Rice growing areas where J is M.C. for Agriculture, and 381 (P) for rice.

Isolate Number for Population Cluster using Alphabetical Device (AD)

If an isolate number for population cluster is not enumerated it can be got by using Alphabetical Device (AD). A dot (.) is used between the area number and the (AD).

- Example: 4443.L Ludhiana (a city in East Punjab)
4416.H Hyderabad (a city in Andhra Pradesh)
4471.B Bhuvaneswar (a city in Orissa)

Sub-division of geographical area by Orientation:

A geographical area can be subdivided further by orientation. In the Space schedule the World 1 is divided by orientation(north, south, east, west etc) denoted by numbers 19A to 19Y). Using these numbers any geographical area number can be constructed by omitting 1 and inserting dot (.) between geographical area and orientation number.

Examples

5.9B	East Europe
4443.9D	Middle Punjab
4443.A.9B	East Amritsar (in Punjab)

Note: If the orientation division of any area is given by enumeration, it need not be got by synthesis. For example, North America is enumerated as 71. So getting a number to it by synthesis as 7.9S is wrong.

Isolate number for a greater Metropolitan city:

Isolate number for a greater Metropolitan city is to be got by the division of the country itself but not from the division of the State to which it belongs.

Examples:

44.M	Mumbai
44.M.9X	Inside Mumbai
44.K	Kolkatta
44.K.9Y	Outside Kolkatta
4416.H.9R	North-west Hyderabad

Note: Use the schedule for Space isolates marked as 'After 1956' for India

Second Level Space (S2)

The Second Level of Space (S2) representing physical features of the earth comes after the First Level space. Its isolates are enumerated in page 26 of the Annexure. The indicator digit (connecting symbol) for (S2) is also the dot (.).

Examples:

U2855.44.f	Rainfall in Indian forests
U8.r	Sea travels
G:12.g7	Fauna and Flora of Mountains
G:12.44.f	Fauna and Flora of Indian forests.

The Second Level Space (S2) may be sharpened by Alphabetical Device (AD) in the case of specifically named physical features.

Examples:

U8.4.g7H	Travels in Himalaya mountains
I:13.44.g1G	Natural history of Plants in Gangetic Valley
U.44.p1K	Geography of Krishna River

Space Isolates used as Personality facet:

Space isolates impersonate as Personality Isolates in Canonical Classes NZ to NR, V History, and Z Law, and also in common isolates, whenever a geographical isolate officiates as Personality Facet, its indicator digit must be changed to comma from dot.

Example: V4411.M History of Madras city. Z44 for Indian Law

Time Isolates

Time facet occurs in two levels (T1) and (T2). (T1) is the chronological Time period and (T2) is the cyclical Time known as Featured Time such as day, night, winter etc. Isolates for both the levels of Time are enumerated in the schedule.

(T1) is denoted by Roman Capitals followed by Indo-Arabic digits.

- A denotes Geological times (ages)
- B-C denotes Before Christ (B.C.) era
- B Represents the period from 9999BC to 1000 BC; and
- C Represents the time from 999BC to 1 BC.
- D Represents the first thousand years, that is, 1 to 999AD, from this digit D onwards the present era, namely, AD era started.
- E Stands for the eleventh century.
From this E onwards each digit represents a century.
- K The Seventeenth, while the twentieth Century is denoted by N.
Colon Classification measures time only upto a particular year but not the particular month and day.

From digits E to YC each letter stands for century and represented by three digits. The first digit (alphabetical letter) represents the Century, the first numerical digit after the alphabetic letter denotes the decade and the last digit the particular year. For example, the year 1526 is denoted by J26 where

- J stands for the 16th century 1500 - 1599
- J2 stands for the 3rd decade of the 16th century; and
- J26 stands for 1526 AD.

Ranganathan used the concept of Effective Decade and the digits are 1,3,5,7,and 9.

Examples:

- The 1801 AD is indicated as M01;
- The year 1800 AD as M8 and
- Nineteen twenties (1920s) as N2.
- Eighteenth Century as L

But in the case of D which represents the first millennium AD year is indicated by four digits in total. That is, first one is alphabet (D) and three numerical digits. The first digit denotes the millennium, the second digit (that is, the first numerical digit) the century, third the decade, and fourth the exact year.

Examples:

- 212AD is indicated as D212
- 5 AD is denoted as D005; and
- 110 AD is denoted as D110; and
- 10 AD is denoted as D010 and so on.

The sixth century is indicated as D5, and the 10th century by D9. D65 represents sixth decade of the Seventh century AD.

B.C. Time-Era:

B.C. Time is denoted by the method of complement. To get a number for BC time the actual numbers are to be subtracted from the higher numerical limit denoted by the digit 9.

B stands for 9999 – 1000 BC

C stands for 999 – 1 B.C.

D stands for 1 – 999 AD

For example, to denote 1580 BC subtract this number from 9999, then the resultant number, that is, B8419 (9999-1580=8419) represents the BC 1580.

To denote 477 BC = 999-477 = C522

To denote 12 BC = 99-12 = C87.

To denote 9 AD = D009

18 AD = D018

475 AD = D475.

Latest Effective Decade (LED)

Normally the effective unit to measure social change is presumed to be a generation. A generation consists of two decades. Dr. S.R. Ranganathan named a period of two decades as an 'effective decade'. He denoted the decades by the digits 1,3,5,7, and 9 respectively. These are called the Effective Decade Numbers. The following table explains the using of Effective Decade.

Years of the century	Natural or actual Decade	LED for BC	LED for AD
0 – 19	0 or 1	0	1
20 – 39	2 or 3	2	3
40 – 59	4 or 5	4	5
60 – 79	6 or 7	6	7
80 – 99	8 or 9	8	9

Second Level Time Facet (T2):

(T2) stands for the featured time, that is, seasonal, metrological or diurnal times as winter, snow, day, night etc. The indicator digit for (T2) is the same as that of (T1), that is, inverted comma or apostrophe (').

Example: U2855'N81'n7 Rainfall in Winter season of 1981.

Geological periods:

In the case of Palaentology, Palaeobotany or Palaeozoology Time facet should be taken from 'H5 Stratigraphy' but not from the Time isolates enumerated in CC. In this case H5 is to be replaced by A.

Example: H6'A23 Silurian Palaeozoology.

Time isolates as Personality facet

Time isolates also function as Personality facet for some Anteriorising Common Isolates. For example "Bibliography on Taxation brought up to 1997" is represented by X72aN97 (here N97 is for 1997 taken as Personality facet hence inverted coma as connecting symbol is not used)

Common Schedules of Language Isolates: These will be dealt with in "O" Literature class and "P" Linguistics class).

11.4 Summary

Every facet of a subject will belong to any of the Five Fundamental Categories, namely, (P) Personality facet, (M) Matter facet, (E) Energy Facet, (S) Space facet, and (T) Time facet. They are to be represented in the 'class number' in a sequence. The concept of Rounds and Levels will help to arrange them in a sequence.

Personality, Matter and Energy facets have Rounds. After the 1st Round is completed, still if any of the categories remain, the 1st Round Energy allows the 2nd Round (P) and (M). therefore to allow the succeeding Rounds, the (E) facet should present in the preceeding Round, and the process go on until and the categories exhaust. Space and Time categories appear in the last Round in any subject.

Levels are the steps of division within the Fundamental categories (P), (M), (S) and (T) have levels.

Cluttering of connecting symbols means confusion in the application of connecting symbols in respect of PMEST. Until the 3rd edition of CC only colon ":" is used as a connecting symbol for all the Categories, that is, PMEST. This lead to confusion in the construction of Class numbers. With the introduction of Comma, Semi colon, dot, inverted comma respectively for (P), (M), (S), (T), and Colon for (E), the problem is solved.

Space and Time isolates remain the same to all the subjects.

Language isolates are the same for 0 Literature and P Language.

11.5 Assignments

Identify the main classes and the different Fundamental categories and the Rounds and levels to which the categories belong in the following titles:

1. Circulation of Newspapers in University libraries in India, in 1959.
2. Audio-visual method of teaching Physics in Secondary Schools in Andhra Pradesh, in 1999.
3. Charles Dicken's novel: The great expectations, (English novel, pub. In 1812).
4. Dostoevski: Crime and Punishment (Russian fiction).
5. Parliamentary Government in India, 1968.
6. Treatment of Asthama.
7. 18th Century economic geography of India.
8. Cold storage of fish.
9. Indian law of trusts.
10. Classification of reference books in university libraries in India, during 20th century.
11. Floral geography of South Indian mountains.
12. Asthma in Hyderabad in the winter of 1984.
13. Aerodromes construction in India in 1940.
14. Preventive measures for fungus pests of grapes.
15. Hindu law of succession.

11.6 Reference Books

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 12

Devices, Systems and Specials

12.0 Objective :

The objective of this lesson is to enable the candidate to understand the different devices which are meant for sharpening the isolates or to create altogether new isolates, and how to apply them to classify documents by Colon Classification. The lesson also enables the candidate to understand the concept of Systems and Specials and their usage.

Structure

12.1 Introduction

12.2 Devices

12.2.1 Chronological Device (CD)

12.2.2 Geographical Device (GD)

12.2.3 Subject Device

12.2.4 Super-imposition Device (SID)

12.2.5 Mnemonic Device (MD)

12.2.6 Alphabetical Device (AD)

12.2.7 Classic Device

12.3 Systems and Specials

12.3.1 Systems

12.3.2 Structure of system's number

12.3.3 Analysis of systems

12.3.4 Favoured System

12.3.5 Systems appear in the following main classes

12.3.6 Specials

12.4 Assignments

12.5 References

12.1 Introduction:

Colon Classification provides certain devices which enable the scheme to become an analytico-synthetic scheme. The devices enable the classifier to form or accommodate new isolates or to individualise enumerated isolates as and when required.

12.2 Devices:

Colon Classification provided the following devices to coin numbers for new subject ideas:

1. Chronological Device (CD)
2. Geographical Device (GD)
3. Subject Device (SD)
4. Super-imposition Device (SID)
5. Mnemonic Device (MD)
6. Alphabetical Device (AD)
7. Classic Device (CLD)

12.2.1 Chronological Device (CD) It is the device for forming an isolate or sharpening a host focus in the form of an isolate or an array isolate with the help of Chronological Characteristic.

It consists of using time isolates given in the schedule of CC. It uses period of origin or birth or first invention or discovery or initiation or occurrence or commencement of a particular subject.

The places where (CD) is to be applied are indicated in the rules part and in the schedules of CC. This device is used for the Systems facets, Authors in Literature, Artificial Languages, Religious sects, Styles in Fine Arts and for some of the Common Isolates etc.

The Chronological number is to be worked out to the first or first two or the first three digits of the year forming the epoch. In certain cases it is to be got by Latest Effective Decade (LED). In that case the decade number is to be used. (The LEDs are given in the schedule under the sub-heading "Time Isolates"). These are to be added simply to the host class or a host isolate as it is.

Examples

1. 2:51N3 Colon Classification (Published in 1933)
 2 M.C. for Library Science
 51 (E) for Classification
 N3 (CD) for (2P) Decade of publication.
2. Cm44111,N62 Journal of Physics (Started in 1962 from Madras)
 C M.C. for Physics
 m (ACI) for Journal
 44111 (S) for (P) got by (GD) for Madras.
 N62 (T) for (P2) for 1962 got by (CD)
3. LL Homeopathy system of medicine (1700s)
 L System for Homeopathic medicine, where L is M.C. for
 Medicine.
 L L is (P) got by (CD) for 1700s
4. NA44,J Mughal Architecture (1500s)
 NA Canonical Class for Architecture in 'N' Fine Arts
 44 (P) for India got by (GD)
 J (P2) for 1500s got by (CD)

- | | | |
|----|--|--|
| 5. | 0111,2J64,H
O
111
2
J64
H | Hamlet of Shakespeare (Shakespeare was born in 1564)
M.C. for Literature
Language isolate for English Literature, as (P1)
Form of literature for drama as (P2)
(P3) for 1564 (date of birth of Shakespeare) got by (CD)
(P4) for Hamlet Got by (AD) |
| 6. | Q29M8
Q
29
M8 | Arya Samaj
M.C. for Religion
(P) for Other Hindu sects
(P2) for Arya Samaj got by (CD) since it is started in 1880s |

12.2.2 Geographical Device (GD): This device uses geographical characteristics such as continent, country, state, etc. for the formation of new isolates. The space isolates to be used are enumerated in the schedule along with separate index. This device is used for Personality facets in main classes History and Law, for Dialect and Jargon in main class Language, for Style in main class Fine Arts. Geographical Device is also used with some of the Anteriorising Common isolates and some other places as stated in the schedules.

Examples

- | | | |
|----|-------------------------------------|---|
| 1. | V44
V
44 | Indian History
M.C. for History
(P) for India got by (GD) |
| 2. | Z44
Z
44 | Indian Law
M.C. for Law
(P) for India got by (GD) |
| 3. | V44,7:2
V
44
7
2 | Constitution of Indian Judiciary
M.C. for History
(P) got by (GD) for India
(P2) for Judiciary
(E) for Constitution |
| 4. | Y7931:1
Y
7931
1 | Culture of Philippines
M.C. for Sociology
(P) got by (GD) for Philippines. As 74-79 got by GD
(E) for customs |
| 5. | Rm4451,N56
R
m
4451
N56 | Journal of Philosophy (started in 1956 in Delhi)
M.C. for Philosophy
(ACI) for Periodicle
(P) for Delhi got by GD as per facet formula of m (ACI)
(P2) for 1956 got by CD |
| 6. | Y773:414
Y
773 | Drug habits among American people
M.C. for Sociology
(P) for American people got by (GD) under Territorial division |

414 74-79
(E) for Drug habits.

13.2.3 Subject Device: Subject Device involves in borrowing of an isolate idea enumerated in one main class and using it in another main class. The isolate or subject thus borrowed is enclosed in circular brackets and is attached to the host subject with an appropriate connecting symbol.

Subject Device has also been used as Energy isolate where there is an application of one subject over another. For example the subjects such as Mathematics, Philosophy, Law, Sociology which are applied over another subjects are taken as methodologies.

CC uses this device to individualize, some substances in organic chemistry, some buildings in Architecture, some subjects in Sculpture, special views in Metaphysics, subjects in teaching techniques of Education, Industries in Economics and some other places as instructed in the schedules and rules part.

Examples

1. 24(Z) Law libraries
2 M.C. for Library Science
4(Z) (P) for other libraries to be got by (SD) where 4 is amplified by
 M.C. Z for law
2. Z(Q6) Christian Law
Z M.C. for Law
(Q6) (SD) For Christianity where Q is M.C. for Religion and 6 is [P] of
 Christianity.
3. S841(L) Psychology of doctors
S M.C. for Psychology
8 (P) for social to be divide as in Y sociology
41 (P) for profession
L M.C. for Medicine obtained by SD for Doctors
4. T:(R) Philosophy of Education
T M.C. for Education
(R) (SD) for Philosophy. (Usually the M.C. R for Philosophy forms
 Energy (SD) as it is taken as methodologies involving action or
 problem. There is an instruction in the for foci in [2P] got by SD
5. T:3(B) Teaching of Mathematics
T M.C. for Education
3 (E) for teaching techniques
(B) (2P) for Mathematics

12.2.4 Super-imposition Device (SID): The focus of subject may be distributed over more than one isolate of the same facet. Two such different isolates from the same facet can join together, but without becoming a complex class. For example in the Main Class Sociology, the isolate for “Urban women” is not enumerated. But both “Urban” and “Women” are enumerated separately as different isolates in the Personality facet of Sociology. There is no relationship

between the two except that they complement one another to form an isolate “Urban women” in

the above example. So the ‘Phase relation’ cannot be applied here. In such cases Super Imposition Device is used.

This device is to connect two or more isolate ideas belonging to the same universe of isolates by a hyphen (-). There is nothing wrong to construct isolate number by (SID) involving three or more isolates, even though it is not mentioned either in rules part or anywhere in CC.

Superimposition of isolate ideas is restricted to Personality facet alone. Therefore it cannot be used in other rounds and levels of Personality and in Matter, Energy, Space and Time categories.

Examples

1. Y12-33.44 Urban youth in India
 Y M.C. for Sociology
 12 (P) for youth
 - Symbol for (SID)
 33 (P) for urban
 44 (S) for India

2. Y12-33-49 Urban working class youth
 Y M.C. for Sociology
 12 [P] of Youth.
 - Symbol for (SID)
 33 (P) for urban
 - Symbol for (SID)
 49 (P) for working class

3. V1-56 History of British Empire
 V M.C. for History
 1 (S) for world acting as (P),
 - Symbol for (SID)
 56 (S) for Great Britain

4. Y12-31:414 Drug habits among rural youth
 Y M.C. for Sociology
 12 (P) for youth
 - Symbol for (SID)
 31 (P) for Rural
 414 (E) for drug habits.

5. T4-9(Y54):3,8 Higher education through correspondence for military
 persons
 T M.C. for Education
 4 (P) for Higher education
 - Symbol for (SID)

9(Y54) (P) for military persons obtained by (SD) under (P) for 9 other classes.
 8 (2P2) for correspondence courses

6. L9C,12-85 Eye tissues of children
 L9C Special for child in Medicine
 12 (P) for Tissue .
 - Symbol for (SID)
 85 (P) omitting 1 in 185 for eye

12.2.5 Mnemonic Device (MD): Mnemonic means to remember. Mnemonic device means that when the same concept occurs in different parts of the schedule, it can be denoted by the same digits. So, we can use digits which may not be there in the schedule for formation of a focus. Dr.S.R.Ranganathan calls them 'seminal mnemonics'. These isolates are discussed in page 1.32 of CC 6th edition.

Examples

1. K:3 Animal physiology
 K M.C. for Animal
 3 (E) for Physiology
2. I:3 Plant physiology
 I M.C. for Botany
 3 (E) for Physiology .
3. L:3 Human Physiology
 L M.C. for Medicine
 3 (E) for Physiology
4. K:4 Animal disease
 K M.C. for Zoology
 4 (E) for Disease
5. L:4 Human disease
 L M.C. for Medicine
 4 (E) for disease
6. Y:4 Special pathology
 Y M.C. for Sociology
 4 (E) for pathology

12.2.6 Alphabetical Device (AD): The Alphabetical device involves using of the first or the first two or the first three etc. initial letters in capitals of the name of the entity or concept to form an isolate or subdivision. It is used in case of proper names, trade names etc. which are internationally accepted. Alphabetical Device is used to denote population cluster. For example, Bombay(4435B), Visakhapatnam(4416V), Hyderabad (4416H) etc.

Examples

1. D5125H Hercules cycle
 D M.C. for Engineering
 5125 (P) for Cycle

- | | |
|---|--|
| H | (AD) to represent Hercules Company make by using the first letter in Hercules Company. |
| 2. D5125HE
D
5125
HE | Hero-Honda cycle
M.C. for Engineering
(P) for Cycle
(AD) using the first two letters of the name of the Company: Hero-Honda, so as to distinguish between the companies Hercules and Honda. |
| 3. D5125HER
D
5125
HER | Hero cycle
M.C. for Engineering
(P) for Cycle
(AD) using the first three letters of the names of the Companies so as to distinguish among the companies whose names begin with the same first letter. |
| 4. J381B
J
381
B | Basamati rice
M.C. for Agriculture
(P) for Rice
(AD) for Basamati. |
| 5. J381T
J
381
T | Tilaru Rice
M.C. for Agriculture
(P) for Rice
(AD) for Tilaru. |
| 6. 0111,2J64,H
0
111
2
J64
H | Shakespeare's Hamlet
M.C. for Literature
(P1) for English Language
(P2) for Drama.
(P3) for 1564 date of birth of Shakespeare
(AD) for Hamlet |

12.2.7 Classic Device: According to Ranganathan a Classic work is the one which deals with some special subject. Such works occur in several versions, adaptations, and translations. These classics will usually brought out in print even after long time of its original publication. Sacred works and works of literature are separately treated and hence not classified as classics.

This device is used to bring together

- different editions of a classic and
- different editions of each of its commentaries

The letter small 'x' is used to represent Classic Device in the notational plane.

Examples

1. Sarangadeva Sangeeta ratnakara NR44x1,1

NR	Music
NR44	Indian Music
NR44x 1	x is for Classic Device and 1 is for known composer
NR44x1,1	the last 1 is for the work Sangeeta Ratnakara

12.3 Systems and Specials

12.3.1 Systems

Certain subjects have been of great concern of man right from the very beginning of human society. Such subjects are considered by different persons from different points of view and at different times and places. As a result various schools of thoughts developed on the subjects which are termed as 'systems'. For example in medicine different systems such as Ayurveda, Siddha, Unani, Homeopathy etc. came into existence. The purpose of all these systems is one and the same, that is, curing of diseases and thereby maintaining good health. But the methods of their approach differ from system to system.

13.3.2 Structure of system's number:

System facets are obtained by Chronological Device. The chronological number is attached directly to the basic class number without any connecting symbol. The 'generalia system' class is represented by the letter 'a' and it comes before all other main classes. The first system in the century is indicated by one digit, that is, up to decade digit. The third system in the same century and the same decade is represented by three digits, that is, by the exact year.

Examples

XA	Systems of Economics in general
XM	Cooperative Economics (The concept of cooperation came into existence in 19 th century. Hence it is represented by the century digit M).
XM2	Socialism. (Here the originator of the idea was Karl Marx, born in 1818. So it is denoted by the digit M2 which means 1820's)
XN17	Communism. (This system originated in 1917. Therefore it is represented by the digits N17 which means 1917).

12.3.3 Analysis of systems

Systems always belong to first round Personality facet of a basic class. Systems facet comes before all other facets of the subject.

Example

LL185:4:6	Homeopathic treatment of eye disease
LL	System under Medicine for Homeopathy
185	(P1) for eye
4	(E) for disease
6	(2E) for treatment

Rule: If a System facet, a Special facet, and a Personality facet appear in a class number, the system isolate number comes first next the special isolate and then the Personality isolate. But a comma is to be used as a connecting symbol before the special isolate number and the Personality isolate number. While adding special isolate to system isolate coma (,) is to be inserted before special isolate. Basic Class number is to be omitted while the systems and specials number is used.

Example

LL,9C,185:4:6	Homeopathic treatment of children eye disease
LL	System for Homeopathy to be taken as [P1]
9C	Special under Medicine for children to be taken as [P2]
185	[P1] for eye under Medicine (here to be taken as [P3])
4	(E) for disease under Medicine
6	(2E) for treatment under Medicine.

12.3.4 Favoured System:

Favoured system is the system in which the majority of documents are produced or in which the library has more documents. In other words favoured system is the one which has the highest literary warrant at a particular point of time. For instance, in Ancient India there were many documents on Ayurveda, but none on Allopathy. But today the position is reversed. Now there are a very few number of documents on Ayurveda. Thus in the light of 'literary warrant' Allopathy is the 'favoured system' in modern times where as Ayurveda was the favoured system in ancient times.

In order to secure the first place for the 'favoured system', the focus in the system facet is omitted.

Example

L35:4261:6	Allopathic treatment for Malaria will come before
LL35:4261:6	Homeopathic treatment for Malaria will come after

If a document deals with two or more systems, the focus in the system facet is denoted by the digit A and the document comes before the documents which deal with a single system.

Example

LA,9F,45:4:6	Homeopathic and Unani treatment for females lungs.
LA	Systems under the M.C. for Medicine (When more than one system is involved, they are to be represented by "A"). here LA represents Homeopathy and Unani. A acts as [P1].
9F	Special for Female acts as [P2]
45	[P1] for lungs, taken as [P3]
4	[E] for disease
6	[2E] for treatment

12.3.5 Systems appear in the following main classes

B	Mathematics	C	Physics
J	Agriculture	L	Medicine
S	Psychology	T	Education
V	History	X	Economics

12.3.6 Specials

With the development of knowledge certain sub-areas of a subject become classes of specialisation on an account of social necessity or intensive research study. All issues relating

to them are sought together; produced mostly in one document and often referred to as a group.

This feature of knowledge is termed as specials. For example, there are specials in Medicine as 'child medicine' 'old age medicine', 'female medicine' etc. The field of study is confined to those problems that are peculiar to the group concerned. In medicine the numbers for special are got by using alphabetical device (AD).

Example

L9C	Child
L9F	Female

The specials appear in the following main classes.

B	Mathematics	C	Physics
E	Chemistry	G	Biology
J	Agriculture	L	Medicine
X	Economics		

Special facet comes before all the facets but it succeeds the system facet.

For example: LL,9C,2:4:6 Homeopathic treatment of the diseases of digestive organ of children.

12.4 Assignments

Classify the following titles, involving different Devices, Specials and Systems:

1. Biography of Dr.S.R.Ranganathan
2. Homeopathic medicine
3. William Shakespeare (Born in 1564)
4. UNO (Established in 1940s).
5. History of Great Britain
6. Indian community
7. European Architecture
8. Indian Law
9. Law libraries
10. Christian law
11. Computer
12. Agricultural economics
13. Muslim society
14. Urban youth
15. Urban working class youth
16. Veins of arms
17. British Empire
18. Juvenile delinquency
19. Eye tissue of children
20. BPT rice

12.6 References

- 1 Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.

- 2 Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
- 3 Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
- 4 Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
- 5 Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
- 6 Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 13

COMMON ISOLATES (CIs)

14.0 Objective:

The objective of this lesson is to enable the candidate to understand the concept of Common Isolates and how to apply them in classifying the documents whenever necessary.

Structure :

- 13.1 Meaning of Common Isolates**
- 13.2 Types of Common Isolates:**
 - 13.2.1 Anteriorising Common Isolates (ACIs)**
 - 13.2.1.1 ACIs applicable before (S)**
 - 13.2.1.2 ACIs applicable after (S)**
 - 13.2.1.3 ACIs applicable after (T)**
 - 13.2.2 Posteriorising Common Isolates (PCIs)**
 - 13.2.2.1 Energy PCIs**
 - 13.2.2.2 Personality PCIs**
- 13.3 Model questions/Assignments**
- 13.4 Books for reference;**

13.1 Meaning of Common Isolates:

An Isolate is one of the divisions of a facet. It is a 'focus' or a qualifying concept. For example in a compound subject like "Treatise on coal mining" the terms 'treatise', 'coal' are isolates, and the term 'mining' is the main class. 'Foci' is the plural of 'focus'. Isolates are of two kinds, namely, Special isolates and Common isolates.

The special isolates relate only to the host class or a few closely related subjects or classes. A common isolate is an isolate idea denoted by the same isolate term and represented by the same isolate number irrespective of the subject in which it appears. Thus common isolates are common to all main classes, facets etc.

13.2 Types of common Isolates:

Common isolates are of two types. They are (1) Anteriorising Common Isolates (ACI), and (2) Posteriorising Common Isolates (PCI).

Both the types of common isolates are represented by the lower case letters of Roman alphabets.

13.2.1 Anteriorising Common Isolates (ACI):

Anteriorising common isolates are added to the host class number directly without any connecting symbol. Some of these isolates have their own facet formulas.

Anterior means prior or before. The documents having Anteriorising common isolates are placed before all other regular documents of the host class. These documents are approach materials on the host class. They are therefore consulted for specific information or for a casual purpose before the books on the subject area are consulted.

Anteriorising Common Isolates are further divided into three categories as detailed below:

13.2.1.1 ACIs applicable before (S)

Number	Term	Facet Formula	Explanation
a	Bibliography	a[T]	T is time to be worked out to Latest Effective Decade (LED)
c	Concordance		
d	Table		
e	Formula		
f	Atlas	f[T]	T is worked out to LED
k	Cyclopaedia,	k[P],[P2]	P is personality to be got by (GD), and P2 by (CD) epoch or origin
m	Periodical, Journal	m[P],[P2]	P is to be got by (GD) country or locality of origin of the parent body if sponsored by it. P2 by (CD) epoch of origin.
Note: If the same agency sponsors two or more associated periodicals with the same class number, the class numbers for the second, third, etc., should be individualised from that of the first by adding the digits 1,2, etc., respectively To represent a cumulative index, the digit 'b' should be added after the facets attached to 'm'. Eg: Em73,N07b Chemical Abstracts (F.1907), Quinquennial Index.			
n	Serial, year book, Annual	n[P],[P2]	P is to be got by (GD) geographical area of purview, and P2 by (CD) epoch of origin.
p	Conference Proceedings	p[P],[P2]	P is to be got by (GD) and P2 by (CD). Year to be worked out to 3 digits if it is an isolated area or epoch of origin if it is periodically held.
v	History	v[S],[T]	S is to be got by (GD) geographical area of purview, and T by (CD) worked out to LED.
w	Biography General Individual	w[S],[T] w[P]	S is to be by (GD) and T by (CD). P is to be got by (CD) upto 3 digits if single or LED if collected.
	Autobiography	w[P],1	P is to be got by (CD)
	ana	w[P],2	P is to be got by (CD)

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	Letters	w[P],4	P is to be got by (CD)
x	Works: Collection or selection (anthologies)		
	General	x[S,[T]	
	Individual	X[P]	P is got by (CD) upto 3 digits if single, or LED if collected.
y1	Programme of Instruction		
y2	Syllabus		
y3	Synopsis		
y4	Scope		
y7	Case study		Same as w
y8	Digest, manual guide		

Examples:

1. JaN7 Bibliography of Agriculture brought upto 1970s
J M.C. for Agriculture
a ACI applicable before (S) for bibliography
N7 [T] for 1970s.
2. U25f1N4 Atlas of world oceans, 1942
U M.C. for Geography
f ACI applicable before (S) for Atlas
1 [S] for World
N4 [T] for 1942
3. Em73,M79 Journal of American Chemical Society, Founded in 1879
E M.C. for Chemistry
m ACI applicable before (S) for Journal
73 [S] for America
M79 [T] for 1879, the year of foundation.
4. W44,N17—M69 Indian National biography 1869-1917
W M.C. for Political Science
44 [P] got by (GD) for India
N17 [T] for 1917.
-- Backward arrow to indicate duration
M69 [T] for 1869.
5. 2:51N33y4 Scope of Colon Classification
2 M.C. for Library Science
51 [E] for Classification
N33 [CD] for 1933, year of publication of CC.
y4 ACI applicable before (S) for scope
6. O111,1xN32 Anthology of English poems (the youngest author born in 1932)
O M.C. for Literature
111 [P1] for English language
1 [P2] for poetry
x ACI applicable before (s) for collection (anthology),
N32 [P] for 1932, (year of birth of the youngest author).

7. O15,2D040x Collected works of Kalidasa
 O M.C. for Literature
 15 [P] for Sanskrit literature
 2 [P2] for drama
 D040 [P3] got by (GD) data of birth of Kalidas, 40AD
 x ACI Collected work

13.2.1.2 Anteriorising Common Isolate applicable after Space facet:

Number	Term	Facet Formula
r	Administrative report:	
s	Statistics, if periodical	S[T] T is to be got by (CD) up to three digits.

Examples:

- T9(Y31).44r Administrative report on rural education in India.
 T M.C. for Education
 9 [P] for extension of other classes
 (Y31) (SD) for Rural class (where Y M.C. for Sociology, and 31 is (P) for Rural)
 44 [S] for India
 r (ACI) applicable after (S) for administrative report.
- T48:894.44sN5 A periodical statistics on Research fellowships in India in 1954.
 4 M.C. for Education
 T [P] for research
 48 [E] for research fellowship
 894 [S] for India
 44 (ACI) applicable after (S) for statistics.
 s [T] for 1954.
 N54

13. 2.1.3 Anteriorising Common Isolate applicable after Time facet.

Number	Term	Facet Formula
s	Statistics (if stray), Commission report	
t	Commission report	
t4	Survey	
t5	Plan	
t6	Ideal	
v	Source material	
v5	Literature	
v6	Tradition	
v7	Archaeology etc.	As in the Main Class V for History.
v8	Archive	As in the Main Class V for History.

Examples:

1. T3.42'N71s Statistics of educated adults in Japan in 1971
T M.C. for Education
3 [P] for adults
42 (S) for Japan
N71 (T) for 1971
s (ACI) applicable after (T) for statistics (stray).

2. 234.44'N65t4 Survey of University libraries in India in 1965
2 M.C. for Library Science
34 [P] for University Libraries
44 [S] for India
N65 [T] for 1965
t4 (ACI) applicable after (T) for survey

3. D7'Mv Source material for the study of Nuclear Engineering
during 19th century
D M.C. for Engineering
7 [P] for Nuclear Engineering
M [T] for 19th century
v (ACI) applicable after (T) for source material

4. R'Nv6 Philosophical traditions of 20th Century
R M.C. for Philosophy
N [T] for 20th Century
v6 (ACI) applicable after (T) for tradition

Note: The (P1), (P2) or (T) wherever given in the facet formulas of some of the (ACI)s are to be worked out as: Generally the (P) or (P1) is to be got by (GD), and for (P2) or (T) by (CD). But if the facet formula contains only (P1) alone, it is to be got by (CD) with minimum digits unless stated otherwise.

Use of more than one ACIs: Whenever needed, more than one Anteriorising Common Isolate can be used in succession eg: BaN7v44 History of bibliography on mathematics in India brought upto 1970's. In the case of biographies, if the Time facet is already included in the class number, it may not be repeated. eg: O111,2J64w Biography of Shakespeare.

13.2.2 Posteriorising Common Isolates (PCIs)

Purpose: The purpose of the posteriorising Common isolates is to sharpen the host class and to subdivide it further. These isolates require connecting symbols for their attachment to the main class numbers.

Posterior means placed behind. The documents having Posteriorising common isolates are placed after the host class documents which do not have these isolates.

Types: The PCIs are of two types as: Energy posteriorising common Isolates (EPCIs) and personality posteriorising common Isolates (PPCIs).

13.2.2.1 Energy Posteriorising Common Isolates (EPCIs)

Number	Term
b1	Calculating
b2	Designing
b6	measuring
c1	Weighing
f	Investigation
f2	Observation
f3	Experiment
f4	Discussion
g	Criticism
p	drafting
r	reporting
u	surveying

The connecting symbol for Energy Posteriorising Common Isolates is colon (:).

Examples:

1. X729:1:b1 Calculating indirect taxes on consumption
X M.C. for Economics
729 [P] for indirect Taxes
1 [E] for consumption
b1 (EPCI) for Calculating.
2. M73:3:b2 Designing Silk cloth
M7 for Textile under M.C. M for Useful Arts
3 [P] for cloth
3 [M] for Silk
b2 [EPCI] for designing
3. 213.44,d,N03:g National Library of India: a critical study.
2 M.C. for Library Science
13 [P] for National Library
44 [S] for India
d (PPCI) for Institution.
N03 [P2] got by (CD) for 1903
g [EPCI] for criticism
4. E196:296:f Radio Isotope investigations
E M.C. for Chemistry
196 [P] for Isotopes
296 [E] for Radio Chemistry
f (EPCI) for investigation
5. C:f3 Experimental Physics
C M.C. for Physics
F3 (EPCI) for experimental
6. NA44,J.445244:u Surveying the Moghal Architecture in Agra District

Library Classification Practice	13.7	Common Isolates (CIs)
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NA M.C. for Architecture
44,J [P1] and [P2] put together got by (GD) and (CD)
respectively for Indian style of Moghal Architecture
445244 [S] for Agra
u [EPCI] for surveying

13.2.2.1 Personality Posteriorising Common Isolates (PPCIs)

Number	Term
b	Profession
d	Institution
e	Educational (in which the subject, represented by the host class, is taught)
e2	Lower
e4	Higher
f	Investigating (Institution/body)
f2	Observational
f3	Experimenting
f4	Discussional
f7	Yogic (Asrama)
g	Learned society
h	Industrial body
k	Commercial body
w	Administrative department of Government

Personality Posteriorising Common Isolates need “,” comma as their connecting symbol. Normally these isolates are to be added after space facet. These isolates have a facet formula of their own as: (CI), [P], [P2] : [E]. Where CI is Personality Posteriorising Common Isolate (PPCI) ; (P) is to be got by (AD) if localised body, or by (CD) preceded by 9 if non-localised body. The (P) should be preceded by a comma. When require (P2), (E) and (T) are to be got as in the Main Class “V History”. (P2) and (E) are enumerated in page 2.108, and (T) is to be worked out to LED.

Examples:

1. L.44,b Medical profession in India.
L M.C. for Medicine
44 [S] for India
b (PPCI) for profession
2. A,dn1.N81 World Directory of Scientific institutions
A M.C. Science
d [PPCI] for Institution
n [ACI] for applicable before (S) for directory
1 [S] for World
N81 for 1981
3. T2.4436,e2,N7t4 Survey of Higher Secondary Schools in Punjab in 1970s.
T M.C. for Education
2 [P] for Secondary Education

- | | | |
|----|-----------------|---|
| | 4436 | [S] for Punjab |
| | e2 | (PPCI) for lower level (Secondary) school |
| | N7 | [T] for 1970 |
| | t4 | [ACI] for applicable after (T) for survey |
| 4. | D6,8(b).44,f3 | Experimenting with computers in India |
| | D | M.C. for Engineering |
| | 6 | [P] for Mechanical Engineering |
| | 8(B) | Got by (SD) for computers (where 8 is (2P) for extension for other machinery by (SD) and B is M.C. for mathematics) |
| | 44 | [S] for India |
| | f3 | (PPCI) for experimenting |
| 5. | X8(A).44,h,N5t5 | Planning of industrial organisations in India in 1950s |
| | X | M.C. for Economics |
| | 8(A) | [P] for Industry |
| | 44 | [S] for India |
| | h | (PPCI) for Industrial body |
| | N5 | (T) for 1950s |
| | t5 | (ACI) applicable after (T) for Plan. |
| 6. | F182.44,k,TAT | Tata Iron and Steel works |
| | F | M.C. for technology |
| | 182 | [P] for Iron |
| | 44 | [S] for India |
| | k | (PPCI) for commercial body |
| | TAT | (AD) for TATA |

13.3 Summing Up:

This lesson explained the concept of common isolates and types of common isolates and their use with examples. These isolates are nothing but standard subdivisions (table -1) of DDC. The colon classification identified two types of common isolates. These are Anteriorising and Posteriorising common isolates. CC also gave facet formula to build numbers as required.

13.4 Assignments :

1. Astronomical tables.
2. Concordance of Byrons poems
3. Formulae for manufacturing medicines.
4. Encyclopedia Americana (1829).
5. Philosophical transactions of Royal Society of London (1700s).
6. Statesman's Year Book (London, 1800).
7. Biography of Dr.S.R.Ranganathan (Born:1892).
8. Syllabus of Post-graduate courses
9. Administrative report of University Library.
10. Statistics of demography: a periodical
11. India, University Commission Report, 1919.
12. Literature on Indian Presidency:1951-1980.
13. Philosophical traditions of 20th century.

14. Measuring cloth.
15. Observation of stars.
16. Criticism of Shakespeare (Born: 1564).
17. Weighing gold.
18. National Library of India: a critical study.
19. Library profession in India.
20. Comments on Indian Constitution.

13.5 Reference Books:

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 14

Phase Relations

14.0 Objective

The objective of this lesson is to enable the candidate to understand the concept of Phase relations and their application in classifying complex classes.

Structure

14.1 Meaning of phase relation

14.2 Kinds of relations

14.3 Levels of relations

14.4 Worked out examples

14.5 Summary

14.6 Assignments

14.7 Reference books

14.1 Meaning of Phase Relations

The combination of two or more subjects, basic or compound, or isolates giving rise to complex subjects is called Phase relation. The device used to construct a Complex class is known as Phase Relation Device. Phase is therefore a part of complex subject. It denotes a single subject. The primary subject of exposition in a complex subject is called the First phase and subject affecting the exposition of the First phase is called the Second Phase.

14.2 Kinds of Phase Relations

There are five kinds of relations or interactions between the involved phases. They are as stated below:

a) General Relation

The relation that are not covered by the other relations such as Bias, Comparison, Difference and Influencing, comes under General relation. Generally this relation is identified with the presence of the word “and”.

Eg: Mathematics and Physics

b) Bias Relation

When the exposition of a phase is biased towards another phase, it is called Bias relation. The phase which is treated in a biased manner comes first and then comes the phase towards which the first phase has kept in view. Generally it is indicated by the presence of the words: ‘for’, ‘in’, ‘biased’, etc.

Eg. Mathematics for Physics

c) Comparison relation

When the phases involved in the relation are compared with each other, it is called a comparison relation. This phase relation can be identified with the presence of the word 'compare'.

Eg. Mathematics compared with Physics

d) Difference relation

This relation involves the exposition of the difference between the concerned phases. This phase relation is identified by the presence of the words: "difference between" etc.

Eg. Difference between Mathematics and Physics

e) Influencing relation

If one phase is influencing the exposition of the other, it is known as Influencing relation. Influenced phase comes first and then the influencing phase.

Eg. Geopolitics (Political science as influenced by Geography)

14.3 Levels of relations

In order to make the class numbers brief, each of the above five relations are identified in three levels. The phase relations at the main class (subject) or facet or the isolate, are called as Inter-subject relation, Intra-facet relation, and Intra-array relation respectively.

1. **Intra-subject relation:** This is the first level relation and is between two subjects. It is called Inter subject relation.
2. **Intra-facet relation:** This is the second level relation and is between two isolates of the same facet of the same subject. It is called Intra-facet relation.
3. **Intra-Array relation:** This is the third level relation and is between two isolates of the same array of the same facet of the same subject. It is called Intra-array relation.

Connecting symbols for the five phases at the three levels:

Each of the five phase relations have separate connecting symbols of small letters of Roman alphabets preceded by zero. Each letters is used to indicate particular nature of relation. These symbols are shown below:

Nature of Relation	Introducing words	Inter0subject	Intra-facet	Intra-Array
General	And	0a	0j	0t
Bias	for, in, biased	0b	0k	0u
Comparison	Compare between	0c	0m	0v
Difference	Difference between	0d	0n	0w
Influencing	Influence, effects	0g	0r	0y

14.4 Worked out examples under each of the five relations at the three levels:

1. Inter-subject general Phase Relation:

1. L0aR635 Yoga and Health
L M.C. for Medicine representing health.
0a Phase relation indicating digits
R6 Canonical division of RMC for Philosophy
35 [P] under R6 for Yoga
2. B0aX Mathematics and Economics
B M.C. for Mathematics
0a Phase relation indicating digits
X M.C. for Economics

2. Inter-subject bias relation

1. B0bX Mathematics for Economics
B M.C. for Mathematics
0b Phase relation indicating digits
X M.C. for Economics
2. S0bL Psychology for Doctors
S M.C. for Psychology
0b Phase relation indicating digits
L M.C. for Medicine (representing doctors)

3. Inter-subject comparison relation

1. C0cE Physics compared with Chemistry
C M.C. for Physics
0c Phase relation indicating digits
E M.C. for Chemistry
2. K0cL:4 Comparison of diseases of man and Animal
K M.C. for Zoology (animals)
0c Phase relation indicating digits
L M.C. for Medicine
4 [E] for disease

4. Inter-subject difference relation

1. D0dF Difference between Engineering and Technology
D M.C. for Engineering
0d Phase relation indicating digits
F M.C. for Technology
2. V0dW Difference between History and Politics
V M.C. for History
0d Phase relation indicating digits
W M.C. for Political Science

5. **Inter-subject influencing relation**

1. N0gA Influence of Science on Arts
 N M.C. for Fine Arts
 0g Phase relation indicating digits
 A M.C. for Science
2. Q2:4140gR43 Influence of Social ethics on Hindu worship
 Q M.C. for Religion
 2 [P] for Hinduism
 414 [E] for worship
 0g Phase relation indicating digits
 R4 Canonical division for Ethics under Philosophy
 3 [P] for Social ethics

6. **Intra-facet general phase relation:**

- 1 24(MV41):20j8 Organisation and administration of army library
 2 M.C. for Library Science
 4 [P] for extension of other kinds of libraries
 MV41 For Military science under M for Useful Arts
 2 [E] for Organization
 0j Phase relation indicating digits
 8 [E] for Administration
- 2 Z44,40j5 Relation between Law of Torts and Crime in India
 Z M.C. for Law
 44 [P1] for India got by (GD)
 4 [P2] for Torts
 0j Phase relation indicating digits
 5 [P2] for Crime

7. **Intra-facet bias relation:**

- 1 2:510k7 Classification biased towards Reference Service
 2 M.C. for Library Science
 51 [E] for Classification
 0k Phase relation indicating digits
 7 [E] for Reference Service
2. L:20k3 Physiological anatomy
 L M.C. for Medicine
 2 [E] for Morphology (anatomy)
 0k Phase relation indicating digits
 3 [E] for Physiology

8. **Intra-facet comparison relation:**

- 1 2220m34 City library compared to University library
 2 M.C. for Library Science
 22 [P] for City Library
 0m Phase relation indicating digits
 34 [P] for University Library

2. X8(A):2.580m73 Production in Soviet industries compared with American industries
 X M.C. for Economics
 8(A) [P] for Industrial Economics
 2 [E] for production
 58 [S] for Russia
 0m Phase relation indicating digits
 73 [S] for USA (America)

9. **Intra-facet difference relation:**

- 1 E:220n235 Difference between Analytical Chemistry and extractive Chemistry
 E M.C. for Chemistry
 22 [E] for Solution
 0n Phase relation indicating digits
 235 [E] for Colloids
2. V44,10n21:3 Difference between the functions of President and Prime Minister in India.
 V M.C. for History
 44 [P] for India
 1 [P2] for Head of the State (President)
 0n Phase relation indicating digits
 21 [P2] for Prime Minister
 3 [E] for function

10. **Intra-facet influencing relation:**

- 1 B940r2 Influence of moon on planets
 B9 Canonical class for Astronomy under B Mathematics
 4 [P] for Planet under B9
 0r Phase relation indicating digits
 2 [P] for Moon under B9
2. O111,2J640rD4 Influence of Kalidas on Shakespeare
 0
 O M.C. for Literature
 111 [P1] for English
 2 [P2] for Drama (Both the authors are generally considered as dramatists)
 J64 [P3] for 1564 year of birth of Shakespeare obtained by (CD).
 0r Phase relation indicating digits
 D40 [P3] for 40 AD year of birth of Kalidas obtained by (CD)

11. **Intra-Array General relation:**

- 1 D65,470t5:85 Telegraphy and Television service

- | | | |
|----|--------|--|
| | D | M.C. for Engineering |
| | 65 | [P] for Electronics |
| | 47 | [P2] for Telegraphy |
| | ot | Phase relation indicating digits |
| | 5 | [P2] for Television (4 omitted since it has come in 47) |
| | 85 | [E] for Repair (Service) |
| 2. | R110t2 | Deductive and inductive logic |
| | R1 | Canonical division for Logic under R Philosophy |
| | 1 | For Inductive logic under R1 |
| | ot | Phase relation indicating digits |
| | 2 | Derived from 12 for Deductive logic under R1 omitting initial 1. |
12. **Intra-Array bias relation:**
- | | | |
|----|-------------|---|
| 1 | V44,310u2:3 | Functions of Lok Sabha for Rajya Sabha in India |
| | V | M.C. for History |
| | 44 | [P1] for India got by (GD) |
| | 31 | [P2] for First House (Legislature) |
| | ou | Phase relation indicating digits |
| | 2 | [P2] for 2 nd House derived from 32 omitting the initial 3). |
| | 3 | [E] for functions |
| 2. | Y35ou1:1 | City culture for rural people |
| | Y | M.C. for Sociology |
| | 35 | [P] for City (people) |
| | ou | Phase relation indicating digits |
| | 1 | [P] for Rural people derived from 31 omitting the initial 3 |
| | 1 | [E] for culture |
13. **Intra-Array comparison relation:**
- | | | |
|----|---------------|---|
| 1 | V4416,310v2:3 | Powers of Legislative Assembly and Legislative Council of Andhra Pradesh: a comparison. |
| | V | M.C. for History |
| | 4416 | [P1] got by (GD) for Andhra Pradesh |
| | 31 | [P2] for First House |
| | ov | Phase relation indicating digits |
| | 2 | [P2] for 2 nd House derived from 32 omitting the initial 3). |
| | 3 | [E] for Powers |
| 2. | R6310v5 | Sankhya compared with Yoga |
| | R6 | Canonical Class for Philosophy |
| | 31 | [P] for Sankhya under R1. |
| | ov | Phase relation indicating digits |
| | 5 | [P] for Yoga derived from 35 omitting the initial 3. |
14. **Intra-Array difference relation:**
- | | | |
|---|--------|---|
| 1 | 2130w5 | Difference between National Library and State Library |
| | 2 | M.C. for Library Science |
| | 13 | [P] for National Library |

- | | | |
|-----|---|---|
| | 0w | Phase relation indicating digits |
| | 5 | [P] for State library derived from 15 omitting the initial 1. |
| 2. | Y310w5 | Difference between rural folk and city folk |
| | Y | M.C. for Sociology |
| | 31 | [P] for rural people |
| | 0w | Phase relation indicating digits |
| | 5 | [P] for city people omitting the initial digit 3. |
| 15. | <u>Intra-Array influencing relation:</u> | |
| 1 | Q410y2 | Influence of Mahayana on Hinayana |
| | Q | M.C. for Religion |
| | 41 | [P] for Hinayana |
| | 0y | Phase relation indicating digits |
| | 2 | [P2] for Mahayana omitting the initial digit 4. |
| 2. | Y310y3:356 | Influence of urban customs on rural customs |
| | Y | M.C. for Sociology |
| | 31 | [P] for Rural |
| | oy | Phase relation indicating digits |
| | 3 | [P] for Urban omitting the initial digit 3. |
| | 356 | [E] for customs |

14.5 Summary

Generally a subject is one phased if it consists of only a single main class or compound class. It is two phased if it brings into relation two basic classes or basic class and compound class. The combination of two or more subjects gives rise to complex subjects. This is called Phase relation device. There are five kinds of phase relations namely, General, Bias, Comparison, Difference, and Influencing relations.

Again each of these five relations take place at three levels - subject, facet, and array. These are respectively called as Inter-subject (Phase), intra-facet and intra-array. Each relation has its own symbols indicated by Roman smalls preceded by 0 (Zero).

14.6 Assignments

1. Relation between Political Science and Economics
2. Relation between Mathematics and Physics
3. Mathematics for Doctors
4. Chemistry for Engineers.
5. A Comparative study of Science and Arts.
6. Comparative study of History and Political Science.
7. Influence of Science on Arts
8. Influence of Economics on Politics
9. Reference service and documentation.
10. China and England in 19th century.
11. Physiological anatomy
12. Democracy in world state
13. Reference service compared with documentation.
14. Constitution of earth and marks: a comparative study.

15. Comparison of Quantum Physics and wave mechanics
16. Difference between Reference service and documentation
17. Difference between Hinduism and Buddhism
18. Influence of Communism on nationalism
19. Relation between God and faith
20. Cytology and Histology

14.7 References

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 15

EXAMPLES FROM MAIN CLASSES: GENERALIA, LIBRARY SCIENCE AND MATHEMATICS

15.0 Objective

The objective of this lesson is to enable the candidate to understand how to classify the documents belonging to generalia class, general bibliography, library science, mathematics, etc

Structure

15.1 Generalia class with worked out examples

15.2 Generalia bibliography, with worked examples

15.3 Library Science with worked out examples

15.4 Mathematics, with worked out examples

15.5 Assignments

15.6 Books for reference

15.1 Generalia class:

Generalia class accommodates documents relating to subjects which cannot be put into any other single main class enumerated in the schedule of Colon Classification scheme. The notation for Generalia Class is Roman small alphabet letter 'z' unlike that of others which are represented by Roman capital alphabets.

The Generalia class includes documents of three types as:

- (1) Documents dealing with several subjects belonging to a specific geographical area:
The isolate number is to be got by (GD).
eg. z4 Orientology (The specific area under study is Asia).
eg: z44 Indology (the specific area under study is India)
- (2) Documents dealing with several subjects by a person who is considered as a class because of his contribution or impact on society: In these cases the z is to be sharpened by (AD).
eg. zG Gandhiana.
eg: zP Platoana
- (3) Documents whose subject matter cannot be considered to go into a single basic subject are classed with Generalia. Whenever the document to be classified deals with many subjects and does not require the amplification with either (GD) or (AD) and calls for (ACI) the digit z is omitted from the class number.

eg: n44,M
k73,L

Manorama yearbook
Encyclopaedia Americana

15.2 Generalia bibliography:

The schedule of z Generalia class with enumerated isolates should be fitted to the digit "a" for Generalia Bibliography".

- A bibliography is a list of documents. Its facet formula is: a[P1], [P2] [P3], [P4].
- P1 stands for 1st Round, 1st Level Personality here representing material such as books, newspapers, periodicals, etc. These are enumerated.
- P2 is 1st Round, 2nd Level Personality facet representing the issuing authority whether Bookseller, or a publisher etc. These are enumerated.
- P3 is 1st Round, 3rd Level Personality facet. It is to be got by (CD) or (AD) depending upon [P2].
If [P2] is 1, [P3] is for area to be got by (GD), and [T] is for Period to be worked out to Least Effective Decade (LED).
If the Isolate Number in [P2] is 2, the [P3] for country is to be got by (GD), and the [P4] for origin is to be got by (CD);
If the isolate number in [P2] is 3 or 4, [P3] for Publisher or Bookseller to be obtained by (AD);
If the [P2] is 5, [P3] for country is to be got by (GD), [P4] for origin by (CD); and when the isolate number is Union Catalogue, [P3] for Geographical area covered is to be obtained by (GD).
- P4 is 1st Round, 4th Level Personality facet and depends on [P2] and got by (CD) if required as stated above.

Examples:

- a46,156,N78 British Union catalogue of Periodicals, 1978
a M.C. for Generalia Bibliography
46 [P] for Periodicals
1 [P2] for Union catalogue.
56 [P3] by (GD) for Britain
N78 [P4] representing time, 1978
- zG:(Y) Social thought of Mahatma Gandhi
z M.C. for Generalia
G [P] got by (AD) for Gandhi due to his impact on society
(Y) (SD) used as (E) for social thought (Here the (SD) is used as per the provision under Rule 05833 in page 1.31 of CC.)
- z44,N69t5:g Critical study of India's 4th Five Year Plan, (1969).
z M.C. for Generalia. (Five Year Plans deal with many subjects, that is, many aspects of development of society)
44 [S] for India got by (GD) to act as (P).
N69 [T] for 1969 (year of commencement of the 4th Five Year Plan).
t5 ACI applicable after (T) for Plan.
g EPCI for criticism/critical appraisal.

- | | | |
|----|--|--|
| 4. | a14,144m,N58
a
14
1
44
m
N58 | Indian National Bibliography
M.C. for generalia bibliography
[P] for books
[P2] for list of publications in a geographical area.
[P3] for India got by (GD) since [P2] is represented by 1.
ACI applicable before [S]
[P2] for 1958 date of publication of m (ACI) |
| 5. | a46,156
a
46
1

56 | British Union Catalogue of Periodicals
M.C. for Generalia bibliography
[P] for periodicals
[P2] for Union Catalogue, obtained by Enumeration Device.
[P3] got by (GD) for Britain. |
| 6. | a46,256117

a
46
2
56117 | Current periodicals available in the Cambridge University Library
M.C. for Generalia bibliography
[P] for Periodical
[P2] for Library catalogue
[P3] got by (GD) for Cambridge. |
| 7. | a12-333,24113

a
12
3

33
2
4413 | A catalogue of Kannada Manuscripts in Mysore Research Institute Library.
M.C. for Generalia bibliography
1 st level [P] for manuscripts
1 st level [P] for extension of language (connected with super imposition device
Kanerese language taken from language isolates
2 nd level [P] for library catalogue
[P3] got by (CD) for Mysore. |
| 8. | z46m56,M

z
46
m
56
M | Journal of Royal Asiatic Society of Great Britian, 19 th century.
M.C. for Generalia class
[P] for Periodical (Journal)
ACI for periodical
[P1] for Great Britain got by (GD)
[P2] is got by (CD) for 19 th century. |

15.3 Library Science [2]

Library Science is concerned with the collection of documents dealing with different disciplines, processing them and organising them in a helpful sequence on the shelves of the library so that readers can make use of them to their best advantage and thus help dissemination of knowledge in the society. Its facet formula is: 2[P];[M]:[E][2P]

2 is M.C. for Library Science
[P] is the type of library

- [M] is the kind of document (Its isolates are the same as that of [P] for Generalia Bibliography)
- [E][2P] deal with different problems of organisational, administrative, technical procedures, and processes etc.

Examples:

1. 234.44'P04 University Libraries in India, in 2004.
2 M.C. for Library Science
34 [P] for University
44 [S] for India.
PO4 [T] for 2004
2. 23:4 Cooperation in Academic libraries
2 M.C. for Library Science
3 [P] for Academic Libraries
4 [E] for cooperation.
3. 234;12:55 Cataloguing of Manuscripts in University libraries
2 M.C. for Library Science
34 [P] for University Libraries
12 [M] for manuscripts taken from [P] of Generalia class
Z..
55 [E] for cataloguing
4. 236;1512:55M7 Cataloguing of microfilms in Research libraries
according to Cutter's Rules for Dictionary Catalogue.
(Date of Publication of the code was 1870).
2 M.C. for Library Science
36 [P] facet for Research Libraries
1512 [M] for film rolls (here micro-films),
55 [E] for cataloguing
M7 (CD) for 1870 the year of publication of Cutters code.
5. 234;14:51N3,9(X).56'N8 Classification of Printed books in Economics
according to Colon Classification system in
University libraries of United Kingdom in
1980s.
2 M.C. for Library Science
34 [P] University Library
14 [M] for Printed books (taken from [P] of z Generalia
class)
51 [E] for classification
N3 (CD) for 1930 to sharpen [E] facet for Colon
Classification the year of publication of Cutters code.
9(X) [2P] for subject classified obtained by (SD).
56 [S] isolate for Great Britain
N8 [T] for 1980s.
6. 24(A):97 Documentation in Science libraries.
2 M.C. for Library Science
4 [P] for extension for other libraries by (SD)

- | | |
|-----|----------------------------|
| (A) | [P] for Science Libraries, |
| 97 | [E] for documentation |
7. 213-4(A);46:1.44 Selection of periodicals in the National Science Library of India.
- | | |
|------|---|
| 2 | M.C. for Library Science |
| 13 | [P] National Library |
| 4(A) | (SD) for Science Library (where 4 is [P] for extension of other libraries and A is for Science) |
| 1 | [E] for selection |
| 44 | [T] for India. |
8. 2:(Y:3) Social functions of libraries.
- | | |
|-------|---|
| 2 | M.C. for Library Science |
| (Y:3) | (SD) for social function (Where Y is M.C. for Sociology and 3 is [E] for functions (activities)). |
9. 2k73,N74 Encyclopaedia of Library and Information Science, 1974
- | | |
|-----|---|
| 2 | M.C. for Library & Information Science |
| k | (ACI) applicable before [S] for encyclopaedia |
| 73 | (S) for 73 act as [P1] |
| N74 | (T) isolate for 1974 (here as [P2]). |
10. 2wM92,1 Autobiography of S.R.Ranganathan (born in 1892).
- | | |
|-----|---|
| 2 | M.C. for Library Science |
| w | (ACI) applicable before space isolate for autobiography |
| M92 | [P1] for 1892 got by (CD) as per facet formula |
| 1 | (P2) As per facet formula of (ACI) for Autobiography. |

15.3 Mathematics [B]

Mathematics is a science of space and numbers. It deals with quantity, form, measurement, and arrangement. Arithmetic, algebra, trigonometry, geometry etc., are its branches. The main class mathematics is divided canonically. Its canonical classes are:

- | | |
|----|---------------------|
| B1 | Arithmetic |
| B2 | Algebra |
| B3 | Analysis |
| B4 | Other methods |
| B5 | Trigonometry |
| B6 | Geometry |
| B7 | Mechanics |
| B8 | Physico-mathematics |
| B9 | Astronomy |

Some of these canonical classes and some of the divisions of these classes have their own facet formulas.

Examples:

1. B13:1 Elementary arithmetical method
B1 Arithmetic
B13 Integer (Theory of numbers)
1 [E] for elementary arithmetical method.

2. B161:2 Algebraic method for Hyper complex prime number.
B16 Complex and hyper-complex number
1 [P] for Prime number
2 [E] Algebraic method

3. B23:1 Numerical solution of Algebraic equations.
B23 Theory of equation
1 [E] for Solution

4. B331,1,6 Sixth order ordinary Linear equations
B33 Differential and integral equations
1 [P] for ordinary
1 [P2] for linear
6 [P3] for sixth order

5. B62:3 Differential plane geometry
B6 Geometry
2 [P] for plane
3 [E] for differential

6. B6M,1:5 Non-Euclidean descriptive line geometry
B6M System for Non-Euclidean Geometry
1 [P] for line or linear geometry
5 [E] for Descriptive

7. B78:15 Archimedes' principle of gases.
B7 Mechanics
8 [P] for gas
15 [E] for Archimedes.

8. B9:165.44 Indian standard time.
B9 Astronomy
165 [E] for Standard Time
44 [S] for India.

9. B92:57 Lunar eclipse
B9 Canonical division for Astronomy
2 (P) for Moon (Lunar)
57 [E] for eclipse .

10. B97:5212 Planetary system and the dip of horizon.
B9 Astronomy
7 [P] for Planetary system

5212

[E] for Dip of horizon..

15.4 Assignments

1. Bibliography of bibliographies.
2. n56,M8
3. Bibliography of bibliographies.
4. Stateman's Year Book (Started in 1885).
5. Oxford catalogue of Reference books.
6. Catalogue of maps published in India.
7. Encyclopaedia Americana (1800s).
8. Indian Book Review.
9. Librarianship in U.K.
10. Religious libraries.
11. Reference service.
12. Documentation work in University Libraries.
13. Cataloguing of books.
14. Methods of issuing of book in libraries.
15. Circulation of Newspapers in libraries.
16. Book selection in University libraries
17. Maintenance work in Public Libraries
18. Library Cooperation
19. Cataloguing of Manuscripts in Religious Libraries in India.
20. Theory of Equations.
21. Astrophysics
22. Complex integration of two variables.
23. Partial differential equations.
24. Foundations of projective geometry.
25. Study of Indian Standard Time.
26. Special invariant and the cubic ternary algebra.
27. Numerical solution of ordinary linear differential second order equations.

15.6 Reference Books:

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 16

EXAMPLES FROM MAIN CLASSES OF PHYSICAL SCIENCES

16.0 Objective :

The objective of this lesson is to enable the candidate to understand how to classify the documents dealing with Physics, Engineering, Chemistry, Technology, Geology, Mineralogy and Useful Arts.

Structure :

16.1 Introduction

16.2 Physics: meaning and worked out examples

16.3 Engineering: Meaning and worked out examples

16.4 Chemistry: meaning and worked out examples

16.5 Technology: meaning and worked out examples

16.6 Geology: meaning and worked out examples

16.7 Mining: meaning and worked out examples

16.8 Useful Arts: meaning and worked out examples

16.9 Assignments

16.10 Books for reference

16.1 Introduction

Physical sciences generally include Physics, Engineering, Chemistry, Technology, Geology, Mineralogy, Meteorology etc. These sciences are concerned with matter without life.

16.2 Physics [C]

Physics deals with matter and energy. It studies force, motion, heat, light, sound, magnetism, radiation, atomic structure etc. It is sub-divided into Canonical classes as:

- C1 Fundamentals
- C2 Properties of matter
- C3 Sound
- C4 Heat
- C5 Light, Radiation
- C6 Electricity
- C7 Magnetism and
- C8 Cosmic hypotheses
- C9

Some of these canonical classes have their own facet formulas.
Besides the canonical divisions, Physics has Systems and Specials.

Examples:

1. C215,8 Structure of glass
C2 Canonical Division for Properties of matter
15 [P] for glass
8 [P2] for structure
2. C315:7 Acoustic property of Audible-sound
C3 Canonical division for Sound
1 [P] for Audible sound
7 [E] for acoustics
3. C4:7 Textbook on Thermodynamics
C4 Canonical Division for Heat
7 [E] for Thermodynamics
4. C56:3 Spectroscopy of Infra-red radiation
C5 Canonical Division for Radiation
6 [P] for Infra red
3 [E] for spectroscopy
5. C6248:4 Multiphase Thermo electricity
4 Canonical Division for Electricity
C6 [P] for Multiphase
248 [E] for Thermo electricity
44
6. C75:8 Studies on the nature of terrestrial magnetism
C7 Canonical Division for Magnetism
5 [P] for Terrestrial
8 [E] for Nature
7. C9B3:3 Nuclear spectroscopy
C9B3 Special for Nuclears under Physics
3 [E] for spectroscopy (foci taken from C5 by direction)
8. C54:55 Defraction of gamma rays
C5 Canonical division for Radiation
4 [P] Gamma rays
55 [E] for diffraction
9. C3:21 Velocity of Sound
C3 Canonical Division for Sound
21 [E] for velocity
10. C3:2;(E191) Propagation of sound through metals

- | | | |
|-----|------|---|
| | C3 | Canonical Division for Sound |
| | 2 | [E] for propagation |
| | E | M.C. for Chemistry |
| | 191 | [P] for Metal |
| 11. | C,f3 | Practical Physics |
| | C | M.C. for Physics |
| | f3 | [PPCI] for Experiment here for practical. |

16.3 Engineering [D]

Engineering is an applied science. Ranganathan has placed the applied sciences immediately after basic sciences. Hence after physics, engineering was given. Engineering discipline involve the planning, design, construction of railroads, bridges, dams, canals, buildings, machines, electrical systems etc.

Its facet formula is: D(P). (P2):(E)(2P)

Examples:

1. D3:32 Strength of building materials
D M.C. for Engineering
3 [P] for Building
32 [E] for strength of material

2. D33,6:7 Constructing brick roofs
D M.C. for Engineering
33 [P] for brick
6 [P] for roof under 3 building
7 [E] facet for construction.

3. D41534,5:7 Constructing of broad gauge railway curves
D M.C. for Engineering
41534 [P] under Rail Rod (415) for Broad gauge (41534)
5 [P2] for curve
7 [E] for construction.

4. D43,8:2 Surveying of aerodrome
D M.C. for Engineering
43 [P] facet for airway
8 [P2] for aerodrome under 43
2 [E] for surveying.

5. D513 Automobile Engineering
D M.C. for Engineering
513 [P] for automobile (Drawn by mechanical power)

6. D5151,66:8 Tram car roof repair
5 M.C. for Engineering
D M.C. for Engineering
5151 [P] for tram car

- | | | |
|-----|----------|---|
| | 66 | [P2] for roof |
| | 85 | [E] facet for repair |
| 7. | D523,6:4 | Drawing for the body of steam boat |
| | D | M.C. for Engineering |
| | 523 | [P] for steam boat |
| | 6 | [P2] for body |
| | 4 | [E] for drawing. |
| 8. | D6,78:4 | Design in servomechanism |
| | D | M.C. for Engineering |
| | 6 | [P] for mechanical engineering |
| | 78 | [P2] for Servomechanism under (P) 6 |
| | 4 | [E] for Design. |
| 9. | D65,8(B) | Computer (electronic) |
| | D | M.C. for Engineering |
| | 65 | [P] for Electronic |
| | 8(B) | [P] for Computer under 8(1) other machinery |
| 10. | D85:(G) | Biology of water supply |
| | D | M.C. for Engineering |
| | 85 | [P] for water supply |
| | G | M.C. for Biology |

16.4 Chemistry [E]

Chemistry is the science that deals with characteristics of simple substances (elements), the changes that take place when they combine to form other substances, and the laws of their behaviour under various conditions. In short it studies the structure and composition of substances in nature. It is divided into Inorganic Chemistry, Organic Chemistry, Physical and Analytical Chemistry.

Its facet formula is: E(P):(E)(2P)

Terminology

In constructing class numbers for Inorganic compounds, it is better to understand the following terms:

Element Number: The Element number consists of the Group number plus period number in Periodic table. The group of digits following the initial digit '1' may be termed as element number. Thus every element has an element number consisting of two digits or three digits. If the element number runs to three digits or more, the third digit will be '9'.

Eg. 1. Full element No. of Hydrogen is 110 (the second 1 is to represent group and third digit '0' is its number in the periodic table. So the numbers after the initial '1' is the element number. 110 is full element number.

2. Full element No. of Zinc is 123

Substance number: Substance number is Personality Isolate numbers enumerated in the schedule to accommodate documents on the chemistry of specific elements.

Usually it consists of three digits and in some cases 5 digits. The second digit in the numbers of the subdivisions of the substance division represents the group to which it belongs in Periodic table, and the 3rd digit is period number in the Periodic table.

Eg.: Chromium is 162. (Here the digit 6 is for 6th Group in the Periodic table, and 2 is the period of Chromium in the Periodic table. So 62 is element number and 162 is full element number)

Periodic table: An arrangement of the chemical elements in order of their Atomic Numbers and the elements having similar properties fall into Groups of related elements.

Periodic Number: The third digit is Period number in the periodic table. The vertical and horizontal rulings in the periodic table give rise to 90 cells. Each cell usually accommodates one element, but sometimes there may be more.

Valency number: The Group number is valency number.

Construction of numbers

Oxide, acid and salt numbers are to be constructed with the aid of the element numbers given under Inorganic substances.

In case of oxide of an element, its substance number will consist of digit 2 plus the number of the constituent element whose hydroxyl or basic oxide forms the primary subject matter of the book.

In case of acids and salts, the substance number consists of the digit 3 and 4 respectively plus by the full element number of the constituent element.

Examples

- | | | |
|----|-----------------------------|--|
| 1. | E:2
E | Physical Chemistry
M.C. for Chemistry |
| 2. | E9G
E9G | Biochemistry
Special under Chemistry |
| 3. | E:3
E
3 | Analytical Chemistry
M.C. for Chemistry
[E] for Analytical Chemistry |
| 4. | E:296
E
296 | Nuclear Chemistry
M.C. for Chemistry
[E] for Nuclear and Radio Chemistry |
| 5. | E:1
E
1 | General Chemistry
M.C. for Chemistry
[E] for General Chemistry |
| 6. | E:24
E
24 | Thermo Chemistry
M.C. for Chemistry
[E] for Chemical Thermodynamics |
| 7. | E198:213
E
198
213 | Chemical Kinetics of Gases
M.C. for Chemistry
[P] for Gas
[E] for Chemical kinetics |

- | | | |
|-----|------------------------------------|--|
| 8. | E5:24
E
5
24 | Chemical Thermo dynamics of organic substances
M.C. for Chemistry
[P] for Organic Substances
[E] for Chemical Thermo dynamics |
| 9. | E9G,68:3
3
E9G
68
3 | Biochemical analysis of carbohydrates

Special for Biochemistry under Chemistry
[P] for Carbohydrates
[E] for Analysis |
| 10. | E129:215
E
129
215 | Valency of radium
M.C. for Chemistry
[P] for Radium
[E] for Valency |
| 11. | E6892,3:22
E
6892
3
22 | Solution of organic acid in starch
M.C. for Chemistry
[P] for acid
[P2] for organic acid
[E] facet for solution |

16.5 Technology [F]

Technology is the science of the mechanical and industrial arts. But here its scope is limited to chemical technology, that is, the mass of industrial production of chemicals and their byproducts.

Its facet formula is : E(P):(E)(2P)

(P) is the substance facet. Its isolates are those of (P) facet of Chemistry besides some enumerated isolates

(E) cum (2P) are problem and process facets. The isolates for problem facet are to be taken from the Main class E for Chemistry.

The digits following 8 in the Energy facet of chemistry are to be taken as problem in Technology. There may be different industrial processes for a single problem. Suppose if a book requires problem isolates as well as process isolates, the process isolate should be added first and there after the problem isolate. The two isolate numbers i.e. process and problem isolates are to be separated by ':' (colon). The process isolate is to be got by (AD). For example,

F210:A:35 ABC process of water distillation and

F210:X:35 XYZ process of water distillation.

Water is treated as Hydrogen Hydroxide, that is, H(OH).

Therefore substance number of water is 2+10 = 210.

Examples

- | | | |
|----|-----------------------|---|
| 1. | F54:7
F
54
7 | Fermentation of Alcohol.
M.C. for Technology
[P] for Alcohol
[E] for Fermentation. (Taken from E:87). As per Rule F22 in |
|----|-----------------------|---|

page 1.77 of C.C.

2. F(E) Industrial Chemistry
3. F555:92 Filtration of petroleum.
F M.C. for Technology
555 [P] for Petroleum
92 [E] for filtration (taken from E:892).
4. F(J711) Rubber Technology
F M.C. for Technology
J M.C. for Agriculture
711 [P] for Rubber.
5. F527:95 Painting and Colouring on Celluloid
F M.C. for Technology
527 [P] for Celluloid
95 [E] for Painting and Colouring.
6. F551:2 Hydrogenation of Coal.
F M.C. for Technology
551 [P] for Coal
2 [E] for Hydrogenation
7. F61,5:35 Industrial Distillation of Nitro Paraffins
F M.C. for Technology
61 [P] for Paraffin taken from [P] chemistry
5 [P] for Nitrogen from 150 (P) of M.C. E Chemistry
35 [E] for Distillation taken from 835 of (E) of M.C. E for Chemistry.
8. F547(J374):7 Fermentation of Grape wine.
F M.C. for Technology
547 [P] for Wine
J M.C. for Agriculture
374 [P] for Grapes
7 [E] for Fermentation taken from (E)87 from E Chemistry
9. F:96 Glass blowing technology
F M.C. for Technology
96 [E] for Glass blowing taken from (E) 896 of E Chemistry.
10. F110-5594 Hydrogen bomb
F M.C. for Technology
110 [P] for Hydrogen taken from (O) of M.C. E Chemistry.
5594 [P] for Bomb (explosives)
11. F611,281:2 Industrial dehydration of Methyl ether
F M.C. for Technology
611 [P] for Methane taken from E Chemistry

281 [P2] for ether taken from (P2) of E Chemistry
 2 [E] for Dehydration taken from (P) 82 of E Chemistry omitting
 8.

16.6 Geology [H]

Geology is the science that deals with earth's crust, its layers and their history. It is divided into 8 canonical divisions and some of them have their own facet formulas.

(P) and (E) cum (2P) vary according to the canonical division. Normally

(P) is substance or the kind of earth's surface, and

(E) cum (2P) is the geological process and problems.

In the case of H1 Mineralogy.

(P) is the same as (P) of E Chemistry and isolates in (E) are enumerated.

In the case of H6 Paleontology

the (P) facet is the same as (P) of K Zoology.

Books on Paleobotany are to be classified in I Botany.

In Paleontology (T) is always necessary. But the isolate numbers for (T) are to be taken from H5 Stratigraphy replacing H5 by A.

Examples:

H5 = A

H51 = A1

Mesozoic Age = A3

Recent times = A55.

Paleozoic Hydrozoa: Here Paleozoic is the Time, to be taken from H5.

Hydrozoa is a zoological species to be taken from (P) of K Zoology.

H641'A2 Paleozoic Hydrozoa

H6 Canonical division for Paleontology under Geology.

41 [P] Hydrozoa taken from K Zoology

A2 derived from H52 (H5=A) for Paleozoic era

In the case of H7 for Economic Geology.

Its (P) and (E) are the same as that of H1 Mineralogy.

eg.

H74.44Q7 Salt deposit of Pakistan.

H7 Canonical division for Economic Geology Under H Geology. This is to be amplified by the digit 4 taken from (P) of E Chemistry.

4 (P) for salt from (P) of E Chemistry

44Q7 (S) for Pakistan.

Examples:

1. H1191:12 Natural history of metals
 H1 Canonical division for Mineralogy in H Geology
 191 [P] of Chemistry for metals
 12 (E) for natural history.
2. H211:16 Genesis of volcanic rock
 H2 Canonical division for Petrology under H Geology

- | | | |
|----|---|---|
| 11 | | [P] of Volcanic rock |
| 16 | | (E) for genesis taken from (E) of H1 for Mineralogy by direction in the schedule |
| 3. | H411.53
H411
53 | Volcanoes of France
Volcano (under canonical division for Dynamic Geology)
[S] for France |
| 4. | H55.4.g7H:12

H55
4

g7
H
12 | Natural history of quaternary stratigraphy in Himalayan mountains
Quaternary Stratigraphy
[S] for Asia (Since Himalayas are boarded by India, China, Nepal, Tibet, etc.)
(S2) for Mountains.
(AD) for Himalayas
[E] for natural history taken from 'G' Biology by direction in H1 Mineralogy |
| 5. | H6945'A34
H6
945
A34 | Remains of the dinosaurs of the Cretaceous age
Canonical division for Paleontology
[P] of dinosaurs taken from (P) of K Zoology
(T) for Cretaceous period derived from H534.. |
| 6. | H7182:16.4473
H7
182
16
4473 | Genesis of Iron deposits in Bihar.
Canonical division for Economic Geology
[P] of Iron taken from (P) of E Chemistry
(E) for genesis taken from (E) of Mineralogy
[S] for Bihar |
| 7. | H69797'A55
H6
9797
A55 | Fossils of recent primates
Canonical division for Paleontology
[P] of Primates taken from K Zoology,
(T) for recent times derived from H555 (H5=A).. |

16.7 Mining [HZ]

Mining is concerned with ores and their extraction from the mines by different operations. It is applied Mineralogy involving the processes of digging ores from mines and the subsequent processes of separating the required mineral from its impurities.

Its facet formula: HZ(P),(P2): (E)(2P)

(P) is the ore. It forms substance facet to be taken from (P) of E Chemistry.

(P2) is the part of the work

(E) cum (2P) form the processes involved in mining.

Examples

- | | | |
|----|-------|----------------------------------|
| 1. | HZ:53 | Ventilation facilities in mines. |
| | HZ | M.C. for Mining |
| | 53 | [E] for Ventilation |

- | | | |
|----|---|--|
| 2. | HZ161:13
HZ
161
13 | Drilling of Sulphur mines
M.C. for Mining
[P] for Sulphur taken from (P) of E M.C. for Chemistry
[E] for drilling |
| 3. | HZ182,3:45
HZ
182
3
45 | Floods in the tunnel of iron mines
M.C. for Mining
[P] for Iron taken from E chemistry
[P2] for tunnel
[E] for flooding |
| 4. | HZ118,4:55
HZ
118
4
55 | Lighting the underground roads of Iron Mines
M.C. for Mining
[P] for Gold taken from (P) of E Chemistry
[P2] for underground roads
[E] for lighting |
| 5. | HZ148,3:18
HZ
148
3
18 | Timbering the tunnels of lead mines
M.C. for Mining
[P] for Lead taken from (P) of Chemistry
[P2] for tunnel
[E] for timbering |
| 6. | HZ161,5:24.55
HZ
161
5
24
55 | Screening of the underground vehicle in the Sulphur mines in Germany
M.C. for Mining
[P] for Sulphur taken from (P) of Chemistry
[P2] for underground vehicle
[E] for screening
[S] for Germany |
| 7. | HZ:4.56
HZ
4
56 | Accidents in Mines in U.K.
M.C. for Mines
[E] for Accidents
[S] for U.K. |
| 8. | HZ.44(Z)
HZ
44
(Z) | Indian Mining Code
M.C. for Mining
[S] for India
(SD) for code got by Z for Law (here for Code). |

16.8 Useful Arts [M]

The Main Class M for Useful Arts is a miscellaneous class. It complements Engineering, Technology and Mining. Making of miscellaneous types of tools, machines and instruments go into this main class. Sports, indoor games are also its parts.

The schedules of M7 for Textiles and MJ7 Rope making are all illustrative and on this analogy the isolates for other branches of Useful Arts may be formed.

The schedules from M3 for Domestic Science to M98 Packing at the end of the first column of page 2.88 of CC are revised and are provided in page 27 of the Annexure.

Examples

1. M73;1:3 Cotton cloth weaving.
M7 for Textiles under Useful Arts
3 [P] for cloth
1 [M] for cotton
3 for [E] weaving. (Note: the numbers are taken from the revised schedule given in annexure)
2. M72;7:1 Jute rope spinning
M7 Textiles under the M.C. M Useful Arts
2 [P] for rope
7 [M] for Jute
1 [E] for spinning.
3. MA3.44 Cooking in Indian hotels
MA for Home and Hotel science
3 [P] for cooking
44 [S] for India
4. M7;7:7.44Q71B Washing of jute in Bangladesh
M7 for Textiles under M Useful Arts
7 [M] for Jute
7 [E] for washing
44Q71B [S] for Bangladesh got by (AD)..
5. M73;3:3 Weaving of silk cloth
M7 for Textiles under M.C. for Useful Arts
3 [P] for cloth
3 [M] for silk
3 for [E] weaving.
6. M74;2:4 Knitting of wool
M7 for Textiles under Useful Arts
4 [P] for knit fabric
2 [M] for wool
4 [E] for knitting .
7. M7;1:2 Cotton ginning
M7 for Textiles under Useful Arts
1 [M] for cotton
2 [E] for ginning.

16.9 Assignments: The following titles are to be classified according to CC, 6th edition.

1. Solid State Physics
2. Transmission of sound.
3. Theory of electrical conduction.
4. Nuclear fission.

5. Spectroscopy of infra-red rays.
6. Repair of diesel engines.
7. Design of Television set.
8. Translating machines.
9. Solid State Chemistry.
10. Distillation of Sulphur.
11. Analysis of Air.
12. Electrometallurgy.
13. Filtration method in textile industry.
14. Artificial production of diamonds.
15. Prospecting of the sand stone.
16. Mathematical crystallography.
17. Geneses of diamond.
18. Earthquakes in Japan.
19. Canozoic aves.
20. Drilling the tunnels in mines.
21. Accidents in coal mines.
22. Silk weaving.
23. Woolen carpets of Persia.
24. The art of cookery.
25. Mountain climbing.

16.10 Reference books:

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyay, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.

Lesson – 17

Examples from Main Classes of Biological Sciences

17.0 Objective

The objective of this lesson is to enable the candidate to understand how to classify the documents dealing with Biology, Botany, Agriculture, Zoology, Animal Husbandry, Medicine, Pharmacognosy.

Structure :

17.1 Introduction

17.2 Biology

17.3 Botany

17.4 Agriculture

17.5 Zoology

17.6 Animal Husbandry

17.7 Medicine

17.8 Pharmacognosy

17.9 Assignments

17.10 References

17.1 Introduction

Biological sciences include Biology, Botany, Agriculture, Zoology, Animal Husbandry, and the related disciplines, Medicine and Pharmacognosy etc. These sciences are concerned with matter with life.

17.2 Biology [G]

Biology is a discipline concerned with the study of living things – plants and animal life.
Its facet formula is G[P]:[E][2P]

[P] is the kind of life.

[E] [2P] is the biological problem of life.

[2M] is also there when the focus in the [E] facet is 33 or 341 or 345, or 346. The [2M] is the same as the [P] of E Chemistry. If further isolates are required in [2M], they can be got by (SD).

- Ex: 1. G12:33E;150 Chemical affects of nitrogen on Tissues.
 2. G12:33E;(F56) Chemical affects of drugs on Tissues

Again in case of energy isolates from 12 to 18 or 5 and its subdivisions [S] space isolates is to be added.

Ex: G:12.44 Fauna and Flora of India.

Examples:

1. G:64 Hybridization
 G M.C. for Biology
 64 [E] facet for Hybridization.
2. G91 Microbiology
 G M.C. for Biology
 91 [P] facet for Protista (Microbiology).
3. G:12.44 Fauna and flora of India
 G M.C. for Biology
 12 [E] facet for Fauna and flora
 44 [S] for India
4. G:33;94 Metabolism of fat
 G M.C. for Biology
 33 [E] facet for Metabolism.
 94 [2M]for fat taken from [P] of E Chemistry.
5. G.881:7 Biology of hair growth
 G M.C. for Biology
 881 [P] for hair (taken from [P] of L. Medicine)
 7 [E] for growth (development).
6. G9B:671 Abiogenesis of the embryo
 G9B Special for Embryo.
 671 [E] for Abiogenesis
7. G:5 Bio-ecology
 G M.C. for Biology
 5 [E] facet for ecology
8. G9E,12:54 Tissues of old age and its prevention of diseases
 G9E Specials for Old age under G Biology
 12 [P] for tissue.
 54 [E] for Prevention of disease.

Library Classification Practice	17.3	Examples from main Classes..
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9. G18572:7;92 Development of alkaloid in nasal duct.
G M.C. for Biology
18572 [P] for nasal duct taken from [P] of L Medicine..
7 [E] for development
92 [2M]for alkaloid
10. G95574 Limonology
G M.C. for Biology
95574 [P] for Limonology.

17.3 Botany [I]

Botany is the branch of Biological sciences concerned with the study of plant and vegetative life. Its facet formula is: I(P), (P2):(E)(2P)

[P] is kind of plant, the natural group. It is enumerated with a special index provided immediately after the schedule.

[P2] is the part or organ of the plants. Its isolates are enumerated. If further required, they can be taken from [P] of L Medicine.

[E] [2P] denotes the life processes. The isolates are same as those of [E] [2P] of G Biology,

[2M] With regard to application of [2M] the procedure is the same as stated under G Biology in this respect.

Examples:

- I23 Mycology – a text book.
I M.C. for Botany
23 [P] for Fungi (Mycology)
- I:11 Plant taxonomy
I M.C. for Botany
11 [E] for taxonomy (Nomenclature) taken from G Biology.
- I5,16.4498.g7 Wild flowers of the Ceylon hills
I M.C. for Botany
5 [P] for flowering plants
16 [P2] for flower
4498 [S] for Ceylon
g7 [S2] for hills
- I:33;150 Nitrogen metabolism in plants
I M.C. for Botany
33 [E] for Metabolism
150 [2M] for Nitrogen taken from [P] of E Chemistry

I,4	Respiratory system in plants
I	M.C. for Botany
4	[P2] for Respiratory system taken from [P] of L Medicine.
I42:2	Morphology of ferns
I	M.C. for Botany
42	[P] for ferns (filicineae)
2	[E] for Morphology (anatomy)
I:8	Paleobotany
I	M.C. for Botany
8	[E] for Paleobotany
I3:8'A55	Fossils of recent Bryophyta
I	M.C. for Botany
3	[P] for Bryophyta
8	[E] for Paleobotany (fossils of Plants trees)
A55	[T] for Recent or Holocene taken from (E) of G Geology (H555 = A55).
I22:12.44	Indian Algae.
I	M.C. for Botany
22	[P] for Algae (sea-weeds)
12	[E] Natural history taken from [E] of G Biology. (This facet is used on the analogy of the example given in the Rules part for I Botany. P.1.83).
I12:33E;161	Chemical effect of sulphur on plant tissues.
I	M.C. for Botany
12	[P] isolate for tissue taken from [P] of G Biology
33E	[E] isolate for Chemical effect
161	[M] isolate for sulphur taken from [P] of E Chemistry.

17.4 Agriculture [J]

Agriculture is the science, art, or occupation of cultivating the soil to make crops grow. It is concerned with the study of Economic plants, their Plantation and harvesting etc.

The facet formula is J[P]:[E][2P]:[2E]

[P] Plant.
[E] [2P] Problem
[2E] Operation.

The [P] isolates are enumerated on the basis of Group notation device.

Accordingly the 1st digit in [P] isolate is taken from the utility array part of plant, that is, the use to which the produce is put like food, intoxicant, decoration, etc. The 2nd digit is taken from array part of the plant like fruit, flower, stem, leaf, root or the whole plant for the purposes noted in the utility array. The 3rd digit is got by 'favoured category device'. For the most favoured substance 1 is to be used and for 2nd favoured substance, the digit 2 is used. For

Library Classification Practice	17.5	Examples from main Classes..
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example, the class number for Rice is J381. (Where J=Agriculture; 3=Food utility; 8=seed (part) and 1=most favoured seed food.

Energy occurs in Agriculture in two rounds. The 1st Round [E] is the agricultural problems and [2P] is a part or extension of the [E]. [2E] cum [3P] stand for the secondary agricultural problems and processes or operation.

Each isolate in [E] has its own special [2P]. There is no need to use comma between [E] and [2P] isolates.

Again each [2P] has its own set of [2E] isolates.

Examples

J1 House plants (Horticulture).
J M.C. for Agriculture
1 [P] for House plants.

J:1 Principles of soil science
J M.C. for Agriculture
1 [E] for soil.

J:4 Plant diseases
J M.C. for Agriculture
4 [E] for diseases.

J:1:7 Soil conservation
J M.C. for Agriculture
1 [E] for Soil
7 [2E] for conservation

J341:74:84 Cold storage of Potatoes
J M.C. for Agriculture
341 [P] for Potato
7 [E] for Harvesting
4 [2P] of Part Array [P] for stem
84 [2E] for cold storage.

J311:4:6.44.9W Treatment of diseases of sugarcane plants in North Eastern India.
J M.C. for Agriculture
311 [P] for Sugarcane
4 [E] for disease
6 [2E] for treatment.
44 [S] for India
9W North Eastern part (taken from space isolate 19W omitting '1')

J388:93;1129 Effect of ammonia in physiology of pulse plants

J	M.C. for Agriculture
388	[P] for pulse plans
93	[E] for Physiology
1129	[2M] for Ammonia taken from [P] of E Chemistry
J93:24:3	Application of fertilizer in vegetable growing.
J	M.C. for Agriculture
93	Utility array of [P] for vegetable
2	[E] for manure
4	[2P] for fertilizer
3	[2E] for application.
J9S,37943:7:97.73	Soilless farming of tomato in USA
J9S	Special for soilless farming in M.C. J for Agriculture
37943	[P] for tomatoes
7	[E] for Harvesting
97	[2E] cum [3P] for use
73	[S] for USA
J561:34:5	Transplanting rose stems
J	M.C. for Agriculture
561	[P] for roses
3	[E] for Propagation
4	[2P] for stem taken from Part array of [P]
5	[2E] for 3 of [E] for transplantation.

17.5 Zoology [K]

Zoology is a branch of Biology that deals with Animal life.

The facet formula is:K[P]:[E][2P]

(P) is the kind of animal. (An alphabetical index of all the Personality isolates are given immediately after the schedule).

(P2) is the body organ. Its isolates are same as the [P] of L Medicine. In case the terms do not match exactly, the analogues terms are to be used (eg. 'arms' can be used for 'wings').

[E] cum [2P] denotes life process. These are the same as that of G Biology.

[2M] may be required in case of [E] for 3 and its subdivisions.

When the focus in [E] is 12 to 18 or 5 [S] is to be added immediately.

Examples

K92	Text book on Pisces (fishes).
K	M.C. for Zoology
92	[P] for Pisces or fishes

Library Classification Practice	17.7	Examples from main Classes..
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K1:2	Morphology of invertebrates.
K	M.C. for Zoology
1	[P] for invertebrates
2	[E] for Morphology taken from [E] of G Biology. (Ecology)
K:5	Animal behaviour (habits).
K	M.C. for Zoology
5	[E] for behaviour taken from [E] of G Biology
K9:66	Evolution of vertebrates
K	M.C. for Zoology
9	[P] for Vertebrata
66	[E] for evolution taken from [E] of G Biology
K1,2	Digestive organs of invertebrate animals
K	M.C. for Zoology
1	[P] for invertebrate
2	[P2] digestive organ taken from [P] of L Medicine
K96:3	Physiology of Aves
K	M.C. for Zoology
96	[P] for Aves (birds)
3	[E] for Physiology taken from [E] of G Biology
K96:332;161	Catabolism of sulphur in birds
K	M.C. for Zoology
96	[P] for Aves or birds
332	[E] for Catabolism taken from [E] of G Biology
161	[2M] for Sulphur taken from [P] of E Chemistry
K96:58.4.g7H'n7	Migration of birds in Himalayas in Winter
K	M.C. for Zoology
96	[P] for Aves
58	[E] for migration taken from [E] of G Biology
4	[S] for Himalayas (as they lay by the borders of India, China, Tibet etc.)
g7	[S2] for Mountains
H	(AD) for Himalayas
n7	(T2) for Winter
K9,11:677	Cellular Biology of Vertebrate regeneration and repair
K	M.C. for Zoology
9	[P] for Vertebrata
11	[P2] for Cell (cellure) taken from [P] of L Medicine
677	[E] for regeneration taken from [E] of G Biology
K96,185:33E;151	Chemical effect of Phosphorous on eyes of birds
K	M.C. for Zoology
96	[P] for birds

185	[P2] for eyes taken from [P] of L Medicine
33E	[E] for Chemical effects
151	[2M] for Phosphorous taken from [P] of E Chemistry.

17.6 Animal Husbandry [KZ]

Animal husbandry is the science of domesticating animals for some economic or some esthetic uses. It is concerned with the problem of domestic animals especially their breeding, feeding and diseases

Its facet formula is: KZ [P],[P2]:[E][2P];[2M]:[2E][3P].

- [P] is kind of animal. Many isolates are enumerated and the others care to be formed by combining the isolates of utility and part array schedules on the same lines as those of [P] of J Agriculture.
- [P2] is the body organ of the animals. It is same as [P] of L Medicine.
- [E] is for Problems and techniques of animal husbandry. These isolates have then different [2P] isolates and [2E] isolates.
- [2P] is extension of [E]
- [2E] cum [3P] of KZ:7 are the same as [2E] cum [3P] of J:7 (Agricultural harvesting)
- [2P] for KZ:1 is to be got by (SD)
- [2M] may be required in case of KZ:3. In that case the isolates are same as the [P] of E Chemistry.

Examples:

KZ:96	Veterinary Medicine
KZ	M.C. for Animal husbandry
96	[E] for Pharmacognacy (medicine)

KZ311:75	Cow's butter milk
KZ	M.C. for Animal husbandry
311	[P] for Cow
7	[E] for produce
5	[2P] for Butter milk
KZ442:1(J385):7	Administering corn feeding
KZ	M.C. for Animal husbandry
442	[P] for horse
1	[E] for feeding
J	M.C. for Agriculture
385	[2P] for Corn (obtained from [P] of J agriculture got by (SD)
7	[2E] for Administering

KZ:4:6	Text book of Veterinary Science
KZ	M.C. for Animal husbandry
4	[E] for Disease
6	[2E] for therapeutics (treatment) taken from L Medicine

KZ:1.572	Feeding of cattle in Denmark
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Library Classification Practice	17.9	Examples from main Classes..
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KZ M.C. for Animal husbandry
 2 [P] for cattle
 1 [E] for Feeding
 572 [S] for Denmark

KZ35:75:84.191 Coldstorage of eggs in Equatorial regions
 KZ M.C. for Animal husbandry
 35 [P] for Production
 7 [E] for Produce
 5 [2E] for egg
 84 [2E] for Cold storage (taken from J Agriculture)
 191 [S] for Equatorial regions

KZ541,45:421:6 Treatment of lung Tuberculosis in dogs
 KZ M.C. for Animal husbandry
 541 [P] for dog
 45 [P2] for lungs taken from [P] of L Medicine
 421 [E] cum [2P] for Tuberculosis, taken from [E] cum [2P] of L
 Medicine
 6 [2E] for treatment

KZ333:423:625.461 Radio therapy of Virus diseases in Arabian goats.
 KZ M.C. for Animal husbandry
 333 [P] for goats
 423 [E] for Virus diseases
 625 [2E] [3P] Radio therapy
 461 [S] for Arabia.

17.7 Medicine [L]

Medicine is the study of the human body to prevent and cure human diseases and thus maintaining and improving human health. Its facet formula is: L[P]:[E] [2P]:[2E][3P]

[P] is the body organ. The subdivision of its isolate are regional divisions (morphological) and isolate numbers 2 to 8 denote functional division (anatomical). In case the focus of a term is diffused over both the regional and functional organs, there its isolate number is to be got by adding the functional organ number to the regional organ number by (SID) device eg. L185-83 Eye muscles.

[E] cum [2P] is the biological problems of human life (that is, working and failure of the human mechanism).

[2E] cum [3P] is prevention or treatment or pathology of diseases

[2M] may be required in case of human physiology

[3M] may be required in case of substances used for treatment.

Isolates for both [2M] and [3M] are to be taken from [P] of E Chemistry.

Whenever a main class digit is amplified by a system or special facet or both, a comma precedes the [P]. Comma separates the system and special facets, if these appear simultaneously in a title.

- eg. 1) L9C,185:4:6 Treating eye diseases in Children.
 2) LL,9C,185:4:6 Homeopathic treatment of eye diseases of Children.

Examples

L:2 Human anatomy
 L M.C. for Medicine
 2 [E] for anatomy (Morphology)

L:4 Human disease
 L M.C. for Medicine
 4 [E] for disease.

L:4:3 Diagnosis of disease
 L M.C. for Medicine
 4 [E] for disease
 3 [2E] for diagnosis.

L:4:4 Human pathology
 L M.C. for Medicine
 4 [E] for disease (though this term is not mentioned in the title, it is to be presumed as if existing according to Wall-Picture principle of Facet sequence)
 4 [2E] for Pathology

L:4:7 Surgery
 L M.C. for Medicine
 4 [E] for disease
 7 [2E] for surgery

L32:4:6 Treatment of heart disease
 L M.C. for Medicine
 32 [P] for Heart
 4 [E] for disease
 6 [2E] for treatment (therapeutics)

L:4:97 First aid
 L M.C. for Medicine
 4 [E] for disease
 97 [2E] for First aid.

Library Classification Practice	17.11	Examples from main Classes..
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LD,72:4:6	Unani treatment of brain
LD	for system for Unani in L Medicine
72	[P] for Brain
4	[E] for disease
6	[2E] for treatment (Therapeutics)
LA,9F,45:4:6	Homeopathic and Unani treatment for female lungs
LA	for more than one system, Homeopathy and Unani are involved here. Therefore they are substituted by the letter A as per rule.
9F	Special for female
45	[P] for lungs
4	[E] for disease
6	[2E] for treatment
LM,9C,134:47:624	Heat treatment of structural disorder in legs of children according to Naturopathy
LM	System for Naturopathy under L Medicine
9C	Special for child under L Medicine
134	[P] for leg
4	[E] for Disease
7	[2P] for structural disorder
624	[2E] for Thermootherapy (Heat).

17.8 Pharmacognosy [LZ]

Pharmacognosy is the science of preparation and study of medicines and drugs. This is divided into canonical classes as under:

LZ3	Pharmacology
LZ5	Pharmacopeia
LZ8	Pharmacy (Preparing and dispensing of medicines)

Facet formula for LZ3 is: LZ3[P]:[E][2P]

[P]	Though not explicitly stated, it is the same as [P] of E Chemistry.
[E]	is the action of the drug
[2P]	is the body organ on which the drug acts. It is to be got by (SD).

eg.LZ3170:2(L214) Fluoride drug stimulation in teeth.
 LZ3 is Pharmacology
 170 is [P] isolate of E Chemistry
 2 is [E] stimulation
 L214 [P] for Tooth in L Medicine

Facet formula for LZ is LZ5[P1],[P2] where

[P1]	stands for country to be got by (GD).
[P2]	is kind or order.

Examples

LZ3:2(L4) LZ3 2 (L4)	Drugs effecting respiratory system. is canonical division Pharmacology under LZ Pharmacognosy. [E] for effect (stimulation) (SD) for (2P) (where L is M.C. for Medicine and 4 is for (P) for Respiratory system
LZ3:91 LZ3 91	Antibiotic action of medicine. Canonical division for Pharmacology [E] for antibiotic action
LZ371:3(L51) LZ3 71 3 (L51)	Benzoids depression in kidneys.. Canonical division for Pharmacology. [P] for Benzenoid taken from [P] of E Chemistry [E] for depression. is (SD) for [2P] for Kidneys taken from [P] of L Medicine.
LZ3153:5(L87) LZ3 153 5 (L87)	Irritation in human skin due to arsenic. Canonical division for Pharmacology. [P] for Arsenic taken from [P] of E Chemistry [E] for irritation. (SD) for [2P] representing human skin taken from [P] of L Medicine.
LZ3161:91(G12) LZ3 161 91 (G12)	Antibiotic action of Sulphur in the tissues. Canonical division for Pharmacology. [P] for Sulphur taken from [P] of Chemistry [E] for antibiotic action. (SD) for [2P] representing human tissues taken from [P] of G Biology.
LZ8.44,g,9N3 LZ8 44 g I N3	Indian Pharmaceutical Association (1932). Canonical division for Pharmacology. [S] for India (PPCI) for Learned Association [AD]is to be added after (PPCI) in the case of localised body. [T] for 1932, the date of establishment of the Association works as [P2] by (CD)
LZ3.73,g,9M5 LZ3 73 g 9 M5	American Society for Pharmacology (1859) Canonical division for Pharmacology. [S] for America (PPCI) for learned society/ association is to be added in case of non-localised body [T] for 1859 used as [P2] got by (CD)

17.9 Assignment

1. Biology of hair growth.
2. Photosynthesis
3. Metabolism of fat
4. Cell structure
5. Plant Ecology
6. Text book of Paleo-botany
7. Nervous system of plants.
8. Morphology of stem of roses
9. Physiology of the plantain flowers .
10. Virus diseases of apple crop.
11. Cotton diseases.
12. Jute carding.
13. Animal adaptation.
14. Insect morphology.
15. Skeleton of frog.
16. Elephant abodes in India.
17. Feeding of dog.
18. Dairying.
19. Inflammation of eyelids.
20. Eye muscles
21. Dental surgery
22. Lung surgery of female
23. Diagnosis of nose diseases.
24. Heart stimulations by calcium chloride.
25. Drug effects on respiratory system.

17.10 Reference Books:

1. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
2. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
3. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
4. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 18

EXAMPLES FROM MAIN CLASSES OF HUMANITIES

18.0 Objective

The objective of this lesson is to enable the candidate to understand how to classify the documents dealing with Fine Arts such as Architecture, Town Planning, Sculpture, Painting, Music etc., Literature, Linguistics, Religion, Philosophy, Spiritual experience and Mysticism, and Psychology.

Structure:

18.1 Introduction

18.2 Fine Arts

18.3 Literature

18.4 Linguistics

18.5 Religion

18.6 Philosophy

18.7 Spiritual experience and Mysticism: Meaning and worked out examples

18.8 Psychology

18.9 Assignments

18.10 References

18.1 Introduction

Humanities are those subjects which appeal to senses. These subjects include Fine Arts, Linguistics, Literature, Philosophy, Religion, Spiritual experience and Mysticism, Psychology etc..

18.2 Fine Arts [N]

Fine Arts are those which depend upon taste and appeal to the sense of beauty. These include Painting, Drawing, Sculpture, Architecture, Music, Theatre etc. These are divided into canonical divisions and some of them have their own facet formulas.

Every canonical division is first divided by style (that is, a characteristic mode of presentation) then by utility and lastly, if necessary, by part.

[P1] and [P2] are style facets got by (GD) and (CD) respectively.

[M] is the medium of art and is required only in Paintings, Sculpture and Music.

[E] cum [2P] represent the method or the process involved in a particular art.

NA Architecture

Architecture deals with designing and planning of houses, churches, schools, public and business buildings etc.

Its facet formula is: NA [P1], [P2][P3], [P4]:[E]

[P1] and [P2] both put together constitute the Style and are denoted by (GD) and (CD) respectively. (CD) to be worked out up to the Century digit only.

eg. 1 NA44,J Mughal Architecture (16th century).

2. NA44,M Indian architecture of Victorian era (19th century)

[P3] is kind of building. Some isolates are enumerated and the rest may be got by (SD)

[P4] is the part of the building.

Examples:

1. NA51,C Hellenic Architecture
NA Canonical division for Architecture
51,C [P1] and [P2] takes together for Hellenic.
2. NA44,E8(Q3),45 Architecture of pillars in Jain temples
NA Canonical division for Architecture
44 [P] for India.
E [P2] for 11th century
8(Q3) is [P3] for religious buildings of Jains.
45 is [P4] for pillars.
3. NA,234,995 Painted decoration of University library building
NA Canonical division for Architecture
234 [P3] for University Library building.
995 [P4] for painted decoration
4. NA44,J8T,65.445245 Beauty of Dome architecture of the Taj Mahal.
NA Canonical division for Architecture
44 [P1] for Indian.
J for [P2] for Moghul period
8 for [P3] for Sepulchral monument.
T (AD) for Taj Mahal
65 for [P4] for dome
445245 for [S] for Agra.
5. NA441,G37,45:8 Model castle pillars in Pallava architecture.
NA Canonical division for Architecture
441 [P1] for Dravidian .
G [P2] for Pallavas

37	is [P3] for castle
45	is [P4] for pillars.
8	[E] for model

NB Town Planning

Its facet formula is: NB[P],[P2][P3],[P4]:[E]

[P3] stands for the regions of planning whether city, village or town etc.

[P4] stands for parts of [P3], that is, building to be planned.

The isolates in NB are closely parallel to NA Architecture.

Examples:

- NB,5,66:3 Plan of city park.
 NB Canonical division for Town Planning
 5 [P3] for City.
 66 [P4] for Park
 3 [E] for plan
- NB,5,3:3 Study of city landscape design.
 NB Canonical division for Town Planning
 5 [P3] for City.
 3 [P4] for landscape
 3 [E] for design/plan
- NB56,M1,5:3 Planning of village markets in Victorian England.
 NB Canonical division for Town Planning
 56 [P1] for England got by (GD).
 M [P2] for Victorian era got by (CD)
 1 [P3] for village
 5 [P4] for market
 3 [E] for planning.

ND Sculpture

Sculpture is art of casting and moulding three dimensional figures.

Its facet formula is: ND[P],[P2][P3];[M]:[E][2P]

[P], [P2] put together represents style to be obtained by (GD) and (CD).

[P3] stands for figure, that is, the object to be cast. Some of its isolates can be got by (SD).

[M] is the material in which casting is done.

Examples:

- ND,9(Q) Iconography
 ND Canonical division for sculpture,
 9(Q) [P3] for Iconography

2. ND41,18;3:4 Design of marble bust in Chinese Sculpture.
 ND Canonical division for sculpture,
 41 [P1] for Chinese
 18 [P3] for bust
 3 [M] for marble
 4 [E] for design.
3. ND44,C71;5:5 Bronze coin casting in Buddhist India.
 ND Canonical division for sculpture,
 44 [P1] for Indian
 C [P2] for Buddhist period
 71 [P3] for Coin
 5 [E] for casting (Making of cast).

NQ Painting

Its facet formula: NQ[P],[P2][P3];[M]:[E][2P]

[P1], [P2] and [P3] are the same as ND sculpture.

[M] is the medium or the surface on which painting is drawn.

[E] cum [2P] represent the method or various processes of paintings.

Examples

1. NQ44,3:3 Indian Fresco water color paintings.
 NQ Canonical division for Painting
 44 [P1] for Indian style.
 3 [M] for Fresco.
 3 [E] for water-colour
2. NQ42,216;3:4 Japanese Oil-colour Fresco Painting of mountains.
 NQ Canonical division for Painting
 42 [P1] for Japanese style.
 216 [P3] for Mountains takes from (P3) of ND for sculpture.
 3 [M] for Fresco
 4 [E] for Oil-colour
3. NQ44,3;3:6 Indian distemper Fresco painting of landscape
 NQ Canonical division for Painting
 44 [P1] for Indian style.
 3 [P3] for landscape taken from (P3) of ND for sculpture.
 3 [M] for Fresco
 6 [E] for distemper.

NR Music

Its facet formula is: NR[P1],[P2][P3];[M]:[E][2P]

[P1] and [P2] constitute the style.

[P3] is the kind of Music
 [M] is the musical instrument.
 [E] cum [2P] means the technique of Music. These isolates are to be worked out.

Examples

1. NR;91 Vocal music
 NR Canonical division for music
 91 [M] for Vocal
2. NR441:91 Carnatic Vocal music
 NR Canonical division for music
 441 [P1] Carnatic style
 91 [M] for vocal
3. NR5,92 European Orchestra
 NR Canonical division for music
 5 [P1] European style
 92 [P3] for Orchestral music

18.3 Literature [O]

Literature is the writings of a language which are kept alive by their beauty of style or thought or emotional effect. It is one of the great creative and universal means of communicating the emotional, spiritual, or intellectual concerns of mankind.

This class has only personality facets in four levels, first by language, then by the divisions of form, author and work consecutively. The facet formula is: O[P1],[P2][P3],[P4]

[P1] stands for language of the literature. Its isolates are to be taken from language isolates given in page 2.26 of CC.

[P2] stands for the form of literature, namely, drama, poetry, fiction etc.

[P3] stands for the author faces to be got by (CD). In case of an individual author (CD) is to be got by the exact year of the birth of the author. In case of anthologies (CD) is to be worked out to the LED covered by the year of birth of the youngest author.

[P4] stands for the individual titles of the work of a given author. It may be got by group notation or by (AD)

Work Number: If the number of works of an author is up to eight, then these may be arranged in the sequence of their first publication dates as 1,2,3, up to 8.

Group Number Method: In case the number of works of an author is upto 65, then these works are arranged in eight groups as shows below:

Group No.	Item No.							
1	1	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31	32
5	33	34	35	36	37	38	39	40
6	41	42	43	44	45	46	47	48
7	49	50	51	52	53	54	55	56
8	57	58	59	60	61	62	63	64

Each work is to be denoted by at least by two digits from the above table. Thus the 3rd work is denoted by 13; the 62nd work is denoted by 86.

If the number of works is more than 64 and up to 512, then all the works are divided into eight groups of 64 works each. In this case each work is denoted by three digits. The first digit stands for the group number, the 2nd for the subgroup and the 3rd for the item number in the subgroups.

The first work is denoted by 111, the 2nd work by 112 and the 512 the work by 888.

Thus group number for work facet involves much of calculations and therefore it is better to use (AD) for titles as Dr.S.R.Ranganathan himself suggested. For example, Shakespeare's Hamlet as: 0111,2J64, H.

Examples:

1. O152,1J32,H Hindi Poetry by Tulasi Das (Born in 1532)
O M.C. for Literature
152 [P1] for Hindi Language
1 [P2] for poetry (form of literature)
J32 [P3] Year of birth of Tulasidas, 1532 got by (CD)
H [P4] work Number got by (AD) being the first letter of the title.
2. O:g Literary criticism
O M.C. for Literature
g (EPCI) for criticism.
3. O111,3NO5,31 Mulk Raj Anand's Morning face – a novel, (17th work)
He was born in 1905.
O M.C. for Literature
111 [P1] for English Literature
3 [P2] for novel (Fiction) (Form of literature)
No5 [P3] for year of birth of Mulk Raj Anand, got by (CD)
31 [P4] work number got by Group number method
4. O15,2D40,ABS Abhijnana Sakuntalam of Kalidas. (Kalidas was born in 40AD).

- | | |
|-----|--|
| O | M.C. for Literature |
| 15 | [P1] for Sanskrit Literature |
| 2 | [P2] for Drama (Kalidas is known for dramas) |
| D40 | [P3] for 40 A.D. Year of birth of Kalidas |
| ABS | (AD) for Abhijnana Sakuntalam. |
5. O111,2J64,H:g(S) Criticism of psychological aspects of Hamlet of Shakespeare
- | | |
|-----|---|
| O | M.C. for Literature |
| 111 | [P1] for English Literature |
| 2 | [P2] for Drama (Form of literature) |
| J64 | [P3] for year of birth of Shakespeare, 1564 |
| H | [P4] (AD) for Hamlet (work number). |
| g | (EPCI) for criticism |
| (S) | (SD) for Psychology |
6. O153,1xN5 Anthology of Punjabi poems (youngest poet was born in 1947)
- | | |
|-----|--|
| O | M.C. for Literature |
| 153 | [P1] for Punjabi Language |
| 1 | [P2] for poetry |
| x | (ACI) applicable before space for collection |
| N5 | got by (CD) for 1947 (LED) |
7. O157,3M76,D Devadas by Sharat Chandra (Born in 1876), 7th work
- | | |
|-----|---|
| O | M.C. for Literature |
| 157 | [P1] for Bengali literature |
| 3 | [P2] for Novel (form of literature) |
| M76 | [P3] Year of birth of Sharat Chandra, 1876, |
| D | [P4] work number got by (AD) |
8. O111,3M62x Collected novels of Thomas Hardy (author was born in 1862).
- | | |
|-----|---|
| O | M.C. for Literature |
| 111 | [P1] for English Literature |
| 3 | [P2] for novels (form of literature) |
| M62 | [P3] for 1862 got by (CD) for year of birth of the author |
| x | (ACI) for collection |
9. O168v History of Urdu literature
- | | |
|-----|--------------------------|
| O | M.C. for Literature |
| 168 | [P1] for Urdu Literature |
| v | (ACI) for history |
10. O152,1J34w Life of Tulasidas
- | | |
|-----|---------------------------|
| O | M.C. for Literature |
| 152 | [P1] for Hindi Literature |

1 [P2] for Poetry
 J34 [P3] for 1534 got by (CD) for date of birth of Tulasidas
 w (ACI) applicable before Space for biography

18.4 Linguistics [P]

Linguistic is the science of Language. Its facet formula is: P[P],[P2][P3]:[E][2P]

[P1] is the language concerned to be got from Language Isolates.

[P2] is Stage and Variant to be got by (CD), 9D Area, (Variant means the geographical variations, that is, the different dialects of a language at a given or period. It is denoted by 9D which further sharpened by (GD), that is, the area in which a particular dialect is spoken. Stage of language means the changes taking place in a given language from period to period. The Stage is to be got by (CD).

[P3] is linguistic element such as Isolated sound, Phoneme, Syllable, words, Phrases, Clauses, sentences, Pieces of Composition, Punctuation and their divisions etc.

[E] cum [2P] as enumerated.

It is to be noted that if any of the Energy isolates from 4 to 58 takes place together with the element number [P3], the number 3 is to be omitted. Eg. P111:4k English dictionary (but not P111,3:4k).

Eg.2: P142:53 Coining new words in Russian Language (but not as P1242,3:53).

Bilingual dictionaries: In the class number only the first language in which the words are given is considered as Personality. The language in which the meanings are given is considered as the language of exposition which is represented in the Book Number. Eg. P15:4k 111N62. (Here 111 for English and N62 for year of publication, i.e., 1962).

Dictionaries of Special terms (jargons): A dictionary of Special terms of a particular subject will go with the subject using the (ACI) k.

- eg. 1. A:(P111)k for Dictionary of Science in English
2. W:(P111)k for English Punjabi dictionary of Political terms.

Note: If main purpose of a book is to give comparative account, :(G) should be added to its Class number
 eg: P3:(G) for Comparative study of Dravidian languages.

Note: Teaching of any language like teaching of any other subject will go to T Education.
 eg:T35:3(P111).56 for Teaching of English language to foreigners in England.

Examples

1. P113,J:2 Grammar of Modern German
P M.C. for Linguistics
113,J [P] [P2] for Modern German.
:2 [E] for morphology of language which can be taken to be
 grammar.
2. P35:4k Telugu dictionary
P M.C. for Language
35 [P1] for Telugu.
4 [E] for meaning.
k (ACI) for dictionary
3. P35:4k111N65 Telugu to English dictionary (Publication in 1965)
P M.C. for Language
35 [P1] for Telugu Language.
4 [E] for meaning.
k (ACI) for dictionary
111N65 (English, 1965 for Book No.)
4. P111,J,312 English proper noun.
P M.C. for Language
111,J [P1] [P2] for modern English.
312 [P3] for proper noun
5. P35,3:58 Borrowed words in Telugu
P M.C. for Language
35 [P1] for Telugu.
3 [P3] for words
58 [E] for Borrowing
6. P111:28'N English translation in 20th Century.
P M.C. for Language
111 [P1] English.
28 [E] for translation
N [T] for 19th century.

18.5 Spiritual Experience and Mysticism [Δ]

Subjective knowledge is gained through a sort of inner experience. It is directly disclosed from the cosmos or Universe without sense perception. It is beyond logical methods. It is founded on faith rather than on reason. This kind of knowledge is generally classed with magic, religion, and parapsychology. Similar the case with the main class "Δ spiritual experience and mysticism"

Spiritual experience and mysticism is a subject of translocated sensation or inspiration of any discipline. It is at the cross roads of sciences and Humanities.

Its facet formula is: Δ[P],[P2]:[E][2P]

(P) is the kind of religion, the fold of spiritual and mystic experiences.

(P2) is the agency of such experiences.

[E] cum [2P] is the problem facet involves methods techniques and ultimate results of mystic and occult experiences..

Examples

1. $\Delta:8$ Occultism
 Δ M.C. for Spiritual experience and mysticism.
8 [E] for Occultism.
2. $\Delta:834$ Telepathy
 Δ M.C. for Spiritual experience and mysticism.
834 [E] for Telepathy.
3. $\Delta:864.44$ Indian Astrology
 Δ M.C. for Spiritual experience and mysticism.
864 [E] for Astrology
44 [S] for India.
4. $\Delta 2:864$ Hindu Astrology
 Δ M.C. for Spiritual experience and mysticism.
2 [P] for Hindu.
864 [E] for Astrology.
5. $\Delta,16:5$ Vision of disembodied souls.
 Δ M.C. for Spiritual experience and mysticism.
16 [P2] for disembodied souls.
5 [E] for vision
6. $\Delta 6$ Christian mysticism
 Δ M.C. for Spiritual experience and mysticism.
6 [P] for Christianity.
7. $\Delta:8627$ Palmistry
 Δ M.C. for Spiritual experience and mysticism.
8627 [E] for Palmistry.
8. $\Delta 7,11:893$ Voice of God according to Islamic religions.
 Δ M.C. for Spiritual experience and mysticism.
7 [P] for Islam
11 [P2] for God.
893 [E] for Voice
9. $\Delta 6,12:87$ Witchcraft of devils according to Christians
 Δ M.C. for Spiritual experience and mysticism.
6 [P] for Christianity
12 [P2] for Devil.
87 [E] for Witchcraft

10. Δ2y7M79 Life of Raman Maharshi (Born in 1879)
 Δ M.C. for Spiritual experience and mysticism.
 2 [P] for Hindu.
 y (ACI) applicable before space for life case study)
 M79 For 1879 got by (CD) Year of birth of author.

18.6 Religion [Q]

Religion deals with the ultimate nature of existences and relationships with in the context of revelation, deity, worship.

Its facet formula is:Q[P]:[E][2P]

[P] is religion itself.

[E] cum [2P] Religions practices.

Examples:

1. Q2:4 Hindu Religions practices
 Q M.C. for Religion
 2 [P] for Hinduism
 4 [E] for Religions Practices
2. Q6:1 Christian mythology
 Q M.C. for Religion
 6 [P] for Christianity
 1 [E] for Mythology
3. Q4:366 Rebirth according to Buddhism
 Q M.C. for Religion
 4 [P1] for Buddhism
 366 [E] for Rebirth
4. Q7:26 Muslim Religious tradition
 Q M.C. for Religion
 7 [P] for Muhammadanism
 26 [E] for Tradition
5. Q7:2 Qaran
 Q M.C. for Religion
 7 [P] for Muhammadanism
 26 [E] for scriptures
6. Q52:3 Babylonian theology
 Q M.C. for Religion
 52 [P] for Babylonian

- | | | |
|-----|---|--|
| | 3 | [E] for theology |
| 7. | Q6:427
Q
6
427 | Marriage rites of Christianity
M.C. for Religion
[P] Christian Religion
[E] for marriage rites |
| 8. | Q2:457
Q
2
457 | Hindu festivals
M.C. for Religion
[P] for Hindu Religion
[E] for Festivals |
| 9. | Q6:23
Q
6
23 | New Testament
M.C. for Religion
[P] for Christianity
[E] for New Testament. (Here 2 is further subdivided as suggested in part 3 of the CC) |
| 10. | Q7:4198.461.M
Q
7
4198
461
M | Pilgrimage to Mecca
M.C. for Religion
[P] for Muhammadanism
[E] for Pilgrimage
[S] Arabia
(AD) for Mecca |

18.7 Philosophy [R]

Philosophy is a branch of learning that investigates and evaluates the ultimate nature of existences and relationships through observation, speculation, reasoning, but not experimentation. It is the study of truth or principles of all real knowledge.

It is divided into Canonical Divisions R1 to R8. Some of them have their own facet formulas.

Various system of philosophy are placed in R6 to R8. R6 is reserved for favoured system, that is, Indian Philosophy, and R7 for second favoured system. Philosophies of all other nations are placed in R8, which is sharpened by (GD).

Philosophies of various subjects go with the subjects where R is applied as an [E] facet got by (SD) eg: V:(R) Philosophy of history.

But Philosophical aspects of the theory of Religion will go with R3 Metaphysics and further fitted with (P2) to be got by (SD).

eg.: R3,(Q6) Christian Philosophy.

Examples

- | | | |
|----|-----|----------------|
| 1. | R14 | Symbolic logic |
|----|-----|----------------|

- | | | |
|-----|--------------------------|---|
| | R1
R14 | Canonical division for Logic in R Philosophy
Symbolic logic. |
| 2. | R635
R6
35 | Yoga Philosophy
for Canonical division for favoured system. Here it is for
Indian Philosophy.
[P1] for Yoga Philosophy under R6 for India Philosophy |
| 3. | R36
R3
6 | Teleology
Canonical division under Philosophy
[P] for Teleology. |
| 4. | R4(Q6)
R4
(Q6) | Christian ethics
Canonical division of Philosophy for ethics
[P] for Christian |
| 5. | R65,5
R6
5
5 | Brahmasutra
Canonical division for Indian Philosophy
[P] for Vedanta
[P2] for Brahmasutra |
| 6. | R61
R6
1 | Outlines of Hindu Philosophy
Canonical division for Indian Philosophy
[P] for Hindu Philosophy. |
| 7. | R44(L)
R4
4
(L) | Ethics in Medical profession.
Canonical division for ethics
[P] for professional ethics
(SD) for Medical. |
| 8. | R5
R5 | Science of Aesthetics
Canonical division for Aesthetics under R Philosophy |
| 9. | R65,6
R6
5
6 | Bhagvada Gita
[CD] for Indian Philosophy
[P] for Vedanta
[P2] for Bhagvad Gita |
| 10. | R842
R8
42 | Japanese Philosophy.
Canonical division for system of all other nations
got by (GD) by Japan. |

18.8 Psychology [S]

Psychology is the science of human behaviour. It is concerned with study of mind and behaviour, attitude etc.

Its facet formula is: S[P]:[E][2P]

[P] is individual human being (such as child, adolescent etc. Certain isolates in are to be got by (SID).

[E] cum [2P] Psychological activities and processes.

[2E] cum [3P] mostly relates to psychology. These are only for 2 and 3 in [E].

Examples

1. S1:43 Memory of Children
S M.C. for Psychology
1 [P] for Child
43 [E] for Memory
2. S38:5 Emotion of old people
S M.C. for Psychology
38 [P] for old people
5 [E] for emotion.
3. S2:7 Adolescent personality
S M.C. for Psychology
2 [P] for Adolescent
7 [E] for personality
4. S21-68:523 Joy of Blind Boy
S M.C. for Psychology
21 [P] for Boy
68 [P] for Blind
523 [E] for Joy
5. SM9:811 Psycho-analytic study of dreams
SM System for Psycho-analytic
811 [E] for dream
6. S:851 Hypnotism
S M.C. for Psychology
851 [E] for Hypnotism
7. SM9,65:75 Psycho-analysis of the criminal temperament.
SM9 System for Psycho-analytic
65 [P] for criminal
75 [E] for temperament
8. SNI,38:5 Emotions of old people according to behaviouristic psychology.
SNI System for Behaviouristic
38 [P] for old age
5 [E] for emotion
9. S(L) Clinical Psychology
S M.C. for Psychology
L (SD) for clinical

10. S12:255:3 Physiological Psychology of color sense among toddlers
 S M.C. for Psychology
 12 [P] for Toddler
 255 [E] for color sense
 3 [2E] Physiological

18.9 Assignments:

1. Location of University library building
2. Architecture of South Indian temples
3. Roman style of city theatre: a plan
4. Plan of city park
5. Buddhist iconography
6. Design of marble bust in Chinese sculpture
7. Mughal water colour paintings
8. Silver coins of the Mughal period
9. Italian Renaissance water colour landscape paintings on canvas
10. Collected works of Shakespeare (1564)
11. Geography in the works of Kalidasa
12. Poetic criticism
13. Yorkshire dialect
14. Punjab verbs
15. Worship in Brahmo-Samaj

18.10 Reference Books:

1. Kaula, P.N.: A treatise on Colon Classification. Sterling Publishing Pvt. Ltd., New Delhi, 1985.
2. Khanna, J.K. and Kapil, D.D.: Colon Classification. Ess Ess Publication, New Delhi, 1982.
3. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
4. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
5. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
6. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.

Lesson – 19

EXAMPLES FROM MAIN CLASSES OF SOCIAL SCIENCES

19.0 Objective :

The objective of this lesson is to enable the student by providing illustrative examples to understand how to classify the documents dealing with the subjects Education, Geography, History, Politics, Economics, Sociology and Law.

Structure

19.1 Introduction

19.2 Education: meaning and worked out examples

19.3 Geography: Meaning and worked out examples

19.4 History: meaning and worked out examples

19.5 Political Science: meaning and worked out examples

19.6 Economics: meaning and worked out examples

19.7 Sociology: meaning and worked out examples

19.8 Law: meaning and worked out examples

19.9 Assignments

19.10 References

19.1 Introduction

The subjects concerning the orderly investigation of the behaviour of man in the society comes under the discipline Social Sciences. These include Education, Geography, History, Politics, Economics, Sociology and Law.

19.2 Education [T]

In colon Classification the basic subject/main class Education is represented by “T”. All the documents that deals with the technique of teaching and learning comprises basic subject Education.

The facet formula is T[P]:[E][2P], [2P2]

[P] is for various types of educands, that is level or kind of students.

[E] is Educational techniques or problems

[2P] Covers subject taught to be got by (SD) besides the enumerated isolates.

[2P2] is method or physical medium of teaching.

The class Education has systems. The facet formula for them is:

T[System], [P]:[E] [2P],[2P2]

Examples:

1. T4.44 Higher Education in India
T M.C. for Education
4 [P] University
44 [S] India
2. T15:3(B):8 Teaching of Mathematics in Elementary Schools by experiments
T M.C. for Education
15 [P] for Elementary schools
3 [E] for Teaching Technique
(B) [2P2] for Mathematics got by (SD).
8 (2P2) for experiment method.
3. T9(Y31):5,8 Diploma Courses for Rural People
T M.C. for Education
9(Y31) [P] Other classes got by SD (Y31) Rural in Sociology
5 [E] for Educational measurement
8 [2P2] for Diploma.
4. T4:6.44 Physical Education in Indian Universities
T M.C. for Education
4 [P] for University
6 [E] for Physical Education
44 [S] for India
5. T1:3,31 Teaching in mother tongue in pre-secondary schools
T M.C. for Education
1 [P] Pre-secondary schools
3 [E] for Teaching
31 [2P] for Mother tongue
6. TN1:2.4416 Curriculum in Montessori Schools of Andhra Pradesh
T M.C. for Education
TN1 Systems by GD for Montessori School
2 [E] for Curriculum
4416 [S] for Andhra Pradesh
7. T9(Y58).44 Education of Harizans in India during 16th century
T M.C. for Education
9 [P] for extension of other classes
(Y5927) [2P] for Harizans people, got by (SD) from sociology
44 [S] for India.

- | | | |
|-----|--|--|
| | J | [T] for 16 th century |
| 8. | T:8E
T
8E | University Budgets
M.C. for Education
[E] for Budget as n Economics |
| 9. | T9(Y31).44'N66
T
9
(Y31)

44
N66 | Rural education in India in 1966.
M.C. for Education
[P] for extension of other classes
(SD) for Rural Education got by (SD), (where Y is for Sociology 31 for Rural)
[S] for India
[T] for Time 1936 |
| 10. | TL2,15:3(A),1

TL2
15
3
(A)
1 | Audio-visual teaching of Natural Sciences for elementary students in Kants's Schools.
System for KANT'S SCHOOL
[P] for Elementary
[E] Teaching
[2P2] for natural science got by SD
[2P2} for Audio-visual |

19.3 Geography [U]

Geography is the science that deals with the features of the surface of the earth and its inhabitants.

Its facet formula is: U(P),(S)'(T)

In the case of U6 Economic Geography and U8 Travels, [T] should be the (LED) covered.

Examples:

- | | | |
|----|--------------------------|---|
| 1. | U47
U
25 | Oceanography
M.C. for Geography
[P] for Oceanography |
| 2. | U28:56
U
281
56 | Weather conditions in Great Britain
M.C. for Geography
[P] for Weather
[S] for Great Britain |
| 3. | U.4461
U
4461 | Geography of Assam
M.C. for Geography
for Assam. |
| 4. | U8.58 | Expedition in Indian Ocean |

- | | | |
|--|----|----------------------|
| | U | M.C. for Geography |
| | 8 | [P] for expedition |
| | 95 | [S] for Indian Ocean |
5. U5.53'N5 Political Geography of India brought upto 1850s

U	M.C. for Geography
5	[P] for Political Geography
44	[S] for India
M5	[T] for 1850.
 6. U641.44'N47 Trade Routes of India brought up to 1947.

U	M.C. for Geography
641	[P] for Trade Routes
44	[S] for India
N47	[T] for 1947.
 7. U2891.4416'N5 Weather Forecasting facilities in Andhra Pradesh in 1950s.

U	M.C. for Geography
2891	[P] for Weather Forecasting
4416	[S] for Andhra Pradesh
N5	[T] for 1950s
 8. U42.44'M Migration in India during 19th century.

U	M.C. for Geography
42	[P] for Migration
44	[S] for India
M	[T] for 19 th century
 9. U6415.44'O1 Rail Transport in India brought upto 2010

U	M.C. for Geography
6415	[P] for Railway
44	[S] for India
O1	[T] for 2010(LED)
 10. U5.44.fN5 Paleogeographic map of India in 1950

U	M.C. for Geography
33	[P] for Paleogeography
44	[S] for India
f	ACI applicable before space for Map (atlas)
N5	[T] for 1950

19.4 History [V]

Recording the chronological achievements of the past is known as History. It is concerned with the study of the past events from which theories are derived. It becomes the subject matter of Political Science. Therefore some times a confusion may arise between V History and W Political Science. A theoretical aspect of constitution or a similar subject should go into W Political Science and an historical account into V History class.

Its facet formula is: V[P],[P2]:[E][2P]'[T]

[P] is community to be got by (GD). It may further be sharpened by (SID) for constructing space isolates for colonies of an empire in other parts of the world. eg.44-56 British India. It can further be amplified by (SD) if necessary. Isolates for near sovereign states are formed by (CD).

[P2] is the organ of the government.

[E] cum[2P] covers the activities, functions, and policies of the government.

[T] is for Time to be shown as the exact year. Two different points of time (span) are to be represented by either forward or backward arrow. Normally the backward arrow is used.

V:19 for Foreign Policy: It has its own facet formula as:V:19[P1], [P2]

V M.C. for History

19 [E] for Foreign relations/policy

[P1] is community to which the foreign policy is turned and it is to be got by (GD)

[P2] is the subject of the foreign policy to be got by (SD)

Here [P1] and [P2] are telescoped. So if [P1] is absent there is no need to put comma before [P2].

Note: See the revised rules in this regard in pages 24, 25, 26 and 28 of the Annexure of Colon Classification.

Examples

1. V44 Indian History
V M.C. for History
44 [P] for India got by (GD).
2. V44:72 Indian Epigraphy
V M.C. for History
44 [P] for India got by (GD).
72 [E] for Epigraphy
3. V44,12:3 Functions of the Governors in India.
V M.C. for History
44 [P] for India got by (GD).
12 [P2] for Governor
3 [E] for Functions.
4. V44:1958 India's Foreign Policy towards Russia
V M.C. for History
44 [P] for India got by (GD).
19 [E] for foreign relations
58 [2P] for Russia got by (GD)

5. V1N4:3 The functions of UNO
V M.C. for History
1N4 [P] for UNO.
3 [E] for functions
6. V44:1944Q7(zM)'N65 Indo Pak War of 1965
V M.C. for History
44 [P] for India got by (GD).
19 [E] for foreign relations
44Q7 [P] for Pakistan got by (GD)
(zM) [P2] for war.
N65 [T] for 1965.
7. V73:1958,(zT)'N65 Disarmament talks between USA and USSR in 1985
V M.C. for History
73 [P] for USA got by (GD).
19 [E] for foreign policy
58 [P] for USSR got by (GD)
(zT) [2P2] for disarmament.
N85 [T] for 1985.
8. V44:44 Refugees in India.
V M.C. for History
44 [P] for India got by (GD).
44 [E] for Constituent States
9. V4416,32:91'N84 Assembly elections in Andhra Pradesh in 1984
V M.C. for History
44 [P] for India got by (GD).
32 [P2] for Second house in Legislature
91 [E] for elections
N84 [T] for 1984.
10. V44:19(zP) India's Defence policy
V M.C. for History
44 [P] for India got by (GD).
19 [E] for foreign policy
(zP) [P2] for Defence

19.5 Political Science [W]

The main class Political science is the study of the state, government, politics, and people either individually or in groups in relation to the State.

The facet formula is: W[P],[P2]:[E][2P]

(P) is the kind of State.

(P2) is the part or organ of the State. Its isolates are same as (P2) of V History.

[E] cum [2P] deals with activities, policies, and functions of the State. The isolates are same as those of V History.

Examples

1. W6
W
6 Fundamentals of democracy
M.C. for Political Science
[P] for democracy
2. W691v
W
691
v History of Communism
M.C. for Political Science
[P] for communism
(ACI) applicable before Space for History of the subject.
3. W64:48
W
64
48 Minority status in dictator Governments
M.C. for Political Science
[P] for democracy
[E] for Minorities
4. W4:19
W
4
2 Constitution of monarchic governments
M.C. for Political Science
[P] for Monarchy
[E] for Constitution
5. W4.44'J
W
4
44
J Kingship in india in 16th century
M.C. for Political Science
[P] for Monarchy
[S] India
[T] 16th century.
6. W691:91.44
W
691
91
44 Elections of Communist party of India
M.C. for Political Science
[P] for Communism
[E] or Election
[S] for India
7. W,61:2.44
W
61
2
44 Constitution of Urban Local Governments in India
M.C. for Political Science
[P2 for Local body
[E] for Constitution
[S] for India
8. W46:3(Q)
W
46
3(Q) State and religion in limited monarchies
M.C. for Political Science
[P] for limited monarchy
[E] for state and religion
9. W,8:91M.44
W
8
91M
44 Proportional Representation in civil services in India
M.C. for Political Science
[P2] for Civil Services
[E] for Proportional representation
[S] for India.
10. W4,1:(R) Philosophy of kingship

W M.C. for Political Science
 4 [P] for monarchy
 1 [P2] for King (Head of the state)
 (R) (SD) for Philosophy acting as [E].

19.6 Economics [X]

Economics deal with transport, commerce, international trade, industries, material resources and their production, distribution and consumption. It also deals with office and personal management. It has Systems and Specials.

Its facet formula is: X[P];[M]:[E][2P]

[P] is the business.
 [M] is the medium of currency applicable only.
 [E] cum [2P] covers economic problems and activities.

It is to be noted that some isolates such as Transport, Commerce appear both in [P] and [E]. In such a case [P] stands for business of Transport, while [E] goes for methods, techniques and other such problems.

Personnel Management: X;9 Personnel Management is divided into three sectors as:
 Least concrete sector of 9
 More concrete sector of 9
 Still more Concrete sector of 9

If the isolates in the subject fall in more than one sector, then the latter sector should form the earlier level and the common digits are to be omitted in the latter levels.

Example:

X8(F95):9B,9D,5 Employment of semi-skilled children in cosmetic industry.

Here :9B child labour form Still more concrete sector;
 ,9D from 99D for semi-skilled from more concrete sector
 first 9 is omitted.
 ,5 from 95 for employment from Least Concrete Sector. The first 9 is omitted.

Examples:

X8(D513) Coal industry
 X M.C. for Economics
 8(f551) [P] for coal industry
 f M.C. for Technology;
 551 [P] for coal.

Xv44'N6 Economic history of India in 1960
 X M.C. for Economics
 v (ACI) applicable before [S] for history

- | | | |
|-----|----------------|---|
| | 44 | [S] for USA |
| | N6 | [T] for 1950. |
| 3. | X:731 | Demand Theory |
| | X | M.C. for Economics |
| | 731 | [E] for Demand Price |
| 4 | X61;1:7.44 | Value of gold coins as money in India |
| | X | M.C. for Economics |
| | 61 | [P] for money |
| | 1 | [M] for gold |
| | 7 | [E] for value. |
| | 44 | [S] for India |
| 5 | X8(A):9.44 | Labour problems in Indian industries |
| | X | M.C. for Economics |
| | 8(A) | [P] for industries in general |
| | 9 | [E] for labour problems |
| | 44 | [S] for India |
| 6 | X755.1(Y:5)'N7 | Foreign loans to India in 1970s |
| | X | M.C. for Economics |
| | 755 | [P] for foreign loans |
| | 44 | [S] for India |
| | N7 | [T] for 1970s. |
| 7. | X:979D | Strikes |
| | X | M.C. for Economics |
| | 979D | [E] for strikes |
| 8 | X;979D,6 | Arbitration in strikes |
| | X | M.C. for Economics |
| | 979D | [E] 979D for strikes (more concrete sector of 97) |
| | 6 | from [E] 976 for arbitration (Least concrete sector of 97), hence 9 and 7 are omitted. (sector nos are separated by coma) |
| 9 | X:97K,9D,6 | Arbitration in strike of National trade unions |
| | X | [BC] for Economics |
| | 97K | [E]National Trade Unions (SMC of 97) |
| | 979D | [E]Strike (MCS of 97) hence 97 omitted |
| | 976 | [E]Arbitration (LCS of 97) hence 97 omitted |
| 10. | X:9F,9D,3 | Wages of Semi-skilled women labour in India |
| | 9F | [E] Female (SMCS of 9) |
| | 99D | [E] semi-skilled (MCS of 9) hence common 9 omitted |
| | 93 | [E] wages 9LCS of 9) hence common 9 omitted |
| 11 | X8(A):6.44'N3 | Problems of Industrial finance in India in 1930s. |
| | X | M.C. for Economics |
| | 8(A) | (SD) for industry |

6	[E] for financing
44	[S] for India
N3	[T] for 1930s.

19.7 Sociology [Y]

Documents that are concerned with the study of the society and its members constitute the subject Sociology. Sociology deals with the collective behaviour of socially organised groups. It also includes Culture, Civilization and Anthropology.

The facet formula is: Y[P]:[E] [2P]:[2E][3P]

[P] is community or social group. Some of its isolates are enumerated and others can be got by (SID) and (SD).

[E] [2P] covers activities, traditions, social problems etc.

[2E] cum [3P] deals with secondary problems. It includes conservation, development, etiology (That is the study of causes for pathology, biology, physiology and physics), preservation and correction of social ills/evils),

4[E] has its own different (2E) cum [3P] isolates.

Examples

- | | |
|-----|--------------------|
| Y33 | Urban sociology |
| Y | M.C. for Sociology |
| 33 | [P] for urban |
- | | |
|--------|---------------------------------|
| Y:1.44 | Indian Culture |
| Y | M.C. for Sociology |
| 1 | [E] for civilization or culture |
| 44 | [S] India |
- | | |
|---------|------------------------|
| Y13:434 | Poverty of Old persons |
| Y | M.C. for Sociology |
| 13 | [P] for Old people |
| 434 | [E] for Poverty |
- | | |
|-------|--|
| Y74:2 | Anthropometry of Mexicans |
| Y | M.C. for Sociology |
| 74 | [P] for Mexicans got by (GD) |
| 2 | [E] for Anthropometry (that is measuring physical characteristics) |
- | | |
|------------|--|
| Y15-31:412 | Tobacco habit of rural women |
| Y | M.C. for Sociology |
| 15-31 | [P] got by (SID) for rural women (where 15 is [P] of Y for women and 31 is [P] of Y for rural) |
| 412 | [E] for tobacco habits |

6. Y31:7:7 Rural development
Y M.C. for Sociology
31 for rural
7 [E] for Personality (This is to be shown when [2E] is used).
7 [2E] for improvement (development).
7. Y:4355:67.4454 Relief measures for flood effected people of Orissa.
Y M.C. for Sociology
4355 [E] for flood
67 [2E] Relief work
4454 [S] for Orissa
8. Y:411:5(Z).4416 Prohibition of Alcohol by legislation in Andhra Pradesh
Y M.C. for Sociology
411 [E] for alcoholism
5 [2E] for prevention
Z (SD) for legislation where Z is M.C. for Law
4416 [S] for Andhra Pradesh
9. Y73(Q2):3411:63'N5 Naming of Hindus in South Africa, in 1950s.
Y M.C. for Sociology
73(Q2) [P] for Hindus obtained by (SD) (where Q is M.C. for Religion and 2 is [P] for Hinduism under M.C. (Q) as designed under (P)
3411 [E] for naming
63 [S] for South Africa
N5 [T] for 1950s.
10. Y73(Q7)-15,44.9S Status of Muslim women in South India.
Y M.C. for Sociology
73(Q7) [P] for Muslims got by (SD) as designed under (P) 73 for Ethnological division.
44 [S] for India.
9G [S2] for South (taken fro 19G enumerated in the schedule for southern world)

19.8 Law [Z]

Law treats the codified social, political and economic rules that society requires and by which its members agree to live. It comprises all the principles, rules and enactments that are applied in the courts and enforced by the power of the State. The documents that deals with the above subject comes under the basic class Law.

Its facet formula is: Z[P],[P2],[P],[P4]:[E][2P]

[P] is community over which a given law has jurisdiction. It is got by (GD) in case of a nation and by (SD) in case of a cultural community.

[P2] and [P3] are named as Law I and Law II respectively.

For A War Law, B Land Law, C Naval Law and D Air Law, all the earlier divisions of [P2] are applicable after A,B,C, and D.

[P3] isolates vary according to isolates of [P2].

[P4] isolates are only applicable to Z,7 [P2],7[P3].

[E] cum [2P] cover the problems of Z 98 [P2] for Legal documents.

It is to be noted that [P2] 4,5,6,91,92,93 and 95 have no [P3]; only Z,98 and its sub-divisions have [P4] isolates.

Further it is to be noted that Law of a particular subject is to be classed with that subject by (SD). eg. Library Laws as 2(Z).

Examples

1. Z44 Indian Law
Z M.C. for Law
44 [P] for India got by (GD).
2. Z44,3 Indian Contract Law
Z M.C. for Law
44 [P] for India obtained by (GD).
3 [P2] for contract law
3. Z(Q7),122 Muslim marriage law in India
Z M.C. for Law
(Q7) [P] for Muslims got by (GD).
122 [P2] for Marriage
4. Z(Q2),2,6 Hindu Law of Succession
Z M.C. for Law
(Q2) [P] for Hindu
2 [P2] for Property
6 [P3] for succession
5. Z1 International Law
Z M.C. for Law
1 [P] for world got by (GD).
6. Z44,75,15 Criminal Procedure Code of India.
Z M.C. for Law
44 [P] for India got by (GD).
75 [P2] for Criminal Proceedings
15 [P3] for criminal procedure

- | | | |
|-----|---------------|---|
| 7. | Z44Q7,A,5'N72 | Trial of Pakistan war prisoners in 1972 |
| | Z | M.C. for Law |
| | 44Q7 | [P] for Pakistan got by (GD). |
| | A | [P2] for war |
| | 6 | [P3] for prisoners of war |
| | 5 | [P4] for trial. |
| | N72 | [T] for 1972 |
| 8. | Z(Q6),985:1 | Drafting of negotiable instrument in Christian Law |
| | Z | M.C. for Law |
| | (Q6) | [P] for Christian law got by (GD). |
| | 985 | [P2] for negotiable instrument |
| | 1 | [E] for drafting |
| 9. | Z73,2671,436 | Exchange of goodwill in U.S. law |
| | Z | M.C. for Law |
| | 73 | [P] for U.S. got by (GD). |
| | 2671 | [P2] for Copyright Law |
| | 43 | [P3] for exchange |
| 10. | Z44,9412,3 | Admissibility of Circumstantial evidence in Indian Law. |
| | Z | M.C. for Law |
| | (Q7) | [P] for Muslims got by (GD). |
| | 9412 | [P2] for Circumstantial |
| | 3 | [P3] admissibility. |

19.9 Assignments:

Classify the following titles by CC.

Basic education to Muslim students.
 Curriculum for University education.
 Audio-visual method of teaching.
 Rain fall in Japan brought upto 1950s.
 Trade routes in India.
 A trek to the Himalayas.
 Biography of USA.
 Road map of India in 2001.
 Travels in India.
 History of India in 15th Century.
 India's non-alignment policy.
 History of Indian National Congress.
 Indian archives.
 Ancient Greece Inscriptions.
 Elections of 1968 in USA.
 Indian democracy.
 Human rights and fundamental freedom
 Monopoly
 Small scale textile industries in India.
 Super-Bazaar: a new concept of departmental stores in Andhra Pradesh.
 Competition in soap industry.
 Rural development in India.

Relief work to refugees.
Prohibition by legislation.
Gipsies: the forgotten of children.
Opium habit among Indian youth.
Hindu law of marriage.
Code of Civil Procedure.
Supreme Court of India.
International law on territorial waters.

19.10 Reference Books:

1. Kumar, P.S.G.: Practical Classification, Volume one: Colon Classification, Metropolitan Book Co., New Delhi, 1978.
2. Mukhopadhyaya, Ajoy: Guide to Colon Classification Practice. Metropolitan Book Co., Pvt. Ltd., New Delhi, 1976.
3. Ranganathan, S.R.: Colon Classification, 6th Reprinted edition Asia Publishing House, Bombay, 1976.
4. Satija, M.P.: Manual of Practical Colon Classification. Sterling Publishers Pvt., New Delhi, 1984.