# TRAINING DIET STAFF OF KARNATAKA IN LIBRARY MAINTENANCE

(A PAC Programme of NCERT)

## (From 11th to 16th March 1999)

**Programme Co-Ordinator**
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NCERT

# REGIONAL INSTITUTE OF EDUCATION
# MYSORE-570 006

# PREFACE

The aim of this Course material is to help the Librarians and in-charge staff of DIET libraries. The course material is designed to help for the proper awareness regarding the Library Organisation, maintenance and to make them familiar with some of the basic library skills and techniques for the systematic arrangement of books and retrieval whenever required.

I hope that this material will be of quite useful to the DIET library staff for organizing their collection systematically and improve the services of the library to help in achieving the objectives of the Institution.

I take this opportunity to express my sincere gratitude to the Principal, RIEM for all the necessary encouragement given to me for taking up such a programme.

I am highly grateful to Shri. C.V.L. Narashimha Rao, Profl. Assistant of our library and team member of the training programme for supporting me in all respects and also in the preparation of course material.

I also express my thanks to the Head, Dept. of Extension Education and his staff for the administrative support.

I also convey my thanks to Dr. U. Lakshminarayana, Lecturer and to other Resource persons who are involved in this training programme.

My sincere thanks to our library staff members who helped me in all possible ways to make this venture in to a reality.

S. Nagaraja
Academic Co-ordinator

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# CHAPTER - 1

## ROLE AND FUNCTIONS OF DIET'S

### 1.INTRODUCTION:

Since dawn of independence many perplexing problems have been perpetuated to accomplish universal primary education. It is envisaged that national development is possible by achieving universalization of primary education and eradication of adult illiteracy. Since independence efforts are made to improve elementary education and to mitigate illiteracy. Literacy percentage has improved from 16.7% in 1951 to 36.2% in 1981, but still there is a long way to achieve universal literacy. Teacher plays a dominant role in accomplishing these educational goals. Education commission (1964-66) observed, "of all the factors that influence the quality of education..... the quality, competence and character of teacher are undoubtedly the most significant". Competence of teacher is very much depends on the quality of training and the support provided to him. Until the adoption of NPE, national and state bodies like NCERT, NIEPA and SCERTs are providing academic and resource support. Below the state level there are elementary teacher education institutions, but their function are confined to pre-service training. Hence NPE envisaged district level support system, viz., District Institute of Education and Training (DIETs). These Institutions would do better to improve the quality of teacher, as they are closer to the field realities.

The purpose of DIETs is, "to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the area of elementary and adult education, with the objectives of achieving universal primary education and literacy among 15 to 35 age group.

### 2. ROLE OF DIETs

#### 2.1: DIETs have to play a pace-setting role:

All necessary physical and manpower resources are best provided to DIETs. But they have to tap other available resources in the best possible manner in order to achieve excellence in the institution work.

Helping the elementary and adult education system in the district to attain excellence is another important role of DIETs. They are expected to be model for other educational institution in the district in terms of meticulous, efficient and effective planning and execution of functions.

DIETs are a part of a larger strategy to achieve national goals in the area of elementary and adult education. Various components of the strategy are inter dependent and mutually reinforcing. Hence roles are not viewed in isolation and DIETs should discharge their role of implementing and complimenting other parallel initiatives.

#### 2.2 Transactional philosophy (Child centered Approach):

The basic approach and philosophy to be followed by DIETs in their training programme is child-centered approach. All programmes of pre-service and in-service teacher education and training of AE/NPE personnel in the DIET should be designed keeping learner at the centre of teaching-learning process. The advantages of the approach are-

- Programmes will be need based.

- Training would get an opportunity to experiment, discover, practice and innovate
  for themselves.

- Maximum use of local environment.

- Good work done by trainees would be recognized, encouraged, displayed.

- DIETs would adopt the attitude of a "life-long Learner".

## 2.3 Special target group.

In order to play the role of universalization, DIETs are expected to give primary attention to promote education among following groups-

- Girls and women
- Scheduled castes and scheduled tribes
- Minorities
- The handicapped and
- Other educationally disadvantaged groups like working children, slum-dweller, inhabitants of hilly, desert and other inaccessible areas etc.,

## 2.4 Linkage:

Besides "the field" (i.e. elementary schools, school complex, teachers, head teacher etc.,) every DIET should establish close linkages with organizations and institutions at the national, state and divisional level.

### 2.4.1 At National Level

NCERT (including RIEs within whose jurisdiction the state falls), NIEPA, Center for cultural resources and training (CCRT), Directorate of adult education, Central institute of Indian Languages (CIIL) and other premier organization.

### 2.4.2 At state level:    SCERTS, SIET and other state level bodies.

### 2.4.3At the divisional level

Institute of higher education, secondary teacher education Institution, university depts of Education, Institute of Advanced study in education (IASEs) ,NGOs and other concerned organization.

## 3. FUNCTIONS:

Every DIET has three major functions. They are-

- Training (both induction level as well as continuing varieties)
- Resource support (extension/guidance, development of materials, aids, evaluation
  tools etc.,)
- Action research.

## 3.1 TRAINING:

The most important function of DIETs is training and orientation of the following target groups:

- Elementary school teachers (both pre-service and in-service education)
- Head teacher, Head of school complexes and officers of education Department up to block level.
- Instruction and supervision of non-formal and adult education (Induction level and continuing Education level)
- Members of District Board of education (DBE) and village Education committees (VECs), Community leaders, Youth and other volunteers who wish to work for the cause of education.
- Resource persons who conduct suitable programmes for the above mentioned target groups at centers other than DIET.

## 3.2 Resource support:

The second function of DIET is to provide academic and moral support to elementary and adult education system in the district by way of -

- Extension activities and interaction with field.
- Resources and learning centers for teachers and instructors
- Development of locally relevant materials, teaching aids, evaluation tools etc., and
- Serving as an evaluation center for elementary schools and programmes of NFE/AE

## 3.3 Action research:

The third function of the DIET is to provide necessary insights and skills among the teachers and supervisors in action research and experimentation in order to equip them to deal with specific classroom problems and problems of district in achieving the objectives of elementary and adult education.

## 4 Structure

In order to under take the above function effectively, every DIETs would need to have staff strength in following areas.

- Foundation of Education and pedagogy
- The subject taught at elementary stage, namely, language, mathematics environmental studies-social sciences environmental studies-science, work experience, art education, health and physical education.
- Non-formal education
- Adult education
- Curriculum, material Development and evaluation.
- In-service programmes, Field interaction and innovation coordination
- Planning and management
- Educational Technology

Hence every DIET consists of seven academic branches. They are-

- Pre-service teacher education (PSTE)
- Work Experience (WE)
- District Resource unit (DRU) for adult and non-formal Education.
- In-service programmes, Field interaction and innovation coordination (IFTC)
- Curriculum, Material Development and Evaluation (CMDE)
- Educational Technology (ET)
- Planning and Management (P&M)

### 4.1 Pre-service Teacher Education (PSTE)

There will be a regular full time two year teacher training programme for 50 pre-service teachers in every DIET. The curriculum includes-

1) subject content enrichment
2) Postulates of pedagogy
3) Foundation of education
4) Problem of education and
5) Other essential practical work

### 4.2 Work experience:

Work experience is an important component of educational process. This branch identifies locally relevant work experience areas and works for thin induction in elementary schools, NPE/AE centers and in both pre-service and in-service teacher training. It also organizes community activities on the campus and outside to maintain close liason between the institution and the local community for better human relations and utilization of local resources for educational purpose.

### 4.3 District Resource Unit (DRU)

Primary responsibilities of the branch is to assist in planning, coordinating and organizing programmes for adult and non-formal education personnel in the districts. It also evaluates and monitor the efficiency of some programmes. This branch will

develop Instructional and training material relating to adult and non-formal education. It will also develop evaluation tools for assessing the efficiency of programmes and will arrange media support for successful execution of the programmes.

### 4.4 In-service programme, field interaction and innovation coordination (IFFIC)

Education is life long process, so is teacher education. Continuous in-service education of teacher is, therefore, necessary not only to keep the teacher up-to-date in terms of content enrichment and professional proficiency but also with regard to changes taking place in social, scientific and technological fields. Thus, the DIET will regularly organise in-service teacher orientation programmes for teacher in such a way as to help them come up to the changing demands of the profession and refresh them in professional matters every five year. The content of this orientation will include acquaintance with:

- Innovations in elementary Education and elementary teacher training:
- Developments in science, technology and other subject fields having direct bearing and role and responsibilities of elementary teacher: and
- Techniques and trends for building healthy community relationships within the institution and with the outside community. The refresher training orientation in content methodology, innovations etc., will be of a minimum duration of two to three weeks. This will also include orienting the teacher about interaction with field to identify specific problems and to device their solution through action research and experimentation as the case may be, besides acquainting with techniques and methods of collecting and using information about worthwhile field experiences, critical incidents, success stories, etc.,

### 4.5 Curriculum, Material Development And Evaluation:

The role and responsibility of this branch is to develop learning materials and curriculum for elementary teacher education, Adult education, and non-formal education as per local needs, Environment and circumstances: and to develop different evaluation tools, techniques, guidelines, including achievement tests, question banks, writing skills, observation schedules etc., for continuous and summative learning evaluation.

### 4.6 Educational Technology:

Educational technology plays a very vital role in effective teaching and learning. Therefore, in this age of technological and scientific advancement, it becomes one of the primary functions of this branch to:

- Equip the institute with variety of educational gadgets for enriching the quality of education and teacher training;
- Develop different programmes of media intervention as input of quality schooling: and
- Prepare teaching learning materials for pre-service and in-service teacher training and NFE/AE workers.

This branch will prepare low cost teaching aids like wall magazines, charts, diagrams, models, photographs, slides, audio tapes, scrap books, source materials etc., for use in elementary and non-formal education. It will also provide training to teacher for using technology in the teaching learning process and arrange visits to

media institution for obtaining first hand acquaintance with media tools and gadgets and their use for educational ends.

### 4.7 Planning and management (P&M)

Planning and management as an extremely crucial place in the functioning, growth and development of an institute. This unit of DIET play the role of a nodal agency for assessing, planning, advising, and meeting overall educational needs and aspirations of the district covering primary education, NFE/AE to realise the ends of "education for all" and of quality schooling. It will maintain as appropriate database for the district and strive to constantly improve its development profile. Its top priority will be on realizing the target of universalization of elementary education. It will provide technical assistance in areas like school mapping, micro-planning for specific local areas, school complexes, institutional planning and also act as a district agency arranging all types of educational programmes with active community involvement and participation.

### 5. MEASURE TO IMPROVE FUNCTIONING:

In order to improve functioning of the DIET following measures are suggested.

- Establish close cooperation and continuing dialogue with the field to utilize the local resources.
- Organize regular meetings of field functionaries.
- Maintain relationship within the institute and with other institutions in the district, state and national level.
- Prepare a long-term time schedule for activities and programms.
- Undertake micro planning, field studies and action research to tackle specific problems.
- Promote innovations in methodology of teaching, revision of curriculum, textbooks and teaching materials.
- Devise strategies for accomplishing minimum level of learning.
- Organise mass-literacy programmes with the help of VECs and NLM.
- Develop library with variety of books periodicals, magazines etc.,
- Utilize both electronic and print media to accomplish.

# CHAPTER-2

## ORGANISATION OF DIET LIBRARIES

### I. INTRODUCTION:

The organization of a library means procurement and arrangement of reading materials, employing competent and efficient staff and ensuring maximization of utilization of these materials by providing proper facilities and services to the readers. It would not only be necessary to acquire and make available reading materials according to the needs and interest of the teachers and students, it would also be necessary to create peaceful, welcoming and comfortable atmosphere, which will facilitate pursuit of knowledge and learning.

### 2.OBJECTIVES OF DIET LIBRARIES:

The objectives of the DIET libraries is to help and support the DIET institution to achieve and fulfill its objectives. Some of the important objectives of the DIET library may be stated as under:

2.1 To effectively participate in the teaching learning and training programme of the DIET;

2.2 To provide appropriate library materials and services for the over all growth and development of the personality of the students as an individual and useful citizens of the society;

2.3 To develop reading ability and interest , and inculcate life-long love, enjoyment and pleasure of reading amongst the students;

2.4 To work out a programme in consultation with teachers and inculcate democratic, secular, cultural and moral values in the pupils;

### 3. FUNCTIONS OF DIET LIBRARY:

- To procure and process reading materials relevant to the teaching and training programmes and activities of the Institution.
- To organise the library to provide quick and easy access to reading materials.
- To orient the students in the independent use of the library to find out materials and information relevant to their lesson and assignment.
- To take various steps in co-operation with the teachers to promote healthy reading habit of life-long learning.
- To provide various library services in order to provide information from up to date resources in various discipline and fields of interest.

- To provide to the students with inspiring literature which can help in character building and overall development of their personality.
- To provide assistance to the students in preparing for the extracurricular activities like debate and public speaking, dramatic performance, quiz contests, essay writing etc.

## 4. Place of Library in the Institution:

The library plays an important role in the educational institute. The library is the center of all intellectual activities and other academic activities of the *institute*, which depends on the library. It should act as an extension of the classroom and there should be a close co-operation and co-ordination between teacher and librarian in orienting and encouraging the students to make best use of the library resources.

Library should have the open access system so that the teachers and students can freely browse through the books on the shelves and make their choice as per their needs. The library not only cater to the curricular programmes of the school but also provide literature, which can inspire and entertain the user and sustain and support his/her interest in various hobbies and pastimes.

## 5. Planning the library:

### 5.1 Planning for space:

Since the library is the 'growing organism', its space requirement should be planned taking in to consideration of the future growth for 10 to 15 years. There should be scope for horizontal and vertical extension of space as and when the need arise in the future. While planning the library space the following points may be kept in mind:

- Library should be centrally located.
- It should be located away from the noise areas like play ground, music room, canteen, recreation room etc.
- The library rooms should be well lighted and properly ventilated.
- Protection may be provided to library holdings from direct exposure to sun and rain.
- Interiors may be tastefully painted in light colours and decorated with pictures, charts etc, to create a cheerful atmosphere.
- Seats should be comfortable so that the user can sit and read for a considerable time without feeling any fatigue.

Following space requirements may be taken into account while planning space:

- Space for Librarian and his staff
- Circulation counter
- Space for reference books and separate seating arrangements for teacher s and students to accommodate at least 40 students at a time.
- Space for library racks for organising library collection.
- Space for display of periodicals, new arrivals, maps, charts, Catalogue, etc.
- Space for storage, repair and maintenance work.

## 5.2 Furniture & Equipment's:

A library would require moveable as well as fixed type of furniture and for various functions and services.

### 5.21.  Movable type of items:

#### 5.211. For Public areas:

Reading tables, chairs, racks and almirahs, catalogue cabinets, circulation counter, filing cabinets, display racks for books and periodicals, Exhibition stands, pigeonholes for keeping personal property of the users, stools etc.

#### 5.212. For work room:

Typewriter, work tables, chairs, Almirahs, side racks, filing cabinets, book trolleys etc.
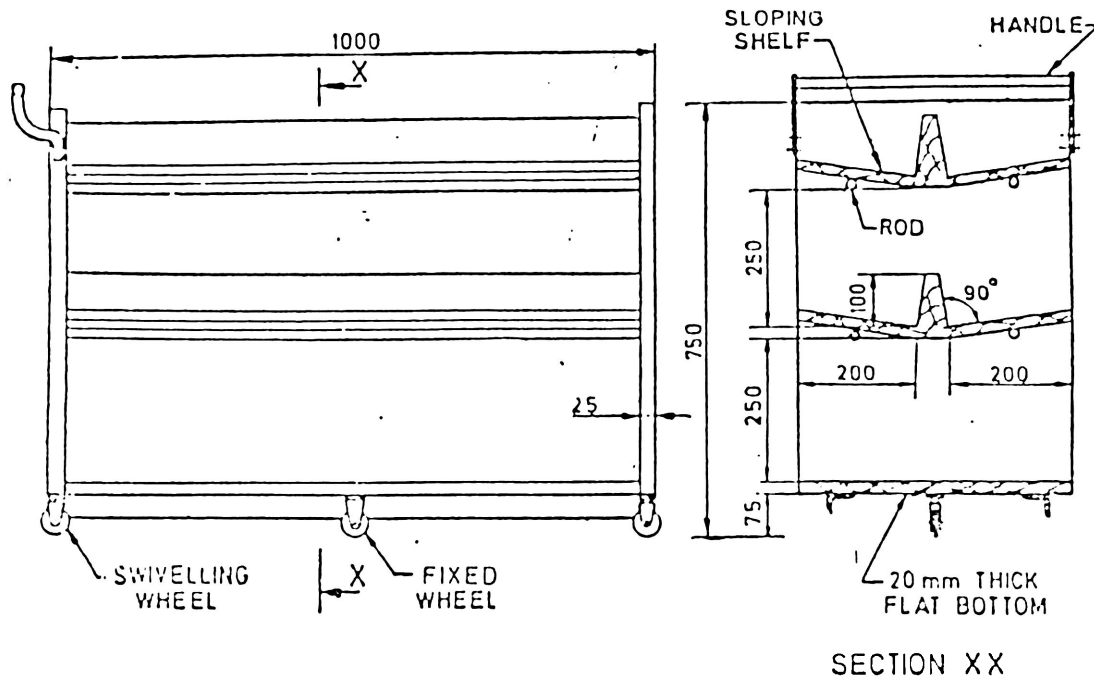
The dimensions of different types of tables, chairs, cabinets, standard steel racks, display racks etc should be in accordance with the ISI standards. The ISI standard for these is given in the " Indian standard specifications for library furniture and fittings", Part I and II, published by Bureau of Indian Standards, New Delhi, 1970.

## BOOK TROLLEY

IS : 1829 ( Part I ) - 1978



All dimensions in millimetres.

FIG. TYPICAL ILLUSTRATION OF BOOK TROLLEY

## BOOK TROLLY

- Essential features of book trolly are shown in figure above

- Trolly shall have two pairs of sloping shelves and one flat bottom shelf for books of large size.

- The height of trolly shall be 750 mm, the same as that of a table

- The planks shall be suitably supported such as by iron rods and the uprights rigidly connected to each other and shall fulfil loading requirements of carrying 40 kg per shelf plank per bay and bottom shelf shall be designed to carry a load of 80 Kg.

- Suitable protection may be provided at the bottom corners and the ends of uprights to minimize damage due to knocking against other furniture, fittings, walls or pillars.

- The trolly shall be fitted with four rubber tyred ball-bearing wheels; one of the swivelling type at each end and two of the fixed type in the centre.

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# Catalogue Cabinet



Laminated top (Matt finish)

110 Cm

2.5 Cm

40 Cm

130 Cm

64 Cm

10 Cm

Drawable Shelf Stands.

5.5 × 5.5 Cm

5.0 Cm × 2.5 Cm
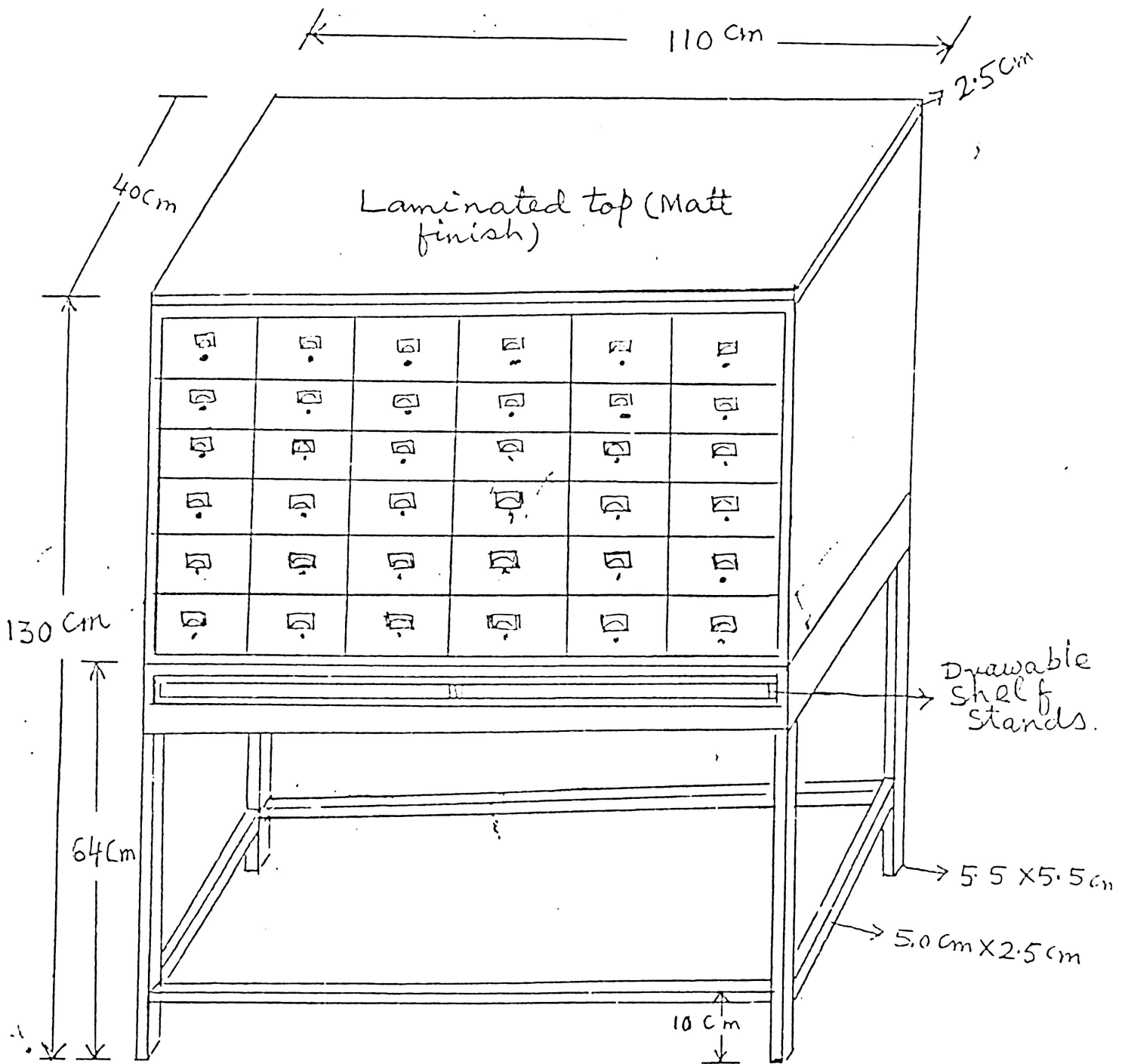
Length — 110 Cm
Breadth   40 Cm
Height — 130 Cm
Shelves — 36

11

## Periodicals Display Rack

It is a rack with pigeon holes (available in 10,15,16 25 and 30 compartments). Each pigeon hole consists of a sloped display shelf hinged to lift up and expose a flat storage space for back issues of a periodical. Normally the depth of a pigeon hole is 16" deep. Lower row of pigeonholes may be of larger size to accommodate large sized periodicals. The total height of Periodical Display Rack may be determined in accordance with average height of students.
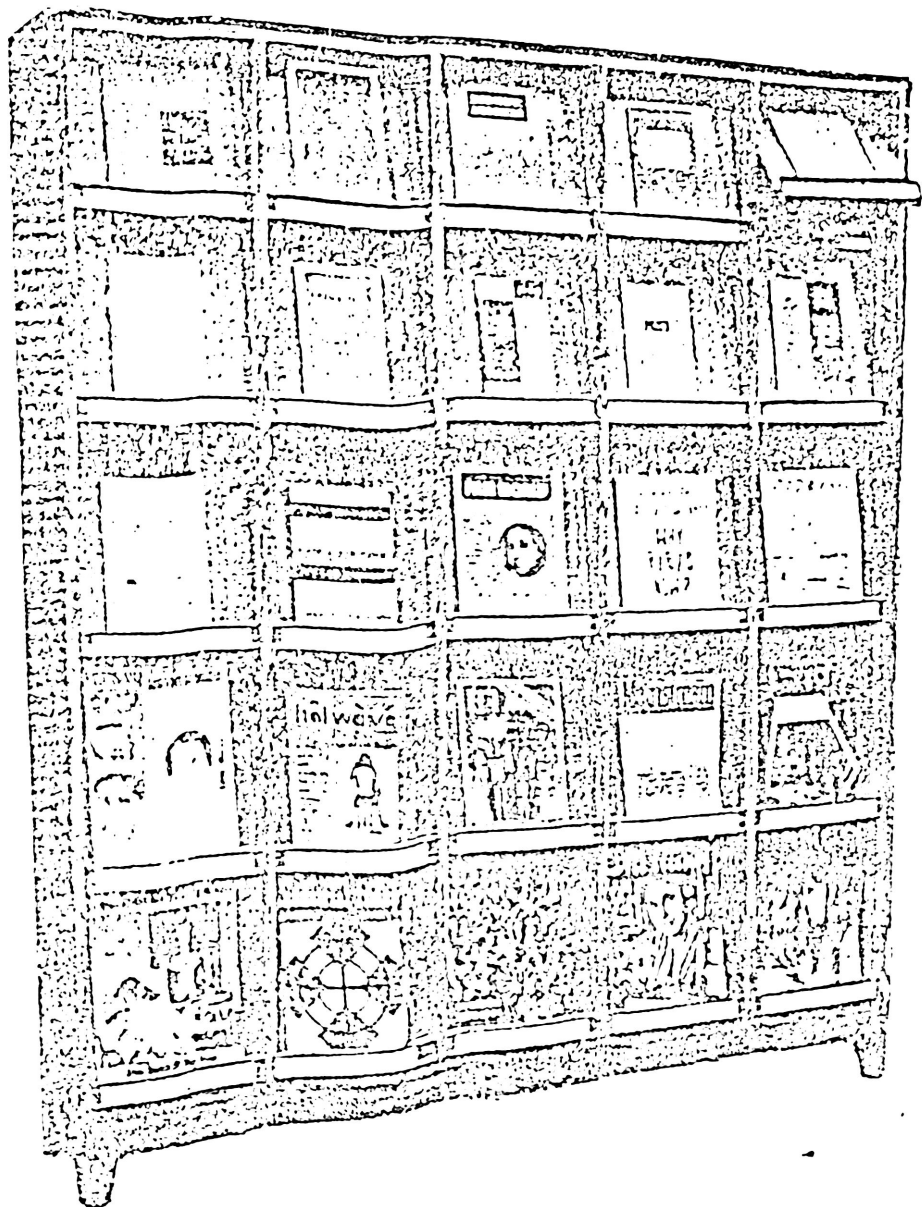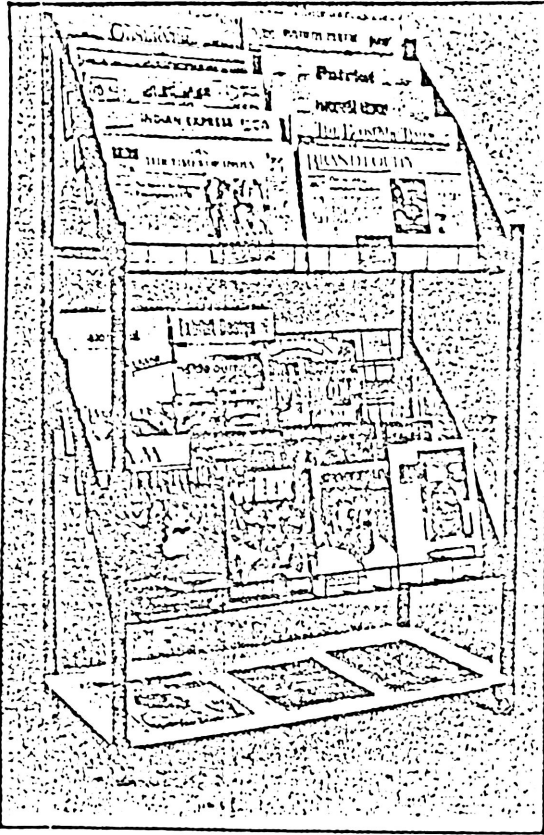
NEWS PAPER DISPLAY STAND
10 pockets for display of 20
newspapers or magazines with a shelf
for storage.

Double sided (laminated) for readin
open newspa
NEWS PAPER READING ST
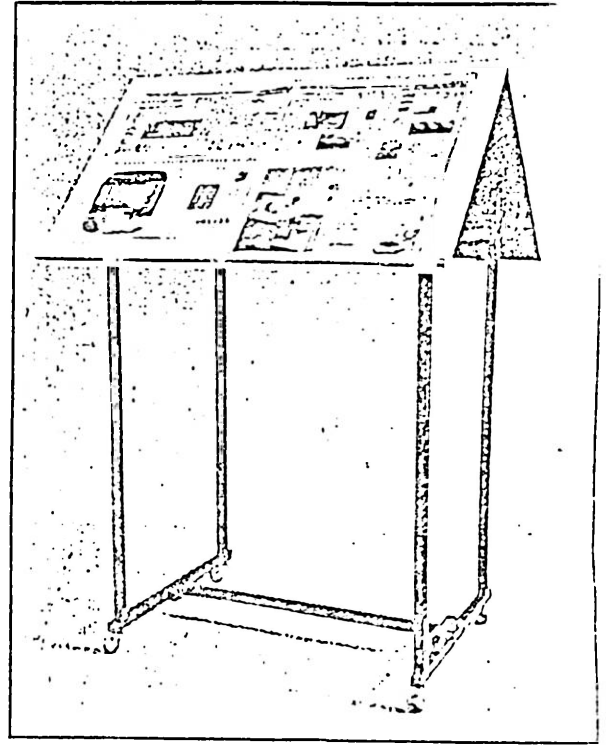


REVOLVING BOOK DISPLAY STAND



13
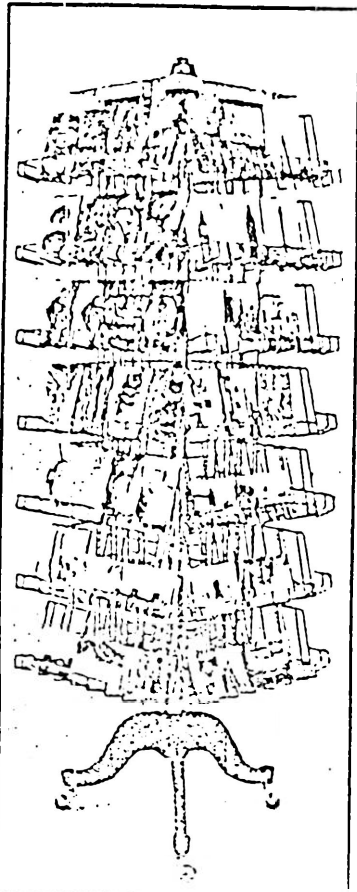
CARRELS

In the modular carrels all the parts slot in to make up any desired arrangement, single- or double-sided. Exter sion and rearrangement are easy. The workshop[^worktop] is 2'9"X1'9', height 28$\frac{1}{2}$", and there is a shelf 7" deep above the worksh. The side and back panels, interchangeable, are supported 1 uprights of black square tube.

MODEL LIBRARY PLAN

690

2230

LIBRARY STORE
690X230

CATALOGUE

COUNTER

READING TABLE
240X100

BOOK RACK 300X50X185 (HIGHT)

READING TABLE

0  50 100   200   300   400
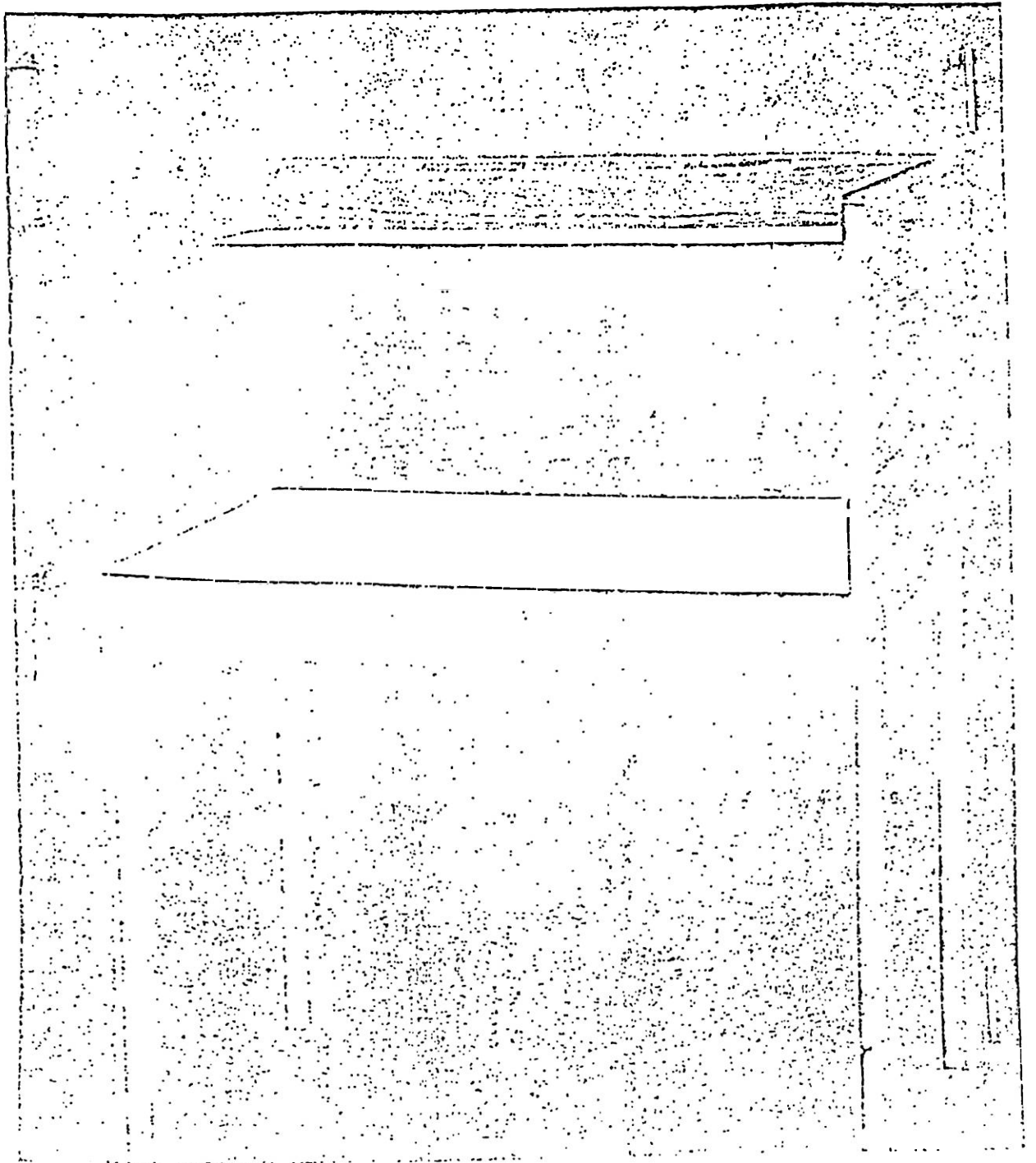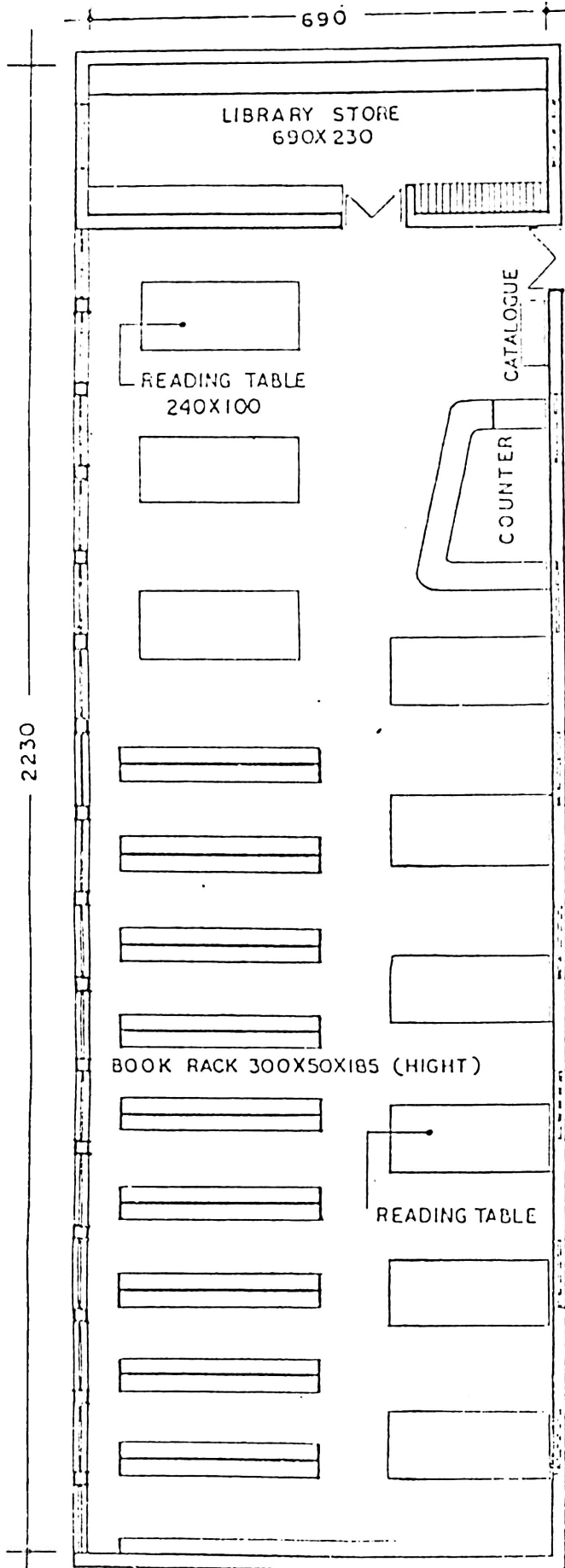
## 5.22  Fixed type of Items:

Under the fixed type of items include the lighting, ventilators, exhaust Fans, fire alarms etc.

## 6. Library Personnel:

A well-qualified and trained librarian and other supporting staff are a must for efficient organisation and management of the Library. It is only the library staff who can turn a mere collection of books and other reading materials into a functional library by organising various services and activities. On the other hand, a teacher in-charge, howsoever learned and motivated he/she may be, has neither sufficient time at his/her disposal, nor technical knowledge and skill to transform a book collection into a well organised system of storing, retrieving and disseminating information based on needs and requirements of the students and the faculty. A part time in-charge of the library neither allows him/her to be a complete teacher nor a complete librarian. It is only a full time trained librarian can provide the right book to the right reader at the right time in the right personal way.

In order to be a true friend, philosopher and guide of the user, a librarian should himself/herself be a lover of books and a voracious reader. He/she should have a cheerful disposition, pleasant manners and tactful approach to attract more readers to the library and convert reluctant visitors into habitual users.

## 6.1 Minimum Staff for DIET Library:

The DIET libraries require the following staff for efficient management of library activities and services.

- Librarian               - 1

- Library Attendant        - 1

### 6.2  Job description of the Librarian:

- To select, procure and accession reading materials as per the
- recommendations of the faculty members and as per the procedure laid
- down by the Institution.

- To classify and catalogue the reading materials.
- To maintain correct shelf list arrangement and library catalogue for quick
- location
- To maintain hygienic conditions and atmosphere of proper decorum in the library.
- To organise an efficient and fool proof system of issue and return of reading materials.
- To provide various services like, display, reference inter-library loan etc. to promote the use of the library.
- To conduct periodic stock verification and weeding out programme as per the rules laid down by the government.
- To acquire furniture as per the requirements of the library.
- To recover the cost of the reading materials damaged or reported lost by the teacher and students.
- To arrange for care and preservation and binding of reading materials.
- To assign and delegate appropriate duties and responsibilities to the junior staff.
- To keep regular statistics of the various activities and services carried out during the year and prepare reports for the information of concerned authorities.
- To keep records and registers, bills, which render accounts and prepare budget estimates.
- To attend to any other duties assigned by the Principal in connection with the improvement of library services.


## 6.3  Job description of Library Attendant:

- To move reading materials to one part to another.
- To maintain perfect shelf arrangement.
- To paste book labels, book pockets, numbering the books etc.
- for physical preparation of books.
- To keep the shelves and books clean.
- To help the librarian in stock verification.
- To segregate books and periodicals for binding.
- To perform any other duties assigned by the Librarian.

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# CHAPTER- 3

## SELECTION, ORDERING AND ACQUISITION OF BOOKS

### INTRODUCTION:

The main objective of a library is to provide information and knowledge to the users through a good collection of documents. Therefore, the identification, selection, procurement and organization of documents are the important functions of the Library.
A comprehensive, balanced and updated collection of documents is an essential activity for providing effective library service.

The process of selection of books is an important activity of the library. While selecting the books the needs and demands of the readers, availability and budget provision are to be considered.

Selection of books should be need based for: -

i) Pupils   - Syllabus;
ii) Teacher  - need for teaching and professional development;
iii) Recreational and Informational needs.

### 2. Book Selection Sources:

Normally the books are selected from the following sources:

- Books received on approval basis from the suppliers.
- Books selection tools like, publisher's catalogue, supplier's list, National Bibliographies, Accession List etc.
- Reviews in newspaper and journals.
- Bibliographies.
- List of new addition to various libraries.
- Suggestions of the readers.
- Book Exhibitions and book fairs.

### 3. STEPS FOR BOOK SELECTION:

- Students and teachers may be encouraged to give recommendations for the purchase of books.
- Book selection slips may be prepared for the recommended books giving all possible bibliographical information for the books finally selected.
- Duplication of books selected is to be checked against the following sources.

    i) Library catalogue
    ii) Books on approval
    iii) Books on order
    iv) Books selected
    v) Books in process

After checking for duplicates, the slips may be filed in the book selection sequence. The specimen of book selection card is given below:

<u>SPECIMEN OF BOOK SELECTION SLIP</u>

(Front side 5"Λ3")

5"

Author :

Title   :

Vol. & Ed.:

Publisher:

Price :

Source:

ISBN:                              O

(Back Side)
5"

Duplication Checked:

Vendor:

Suggested/ Approved:

Order No:

Date of Order:

Date of Receipt:

Bill No. :                              Accession No.:
                                       Initials:

Price :                    O

- Books, which are not available and are relevant for purchase keeping in view the availability of funds, may be placed before the Principal/ Library committee for approval.

## 4. Book Ordering and Acquisition:

After selecting the books and other documents to be procured for the library, order are to be placed to the booksellers. As it is one of the most important activities, it requires a careful consideration of library organization, staff, finance and procedures to be followed and the records to be maintained.

### 4.1 Modes of Acquisition:

The following modes of acquisition are generally used:

- By purchase
- By exchange
- By gift
- By Membership.

### 4.11 By purchase:

Most of the documents are acquired to the library through purchase. Before placing order for the purchase a document, it should be ascertained that the particular document cannot be acquired through gift, exchange or through membership.

### 4.12 By Exchange:

Certain type of documents can not be purchased but may have to be acquired either on exchange or through gift. In such cases it is necessary to work out an exchange agreement.

### 4.13 By Gift:

A library may also acquire materials by gift. Gift should be accepted only if they meet stipulated standards. Gifts of large collections on a subject should be accepted after a careful study in terms of costs, maintenance, growth etc. The library must reserve the right to dispose of the material in the manner it thinks fit.

### 4.14 Membership of Societies. Organizations etc

Sometimes a library or its parent body becomes a member of a society or organization, whereby it might become possible to get certain materials free of charge as a member or at a price lower than usual.

## 5. Selection of Vendors/Suppliers:

While placing order for the supply of books to the suppliers, proper care should be taken. The supplier should be the one that is known to provide prompt and satisfactory service. He should be honest in his dealings and have a good reputation.

## 6. Good offices Committee:

The Good Offices Committee (New Delhi) is a voluntary organization formed by representatives of book trade and libraries. Its main objective is to stabilize and introduce uniform terms of book and periodical supplies to libraries. The Committee meets at regular intervals ad after taking in to consideration the fluctuations in currency rates of conversion. It has laid down discount rates for different categories of books and journals as well as other terms for book supplies. For example, " All books in English and other languages whether of Indian or foreign origin but with the exception of.... Special categories will carry a uniform discount of 10%...". As a result there should be ordinarily no necessity for calling for tenders, quotations, etc. for purchase of books and periodicals from Indian vendors.

A Library should agree and abide by the terms laid down by the Good Office s Committee and place order with vendors who agree to these terms. A copy of the notice of the Good Office Committee is enclosed in appendix " ᴵ ".

## 7. Book Budget distribution:

- Books                              50%
- Periodicals/Newspaper              10%
- Library Stationary                 10%
- Miscellaneous(Library
- Equipment and stacks etc.)         20%
- Building and repair                10%

As soon as the books are received they should be physically examine it. If it is a defective copy, it should be returned to the bookseller. Only the latest edition should be purchased. Before the bill is passed for payment, the cost of the book should be verified and it should be according to the publisher price. In case the cost is not printed on the book, the price should be verified from the original invoice or the publishers price list. After the bill is verified and passed for payment, the book may be sent for accessioning.

## 8. ACCESSIONING:

The process of recording the books in the register (Accessioning register) is called accessioning. The accession register is an essential record of a library. Every document added to the library receives a serial number in the numerical order of acquisition to the library collection. This number is called the Accession number. The last number in the accession register will indicate the approximate total number of books available in the library. The number is approximately because; the exact figure can only be ascertained by subtracting the number of book lost, missing and withdrawn. The accession number of book is so significant as it traces the history of each book in the library. The accession register contains the following information and a specimen copy of the same is given below.

If a book runs in several volumes, a separate number has to be assigned to each volume. An accession number once used should not be used again, even though the book is withdrawn, lost or discarded. As soon as the book has been entered in the accession register, its accession number should be written on the verso of the title page of the book and in the secret page and also to be entered in the bill of the supplier. When a book is withdrawn, then against the corresponding accession a note regarding the withdrawal of book is to be given in the accession register. In case, a user loses a book, then with the help of details give in the accession register, the user may be asked to either to make payment or to replace the copy.

## SPECIMEN OF ACCESSION REGISTER

| Date | Accession Number | Author | Title | Edition/ Volume | Year | Publisher & Place | Supplier | Bill No. & Date | Price | | Remarks |
|------|------------------|--------|-------|-----------------|------|-------------------|----------|-----------------|-------|----|---------|
| | | | | | | | | | Indian | Foreign | |
| | | | | | | | | | | | |

## PROCESSING OF LIBRARY MATERIALS

### 1. INTRODUCTION:

The processing of Library materials refers to the Classification, Cataloguing, label pasting etc. These activities helps in the transformation of a collection books in to serviceable articles. In other words, how a book is technically processed through before it is sent to the shelves and after it is acquired.

### 2. CLASSIFICATION:

Library contains recorded knowledge in the form of books, periodicals, reports and other forms non book materials. The primary task of the Librarian is to ensure the maximum utilization of the library collection. The library collection have to be organized and displayed in a most helpful manner. The library can organize its collection in various ways such as by size, colour of binding, date of publication, by accession number, name of the author, title of the document or by its subjects. Most useful among these method is arrangement of books by its thought contents i.e., the subject of the document.

Classification in general means arrangement. In other words, classification is grouping of individual facts or entities in to groups, according to their points of resemblance or differences. In library classification, we are concerned with documents and the aim is to arrange them in the most helpful and permanent order. Thus the Library classification is the arrangement of books on shelves, or description of them, in the manner which is most useful to those who read.

There are many classification schemes invented by the librarians for the arrangement of books in the Library. All these schemes have their own merits and demerits and have got universal applicability but may not suit all conditions at all times in all places. The following are the important classification schemes, which are used in various libraries of the world:

1. Dewey Decimal Classification by Melvil Dewey.
2. Universal Decimal Classification.
3. Library of Congress Classification.
4. Subject Classification by J.D.Brown
5. Expansive Classification by C.A.Cutter
6. Bibliographic Classification by H.E.Bliss
7. Colon Classsification by Dr. S.R.Ranganathan.
8. Rider's International Classification by Fremont Rider.

All these schemes of classification except Colon Classification scheme are of foreign origin and have got bias towards Western subjects. The Dewey Decimal Classification is widely used in all the countries of the world including India. As the Dewey Decimal Classification is very simple and easy to use, it is better to follow the same scheme in your Library.

## 2.1 DEWEY DECIMAL CLASSIFICATION:

Melvil Dewey formulated Dewey Decimal Classification originally. The first edition of DDC was published in 1876. DDC is now in its 21$^{st}$ edition. DDC is a hierarchical scheme from the general to the specific. The basic arrangement is by discipline, and a specific subject can occur in any number of disciplines.

The universe of subject is divided into ten main classes as given below:

- 000 Generalities
- 100 Philosophy and related disciplines
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Pure Sciences
- 600 Technology
- 700 The arts
- 800 Literature
- 900 General Geography and History and their auxiliaries

The above main classes indicate that each main class represents either a major discipline or a group of related disciplines except main class 000. This class indicates varied subject such as bibliographies and catalogues, Library and Information Science, General encyclopaedias etc.

Each main class has ten divisions. These are the second degree of subdivision in the classification i.e.. the first degree of subdivision of one of the ten main classes. The ten divisions of the main class 300 are given below:

- 300 Social Sciences
- 310 Statistics
- 320 Political Science
- 330 Economics
- 340 law
- 350 Public Administration
- 360 Social problems and Services
- 370 Education
- 380 Commerce (Trade)
- 390 Customs, etiquette, folklore

Each division has ten section, thus 370 represents Education ,371, 372 represents sub classes as given below:

- 370 Education
- 371 Generalities of Education
- 372 Elementary Education
- 373 Secondary Education
- 374 Adult Education
- 375 Curriculums
- 376 Education of Women

377 School and Religion
378 Higher Education
379 Education and the State

DDC is decimal classification system. The universe of subjects is divided into ten main classes. Each main class is again divided into 10 divisions. Each division gets divided into 10 sections. So at each stage of division, a given number is subdivided decimally.

## 2.2 Tables:

The 19th edition of DDC has provided seven tables, which helps in number building. The numbers added from these tables to the numbers taken from classification schedules leads to combination of numbers having consistent meaning in different contexts.

The numbers taken from these tables cannot be used alone; they must be used along with numbers taken from the classification schedules. The dash (-) given before notation in these tables indicates that these numbers must be added to another number.

The names of seven tables are listed below:

Table 1    Standard subdivisions
Table 2    Areas
Table 3    Subdivisions of individual Literature
Table 4    Subdivisions of individual Language
Table 5    Racial, ethnic, national groups
Table 6    Languages
Table 7    Persons

Table 1 and 2 are important and common isolates common to all subjects. Other tables have provided list of special isolates for specific subject.

## 2.21 Table 1 Standard subdivisions:

The subdivisions named common forms and modes of treatment taken together are called Standard subdivisions. These subdivisions may be added, as appropriate, to any number taken from the schedule.

Virtually any subject or discipline may be presented in various forms as given below;

## Examples:

1. 190.3   Dictionary of Philosophy
2. 530.3   A Dictionary of Physics
3. 150.3   Encyclopedia of Psychology
4. 301.05   Serials on sociology
5. 609     History of Inventions
6. 770.1   Theory of Photography .
7. 510.1   Philosophy of Mathematics

## 3. CATALOGUING:

A Library catalogue is an essential and important tool in a library. It is a key to resources of the library. The extent of the use of library resources depends greatly on the quality of a library catalogue.

A library catalogue is a list of books and other reading materials available in a library. It can have various physical forms such as loose leaf sheets, register and card catalogue and computerized catalogue. The basic objective of a library catalogue is to guide readers to access the documents available in a library by author, title, subject etc. of a document.

The library catalogue can have various entries, which can be arranged by author, title and subject etc. The catalogue are prepared on the basis of standard catalogue codes. The important catalogue codes are:

1.Anglo-American Catalogue Rules (AACR-2)
2.Classified Catalogue Code (CCC) by Dr.S.R.Ranganathan

Both the codes have their own merits and demerits. As the AACR is so simple and easy to follow and widely used through out the world. A brief explanation is given here to catalogue few documents using AACR-II.

### 3.1 Anglo-American Catalogue Rules(AACR-II)

The AACR is code meant for dictionary catalogue. The dictionary catalogue is " catalogue in which all the entries (author, title, subject, series etc) and their related references are arranged in one general alphabet.

AACR recognises the following kinds of entries in a dictionary catalogue:
Main entry
Added entries

### 3.11 Main Entry:

AACR regards the main entry as " the complete catalogue record of a bibliographical entity, presented in the form by which the entity is to be uniformly identified and cited. The main entry is the basic entry. Each document gets one main entry. It is usually a author's entry, with sometimes occupying heading of a main entry. The last section contains the tracings, which indicate headings under which added entries have been prepared for a given document.

### 3.12 Entry Elements:

In AACR the main entry of a book would generally consists of the following elements:

1. Call number (Class number and book number), accession number;
2. Heading;
3. Title, subtitle;
4. Author statement;
5. Edition statement;
6. Imprint (place of publication, publisher's name and date of publication);
7. Collation (pagination or number of volumes; illustrations;.size; etc)
8. Series statement;
9. Notes ( covers special quality about a book including fine coloured plates, change of titles etc);
10. Tracings.

## SAMPLE MAIN ENTRY

| Class No. Book No. | | Authors(Inverted form) |
|---|---|---|
| Acc. No | Edition | Title: sub title/Author/s in natural form; joint author. - n/Editor. -Place of Publication: Publisher,Year. <br><br> Preliminar pages, text pages p.; size (Series; series No.) <br><br><br> 1. Subject heading I. Joint Author/s II. Title (Series) |

## 4. Subject Headings:

The subject headings can be derived from the scheme of classification or by using any subject headings list for example Sear's list of Subject heading. Since the DIET libraries may not be equipped with the subject headings list, a simplest method of preparing subject heading  can be by using the subject headings of various classes/divisions given in the appendix____2_____ of  DDC Schedule.

5. Some of the examples of cataloguing different type of documents are given in the next page.

# Advanced Educational Psychology

**S.S. CHAUHAN**

*Ex-Prof. Dean, Faculty of Education*
*University of Himachal Pradesh*
*Shimla-5*

SIXTH REVISED EDITION

**VIKAS PUBLISHING HOUSE PVT LTD**

28

370.15
C 496 :13

370.15    Chauhan, S.S.
C 496

       Advanced educational pyschology ;
6th ed /.-New Delhi : Vikas Publishing
Pvt. Ltd., 1998.

      xiii, 542 pp.;    22 cm.

61542     1. Educational Psychology I Title


· SUBJECT CARD


370.15       EDUCATIONAL PSYCHOLOGY
C 496

      Chauhan, S.S.

       Advanced educational psychology. ...


· TITLE CARD


370.15       Advanced educational psychology
C 496

Chauhan, S.S.

    Advanced educational psychology. ...

# 3rd Edition

# Probability and Statistical Inference

**Robert V. Hogg**
University of Iowa

**Elliot A. Tanis**
Hope College

We were pleased
tions of *Probabili*
for use in a cour-
can be used for a
year. No previou-
calculus provides a:
provide a book, at th
cepts and presents th
indicating they can b

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provides greater mo
material on good d
introduction to rand
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clearly, at an early :
statistical inference b

For those who wa
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more material on pro
Inequality can be inc
of Section 6.9.

Chapters 3 and 4
random variables.
strengthened materia

Sampling distribut
Theorem. Chapter 6
followed by a chapte
improved from the s
from the student's po
addition, some graph

AUTHOR ENTRY   (MAIN ENTRY)

519.1    Hogg, Robert V and Tanis, Elliot A
H 716
          Probability and statistical infe-
          rence: 3rd ed/   Newyork: Macmillan
          Publishing Co., 1989.

             ix, 657 pp.; 22 cm.

58421         1.Probabilities 2.Statistics
          I Tanis,Elliot A (Jt.auth.) II Title

SUBJECT CARD

519.1         PROBABILITIES
H 716

          Hogg, Robert V and Tanis, Elliot A

             Probability and statistical infere-
          nce

SUBJECT CARD

519.1         STATISTICS
H 716

          Hogg, Robert V and Tanis, Elliot A

             Probability and statistical infe-
          rence

519.1     Probability and statistical infe-
H 716     rence

    Hogg, Robert V and Tanis, Elliot A

        Probability and statistical infe-
rence


## JOINT AUTHOR CARD


519.1     Tanis, Elliot A (Jt.auth.)
H 716

    Hogg, Robert V and Tanis, Elliot A

        Probability and statistical infe-
rence
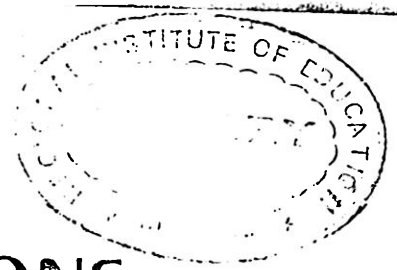
# Foundations
# of
# Physical Education

**Dr. Reet Howell**

**Prof. Maxwell Howell**

Department of Human Movement Studies
University of Queensland
St. Lucia. Queensland.

**Dr. A. K. Uppal**

Dean
Lakshmibai National College of Physical Education.
Gwalior. India.

36

796
H 859

37

`AUTHOR ENTRY (MAIN CARD)

796
H 859        Howell, Reet and others

             Foundations of physical education:
        by Howell. Reet Howell, Maxwell and
        Uppal, A.K.— Delhi : Friends Publica-
        tions (India), 1994.

             345 pp.; 23 cm.

61434        1.Physical Education   I Title

·SUBJECT CARD

796
H 859               PHYSICAL EDUCATION

             Howell, Reet and others

             Foundations of physical education

· TITLE CARD

796          Foundations of physical education
H 859

             Howell, Reet and others

             Foundations of physical education

# MINISTRY OF HUMAN RESOURCE DEVELOPMENT
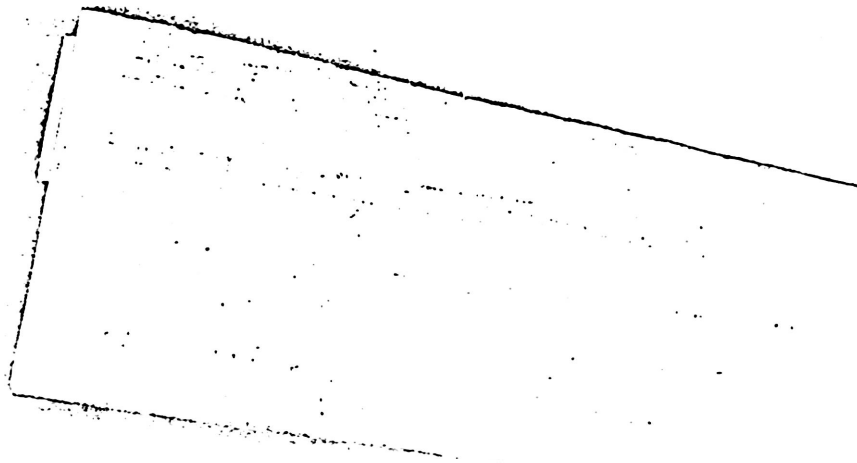
## ANNUAL REPORT
## 1993-94
## PART I

## DEPARTMENT OF EDUCATION
## GOVERNMENT OF INDIA
## 1994

60441

4.

5.

6.

46

370.954   India-Ministry of Human Resource Deve-
In 39      lopment

           Ministry of Human Resource Deve-
P93-94   lopment;Annual Report 1993-94 Part I;
           New Delhi: Govt.of India, Dept of
           Education, 1994.

           (x),   350 pp.; 27 cm,

60441      1.Education-India .I Title


SUBJECT CARD


370.954        EDUCATION-INDIA
In 39

           India-Ministry of Human Resource Deve-
                lopment

           Ministry of Human Resource Develop-
           ment;annual report 1993-94


TITLE CARD


370.954        Ministry of Human Resource Deve-
In 39          lopment annual report 1993-94

           India-Ministry of Human Resource Deve-
                lopment Reps

           Ministry of Human Resource Deve-
           lopment annual report 1993-94

# MANORAMA
# YEARBOOK 1997

THIRTY-SECOND YEAR OF PUBLICATION

*Our Homage
to the Mahatma
on the 50th
Anniversary of
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YEAR BOOK

42

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K. M. Mathew
*Chief Editor*

## Towards E:.

Hearty welcome to t···

I feel happy and ·
on the bestseller list ·
kind is the least price
men and women on t·
become a ready refer·
seeking knowledge.

This success come·
perfect the Yearbook
operation from the e·
Finetuning the Yearb·
suggestions.

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guide us in our march a··· ···
of developments during the p·
m··e to make this special sto·y

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through turmoil in Pakistan a·
C·nton. In our own country th·
has shifted to a conglomerate ·

Communication technology·
skyscape. Information has becc·
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banks and a glossary of 200 c··
the new section on Qualifying E·

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I take this opportunity to thar·
'o invite every suggestion to he·

K.M.Mathew

905.8 ——— Manorama yearbook 1997...Kottayam,———
M 285          Malayala Manorama, 1997

F97          yearbooks,  21.5 cm.

61109          1.year Books

· SUBJECT CARD

905.8 ———— YEAR BOOKS————————————
M 285

Manorama yearbook 1997

# PROFESSIONAL STATUS
# OF
# TEACHERS

*Edited by*

**T.N. DHAR**

**NATIONAL COUNCIL FOR TEACHER EDUCATION**
16, MAHATMA GANDHI MARG, I.P. ESTATE
NEW DELHI-110 002

NCTE document 96/5

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PUBLICATION TEAM

Ms. Asha Lal          Ms. Rita Kalra

Mr. Sohan Swarup Sharma

371.1    National Council of Teacher Education-
N 277        New Delhi

:1              Professional status of teachers: ed.
:2          by T.N. Dhar.- New Delhi: NCTE, 1996.

                211 pp.; 24 cm.

61388          1.Teachers    I Title
61389
61390


SUBJECT CARD


371.1 ———————— TEACHERS
N 277

        National Council of Teacher Education-
            New Delhi

        Professional status of teachers


TITLE CARD

371.1          Professional status of teachers
N 277

        National Council of Teacher Education-
            New Delhi

            Professional status of teachers

47

# Knowledge for
# Development

40

61718

R,
339.46
W1 927
F18-99

REPORT          (MAIN ENTRY)
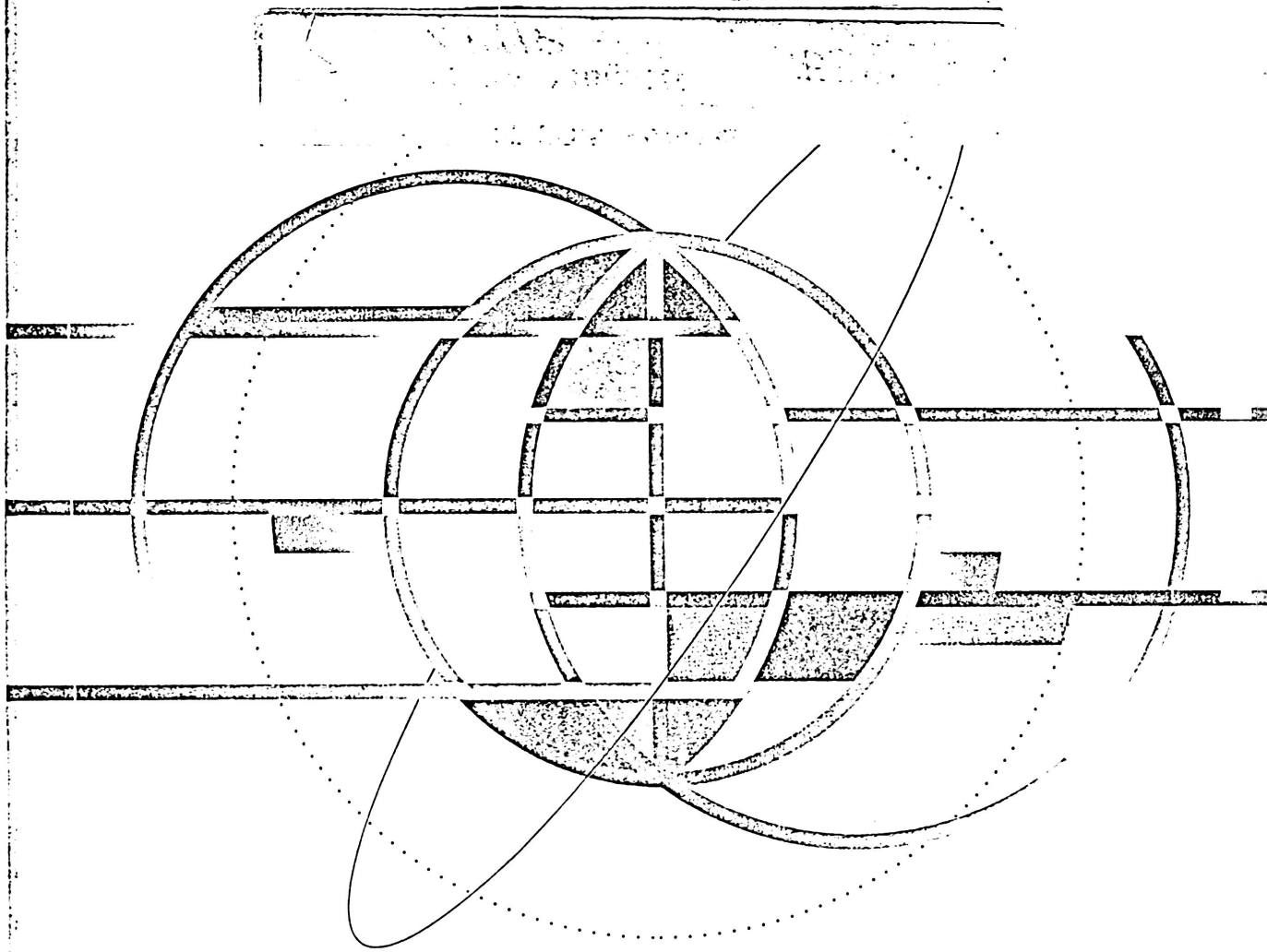
339.46      World Development Report:knowledge for
W 927           development, 1998/89.- Oxford :
            ←─Oxford University Press, 1999.

F93-99

            xiiixx2s Reports; 26 cm.

61718         1. Poverty

SUBJECT CARD

339.46      POVERTY
W 927

        World Development Report 1998-99

# Child Development

*Issues, Policies and Programmes*

## VOLUME 1

### Social Context of Child Development.

*Edited by*

## DOLLY SINGH

## KANISHKA PUBLISHERS DISTRIBUTORS

EDITOR ENTRY (MAIN CARD)

136.7   Child development;issues policies and
C      programmes/ed.by Dolly Singh.-
      Delhi: Kanishka Publishers,Distri-
      butors, 1995.
.1
.2
.3    Vols.; 22 cm.

60677   1.Child Psychology I Singh,Dolly
60678  (Ed.)
60679

SUBJECT CARD

136.7    CHILD PSYCHOLOGY
C 536

Child Development

EDITOR CARD

136.7    Singh, Dolly (Ed.)
C 536

Child development

59

THE

# INTERNATIONAL ENCYCLOPEDIA
## OF
# EDUCATION

## Research and Studies

Volume 1
Preface
A–B

Editors-in-Chief

## TORSTEN HUSEN
*University of Stockholm, Sweden*

## T. NEVILLE POSTLETHWAITE
*University of Hamburg, FRG*

## PERGAMON PRESS
OXFORD · NEW YORK · TORONTO · SYDNEY · PARIS · FRANKFURT

QR
527/5

ENCYCLOPEDIAS    (MAIN CARD)

| | |
|---|---|
| 370.3 In 61 | The International Encyclopedia of Education...Oxford, Pergamon Press, 1985 |
| .1 to .9 | Vols., 25 cm. |
| 52778 to 52786 | 1. Education-Encyclopedias |

SUBJECT CARD

370.3          EDUCATION-ENCYCLOPEDIAS
In 61

    The International Encyclopedia of
    ' Education

## 6. Stamping:

Soon after the book is acquired, the ownership of the library has to be established by putting the ownership stamp on lower half of the verso of the title page. Information regarding Accession Number, date of accessioning are to be recorded on the specified place. The ownership stamp is also to be recorded on the secret page on every book. This page should be uniformly chosen for all the documents in the library.

## 7. Tagging:

A tag is pasted on the spine of the book. It should be fixed one inch above the bottom of the volume. In case the volume is not thick enough to paste, it is to be fixed on the front cover. It is used for writing the Call Number of the document.

### Specimen of the Spine Label

| |
|---|
| Class No.  .......... |
| Book No.  ......... |

## 8. Date Label:

A date label or slip should be pasted on the first page after the cover. It should be pasted on the top edge of the page. The slip is pasted for the purpose of putting the due date of the book to be returned to the library.

| Name of the Institute Place LIBRARY | | |
|---|---|---|
| Accession No........      Call.No........ | | |
| This book should be returned on or before the last date marked below. | | |
| | | |

## 9. Book pocket:

The book pocket is used for keeping the book card. This is to be fixed near the right hand bottom corner of the inside of the back cover page of the document.

### Specimen of the Book pocket

| Open flap |
|---|
| Name of the Library |
| Brief Library Rules |

## 10. Ownership slip:

The ownership slip is generally pasted on the inner-side of the front cover at the left hand top most corner. The slip is usually printed on a glazed paper giving the name of the library and the insignia of the institute if any.

### Specimen of ownership slip

| |
|---|
| Name of the Library<br>Place<br><br>Call No.--------------<br><br>Accession No.------- |

## 11. Book card:

The size of the book card will depend on the issue system followed by the library. A specimen of the book card is given below.

| Name of the Library<br>Place<br>Accession No.------------<br>Call. No.------------<br>Author---------------------------------<br>Title   --------------------------------- | | |
|---|---|---|
| Due on | Borrower's Signature | Returned on |
|  |  |  |
|  |  |  |
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|  |  |  |

## 12. Completion work:

This involves writing of Call Number at the back of the title page, on tag, on secret page, date slip, book card. The Author, Title, year of publication and Accession Number are written on the book card.

## Filing of Catalogue Cards:

Catalogue cards are to be arranged in the Catalogue cabinet trays, as similar to the arrangement of words in the dictionary. The following rules can be observed while arranging the catalogue cards.

1. The basis of arrangement shall be all-through alphabetization;
2. Presence of space, punctuation marks, accents, apostrophes and brackets shall be ignored;
3. Difference in the style of writing letters, including capital and small letters shall be ignored;
4. Abbreviations and contractions shall be arranged according to the way they are written and not according to the words for which they stand;
5. There shall be cross reference index entries from every alternative form of the entry word to every other;
6. Numerals shall be arranged according to their respective ordinal values;
7. The method of writing entries should be so standardized that numbers are written as Arabic numerals and not as roman numerals or in words;
8. In multi-volume sets or publications published at regular intervals, and are assigned the serial numbers continuously shall be arranged according to their serial number and not as spoken or spelt;
9. Publications with stray numerals shall b arranged as the numerals are spoken or
‾ spelt with;

The examples for each of the rules are given in the appendix "3 ".

# CHAPTER-5

## LIBRARY MAINTENANCE

## 1.INTRODUCTION:

The books and other reading materials are acquired. processed and displayed for the use of readers. It is very essential that these are to be maintained in proper order and in good physical condition. It involves continuous monitoring of the proper stocking. arrangement and display of books on the shelves in the library and taking care of them. This essentially implies two aspects:

1. Organization i.e., the arrangement of books.
2. Conservation of books. It implies up keeping of books in good condition.

## 2. FUNCTIONS:

The maintenance work involves the following functions:

1. Shelving
2. Location of documents
3. Shifting of collection, if required
4. Dusting and cleaning
5. Preparation and maintenance of guides
6. Maintenance of documents,
7. Shelf rectification
8. Maintenance of shelf list/ register
9. Stock verification
10. Binding and vigilance

## 2.1 Shelving:

The documents are to be arranged in a systematic order on the shelves whereby time of the users can be saved. The sequence of the arrangement should meet the requirements of the users effectively. In a Open Access library the shelving work relatively more when compared to the closed access library.

- Main sequence(books of current interest)
- Textbook sequence
- Reference sequence
- Periodical sequence
- Close Sequence(rare, costly, and small sized books)
- Abnormal Sequence

### 3. Location of the Document:

As per the request of the readers for the books, the library staffs have to locate the documents on the shelves from the different sequence.

### 4. Shifting of Library Collection.

The shifting of library collection is necessary when there is a need for the re-organization of library according to the changing requirements of the users and the quantitative growth in respect of collection, users and staff.

### 5. Dusting and Cleaning:

The dusting and cleaning of books should be done on regular basis. Dust reduces the life of a book. The users are also not likely to use the dusty books.

### 6. Preparation and maintenance of guides:

Guide cards should be put up at different places in the library so that a user can find out his way by himself in different parts of the library such as reading room, periodical room, stacks etc.

In stack room the following guides will have to be provided:

a) Tier Guide: In case of more than one tier stack, tier guide indicating the subject covered in the tier should be provided.
b) Gangway Guide: Each gangway should be provided with a gangway guide indicating the subject covered in the particular gangway.
c) Bay guide: Every bay of shelves be provided with a bay guide containing the concerned Class numbers and their verbal headings.
d) Shelf guide: Every shelf should be provided with a shelf guide giving the class number to denote the subject on which the books are found in a particular shelf.
e) General guide: A guide giving an overall view of the stacks and the arrangement of books has to be provided near the entrance.
f) General instruction guides: The general guides like 'No smoking', 'Silence Please', 'Do not shelve the books. Leave them on the table' etc. are to be provided where ever necessary.

### 7. Maintenance of Documents:

Day today maintenance works of the library are as under:

i) Shelving of the newly processed books.
ii) Shelving the books returned by the borrowers.
iii) Separating of damaged books.
iv) Replacement of tags on books. which are fond missing or get faded.

## 8. Shelf Rectification:

Readers, who browse through the books, very often misplace them on the shelves. Readers are to be strictly instructed not to replace books on shelves but still it may happen quite often. A book wrongly placed is as good as lost. Hence restoring order among the books is absolutely essential. This process is called shelf rectification.

## 9. Shelf list or shelf register:

Shelf List or shelf register is an important record of books, which shows the position of any book on the shelves. A shelf list is usually maintained in standard size 7.5cm V 12.5 cm. These cards are arranged parallel to the corresponding arrangement of books on the shelves.

## 10. Stock Verification:

Stock verification implies the physical check up of the documents on record. In Other words the systematic check of the Library holdings for finding out missing items there from. is termed as stock verification.

The stock verification is carried over to many useful purposes:
- Restoration of misplaced items;
- To find out mutilated and worn out items;
- Evaluating the security arrangement and
- To know the relevance of existing literature.

Stock verification is an important activity and an audit requirement too. It is to be conducted every year regularly. The appropriate time for this activity is during vacation. For this purpose the head of the institution constitutes a committee consisting of members drawn from the library, teaching department and administration.

## 10.1 Methods of Stock Verification:

There are different methods of stock verification viz. Shelf list method, Accession register method, Special stock verification Register method, Book card method, numerical counting of books etc. Out of these shelf list method is best but there are certain pre-requisites for this like the shelf list should be complete and dependable, shelving should be in perfect order and many. Among these the Special stock verification register method is very easy and simple.

The special stock verification register contains the following columns:

| Accession No. | 1997 | 1998 | 1999 | 2000 | 2001 | .... | ... | 2006 | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
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| .. | | | | | | | | | |

The register is taken to the shelves. One-person calls out the accession number from the book, another person tick marks the relevant column against the particular accession number. After this the items on loan, items sent for binding, etc. are ticked in the register. At the end of operation, a list of untraceable books is prepared. After taking everything in account the missing number would be loss for that year. The competent authority can be written off this loss. Remarks are given in the accession register at the appropriate place and the Principal should counter sign it.

10.2 Responsibility for the loss of books:

The loss of books is inevitable in a service library, especially in the open access library. Keeping this fact in view the Govt. of India, Ministry of finance vide its O.M. No.23(7)-E.II-(A)-93 made provision for the loss of books. As per the order the loss of three books per thousand volumes circulated /consulted in a year may be taken as reasonable provided such loss can not be attributed to dishonesty of negligence on the part of librarian.

Even if loss is more from the provision made by the Govt., the Librarian should not be held responsible for this and authorities requested to evaluate the security arrangement of the Library.

## 11. Weeding and Discarding:

Books are for use. By using them they become unserviceable due to worn out, pest infested etc. The changes are vital features of a dynamic library. The library stock needs constant replenishment. New books are to be added and old ones, which become damaged, out dated and obsolete are to be withdrawn. The withdrawal and discarding is to be done with the help of a committee consisting of vice-principal or nominee of the principal, heads of teaching departments and the librarian. The list of books which were selected during the stock verification is prepared giving all the details like, Accession number, Author, Title, Publisher, price and reason for withdrawing/ discarding etc.

The committee should examine the books physically and decision is to be taken for withdrawal. After the recommendation of the committee proper sanction is to be taken from the competent authority for their final withdrawal from the stock. The necessary entry for each should be made in the withdrawal register and accession register with the signature of the Principal and the Librarian.

## 12. Tools for Reference Section:

The maintenance work requires the following tool:

1. Book supporters or book ends.
2. Trolleys.
3. A number of stools for the shorter persons to browse books kept on top shelves and also for easy replacement of the books.
4. Two step ladder or three stepladders for reaching top of shelves for cleaning and dusting.

## 13. Preservation of Library materials:

The library materials should be protected from the Insects, Water, Fire, Dust, Human beings as they cause the deterioration of the library materials. The Cockroaches, Beetles, Book lice, Silverfish, white ants, and moths are some of the enemies of books. The insect known as book worms are very harmful to the books. Some of the insects lay eggs in the books. As soon as it is noticed that a particular book is attacked by book worms it should be immediately removed from the book shelves and should be properly cleaned.

## 14. General Library Rules:

1. Please keep your personal belongings at the counter near the gate before using the library.
2. Please observe complete silence in the Library.
3. Please take good care of books while these are in your custody. Do not mark, mutilate or damage books in any way. If a book is damaged or lost by you, you will have to replace it or pay its cost at current market price.
4. Membership cards/ tickets are not transferable. Loss of membership card/ticket may be reported to the Librarian immediately. However, you will be held responsible for any loss accruing to the library on this account.
5. Reference books will not be issued out.
6. In case of late return of books an overdue charges of 50 paise per day will be charged.
7. A book may be recalled earlier than the due date if required.

# CHAPTER-6

## LIBRARY SERVICES

### 1. INTRODUCTION:

The library is to be organised as to provide services to meet the needs and requirements of the teachers and students. In order to fulfill the needs and requirements and to maximize the utilization of library resources the librarian must plan various services. The library services are to be grouped in to two, the essential services and desirable services.

### 2. Essential services:

#### 2.1 Lending services:

Lending books is one of the basic services of any library. The books are acquired, processed and kept in the library for use. As the books for use the library through this service has to lend the books to the members for home reading. All the students and teachers should be given the membership card and borrowers tickets to borrow books form the library. There are number of methods have been adopted by the librarians to issue books to their members. The system of issue and return of books should be as simple as possible and should be the least time consuming. The following are some of the simple and popular circulation system widely used in the libraries.

1. Ledger System
2. Browne issue system
3. Newark charging system
4. Ranganthan's Readers ticket, Book Ticket" methods etc.

The ledger system and Browne issue systems are very simple and widely used in various libraries, it is necessary to explain in detail.

#### 2.11 Ledger System:

The Ledger system of issue is suitable for small library with less number of members. When the library is small and number of readers are also less, the issue and return system can be effectively maintained. The ledger system consisted of number of pages. Each borrower will be allotted a page in the ledger. The ledger will contain the following columns:

Name of the Borrower-------------------------------------

| Sl. No. | Acc. No. & Date of Issue | Author | Title | Signature of the Borrower | Date of return & Librarian's Initials |
|---------|--------------------------|--------|-------|---------------------------|----------------------------------------|
|         |                          |        |       |                           |                                        |

This simple page shows that a permanent record was possible and full information regarding issue and returns could be found out at any time.

2.12 Browne issue System:

In this system, the borrower ticket will be issued to the members as per the entitlement. The borrower ticket will be in the form of a pocket bearing the name of the borrower, membership number and address. The essential material required for operating this system are; book card, book pockets, Due date slip, Borrowers ticket, date stamp, stamp pad, date guides and charging tray.

## Book Card

| Name of the Institute |  |
|---|---|
| Acc. No.............. |  |
| Call. No. ............ |  |
|  |  |
| Author................ |  |
| Title.................... |  |

| Due date | Date of return and Signature |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

## Borrowers Ticket

| Name of the Library |
|---|
| Membership No._____ |
| Name_____ |
| Address/Designation/Class_____ |
| _____ |
| _____ |
| Librarian |

## 2.13 Steps for issue and return of books:

### 2.131. For issue of Book

- Receive the book and borrowers ticket from the member.
- Take out the book card from the book pocket.
- Obtain the signature of the members on book card.
- Stamp due date on the book card and due date slip.
- Put the book card in the borrower ticket, which is in the form of pocket.
- Hand over the book to the member.
- Place the coupled book card and members tickets in the charging tray.
- File the borrowers tickets as per the numerical order of the book cards.

### 2.14    For return of a book

- Receive the book from the members;
- Check the due date from the due date slip and locate the coupled book  card and borrowers ticket on the basis of Accession number from the charging tray;
- Separate the book card from the borrower's ticket and put it back in the book pocket after canceling last due date;
- Return the borrowers ticket to the member and send the book for shelving.

### 2.15 Overdue charges:

At the time of receiving the book back from the readers, the librarian should see the book is being returned on or before due date. If the book is returned after the due date, over due charges has to be collected from the member as prescribed  in the rules.

### 2.2 ORIENTATION OF MEMBERS:

All the new members of the library may be oriented about:

- Proper use of the Library as per rules.
- Parts of the book like title page, contents, preface, foreword, bibliography and index etc. and their significance for finding out requisite information about the thought content of the book.
- Various types of reference books, nature of information contained in them and method of finding out the desired information from them.
- System of classification being followed, the arrangement of cards in the catalogue cabinet and method of locating the desired document from the shelves with the help of call numbers, author, title or subject heading.

## 2.3. Reference Service:

Introducing the library collection to the user with kindness and courteousness for study and teaching. According to William Katz " Reference service is the ability and expeditiousness of the Librarian in retrieving precise book/ information to the readers.

The Reference service is of two types:

## 2.31Short range reference service:

Answering in few minutes for questions of simple nature.

Ex: What is the height of Mount Everest?

## 2.32 Long Range reference service:

Answer requires detailed search through several sources and analytical/ critical study.

Ex: Reason for sickness of small industries in Mysore.

## 2.4. REFERAL SERVICE:

When a certain document or information required by the students and teacher's is not available in the library, the Librarian should be in a position to help the readers, to other library, where the document is available. Guiding the readers to locate the document, to where exactly it is available is called the Referral service.

## 2.5. Recent Arrival List:

The Librarian has to prepare a list of recently acquired books to the library. The list should circulate among the teaching faculty and also to be displayed on the library notice board.

## 2.6. Display of New Books:

In addition to the list of latest addition, the newly acquired books should be prominently displayed to catch the attention of the teachers and students. If actual books can not be displayed openly, the books Jackets may be displayed on a special display board with a soft surface.

## 2.7. Display on Special Occasions:

Special topical sequences may be displayed on the eve of special occasions like, National days, Teachers day, regional festivals, and birthday of prominent national leaders, saints, and persons from various fields and walks of life.

Whenever, essay and debate competitions or quiz contests are organized for the students, the librarian should rise to the occasion by arranging special display of materials pertaining to the topic of debate or essay competition or general knowledge books and periodicals suitable for the quiz contest.

## 2.8. Newspaper clipping service:

The newspaper carries latest news and information. Everyday the newspaper should be scanned for news items suitable for use in academic programmes, extra curricular activities of the Institution. The important news items should be cut and pasted on thick paper sheets. Each sheet should carry only one news item and name of the newspaper, date, page should be mentioned on the sheet. These sheets should be displayed on the notice board for sometime and later they should filed separately for future use.

## 3 . DESIRABLE SERVICES

## 3.1. Current Awareness Service:

The contents pages of periodicals relevant to the academic programme of the Institute may be photocopied, typed or copied and circulated to the faculty members and displayed in the reading room.

## 3.2 Reprographic Service:

The library should have photocopying machine and the photocopying at nominal cost may be provided to the students and teachers to promote the use of books, when there is no time to read or copy the document within the library timings.

## 3.3 Inter Library Loan:

It is highly impossible for any library to procure all the relevant documents and periodicals in their discipline. But the readers may require all such documents in academic and training programme of the Institute. In such cases the librarian has to borrow the materials from the Local libraries. This service is called Inter Library loan. This service should be based on mutual co-operation between the Libraries.

### 3.4. Bibliographical Service:

The Librarian of the Institute may prepare a bibliography on topics related to the academic programmes /projects and training on demand from the faculty members of the institution.

### 3.41 Steps for preparing a Bibliography:

- Select a topic and analyse its various aspects or facets.
- Search for materials on the given topic in the library catalogue. indexing journals, bibliographies given in the books and also from the neighboring libraries.
- Note down the bibliographical details of these materials on the catalogue cards of 5" 3" size.
- Arrange these cards according to various sub-headings denoting various aspects of the subject.
- Under each sub-heading arrange the cards according to author or title.
- A typed handwritten bibliography or reading list may be prepared on the basis of these cards.

## PERIODICAL MAINTENANCE

### 1. INTRODUCTION:

Periodicals and Magazines are serial publications appear in successive parts or numbers at almost regular intervals. Major portion of the primary literature appears in the form of periodicals. The periodical article is the main means of communication for exchange of scientific information and for many areas of knowledge. Information appeared in the periodicals is almost invariably more up to date than appearing in the books. Periodicals usually report the result of recent researches more quickly than books. Therefore, the libraries are expected to subscribe to good number of periodicals and maintain the back volumes of periodicals.

In addition to books, a library should also subscribe to good number of selected periodicals, magazines and newspaper for subject contents, recreational reading and information purpose. These publications are must for the libraries, to keep the users up date with new developments taking place in their field of interest.

### 2. Selection:

The periodicals and magazines are to be selected keeping in view of the needs and requirements of the teachers and students. They should reflect the curriculum contents, political, economical, social and recreational interest of the user community. While selecting the periodicals, the priority should be given to the most important journals and magazines required to meet the requirement of the users.

### 3. Acquisition of Periodicals

Any one or all of the following methods can acquire the periodicals and magazines:

1. Subscription
2. By becoming the member of the societies and learned institutions.
3. By gift.
4. By exchange

### 3.1.Subscription:

The periodicals are generally procured either direct from the publishers or through vendors. Those periodicals, which are offered by the publishers at a reduced price, it is better to subscribe directly with the publisher and rest of them are to be subscribed through the agents. The subscription to periodicals is generally paid annually in advance. The general magazines and newspaper can be subscribed through the local newspaper and magazine supplier.

### 3.2. By becoming the members of the learned societies:

The library by becoming the member of some learned societies and organizations by paying membership fee receives some periodicals. without paying any extra amount.

## 3.3. By Gift:

Some societies, organizations, associations and institutions in order to popularize their ideals and programs, publish some journals. magazines. and newsletter and send the same to the selected libraries free of cost.

## 3. 4.By Exchange:

Some publications become spare copy in many libraries. Quite often the journals will be received in duplicates. Such publication can be exchanged with other libraries.

## 4. Recording the receipt of the Periodicals:

The receipt of the periodical/Magazines will be recorded in Register/ Ledger system. The Kardex system will be used in big libraries.

## Register/Ledger System:

The register/Ledger system is simple and very easy to record. in case the library is subscribe for only a dozen or two periodicals. The receipt of the newspaper can also be recorded in the register system. The information regarding periodicals to be recorded in the ledger contain the following items:

| Name/Title of the Periodical---------------------- Publisher's details------------------------------------ Vendor details----------------------------------------- Periodicity-------------------------------------------- Order No. and date------------------------------- | Payment Details | | |
|---|---|---|---|
| | Vol.No. & year | Annual Subscription | Invoice No.&date |
| Sl. No. | Date of Publication | Volume No. | Issue No. | Price | Date of receipt | Remarks |
| | | | | | | |

## 7. Accessioning:

When the bound volumes are received back after the binding, are to be checked for proper binding. These volumes are to be accessioned in the register meant for bound journals and are arranged title wise on the shelves.

## 8. Some Important periodicals to be subscribed for the DIET Libraries :

| Name of the Periodicals | Publishers Address |
| --- | --- |
| 1. Indian Educational Review -- | The Head,<br>Publications Division,<br>NCERT, NIE Campus,<br>Sri Aurobindo Marg,<br>New Delhi-110 016. |
| 2. Journal of Indian Education | - do- |
| 3. Primary Teacher | -do- |
| 4. School Science | -do- |
| 5. Primary Shikshak (Hindi) | -do- |
| 6. Shikshaka Varthe (Kannada) | Principal,DIET, Dharwar. |
| 7. Shikshaka Mithra (Kannada) | Principal, DIET, Mysore |
| 8. Science Reporter | Publications&InformationDirectorate,(CSIR)<br>Dr. K.S.Krishnan Marg, New Delhi-110 012. |

\*\*\*\*\*\*

## Specimen of the Bottom Card

| Year | Ser Vol. | January | February | March | April | May | June | July | August | Sept. | Oct. | Nov. | Dec. | TP. Inc |
|------|----------|---------|----------|-------|-------|-----|------|------|--------|-------|------|------|------|---------|

**TITLE** _____    **SUBSCRIPTION No.** _____

| Title | Periodicity | Copies received till which period |
|-------|-------------|-----------------------------------|

Jan. Feb. Mar. April — — — — — — — —        Dec.        Jan. — — — — ........ — — — — — — — — — — Dec.

Signal codes    Green :   When subscription due
Blue :   Journal of Foreign origin
Red :   Journal of Indian origin
Yellow :   Journal Direct renewal
Pink :   Bill later payment
Black :   Gift

### 5. Display of Periodicals:

The periodicals should be displayed on the periodical display rack. The current ones should replace the preceding issue. The preceding issues should be put into the pigeon holes provided for in the rack itself, so that these would become readily available for the purpose of consultation by the users.

### 6. Binding:

At the end of the year, when the volume is complete, journals are to be put in order for binding. The advice of the principal or the library committee is to be sought for journals and magazines to be bound, as all the magazines are not to be kept permanently. The left over magazines and newspaper are to be sold as waste papers. The list of journals and magazines are to be bound is enlisted with volume, issues and year. The journals should be sent for binding for the approved binders at the approved rates. The binder should be given proper instruction for binding.

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## 7. Accessioning:

When the bound volumes are received back after the binding, are to be checked for proper binding. These volumes are to be accessioned in the register meant for bound journals and are arranged title wise on the shelves.

## 8. Some Important periodicals to be subscribed for the DIET Libraries :

| Name of the Periodicals | Publishers Address |
|---|---|
| 1. Indian Educational Review -- | The Head, Publications Division, NCERT, NIE Campus, Sri Aurobindo Marg, New Delhi-110 016. |
| 2. Journal of Indian Education | - do- |
| 3. Primary Teacher | -do- |
| 4. School Science | -do- |
| 5. Primary Shikshak (Hindi) | -do- |
| 6. Shikshaka Varthe (Kannada) | Principal,DIET, Dharwar. |
| 7. Shikshaka Mithra  (Kannada) | Principal, DIET, Mysore |
| 8. Science Reporter | Publications&InformationDirectorate,(CSIR) Dr. K.S.Krishnan Marg,  New Delhi-110 012. |

# CHAPTER-8

## INFORMATION TECHNOLOGY AND LIBRARIES

### 1.Introduction:

The Information technology is the technology, which is used for information management, which involves acquisition, processing, storage, retrieval and dissemination of information management. Information Technology involves five different modern technologies: electronic technology, computer technology, communication technology, artificial intelligence technology, human and machine interface technology. Of these technologies. two play a dominant role at present: Computer and Communication. Hence. the development in the field of communication technology and computer technology has led to a variety of technologies, called Information Technology.

### 2. Computer Application in Libraries:

Computers have been used traditionally to replace operations that are labour intensive in nature, requiring the systematic storage and manipulation of data. These machines can perform routine clerical tasks efficiently, at a very high speed, and with out any error. The major areas for computerization of library activities are:

- Library house keeping operations and services,
- Information storage, retrieval and dissemination

### 2.1 House Keeping Operations and services:

The house keeping operations and services of library are the regular routine activities considered for computerization. The important house keeping activities considered for computerisation are:

- Acquisition of Books
- Classification
- Cataloguing
- Circulation
- Reference Service
- Stock taking and
- Serial Control

## 2.11 Acquisition of Books:

In manual acquisition system one finds that the library has to maintain several papers, files and records. The computerization of the acquisition system the maintenance of records, files are avoided, in addition to the routine, clerical and repetitive tasks are handled by computers relieving the professional staff for qualitative better work in other areas like book selection, better management etc.

## 2.12 Classification:

Classification of documents involves three distinct major processes. A Classificationist usually performs the first two processes of defining a structure of categories and determining a basis for the classification, while a classifier performs third process of classifying documents into categories. The present computer programme performs effectively the second and third process.

## 2.13 Cataloguing:

The Catalogue of a library is undoubtedly is most important record. A good catalogue enables the users and library staff to effectively utilize the library's resources.

The cataloguing function requires the professional skills of a cataloguer as well as clerical skills such as typing of main cards, duplication of cards, typing of headings, sorting of cards and alphabetization, filing, etc. It is a time consuming process and it results in building up backlog in the processing section. In an integrated automated system, a catalogue entry may be obtained directly from Acquisition records. There are number of integrated software packages are available for the purpose.

## 2.14 Circulation:

The basic purpose of circulation is to ensure that the holdings of a library are available to those who need it for a reasonable period of time and that users are provided an equal opportunity in the use of library materials. Activities involved in circulation control are not technically complicated but are highly labour-intensive and time consuming. The computerization of circulation system will ensure speedy and accurate recording of loan transactions and helps in maintenance of statistics.

## 2.15 Reference Service:

At present some of the important reference materials like Encyclopaedias, dictionaries, data books, etc are now available in multimedia CD-ROMs. These can be used as database for accessing information for answering reference queries. Reference section can also use many of the machine-readable bibliographic databases for providing retrospective searches.

## 2.16. Stock-taking:

Stock -taking is an inspection to check what is in the stock in relation to what it should be. Although the loss of books is common in all the libraries, it has to be done as a statutory obligation and the library staff has to spend a lot of time on it. By using the integrated automated software the stocktaking can be done very easily in a very less time, as all the data relating to all the books are available in the computer.

## 2.17 Serial Control System:

By serial we mean publications issued at regular intervals and intended to be continued indefinitely. Serials includes journals, newspapers, annual report, advances or progress series. proceedings of learned bodies.etc.

By serial control we mean the establishment of policies, procedures and operations for the management of the acquisition function, and generally for collection building. Automation of serial control undoubtedly ensures better control over these functions especially when the number of serials to be acquired is high. Automation enables better control over receipt and follow-up, and timely action in renewal.

## 2.2. Information Storage, Retrieval and dissemination:

The enormous growth in the volume of published of information and the increasingly specialized nature of the literature have resulted in serious problems

in accessing information, i.e. retrieving information on a given topic, and to become aware of new pieces of information.

The use of computers, to store a large body of bibliographical or other information, with the capability to search the databases by subject is an important feature. Systems, which permit such access, are called Information Retrieval System (IRS).

The software for Information Retrieval System enables the definition of a database, entry of data into the database, search of the database by several parameters and the production of various information products and services. Information Retrieval System for bibliographic applications are generally characterized by the fact that they permit very large record size, Boolean search capabilities, and flexible output formatting.

Information retrieval systems can be built both for in-house or local use as well as for public use.

## 3.Information Technology for Libraries:

The Information technology is playing a dominant role in all walks of human life. Some important products of Information technology, which influences the very functions and services of library are:

- Internet
- CD-ROMs
- E-mail
- Fax
- Barcode
- Scanner

## 3.1 Internet:

The term Internet stands for inter network system. It is a global network of networks. In other words, it is a network spanning the world and providing an unparalleled structure for resource sharing. Sometimes it is referred to as the information superhighway.

It was born as ARPANET; the U.S Dept. of Defence, Internet work created to simplify the exchange of information between government contracted developers and defence researchers.

## 3.11 Resources on Net:

Information that is widely available in the net can be broadly categorized as follows:

- Electronic journals, electronic discussion form
- Preprints, Technical reports
- Databases
- Patents
- Standards
- Directories of companies, Institutions. Organization
- Library Catalogue
- Online educational materials
- Soft wares
- News etc.

## 3.2 CD-ROM:

CD-ROM is a state of the art tool for storage, retrieval and dissemination of large quantities of machine-readable information. CD-ROM stands for Compact Disk Read only Memory.

It is a compact plastic disk, coated with a thin photosensitive metallic layer 4.72" in diameter with a storage capacity of 600 MB, which is almost equal to 2,75,000 pages of information.

## 3.3 Electronic Mail or e-mail:

It is a relatively new concept in human communications. It allows readers to send each other information, messages, notes, drawings, software and letters immediately without putting them to paper. It is just an electronic post office and it is immediate.

Basic requirements for e-mail are a modem, a Computer, communication software and telephone line.

### 3.4 Modem:

Modem is a device that enables data transmitted between computers, generally over telephone lines, but sometimes on fiber-optic cable or radio frequencies. It enables one computer to talk to another through translating (Modulations) computer binary signals into telephone analogue signals and back again (Demodulation).

### 3.5 Scanner:

As the name suggests, a scanner is device used to read words and pictures on a sheet of paper. A Flatbed scanner looks at a whole page of input and record and stores the image as a pattern of dots. Once the image is fed in to the computer it can be enlarged, reduced or even modified. The hand held scanners have to be moved manually across the page, which requires a steady hand.

## GOOD OFFICES COMMITTEE

*(Indian Library Association)*

*[address line faded]*

Phones: *[faded]*

**TERMS OF SUPPLIES TO LIBRARIES AND INSTITUTIONS BY BOOKSELLERS AND CIDER RECOMMENDATIONS**

*(Effective 6th February, 1999)*

**CONVERSION RATES FOR BOOKS AND JOURNALS:**

*[Conversion rates for specified countries, given with the edition, the currency, marked with rates]*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Australian Dollar | @ Rs. | 27.50* | 9. | Italian Lira Per 100 | Rs. | 2.80* |
| 2. | British Pound Sterling | @Rs. | 72.40* | 10. | Japanese Yen Per 100 | Rs. | 33.60* |
| 3. | Canadian Dollar | @Rs. | 29.90* | 11. | Norwegian Kroner | Rs. | 5.90* |
| 4. | Danish Kroner | @Rs. | 6.90* | 12. | Singapore Dollar | Rs. | 24.40* |
| 5. | Deutsche Mark | @Rs. | 24.40* | 13. | Omani Riyal | Rs. | 5.60* |
| 6. | Dutch Guilder | @Rs. | 23.20* | 14. | Swiss Franc | Rs. | 30.70* |
| 7. | French Franc | @Rs. | 7.30* | 15. | U.S. Dollar | Rs. | 43.00* |
| 8. | Hong Kong Dollar | @Rs. | 5.70 | 16. | Euro | Rs. | 51.00* |

**TERMS OF SUPPLY:**

i) In order to bring about a uniformity of GOC recommended conversion rates, library discount and standardisation in the terms of supply, the Librarians are advised to deal only with the members of State and national level book trade associations and federations.

ii) Books on approval should be finalised/returned within 30 days. The payment for the books approved should be made within 60 days of the receipt of the bill. The bill is to be raised by the supplier at the conversion rate prevailing on the date when the books are finally selected by the librarians for purchase.

iii) Payment of outstation suppliers should preferably be made through bank drafts, after deducting bank charges.

iv) **The suppliers shall certify on the bills that only the latest editions have been supplied and they are not remainder titles.**

v) Librarian shall not insist on price certificates if the bills raised by booksellers carry their Income Tax Permanent Account Numbers (PAN) and also a declaration that the prices have been correctly charged in accordance with the publishers'/importers'/distributors' invoices and publishers' catalogues.

vi) The orders placed by the libraries will be usually valid for six months unless otherwise mutually agreed upon by the librarian and the supplier.

**DISCOUNT:**

vii) All books in English, Hindi and other Regional languages, whether of Indian origin with the exception of those covered by the following special categories, will carry a uniform discount of 10% of the published prices in respect of Indian or converted into Rupee prices in the case of imported titles.

**SPECIAL CATEGORIES:**

a) Central and State Government publications-No. discount.

b) Short/NO discount titles procured from abroad against specific order or Indian Publications. The importer or the library supplier is expected to work on a margin of 15% on net landed cost. The invoice is to be prepared on the following terms:

Published price minus (-) discount earned plus (+) 15% handling charges plus (+) actual freight, clearance, bank and postal charges. Documentary evidence to be submitted by the supplier to the library on demand.

c) The discount on remainded titles will be 30% of the published price and should be charged through separate invoices.

---

Address for correspondence:     Hony. Secretary (G.O.C.)

Federation of Publishers & Booksellers Associations in India
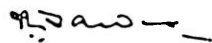
4833/24, First Floor, Govind Lane, Ansari Road

Darya Ganj, New Delhi-110002

**JOURNALS**

| DISCOUNT |
|---|

No discount. The bills are valid for 60 days. Supplementary bills shall not be raised if the bills are paid in 60 days, except when the subscription rate is changed by the publisher and revised rate is paid by the supplier. Such a revised rate shall be paid by the Librarian on production of documentary evidence.

Prof. J.L. Sardana
(President, ILA)
Chairman

Bhupinder Chowdhri
(President, FPBAI)
Hony. Secretary

### ADMINISTRATION AND FUNCTIONS OF THE GOOD OFFICES COMMITTEE

**MEMBERS**

| | | | |
|---|---|---|---|
| 1. | Akhil Bhartiya Hindi Prakashak Sangh | 9. | Indian Library Association |
| 2. | All India Urdu Publishers & Booksellers Association | 10. | Jamia Millia Islamia Library |
| 3. | Government of India Librarians Association (GILA) | 11. | Indian Institute of Public Administration |
| 4. | Delhi Public Library | 12. | Indira Gandhi National Open University |
| 5. | Delhi State Booksellers & Publishers Association | 13. | National Medical Library |
| 6. | Federation of Educational Publishers in India | 14. | National Physical Laboratory |
| 7. | Federation of Indian Publishers | 15. | Planning Commission |
| 8. | Federation of Publishers & Booksellers Associations in India | 16. | Representatives of Book trade |
| | | 17. | Representatives of Librarians from States |

**FUNCTIONS**

1. The Good Offices Committee is a voluntary organisation formed to: (i) establish uniform terms for supply of books and journals to libraries, (ii) to ensure a fair working margin to booksellers and (iii) to provide an efficient service to the libraries.

   The Committee meets at regular intervals and, after taking into consideration the fluctuations in the currency rates, decides on the rates of conversion governing sale of books, periodicals and journals.

2. GOVT. RULE TO DISPENSE WITH TENDERS

   The Ministry of Finance vide their letter no. F. 23 (7). EII (A)/83 dated 7.02.1984 have made changes in the general financial rules which dispense with the necessity of calling for tenders or quotations in respect of purchase of Books, Periodicals & Journals. Hereafter such items of a library will NOT be treated as an item of "Stores" as defined in Rules 99 and 116 of the GFR.

   GOVERNMENT OF INDIA'S DECISION

   Libraries may purchase Books, Periodicals and Journals etc., from reputed and standard book sellers on the prevelant terms and conditions. Tenders need not be called for this purpose.

Sd/-
(K.L. Mehta)
Under Secretary to the Government of India
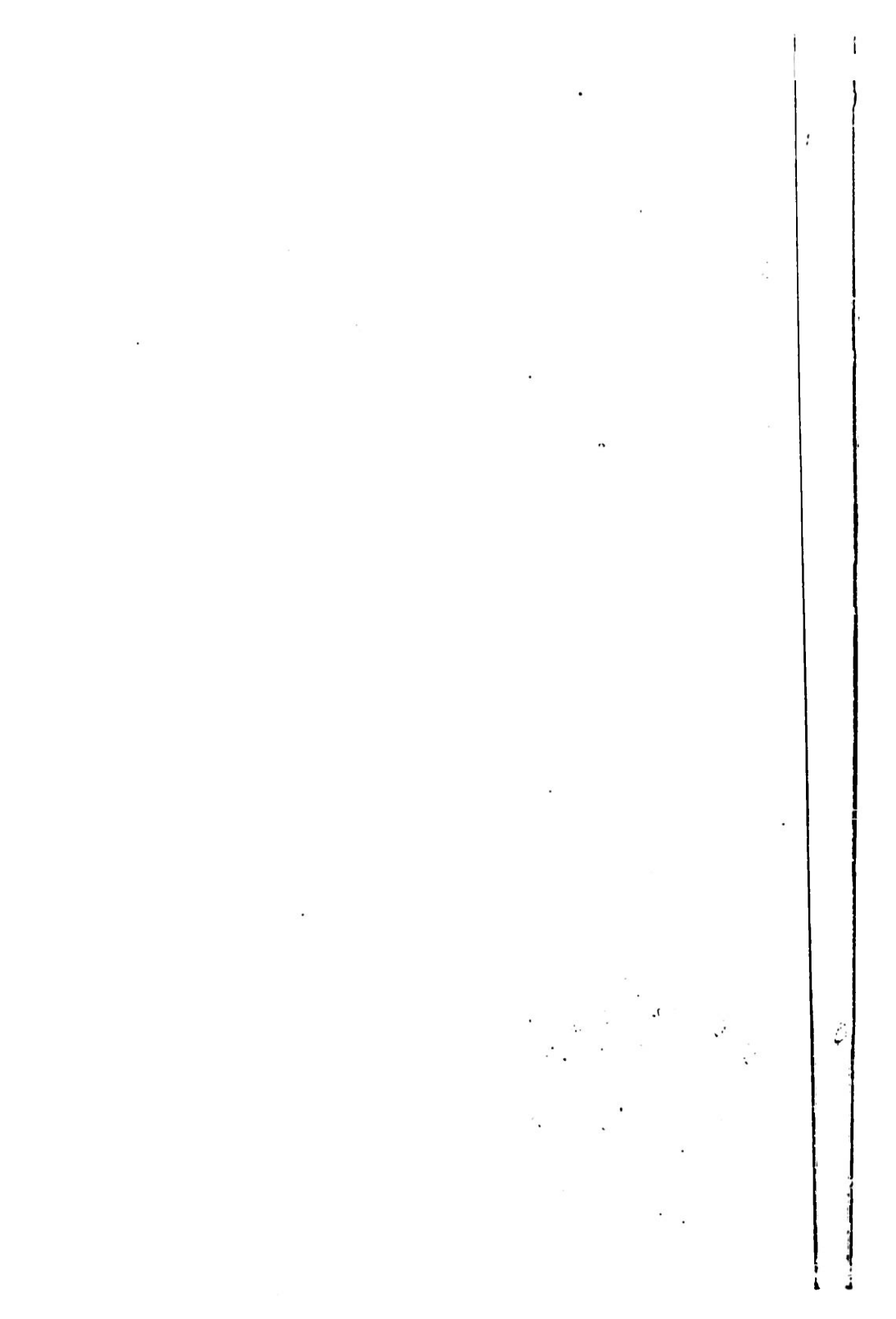
# Summaries

## First Summary *
## The 10 Main Classes

000　Generalities

100　Philosophy & related disciplines

200　Religion

300　Social sciences

400　Language

500　Pure sciences

600　Technology (Applied sciences)

700　The arts

800　Literature (Belles-lettres)

900　General geography & history

* Consult schedules for complete and exact headings

*Second Summary* *
*The 100 Divisions*

| | | | |
|---|---|---|---|
| **000** | **Generalities** | **500** | **Pure sciences** |
| 010 | Bibliography | 510 | Mathematics |
| 020 | Library & information sciences | 520 | Astronomy & allied sciences |
| 030 | General encyclopedic works | 530 | Physics |
| 040 | | 540 | Chemistry & allied sciences |
| 050 | General serial publications | 550 | Sciences of earth & other worlds |
| 060 | General organizations & museology | 560 | Paleontology |
| 070 | Journalism, publishing, newspapers | 570 | Life sciences |
| 080 | General collections | 580 | Botanical sciences |
| 090 | Manuscripts & book rarities | 590 | Zoological sciences |
| **100** | **Philosophy & related disciplines** | **600** | **Technology (Applied sciences)** |
| 110 | Metaphysics | 610 | Medical sciences |
| 120 | Epistemology, causation, humankind | 620 | Engineering & allied operations |
| 130 | Paranormal phenomena & arts | 630 | Agriculture & related technologies |
| 140 | Specific philosophical viewpoints | 640 | Home economics & family living |
| 150 | Psychology | 650 | Management & auxiliary services |
| 160 | Logic | 660 | Chemical & related technologies |
| 170 | Ethics (Moral philosophy) | 670 | Manufactures |
| 180 | Ancient, medieval, Oriental | 680 | Manufacture for specific uses |
| 190 | Modern Western philosophy | 690 | Buildings |
| **200** | **Religion** | **700** | **The arts** |
| 210 | Natural religion | 710 | Civic & landscape art |
| 220 | Bible | 720 | Architecture |
| 230 | Christian theology | 730 | Plastic arts     Sculpture |
| 240 | Christian moral & devotional | 740 | Drawing, decorative & minor arts |
| 250 | Local church & religious orders | 750 | Painting & paintings |
| 260 | Social & ecclesiastical theology | 760 | Graphic arts     Prints |
| 270 | History & geography of church | 770 | Photography & photographs |
| 280 | Christian denominations & sects | 780 | Music |
| 290 | Other & comparative religions | 790 | Recreational & performing arts |
| **300** | **Social sciences** | **800** | **Literature (Belles-lettres)** |
| 310 | Statistics | 810 | American literature in English |
| 320 | Political science | 820 | English & Anglo-Saxon literatures |
| 330 | Economics | 830 | Literatures of Germanic languages |
| 340 | Law | 840 | Literatures of Romance languages |
| 350 | Public administration | 850 | Italian, Romanian, Rhaeto-Romanic |
| 360 | Social problems & services | 860 | Spanish & Portuguese literatures |
| 370 | Education | 870 | Italic literatures     Latin |
| 380 | Commerce (Trade) | 880 | Hellenic literatures     Greek |
| 390 | Customs, etiquette, folklore | 890 | Literatures of other languages |
| **400** | **Language** | **900** | **General geography & history** |
| 410 | Linguistics | 910 | General geography     Travel |
| 420 | English & Anglo-Saxon languages | 920 | General biography & genealogy |
| 430 | Germanic languages     German | 930 | General history of ancient world |
| 440 | Romance languages     French | 940 | General history of Europe |
| 450 | Italian, Romanian, Rhaeto-Romanic | 950 | General history of Asia |
| 460 | Spanish & Portuguese languages | 960 | General history of Africa |
| 470 | Italic languages     Latin | 970 | General history of North America |
| 480 | Hellenic     Classical Greek | 980 | General history of South America |
| 490 | Other languages | 990 | General history of other areas |

* Consult schedules for complete and exact headings

# Generalities

| | | | |
|---|---|---|---|
| 000 | Generalities | 050 | General serial publications |
| 001 | Knowledge | 051 | American |
| 002 | The book | 052 | Others in English |
| 003 | Systems | 053 | In other Germanic languages |
| 004 | | 054 | In French, Provençal, Catalan |
| 005 | | 055 | In Italian, Romanian, Rhaeto-Romanic |
| 006 | | 056 | In Spanish & Portuguese |
| 007 | | 057 | In Slavic languages |
| 008 | | 058 | In Scandinavian languages |
| 009 | | 059 | In other languages |
| | | | |
| 010 | Bibliography | 060 | General organizations & museology |
| 011 | Bibliographies | 061 | In North America |
| 012 | Of individuals | 062 | In British Isles |
| 013 | Of works by specific classes of writers | 063 | In central Europe |
| 014 | Of anonymous & pseudonymous works | 064 | In France & Monaco |
| 015 | Of works from specific places | 065 | In Italy & adjacent territories |
| 016 | Subject bibliographies & catalogs | 066 | In Iberian Peninsula & adjacent islands |
| 017 | General subject catalogs | 067 | In eastern Europe |
| 018 | Author & date catalogs | 068 | In other areas |
| 019 | Dictionary catalogs | 069 | Museology (Museum science) |
| | | | |
| 020 | Library & information sciences | 070 | Journalism, publishing, newspapers |
| 021 | Library relationships | 071 | In North America |
| 022 | Physical plant | 072 | In British Isles |
| 023 | Personnel & positions | 073 | In central Europe |
| 024 | | 074 | In France & Monaco |
| 025 | Library operations | 075 | In Italy & adjacent territories |
| 026 | Libraries for specific subjects | 076 | In Iberian Peninsula & adjacent islands |
| 027 | General libraries | 077 | In eastern Europe |
| 028 | Reading & use of information media | 078 | In Scandinavia |
| 029 | | 079 | In other areas |
| | | | |
| 030 | General encyclopedic works | 080 | General collections |
| 031 | American | 081 | American |
| 032 | Others in English | 082 | Others in English |
| 033 | In other Germanic languages | 083 | In other Germanic languages |
| 034 | In French, Provençal, Catalan | 084 | In French, Provençal, Catalan |
| 035 | In Italian, Romanian, Rhaeto-Romanic | 085 | In Italian, Romanian, Rhaeto-Romanic |
| 036 | In Spanish & Portuguese | 086 | In Spanish & Portuguese |
| 037 | In Slavic languages | 087 | In Slavic languages |
| 038 | In Scandinavian languages | 088 | In Scandinavian languages |
| 039 | In other languages | 089 | In other languages |
| | | | |
| 040 | | 090 | Manuscripts & book rarities |
| 041 | | 091 | Manuscripts |
| 042 | | 092 | Block books |
| 043 | | 093 | Incunabula |
| 044 | | 094 | Printed books |
| 045 | | 095 | Books notable for bindings |
| 046 | | 096 | Notable illustrations & materials |
| 047 | | 097 | Notable ownership or origin |
| 048 | | 098 | Works notable for content |
| 049 | | 099 | Books notable for format |

* Consult schedules for complete and exact headings

# Philosophy and related disciplines

| | | | | |
|---|---|---|---|---|
| 100 | Philosophy & related disciplines | | 150 | Psychology |
| 101 | Theory of philosophy | | 151 | |
| 102 | Miscellany of philosophy | | 152 | Physiological psychology |
| 103 | Dictionaries of philosophy | | 153 | Intelligence & intellect |
| 104 | | | 154 | Subconscious states & processes |
| 105 | Serials on philosophy | | 155 | Differential & genetic psychology |
| 106 | Organizations of philosophy | | 156 | Comparative psychology |
| 107 | Study & teaching of philosophy | | 157 | Abnormal & clinical psychologies |
| 108 | Treatment among groups of persons | | 158 | Applied psychology |
| 109 | Historical treatment of philosophy | | 159 | Other aspects |
| | | | | |
| 110 | Metaphysics | | 160 | Logic |
| 111 | Ontology | | 161 | Induction |
| 112 | | | 162 | Deduction |
| 113 | Cosmology | | 163 | |
| 114 | Space | | 164 | |
| 115 | Time | | 165 | Fallacies & sources of error |
| 116 | Evolution | | 166 | Syllogisms |
| 117 | Structure | | 167 | Hypotheses |
| 118 | Force & energy | | 168 | Argument & persuasion |
| 119 | Number & quantity | | 169 | Analogy |
| | | | | |
| 120 | Epistemology, causation, humankind | | 170 | Ethics (Moral philosophy) |
| 121 | Epistemology | | 171 | Systems & doctrines |
| 122 | Causation | | 172 | Political ethics |
| 123 | Determinism & indeterminism | | 173 | Ethics of family relationships |
| 124 | Teleology | | 174 | Professional & occupational ethics |
| 125 | | | 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 | Paranormal phenomena & arts | | 180 | Ancient, medieval, Oriental philosophy |
| 131 | Well-being, happiness, success | | 181 | Oriental |
| 132 | | | 182 | Pre-Socratic Greek |
| 133 | Parapsychology & occultism | | 183 | Sophistic, Socratic & related Greek |
| 134 | | | 184 | Platonic |
| 135 | Dreams & mysteries | | 185 | Aristotelian |
| 136 | | | 186 | Skeptic & Neoplatonic |
| 137 | Analytic & divinatory graphology | | 187 | Epicurean |
| 138 | Physiognomy | | 188 | Stoic |
| 139 | Phrenology | | 189 | Medieval Western |
| | | | | |
| 140 | Specific philosophical viewpoints | | 190 | Modern Western philosophy |
| 141 | Idealism & related systems & doctrines | | 191 | United States & Canada |
| 142 | Critical philosophy | | 192 | British Isles |
| 143 | Intuitionism & Bergsonism | | 193 | Germany & Austria |
| 144 | Humanism & related systems | | 194 | France |
| 145 | Sensationalism & ideology | | 195 | Italy |
| 146 | Naturalism & related systems | | 196 | Spain & Portugal |
| 147 | Pantheism & related systems | | 197 | Russia & Finland |
| 148 | Liberalism & other systems | | 198 | Scandinavia |
| 149 | Other systems & doctrines | | 199 | Other geographical areas |

# Religion

| | |
|---|---|
| 200 | Religion |
| 201 | Philosophy of Christianity |
| 202 | Miscellany of Christianity |
| 203 | Dictionaries of Christianity |
| 204 | Special topics of general applicability |
| 205 | Serials on Christianity |
| 206 | Organizations of Christianity |
| 207 | Study & teaching of Christianity |
| 208 | Christianity among groups of persons |
| 209 | History & geography of Christianity |
| | |
| 210 | Natural religion |
| 211 | Concepts of God |
| 212 | Nature of God |
| 213 | Creation |
| 214 | Theodicy |
| 215 | Science & religion |
| 216 | Good & evil |
| 217 | |
| 218 | Humankind |
| 219 | Analogy |
| | |
| 220 | Bible |
| 221 | Old Testament |
| 222 | Historical books of Old Testament |
| 223 | Poetic books of Old Testament |
| 224 | Prophetic books of Old Testament |
| 225 | New Testament |
| 226 | Gospels & Acts |
| 227 | Epistles |
| 228 | Revelation (Apocalypse) |
| 229 | Apocrypha & pseudepigrapha |
| | |
| 230 | Christian theology |
| 231 | God |
| 232 | Jesus Christ & his family |
| 233 | Humankind |
| 234 | Salvation (Soteriology) & grace |
| 235 | Spiritual beings |
| 236 | Eschatology |
| 237 | |
| 238 | Creeds & confessions of faith |
| 239 | Apologetics & polemics |
| | |
| 240 | Christian moral & devotional theology |
| 241 | Moral theology |
| 242 | Devotional literature |
| 243 | Evangelistic writings for individuals |
| 244 | |
| 245 | Hymns without music |
| 246 | Art in Christianity |
| 247 | Church furnishings & articles |
| 248 | Christian experience, practice, life |
| 249 | Christian observances in family life |

| | |
|---|---|
| 250 | Local church & religious orders |
| 251 | Preaching (Homiletics) |
| 252 | Texts of sermons |
| 253 | Secular clergymen & duties |
| 254 | Parish government & administration |
| 255 | Religious congregations & orders |
| 256 | |
| 257 | |
| 258 | |
| 259 | Parochial activities |
| | |
| 260 | Social & ecclesiastical theology |
| 261 | Social theology |
| 262 | Ecclesiology |
| 263 | Times & places of religious observance |
| 264 | Public worship |
| 265 | Other rites, ceremonies, ordinances |
| 266 | Missions |
| 267 | Associations for religious work |
| 268 | Religious training & instruction |
| 269 | Spiritual renewal |
| | |
| 270 | History & geography of church |
| 271 | Religious congregations & orders |
| 272 | Persecutions |
| 273 | Doctrinal controversies & heresies |
| 274 | Christian church in Europe |
| 275 | Christian church in Asia |
| 276 | Christian church in Africa |
| 277 | Christian church in North America |
| 278 | Christian church in South America |
| 279 | Christian church in other areas |
| | |
| 280 | Christian denominations & sects |
| 281 | Primitive & Oriental churches |
| 282 | Roman Catholic Church |
| 283 | Anglican churches |
| 284 | Protestants of Continental origin |
| 285 | Presbyterian & related churches |
| 286 | Baptist, Disciples, Adventist |
| 287 | Methodist churches |
| 288 | Unitarianism |
| 289 | Other denominations & sects |
| | |
| 290 | Other & comparative religions |
| 291 | Comparative religion |
| 292 | Classical (Greek & Roman) religion |
| 293 | Germanic religion |
| 294 | Religions of Indic origin |
| 295 | Zoroastrianism |
| 296 | Judaism |
| 297 | Islam & religions derived from it |
| 298 | |
| 299 | Other religions |

# Social sciences

| | | | | |
|---|---|---|---|---|
| 300 | Social sciences | | 350 | Public administration |
| 301 | Sociology | | 351 | Central governments |
| 302 | Social interaction | | 352 | Local governments |
| 303 | Social processes | | 353 | U.S. federal & state governments |
| 304 | Relation of natural factors | | 354 | Other central governments |
| 305 | Social stratification | | 355 | Military art & science |
| 306 | Culture and institutions | | 356 | Foot forces & warfare |
| 307 | Communities | | 357 | Mounted forces & warfare |
| 308 | | | 358 | Armored, technical, air, space forces |
| 309 | | | 359 | Sea (Naval) forces & warfare |
| | | | | |
| 310 | Statistics | | 360 | Social problems & services |
| 311 | | | 361 | Social problems & welfare |
| 312 | Statistics of populations | | 362 | Social welfare problems & services |
| 313 | | | 363 | Other social problems & services |
| 314 | General statistics of Europe | | 364 | Criminology |
| 315 | General statistics of Asia | | 365 | Penal institutions |
| 316 | General statistics of Africa | | 366 | Association |
| 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 | Kinds of governments and states | | 371 | Generalities of education |
| 322 | Relation of state to social groups | | 372 | Elementary education |
| 323 | Relation of state to its residents | | 373 | Secondary education |
| 324 | The political process | | 374 | Adult education |
| 325 | International migration | | 375 | Curriculums |
| 326 | Slavery & emancipation | | 376 | Education of women |
| 327 | International relations | | 377 | Schools & religion |
| 328 | Legislation | | 378 | Higher education |
| 329 | | | 379 | Education & the state |
| | | | | |
| 330 | Economics | | 380 | Commerce (Trade) |
| 331 | Labor economics | | 381 | Internal commerce |
| 332 | Financial economics | | 382 | International commerce |
| 333 | Land economics | | 383 | Postal communication |
| 334 | Cooperatives | | 384 | Other systems of communication |
| 335 | Socialism & related systems | | 385 | Railroad transportation |
| 336 | Public finance | | 386 | Inland waterway & ferry transportation |
| 337 | International economics | | 387 | Water, air, space transportation |
| 338 | Production | | 388 | Ground transportation |
| 339 | Macroeconomics & related topics | | 389 | Metrology & standardization |
| | | | | |
| 340 | Law | | 390 | Customs, etiquette, folklore |
| 341 | International law | | 391 | Costume & personal appearance |
| 342 | Constitutional & administrative law | | 392 | Customs of life cycle & domestic life |
| 343 | Miscellaneous public law | | 393 | Death customs |
| 344 | Social law | | 394 | General customs |
| 345 | Criminal law | | 395 | Etiquette (Manners) |
| 346 | Private law | | 396 | |
| 347 | Civil procedure & courts | | 397 | |
| 348 | Statutes, regulations, cases | | 398 | Folklore |
| 349 | Law of individual states & nations | | 399 | Customs of war & diplomacy |

# Language

| | | | | |
|---|---|---|---|---|
| 400 | Language | 450 | Italian, Romanian, Rhaeto-Romanic |
| 401 | Philosophy & theory | 451 | Written & spoken Italian |
| 402 | Miscellany | 452 | Italian etymology |
| 403 | Dictionaries & encyclopedias | 453 | Italian dictionaries |
| 404 | Special topics of general applicability | 454 | |
| 405 | Serial publications | 455 | Italian structural system |
| 406 | Organizations | 456 | |
| 407 | Study & teaching | 457 | Nonstandard Italian |
| 408 | Treatment among groups of persons | 458 | Standard Italian usage |
| 409 | Historical & geographical treatment | 459 | Romanian & Rhaeto-Romanic |
| 410 | Linguistics | 460 | Spanish & Portuguese languages |
| 411 | Notations | 461 | Written & spoken Spanish |
| 412 | Etymology | 462 | Spanish etymology |
| 413 | Polyglot dictionaries | 463 | Spanish dictionaries |
| 414 | Phonology | 464 | |
| 415 | Structural systems (Grammar) | 465 | Spanish structural system |
| 416 | | 466 | |
| 417 | Dialectology & paleography | 467 | Nonstandard Spanish |
| 418 | Usage (Applied linguistics) | 468 | Standard Spanish usage |
| 419 | Verbal language not spoken or written | 469 | Portuguese |
| 420 | English & Anglo-Saxon languages | 470 | Italic languages    Latin |
| 421 | Written & spoken English | 471 | Written & spoken classical Latin |
| 422 | English etymology | 472 | Classical Latin etymology |
| 423 | English dictionaries | 473 | Classical Latin dictionaries |
| 424 | | 474 | |
| 425 | English structural system | 475 | Classical Latin structural system |
| 426 | | 476 | |
| 427 | Nonstandard English | 477 | Old, Postclassical, Vulgar Latin |
| 428 | Standard English usage | 478 | Classical Latin usage |
| 429 | Anglo-Saxon (Old English) | 479 | Other Italic languages |
| 430 | Germanic languages    German | 480 | Hellenic languages    Classical Greek |
| 431 | Written & spoken German | 481 | Written & spoken classical Greek |
| 432 | German etymology | 482 | Classical Greek etymology |
| 433 | German dictionaries | 483 | Classical Greek dictionaries |
| 434 | | 484 | |
| 435 | German structural system | 485 | Classical Greek structural system |
| 436 | | 486 | |
| 437 | Nonstandard German | 487 | 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 | Written & spoken French | 491 | East Indo-European & Celtic |
| 442 | French etymology | 492 | Afro-Asiatic (Hamito-Semitic) |
| 443 | French dictionaries | 493 | Hamitic & Chad languages |
| 444 | | 494 | Ural-Altaic, Paleosiberian, Dravidian |
| 445 | French structural system | 495 | Sino-Tibetan & other |
| 446 | | 496 | African languages |
| 447 | Nonstandard French | 497 | North American native languages |
| 448 | Standard French usage | 498 | South American native languages |
| 449 | Provençal & Catalan | 499 | Other languages |

# Pure sciences

500 Pure sciences
501 Philosophy & theory
502 Miscellany
503 Dictionaries & encyclopedias
504
505 Serial publications
506 Organizations
507 Study & teaching
508 Travel & surveys
509 Historical & geographical treatment

510 Mathematics
511 Generalities
512 Algebra
513 Arithmetic
514 Topology
515 Analysis
516 Geometry
517
518
519 Probabilities & applied mathematics

520 Astronomy & allied sciences
521 Theoretical astronomy
522 Practical & spherical astronomy
523 Descriptive astronomy
524
525 Earth (Astronomical geography)
526 Mathematical geography
527 Celestial navigation
528 Ephemerides (Nautical almanacs)
529 Chronology (Time)

530 Physics
531 Mechanics
532 Mechanics of fluids
533 Mechanics of gases
534 Sound & related vibrations
535 Light & paraphotic phenomena
536 Heat
537 Electricity & electronics
538 Magnetism
539 Modern physics

540 Chemistry & allied sciences
541 Physical & theoretical chemistry
542 Laboratories, apparatus, equipment
543 Analytical chemistry
544 Qualitative chemistry
545 Quantitative chemistry
546 Inorganic chemistry
547 Organic chemistry
548 Crystallography
549 Mineralogy

550 Sciences of earth & other worlds
551 Geology, meteorology, hydrology
552 Petrology (Rocks)
553 Economic geology
554 Treatment in Europe
555 Treatment in Asia
556 Treatment in Africa
557 Treatment in North America
558 Treatment in South America
559 Treatment in other areas & worlds

560 Paleontology
561 Paleobotany
562 Fossil invertebrates
563 Fossil Protozoa & other simple animals
564 Fossil Mollusca & molluscoidea
565 Other fossil invertebrates
566 Fossil Chordata
567 Fossil cold-blooded vertebrates
568 Fossil Aves (Fossil birds)
569 Fossil Mammalia

570 Life sciences
571
572 Human races
573 Physical anthropology
574 Biology
575 Organic evolution & genetics
576 Microbes
577 General nature of life
578 Microscopy in biology
579 Collection & preservation of specimens

580 Botanical sciences
581 Botany
582 Spermatophyta
583 Dicotyledones
584 Monocotyledones
585 Gymnospermae
586 Cryptogamia
587 Pteridophyta
588 Bryophyta
589 Thallophyta

590 Zoological sciences
591 Zoology
592 Invertebrates
593 Protozoa & other simple animals
594 Mollusca & molluscoidea
595 Other invertebrates
596 Chordata
597 Cold-blooded vertebrates
598 Aves (Birds)
599 Mammalia (Mammals)

# Technology (Applied sciences)

| | | | |
|---|---|---|---|
| 600 | Technology (Applied sciences) | 650 | Management & auxiliary services |
| 601 | Philosophy & theory | 651 | Office services |
| 602 | Miscellany | 652 | Written communication processes |
| 603 | Dictionaries & encyclopedias | 653 | Shorthand |
| 604 | General technologies | 654 | |
| 605 | Serial publications | 655 | |
| 606 | Organizations & management | 656 | |
| 607 | Study & teaching | 657 | Accounting |
| 608 | Inventions & patents | 658 | General management |
| 609 | Historical & geographical treatment | 659 | Advertising & public relations |
| 610 | Medical sciences    Medicine | 660 | Chemical & related technologies |
| 611 | Human anatomy, cytology, tissues | 661 | Industrial chemicals |
| 612 | Human physiology | 662 | Explosives, fuels, related products |
| 613 | General & personal hygiene | 663 | Beverage technology |
| 614 | Public health & related topics | 664 | Food technology |
| 615 | Pharmacology & therapeutics | 665 | Industrial oils, fats, waxes, gases |
| 616 | Diseases | 666 | Ceramic & allied technologies |
| 617 | Surgery & related topics | 667 | Cleaning, color, other technologies |
| 618 | Other branches of medicine | 668 | Other organic products |
| 619 | Experimental medicine | 669 | Metallurgy |
| 620 | Engineering & allied operations | 670 | Manufactures |
| 621 | Applied physics | 671 | Metal manufactures |
| 622 | Mining & related operations | 672 | Ferrous metals manufactures |
| 623 | Military & nautical engineering | 673 | Nonferrous metals manufactures |
| 624 | Civil engineering | 674 | Lumber, cork, wood technologies |
| 625 | Railroads, roads, highways | 675 | Leather & fur technologies |
| 626 | | 676 | Pulp & paper technology |
| 627 | Hydraulic engineering | 677 | Textiles |
| 628 | Sanitary & municipal engineering | 678 | Elastomers & their products |
| 629 | Other branches of engineering | 679 | Other products of specific materials |
| 630 | Agriculture & related technologies | 680 | Manufacture for specific uses |
| 631 | Crops & their production | 681 | Precision & other instruments |
| 632 | Plant injuries, diseases, pests | 682 | Small forge work |
| 633 | Field crops | 683 | Hardware & household appliances |
| 634 | Orchards, fruits, forestry | 684 | Furnishings & home workshops |
| 635 | Garden crops    Vegetables | 685 | Leather & fur goods |
| 636 | Animal husbandry | 686 | Printing & related activities |
| 637 | Dairy & related technologies | 687 | Clothing |
| 638 | Insect culture | 688 | Other final products & packaging |
| 639 | Nondomestic animals & plants | 689 | |
| 640 | Home economics & family living | 690 | Buildings |
| 641 | Food & drink | 691 | Building materials |
| 642 | Meal & table service | 692 | Auxiliary construction practices |
| 643 | Housing & household equipment | 693 | Construction in specific materials |
| 644 | Household utilities | 694 | Wood construction    Carpentry |
| 645 | Furnishing & decorating home | 695 | Roofing |
| 646 | Sewing, clothing, personal living | 696 | Utilities |
| 647 | Public households | 697 | Heating, ventilating, air conditioning |
| 648 | Housekeeping | 698 | Detail finishing |
| 649 | Child rearing & care of sick | 699 | |

# The arts

# Literature (Belles-lettres)

| | | | | |
|---|---|---|---|---|
| 800 | Literature (Belles-lettres) | 850 | Italian, Romanian, Rhaeto-Romanic |
| 801 | Philosophy & theory | 851 | Italian poetry |
| 802 | Miscellany about literature | 852 | Italian drama |
| 803 | Dictionaries & encyclopedias | 853 | Italian fiction |
| 804 | | 854 | Italian essays |
| 805 | Serial publications | 855 | Italian speeches |
| 806 | Organizations | 856 | Italian letters |
| 807 | Study & teaching | 857 | Italian satire & humor |
| 808 | Rhetoric & collections | 858 | Italian miscellaneous writings |
| 809 | History, description, critical appraisal | 859 | Romanian & Rhaeto-Romanic |
| | | | |
| 810 | American literature in English | 860 | Spanish & Portuguese literatures |
| 811 | Poetry | 861 | Spanish poetry |
| 812 | Drama | 862 | Spanish drama |
| 813 | Fiction | 863 | Spanish fiction |
| 814 | Essays | 864 | Spanish essays |
| 815 | Speeches | 865 | Spanish speeches |
| 816 | Letters | 866 | Spanish letters |
| 817 | Satire & humor | 867 | Spanish satire & humor |
| 818 | Miscellaneous writings | 868 | Spanish miscellaneous writings |
| 819 | | 869 | Portuguese |
| | | | |
| 820 | English & Anglo-Saxon literatures | 870 | Italic literatures    Latin |
| 821 | English poetry | 871 | Latin poetry |
| 822 | English drama | 872 | Latin dramatic poetry & drama |
| 823 | English fiction | 873 | Latin epic poetry & fiction |
| 824 | English essays | 874 | Latin lyric poetry |
| 825 | English speeches | 875 | Latin speeches |
| 826 | English letters | 876 | Latin letters |
| 827 | English satire & humor | 877 | Latin satire & humor |
| 828 | English miscellaneous writings | 878 | Latin miscellaneous writings |
| 829 | Anglo-Saxon (Old English) | 879 | Other Italic languages |
| | | | |
| 830 | Literatures of Germanic languages | 880 | Hellenic literatures    Greek |
| 831 | German poetry | 881 | Classical Greek poetry |
| 832 | German drama | 882 | Classical Greek drama |
| 833 | German fiction | 883 | Classical Greek epic poetry |
| 834 | German essays | 884 | Classical Greek lyric poetry |
| 835 | German speeches | 885 | Classical Greek speeches |
| 836 | German letters | 886 | Classical Greek letters |
| 837 | German satire & humor | 887 | Classical Greek satire & humor |
| 838 | German miscellaneous writings | 888 | Classical Greek miscellaneous writings |
| 839 | Other Germanic literatures | 889 | Modern Greek |
| | | | |
| 840 | Literatures of Romance languages | 890 | Literatures of other languages |
| 841 | French poetry | 891 | East Indo-European & Celtic |
| 842 | French drama | 892 | Afro-Asiatic (Hamito-Semitic) |
| 843 | French fiction | 893 | Hamitic & Chad literatures |
| 844 | French essays | 894 | Ural-Altaic, Paleosiberian, Dravidian |
| 845 | French speeches | 895 | Sino-Tibetan & other Asian |
| 846 | French letters | 896 | African literatures |
| 847 | French satire & humor | 897 | North American native literatures |
| 848 | French miscellaneous writings | 898 | South American native literatures |
| 849 | Provençal & Catalan | 899 | Other literatures |

# General geography and history and their auxiliaries

| | | | |
|---|---|---|---|
| 900 | General geography & history | 950 | General history of Asia |
| 901 | Philosophy of general history | 951 | China & adjacent areas |
| 902 | Miscellany of general history | 952 | Japan & adjacent islands |
| 903 | Dictionaries of general history | 953 | Arabian Peninsula & adjacent areas |
| 904 | Collected accounts of events | 954 | South Asia    India |
| 905 | Serials on general history | 955 | Iran (Persia) |
| 906 | Organizations of general history | 956 | Middle East (Near East) |
| 907 | Study & teaching of general history | 957 | Siberia (Asiatic Russia) |
| 908 | | 958 | Central Asia |
| 909 | General world history | 959 | Southeast Asia |
| | | | |
| 910 | General geography    Travel | 960 | General history of Africa |
| 911 | Historical geography | 961 | North Africa |
| 912 | Graphic representations of earth | 962 | Egypt & Sudan |
| 913 | Geography of ancient world | 963 | Ethiopia (Abyssinia) |
| 914 | Europe | 964 | Northwest coast & offshore islands |
| 915 | Asia | 965 | Algeria |
| 916 | Africa | 966 | West Africa & offshore islands |
| 917 | North America | 967 | Central Africa & offshore islands |
| 918 | South America | 968 | Southern Africa |
| 919 | Other areas & worlds | 969 | South Indian Ocean islands |
| | | | |
| 920 | General biography & genealogy | 970 | General history of North America |
| 921 | | 971 | Canada |
| 922 | | 972 | Middle America    Mexico |
| 923 | | 973 | United States |
| 924 | | 974 | Northeastern United States |
| 925 | | 975 | Southeastern United States |
| 926 | | 976 | South central United States |
| 927 | | 977 | North central United States |
| 928 | | 978 | Western United States |
| 929 | Genealogy, names, insignia | 979 | Great Basin & Pacific Slope |
| | | | |
| 930 | General history of ancient world | 980 | General history of South America |
| 931 | China | 981 | Brazil |
| 932 | Egypt | 982 | Argentina |
| 933 | Palestine | 983 | Chile |
| 934 | India | 984 | Bolivia |
| 935 | Mesopotamia & Iranian Plateau | 985 | Peru |
| 936 | Northern & western Europe | 986 | Colombia & Ecuador |
| 937 | Italian peninsula & adjacent areas | 987 | Venezuela |
| 938 | Greece | 988 | Guianas |
| 939 | Other parts of ancient world | 989 | Paraguay & Uruguay |
| | | | |
| 940 | General history of Europe | 990 | General history of other areas |
| 941 | British Isles | 991 | |
| 942 | England & Wales | 992 | |
| 943 | Central Europe    Germany | 993 | New Zealand & Melanesia |
| 944 | France | 994 | Australia |
| 945 | Italy | 995 | New Guinea (Papua) |
| 946 | Iberian Peninsula    Spain | 996 | Other parts of Pacific    Polynesia |
| 947 | Eastern Europe    Soviet Union | 997 | Atlantic Ocean islands |
| 948 | Northern Europe    Scandinavia | 998 | Arctic islands & Antarctica |
| 949 | Other parts of Europe | 999 | Extraterrestrial worlds |
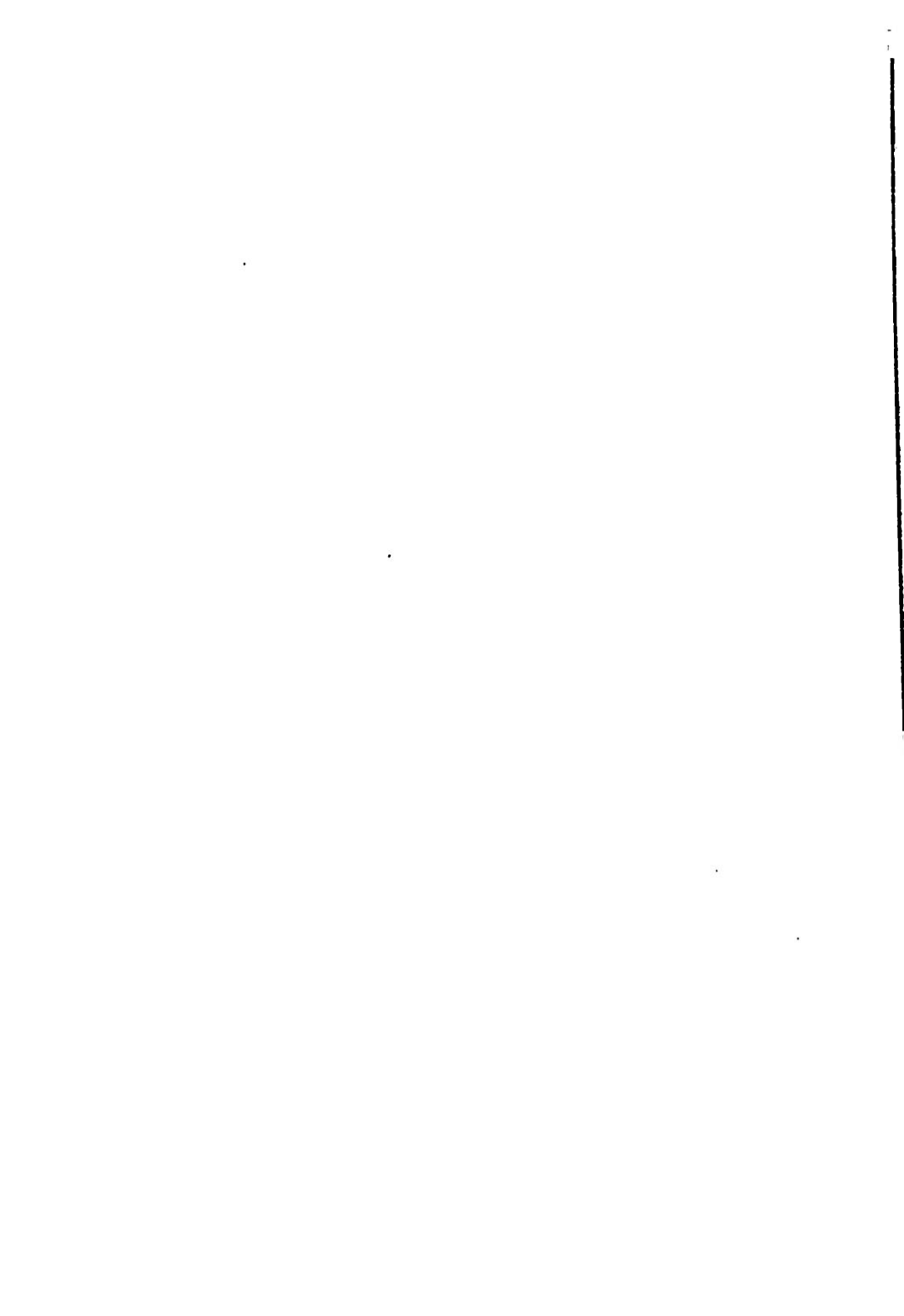
# Table 1. Standard Subdivisions

The following notations are never used alone, but may be used as required with any number from the schedules, e.g., classification (—012 in this table) of modern Indic languages (491.4): 491.4012. When adding to a number from the schedules, always insert a decimal point between the third and fourth digits of the complete number.

If at any given number there are subdivisions having a notation beginning with 0 for a special purpose, use 001–009 for standard subdivisions; if notations beginning with 0 and 00 both have special purposes, use 0001–0009 for standard subdivisions.

Unless other instructions are given, class works to which two or more standard subdivisions are applicable according to the following table of precedence, e.g., illustrations of the technique of the subject —028 (*not* —022):

| | |
|---|---|
| Special topics of general applicability | —04 |
| Persons associated with the subject | —092 |
| Techniques, procedures, apparatus, equipment, materials | —028 |
| Study and teaching | —07 |
| (*except* —074, —076, —077) | |
| Management | —068 |
| Philosophy and theory | —01 |
| (*except* —014, —016) | |
| The subject as a profession, occupation, hobby | —023 |
| Patents and identification marks | —027 |
| Commercial miscellany | —029 |
| Treatment by specific continents, countries, localities; extraterrestrial worlds | —093–099 |
| Treatment by areas, regions, places in general | —091 |
| Treatment among groups of persons | —08 |
| Historical periods | —0901–0905 |
| Works for specific types of users | —024 |
| Museums, collections, exhibits | —074 |
| Review and exercise | —076 |
| Programmed texts | —077 |
| Miscellany | —02 |
| (*except* —023, —024, —027, —028, —029) | |
| Organizations | —06 |
| Languages (Terminology) and communication | —014 |
| Dictionaries, encyclopedias, concordances | —03 |
| Serial publications | —05 |
| Indexes | —016 |

## SUMMARY

—01 Philosophy and theory
—02 Miscellany
—03 Dictionaries, encyclopedias, concordances
—04 Special topics of general applicability
—05 Serial publications
—06 Organizations and management
—07 Study and teaching
—08 History and description of the subject among groups of persons
—09 Historical and geographical treatment

# —01 Philosophy and theory

## —012 Classification

Divisions of the discipline or subject and their interrelations

## —013 Value

## —014 Languages (Terminology) and communication

Class subject headings and thesauruses in information retrieval in 025.49001–025.49999

*For dictionaries, see — 03*

## —014 1 Communication

*For nonlinguistic communication, see — 0147*

## —014 2 Etymology

## —014 7 Nonlinguistic communication

Pantomime, smoke signals, drumbeats, flags, lights, other devices representing total concepts

## —014 8 Abbreviations and symbols

## —015 Scientific principles

Use of pure science to analyze and describe the subject, to support or attack its validity, to carry out operations in the subject

Add to base number —015 the numbers following 5 in 510–590, e.g., mathematical principles —0151

Class scientific and statistical method in —072

*For psychological principles, see — 019*

## —016 Indexes

(It is optional to class here subject bibliographies and catalogs; prefer 016)

*Table 1. Standard Subdivisions*

| | |
|---|---|
| —018 | **Methodology** |

The study of methods, rules, postulates employed by a discipline

| | |
|---|---|
| —[018 2] | Statistical method |

Class use in techniques and procedures employed in the subject in —028, in research in —072

| | |
|---|---|
| —[018 3] | Data processing |

Class use in techniques and procedures employed in the subject in —0285, in research in —072

| | |
|---|---|
| —[018 4] | Operations research |

Class in —072

| | |
|---|---|
| —019 | Psychological principles |
| —02 | **Miscellany** |
| —020 2 | Synopses, outlines, manuals |
| —020 7 | Humorous treatment |
| —020 8 | Audiovisual treatment |
| —021 | Tabulated and related materials |
| —021 2 | Tables, formulas, specifications, statistics |
| —021 6 | Lists, inventories, catalogs of articles |

Class catalogs and lists offering articles for sale in —0294, catalogs of collections and exhibits in —074

| | |
|---|---|
| —021 8 | Standards |

*For specifications, see —0212*

| | |
|---|---|
| —022 | Illustrations and models |

Class humorous cartoons in —0207; atlases, maps, charts, plans depicting specific subjects on surface of earth or of extraterrestrial worlds in 912.1001–912.1899

| | |
|---|---|
| —022 1 | Drafting illustrations [*formerly* 604.26] |
| —022 2 | Pictures, charts, designs |
| —022 3 | Plans and diagrams |
| —022 8 | Scale models |

Class mathematical and analogue models in —072

—023    **The subject as a profession, occupation, hobby**

> Add "Areas" notation 1–9 from Table 2 to base number —023, e.g., the subject as a profession in England —02342

—024    **Works for specific types of users**

> Add "Persons" notation 03–99 from Table 7 to base number —024, e.g., works for engineers —02462

—025    **Directories of persons and organizations**

> Add "Areas" notation 1–9 from Table 2 to base number —025, e.g., directories of Ohio —025771

> Class directories of products and services offered for sale in —0294

—[026]    **Law**

> (Use of this number is optional; prefer 340)

> Add "Areas" notation 1–9 from Table 2 to base number —026, e.g., law of Australia —02694

—027    **Patents and identification marks**

—027 2    **Patents**

---

▶    **—027 5–027 8 Identification marks**

> Class comprehensive works in —027

—027 5    **Trademarks and service marks**

—027 7    **Ownership marks**

—027 8    **Artists' and craftmen's marks**

—028    **Techniques, procedures, apparatus, equipment, materials**

> Ways in which the objectives of an art or skill are obtained ("how-to-do-it"); use of necessary tools and materials

> Class here statistical method [*formerly* —0182], laboratory manuals

> Class laboratory manuals for study and teaching in —076

> *For drafting illustrations, see —0221*

*Table 1. Standard Subdivisions*

—028 5      Data processing [*formerly also* —0183]

         Class here comprehensive works on data processing as applied to the subject

         Add to base number —0285 the numbers following 001.6 in 001.61–001.64, e.g., programming —028542

         Class data processing in research in —072

---

▶      —028 7–028 9 Auxiliary procedures

         Class comprehensive works in —028

—028 7      Testing and measurement

—028 8      Maintenance and repair

         Use this subdivision only with numbers denoting fabrication, manufacture, construction, installation, not with numbers denoting operation, application, use when these are different, e.g., maintenance and repair of textile manufacturing machinery 681.76770288 (not 677.02850288), but of tools 621.900288

—028 9      Safety measures

—029      Commercial miscellany

         Including house organs, prospectuses

—029 4      Price lists and trade catalogs

         Publications listing or describing products and services offered for sale with or without prices

         Add "Areas" notation 4–9 from Table 2 to base number —0294

         Class catalogs of collections and exhibits in —074, price trends for collectors in —075

# —03      Dictionaries, encyclopedias, concordances

—032–039    By language

         Add "Languages" notation 2–9 from Table 6 to base number —03, e.g., German —0331

# —04      Special topics of general applicability

         Use this subdivision only when it is specifically set forth in the schedules. Add other standard subdivisions —01–09 to it and its subdivisions as required, e.g., incidence of crime in France 364.0420944

| | |
|---|---|
| —071 2 | **Secondary schools** |

Add "Areas" notation 1-9 from Table 2 to base number —0712, e.g., secondary schools in regions of low economic development —07121724; however, class persons in —092

| | |
|---|---|
| —071 5 | **Agencies for adult education** |

Class here continuing education

| | |
|---|---|
| —071 52 | **Institutes and workshops** |
| —071 53 | **Radio and television classes** |
| —071 54 | **Correspondence courses** |
| —072 | **Research** |

Activities and facilities for conducting inquiry or investigation into a subject in order to discover or revise facts, theories, applications

Class here statistical method [*formerly* —0182], data processing in research [*formerly also* —0183], operations research [*formerly* —0184]

| | |
|---|---|
| —072 01–09 | **Geographical treatment** |

Add "Areas" notation 1-9 from Table 2 to base number —0720, e.g., research in England —072042; however, class persons in —092

| | |
|---|---|
| —072 2 | **Historical research** |

Including case studies

| | |
|---|---|
| —072 3 | **Descriptive research** |

Including surveys and appraisals

Class collecting of objects in —075

| | |
|---|---|
| —072 4 | **Experimental research** |

Including models (simulation)

| | |
|---|---|
| —073 | **Students, learners, apprentices, novices** |
| —074 | **Museums, collections, exhibits** |

Guidebooks, catalogs, lists regardless of whether or not articles are offered for sale

*Table 1. Standard Subdivisions*

—074 01–09      Geographical treatment

> Class here specific galleries, museums, exhibits

> Add to base number —0740 the numbers following 708 in 708.1–708.9, e.g., museums and exhibits in Pennsylvania —0740148; but, if it is desired to give local emphasis and a shorter number to museums and exhibits of a specific country, place them first by use of a letter or other symbol, e.g., museums and exhibits in Japan —0740J (preceding —07401)

—075      **Collecting objects**

> Class here price trends for collectors

> Class museums, collections, exhibits in —074

—075 09      Historical and geographical treatment

> Add to base number —07509 the numbers following —09 in —0901–099, e.g., biography of collectors —075092

—076      **Review and exercise**

> Workbooks with problems, questions, answers; tests, testing, test construction and evaluation

> Including civil service examinations

> Class review and exercise involving use of apparatus and physical equipment in —078

—077      **Programmed texts**

> Class programming of texts and their use in —07

—078      **Use of apparatus and equipment in study and teaching**

—079      **Competitions and awards**

> Prizes, scholarships, fellowships, honorary titles

—08      **History and description of the subject among groups of persons**

> Use of this number for collections discontinued; class in main number

> Class persons associated with a specific subject in —092

**—088**     **Treatment among groups of specific kinds of persons**

> Other than racial, ethnic, national

> Add "Persons" notation 04–99 from Table 7 to base number —088, e.g., the subject among adolescents —088055, among lawyers —088344

> Do not use if redundant, e.g., medicine among physicians, Lutheran doctrine among Lutherans

**—089**     **Treatment among specific racial, ethnic, national groups**

> Add "Racial, Ethnic, National Groups" notation 01–99 from Table 5 to base number —089, e.g., the subject among North American native races —08997, among South American native races —08998, among Chinese —089951, among Chinese in United States —089951073

> If preferred, class treatment among North American native races in North America in "Areas" notation 701 from Table 2, among South American native races in South America in "Areas" notation 801 from Table 2

> Class treatment among specific racial, ethnic, national groups in places where they predominate in —091, —093–099; treatment among groups of specific kinds of persons of a specific racial, ethnic, national group in —088

**—09**     **Historical and geographical treatment**

> Of subject and discipline

> Class directories of persons and organizations regardless of time or place in —025; price lists and trade catalogs regardless of time or place in —0294; historical and geographical treatment of organizations in —06, of museums, collections, exhibits in —074

▶        **—090 1–090 5 Historical periods**

> Not limited geographically

> Class comprehensive works in —09

### SUMMARY

| | |
|---|---|
| —090 1 | To 499 A.D. |
| —090 2 | 500–1499 |
| —090 3 | Modern period, 1500– |
| —090 4 | 20th century, 1900–1999 |
| —090 5 | 21st century, 2000–2099 |

**—090 1**        To 499 A.D.

**—090 12**          To 4000 B.C.

Table 1. Standard Subdivisions

| | |
|---|---|
| —090 13 | 3999–1000 B.C. |
| —090 14 | 999–1 B.C. |
| —090 15 | 1–499 |
| —090 2 | 500–1499 |
| —090 21 | 500–1199 |
| —090 22 | 13th century, 1200–1299 |
| —090 23 | 14th century, 1300–1399 |
| —090 24 | 15th century, 1400–1499 |
| —090 3 | Modern period, 1500– |

*For 20th century, 1900–1999, see —0904; 21st century, 2000–2099, —0905*

| | |
|---|---|
| —090 31 | 16th century, 1500–1599 |
| —090 32 | 17th century, 1600–1699 |
| —090 33 | 18th century, 1700–1799 |
| —090 34 | 19th century, 1800–1899 |
| —090 4 | 20th century, 1900–1999 |
| —090 41 | 1900–1919 |
| —090 42 | 1920–1929 |
| —090 43 | .1930–1939 |
| —090 44 | 1940–1949 |
| —090 45 | 1950–1959 |
| —090 46 | 1960–1969 |
| —090 47 | 1970–1979 |
| —090 48 | 1980–1989 |
| —090 49 | 1990–1999 |
| —090 5 | 21st century, 2000–2099 |

**—091**      **Treatment by areas, regions, places in general**

> History and description
>
> Add "Areas" notation 1 from Table 2 to base number —09, e.g., the subject in Torrid Zone —0913
>
> Class persons associated with the subject regardless of area, region, place in —092; treatment by specific continents, countries, localities in —093-099; history and description of the subject among groups of specific kinds of persons in —088, among specific racial, ethnic, national groups nondominant in their places in —089

**—092**      **Persons associated with the subject**

> Description and critical appraisal of work, biography, autobiography, diaries, reminiscences, correspondence of persons regardless of area, region, place who are part of the subject or who study the subject, e.g., criminals, victims of crime, criminologists
>
> If preferred, class biography in 920.1-928.9
>
> Class biography not clearly related to any specific subject in 920, belletristic diaries, reminiscences, correspondence in 800, treatment of the subject among groups of persons in —08
>
> Observe exceptions to use of —092 under 180-190, 232.9, 739.22, 739.23, 739.3, 739.4, 741.5, 745.4, 746.3, 746.7, 747.2, 748.2, 748.5, 749.2, 750, 809, 810-890 (as directed in "Subdivisions of Individual Literatures" notation 09 from Table 3)

**—092 2**      Collected

> If preferred, class collected biography in 92, or 920 without subdivision

**—092 4**      Individual

> If preferred, class individual biography in 92 or B, or, if preferred, class individual biography of men in 920.71, of women in 920.72

**—092 6**      Case histories

*Table 1. Standard Subdivisions*

—093–099   **Treatment by specific continents, countries, localities; extraterrestrial worlds**

> History and description by place, by specific instance of the subject
>
> Add "Areas" notation 3-9 from Table 2 to base number —09, e.g., the subject in United States —0973, in Brazil —0981, in North America —097
>
> Class persons associated with the subject regardless of area, region, place in —092; treatment by areas, regions, places not limited by continent, country, locality in —091; history and description of the subject among groups of specific kinds of persons in —088, among specific racial, ethnic, national groups nondominant in their continents, countries, localities in —089

## RULES FOR FILING CATALOGUING CARDS

Again, at the beginning and at the end of the block of entries beginning with 'St' the following cross-reference should be inserted:

*For entries beginning with the uncontracted word or other contractions of it, see entries beginning with ' Saint ' and also ' Sainte ' and ' Ste '.*

So also at the beginning and at the end of the block of entries beginning with 'Ste ' the following reference should be inserted:

*For entries beginning with the uncontracted word or other contractions of it, see entries beginning with ' Sainte ' and also ' Saint ' and ' St '.*

## 3. NUMERALS

3.1 Numerals shall be arranged in a separate sequence according to their respective ordinal values.

3.2 Numerals shall precede letters of the alphabet. This is equivalent to saying that 9 shall precede A.

*Example*

1 book

6 books

9 books

54 books

Agriculture

Applecart

NOTE — It is recommended that the method of writing entries should be so standard-ized that numbers are always written as Hindu-Arabic numerals and not as Roman numerals or in words. The unhelpful order, to which the writing of numbers in words leads, is illustrated by the following example:

eight books

five books

one hundred books

seven books

six books

## 4. SYMBOLS

4.1 **Definition** — By ' Symbols ' is meant non-alphabetical, non-numeral, internationally accepted characters, marks and signs used in particular subjects.

4.2 **Ordinal Values** — Symbols shall precede numerals.

4.3 **Mathematical Symbols** — These shall be arranged in the order given in Appendix A.

India. Indian Fiscal Commission
Report.

India. *Jt Auth.*
Indo-British treaty by Great Britain and India.

**2.2.3** Abbreviations and contractions shall be arranged according to the way they are written and not according to the words for which they stand.

*Examples*

1. Saint Andrew
   Sainte-Beuve, Charles Augustin
   Saint Helena
   SH
   Sq cm
   St Cyr
   Ste Anne
   St George

2. Taper pins
   T Bars, Steel
   Tea Chests
   Teak Scantlings
   Tea Powder
   Tech Bull
   Tee Bars
   Tee Bars, Steel
   Tee Slots
   Tee Squares
   Tee Steel
   Tote
   T Slots
   T Squares

**2.2.4** There shall be cross-reference index entries from every alternative form of the entry word to every other.

*Example*

At the beginning as well as at the end of the block of entries beginning with ' Saint ', the following cross-reference should be inserted:

*For entries beginning with contractions of ' Saint ' and ' Sainte ', see entries beginning with ' St ' and Ste '.*

4

## 2.2 Rules

2.21 Presence of space, punctuation marks, accents, apostrophies and brackets shall be   IS:382-1952
ignored.

*Examples*

1. Powder

   Power

   Power, Electric

   Power, Francis Fountain

   Powerful Machine

   Power ( Mechanics )

   Power of a lie

   Power-operated

   Power's Handbook of Engineers

   Power, Stephen Anderson

2. Electrode Boiler

   Electrode-holder

   Electrode, Metal

   Electro-deposits

   Electrode Récepteur

   Electrodes

   Electrode ( Wire )

2.2.2 Differences in the style of writing letters including capital and small letters shall be ignored.

*Examples*

INDIA AND PAKISTAN.
Fiscal Agreement.

India Associated Corporation Ltd.
Report.

India. Banking.
Hubback ( J. A. ). Indian banking.

INDIA.
Despatch on proposals for constitutional reforms.

India. *Ed.*
Views of the local government on the recommendations of the Indian Statutory Commission.

India. History.