One Year Bachelor Degree Programme

Library And Information Sciences

Second Semester

LIBRARY CLASSIFICATION AND CATALOGUING (PRACTICE)

Guru Prasad Das School of Interdisciplinary and Vocational Studies

KRISHNAKANTA HANDIQUI STATE OPEN UNIVERSITY

Expert Committee

Prof Sanjay Kumar Singh, DLIS, Gauhati University

Dr. Dipen Deka, DLIS, Gauhati University

Programme Coordinator: Mr. Dibyajyoti Patagiri, KKHSOU

Contributors

Unit	Author
1	Pranjit Kalita, (KKHSOU)
2, 9, 10, 11, 13	Dr. Nishant Kashyap Ghatowar, Bikali College
3, 4, 5, 6	Dr. Deepjyoti Kalita, Cotton University
8 &12	Kakoli Goswami, Bongaigaon University
7 & 14	Anupama Chetia, KKHSOU

.

Editors: Mr. Dibyajyoti Patgiri, KKHSOU

Content & Language: Mr. Dibyajyoti Patgiri, KKHSOU

Structure & Format: Mr. Pranjit Kalita, KKHSOU & Ms. Komal Kumari

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Course Introduction

The course *"Library Classification and Cataloguing (Practice)"* is designed to provide learners with practical exposure to two fundamental operations of library organization namely classification and cataloguing. These operations form the foundation of effective information retrieval and resource management in libraries. The course aims to equip learners with the knowledge and technical skills required to organize, classify, and catalogue various types of information resources according to established international standards and practices.

The first part of the course focuses on the *Dewey Decimal Classification (DDC)* system, emphasizing its structure, principles, and application in practical situations. Learners will gain an understanding of the 22nd edition of the DDC, including its four-volume structure, enumerative nature, and notational system. Practical exercises will lead learners through the classification of documents involving the use of main classesas well as handling compound and complex subjects. This component of the course stresses the hands-on aspect of classification by requiring learners to classify titles, thereby developing accuracy and consistency in subject analysis and notation building.

The second part of the course introduces students to *cataloguing practices* following the *Anglo-American Cataloguing Rules, 2nd Revised Edition (AACR-2R)* and *Resource Description and Access (RDA)*. Learners will study the preparation of main entries for personal, corporate, and shared authorship, along with cataloguing of serials, multivolume works. Practice-oriented modules guide students in preparing a catalogue register using AACR-II standards. Additionally, the course integrates modern library management systems such as *SOUL* and *Koha* for data entry and *Online Public Access Catalogue (OPAC)* creation, supporting learners in understanding automated cataloguing workflows.

The course also introduces learners to major subject heading lists such as *Library of Congress Subject Headings (LCSH)* and *Sears List of Subject Headings (SLSH)*, fostering their ability to assign standardized subject terms. Through the use of *RDA Toolkit* and practical cataloguing exercises, learners will gain insight into emerging trends and practices in bibliographic description.

Overall, it aims to develop professional competencies essential for library and information service personnel in the digital era, preparing learners to manage bibliographic data effectively and facilitate efficient information access in academic and public library environments.

UNIT 1: INTRODUCTION TO DDC

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 Introduction to Four Volumes of DDC 22nd Edition; Enumerative Classification System, DDC Notation Formation
    1.3.1 The Four Volumes of DDC 22
    1.3.2 Enumerative Classification System
    1.3.3 DDC Notation Formation
1.4 Let Us Sum Up
1.5 Answers To Check Your Progress
1.6 Further Readings
1.7 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- explain the basic idea and purpose of the Dewey Decimal Classification (DDC) system in libraries.
- describe the main features of DDC as a largely enumerative classification system with some analytic features.
- identify the four volumes of the 22nd edition of DDC and understand what each volume contains.
- recognise why an understanding of the structure of DDC 22 and its notation is important for practical classification work..

1.2 INTRODUCTION

Libraries hold many books and other documents on a wide range of subjects. To help users find these documents quickly, libraries arrange them on shelves in a logical order and provide corresponding entries in catalogues. A library classification system is the main tool used to arrange these documents by subject, so that works on the same topic are kept together and users can browse shelves in a meaningful way.

The Dewey Decimal Classification (DDC) is the most widely used library classification system in the world. It was first developed by Melvil Dewey in 1876 and has since been revised and expanded many times to keep pace with growth of knowledge and changes in subject fields. DDC divides recorded knowledge into ten main classes, each class is then divided into ten divisions, and each division is further divided into ten sections. This results in a decimal structure that is simple in appearance but rich enough to support detailed classification of subjects.

DDC uses Arabic numerals as its notation. Each subject is represented by a number, usually beginning with three digits that express the main class, division, and section, for

example 510 for mathematics or 330 for economics. Further digits after a decimal point allow for more specific topics, so that very specialised subjects can be given their own numbers. For users, this numeric notation appears on spine labels on books and in catalogue records, guiding them to the correct shelf location.

From the point of view of classification theory, DDC is usually described as a largely enumerative system. This means that it lists many subjects explicitly in the schedules, rather than expecting the classifier to build every number from basic facets. However, over time, tables and number building techniques have been added, so DDC now shows both enumerative and analytico synthetic characteristics. Understanding this mix is important because a classifier must often choose between using an already listed number and building a more specific number by following instructions in the schedules and tables.

DDC 22, the 22nd printed edition, continues this long tradition and is still widely used as a standard text for teaching and practising classification in libraries. A clear understanding of the four volumes of DDC 22 and the basic rules for forming notation is therefore an essential foundation for any student of library classification.

1.3 INTRODUCTION TO FOUR VOLUMES OF DDC 22ND EDITION; ENUMERATIVE CLASSIFICATION SYSTEM, DDC NOTATION FORMATION

1.3.1 The Four Volumes of DDC 22

DDC 22 is a four-volume series. Each volume serves a specific purpose, and when combined, they supply all of the resources necessary for Dewey classification. A brief description based on the edition 22 documentation is provided below.

Volume 1 has several essential sections. It opens with a section on new features in Edition 22, which explains the significant modifications and special features added in this edition. It also offers a broad introduction that describes the system's structure, notation, and scheduling ideas. Volume 1 includes the Manual, a compilation of detailed notes that provide guidance on tough classification judgments and explain how to choose between alternative numbers in borderline circumstances. Volume 1 also includes the tables, beginning with Table 1, the conventional subdivisions, and progressing to other numbered tables, such as geographical areas and people.

Volume 2 includes the main schedules from 000 to 599. These schedules include the primary classes and subdivisions for subjects such as general works, computer science, philosophy and psychology, religion, social sciences, language, and pure sciences. Each entry includes a class number, a title, and comments that describe the number's scope and how to add more notation. The organization follows the decimal hierarchy, with three-digit numerals for main parts and additional digits following the decimal for specific themes.

Volume 3 contains schedules numbered 600 to 999. These subjects include applied sciences and technology, arts and recreation, literature, and history and geography. As in Volume 2, numbers are accompanied by annotations and add instructions, and

numerous local add tables emerge to allow for more detailed treatment in certain classes, such as geographic or form subdivisions. Volumes 2 and 3 comprise the entire set of DDC schedules from 000 to 999.

Volume 4 is sometimes viewed as a standalone tool because it contains the Relative Index. The Relative Index is an alphabetical index of subjects, names, and other terms found in the schedules and tables. It organizes related concepts under common words and refers to the appropriate class numbers. The Relative Index is an important starting point for the classifier because it assists in determining probable numbers for a given subject and displays relationships across different areas of the schedule. When new learners first start using DDC, they often rely significantly on the Relative Index. Some sources also mention that elements of the Manual appear in Volume 4 of specific training editions, while in the regular DDC 22 set, the Manual is associated with Volume 1, while Volume 4 is dedicated to the Relative Index. In practice, however, the classifier must navigate all four volumes, using the index to locate candidate numbers, reviewing the schedules for scope and remarks, and referencing the Manual as needed.

1.3.2 Enumerative Classification System

The Dewey Decimal Classification (DDC) is commonly known as an enumerative classification scheme. Many disciplines and their accompanying class numbers are directly listed in schedules under an enumerative scheme. This means that the system tries to provide a full list of subjects and sub-subjects, making it easier for classifiers to assign numbers without having to create them from various components.

This approach organizes knowledge in a hierarchical pattern, with broad concepts gradually dividing into specialized issues.

Example of a hierarchical organization in the DDC:
300 – Social Sciences
330 – Economics
331 - Labour Economics
370 – Education
374 – Adult Education

Because many subjects already have pre-assigned numbers, cataloguers can frequently classify things by selecting the relevant number from the schedules.

However, an enumerative system cannot include every potential subject. As knowledge grew and subjects got more complicated, DDC eventually added analytico-synthetic characteristics to increase flexibility.

Major changes implemented in later editions include:

- Using tables to add common aspects
- Add instructions to schedules.
- Number building is possible for compound themes.

As a result, current DDC is commonly referred to as a modified enumerative categorization system. While many subjects are still stated directly in the schedules, the system now allows classifiers to generate numbers from tables and instructions when a particular subject is not expressly identified.

1.3.3 DDC Notation Formation

DDC notation is based on the use of Arabic numerals grouped in decimal format. The notation is intended to demonstrate the hierarchical link between subjects, progressing from general to more particular issues.

The first three digits indicate the classification system's basic structure.

- First digit - Main class.
- Second digit – division
- Third digit - Section

For Example:

500 - Natural Science
510 - Mathematics
512 - algebra

These first three digits appear only once in the schedules and are used as headings on pages where their subdivisions continue. When further subdivisions occur, the numbers often begin after a decimal point. A decimal point is added after the three-digit number to reflect more specialized issues.

Examples of Decimal Expansion:

330 : Economics
330.9: Economic History and Conditions

Additional numbers may represent geographical areas, time periods, or specific characteristics of the subject.

In practice, some libraries may simplify the display by removing leading zeros or altering decimal display, but printed schedules retain their decimal format.

Number generation in DDC is based on the concept of base numbers and additional notation derived from tables or other schedule components.

The main sources used for number building are:

Table 1: Standard Subdivisions, Tables 2-4 cover specific aspects, other elements of the schedule, add tables provided within specific classes.

Table 1 (Standard Subdivisions) is particularly useful because it permits the addition of common features such as:

- Format of the work (e.g., dictionaries, periodicals)
- Historical or geographical treatment
- Special themes relevant to the subject

Table 2: Geographic areas
Table 3: Literature subdivisions

Table 4 shows the subdivisions of languages and linguistic families.

For example, a classifier may append a Table 2 geographic notation to a base number to represent a subject connected to a certain location, such as India or a different region.

Number building in DDC is commonly referred to as notational synthesis, which involves combining distinct pieces of notation to express a more complete subject. This process must adhere to the clear guidelines provided in the schedules.

The schedules and tables also include variousnotes that assist the classifier.

Some Important sorts of notes are:

- Scope notes: Explain the significance of a number.
- Including notes: list the subjects covered in a class.
- Class here notes: suggest where particular topics should be placed.
- Add notes and directions for number building.
- Build notes: clarify how numbers should be created.
- Preference notes - help the choosing of alternatives.
- Class elsewhere/See also notes - provide cross references.

Among these, add notes and build notes are particularly useful because they demonstrate how to integrate figures from tables or schedules.

W CHECK YOUR PROGRESS

Fill in the blanks

a) The Dewey Decimal Classification divides knowledge into ten main ……, each further divided into divisions and sections.
b) In DDC 22, Volume 2 contains the schedules for classes …… to …….
c) An enumerative classification system provides a …… list of subject classes and subclasses.
d) The process of building DDC numbers by combining base numbers with table notation is sometimes called notational …….

2 1.3 LET US SUM UP

DDC (Dewey Decimal Classification) is a numerical system that divides all topics of knowledge into ten major classes, each with lesser divisions and sections, using decimal numbers such as 510 for mathematics and 330 for economics. The 22nd edition has four volumes: Volume 1 (introduction, manual, and tables), Volumes 2 and 3 (schedules 000-599 and 600-999), and Volume 4 (Relative Index) are all used together to find and assign class numbers. DDC is primarily an enumerative scheme, openly describing many themes in the schedules. However, it also permits generating more detailed numbers by combining base numbers with standard subdivisions and other tables according to clear add notes.

K 1.4 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: a) Classes, b) 599, c) Predefined, d) synthesis

O 1.5 FURTHER READING

1) Dewey, M. (1971). Dewey Decimal Classification and relative index (22nd ed., Vols. 1-4). Forest Press.
2) HAQUE, M. D. Ddc23 vol.
3) OCLC. (2003). *SUMMARIES DDC Dewey Decimal Classification*. https://www.oclc.org/content/dam/oclc/dewey/resources/summaries/deweysummaries.pdf

M 1.6 MODEL QUESTIONS

Q 1: Describe the primary function of a library classification system and explain the widespread use of DDC for this purpose.

Q 2: Describe the contents of DDC 22's Volume 1, mentioning the tables and the Manual's function.

Q 3: What are DDC's standard subdivisions, and how do numbers get formed using them?

Q 4: Discuss about the organization and content of DDC 22's four volumes and how a classifier uses them in tandem for real-world tasks.

Q 5: Describe the idea behind an enumerative classification system. Explain how DDC exemplifies this idea and discuss the addition of analytical and synthetic features in subsequent editions.

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UNIT 2: USE OF SUBDIVISION AND AUXILIARIES

UNIT STRUCTURE

2.1 Learning Objectives
2.2 Introduction
2.3 Classification of Documents requiring use of Table1
2.4 Let Us Sum Up
2.5 Answers To Check Your Progress
2.6 Further Readings
2.7 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- understand the meaning and purpose of Standard Subdivisions (Table 1) in the Dewey Decimal Classification system developed by Melvil Dewey.
- identify when and why Table 1 subdivisions are needed while classifying a document.
- explain and apply the correct method of adding Table 1 subdivisions to construct proper class numbers**.**.

2.2 INTRODUCTION

Library classification is the systematic arrangement of documents in a library according to their subject matter so that books on similar topics are placed together. This helps users to locate materials quickly and also understand the relationship between subjects. In the Dewey Decimal Classification (DDC) system, knowledge is divided into ten main classes from 000 to 999, and each class is further divided into more specific topics using decimal numbers. This hierarchical structure moves from general to specific subjects.

However, many documents cannot be fully represented by a simple main class number. A book may focus on a particular country (such as India or Assam), a specific time period (such as the 20th century), a particular form (like a dictionary or journal), or a special aspect (such as research or statistics). To show these additional details accurately, DDC provides subdivisions and auxiliary tables, especially Table 1. Standard Subdivisions, which allow classifiers to build more precise and meaningful class numbers.

2.3 CLASSIFICATION OF DOCUMENTS REQUIRING USE OF TABLE1

Concept of Subdivision in DDC
What is a Subdivision?

In the Dewey Decimal Classification (DDC) system, a subdivision is an additional number attached to a base number in order to make the subject more specific and detailed. The base number represents a broad subject, while the added digits narrow down the topic. For example, 370 represents Education in general. When we add .1, it becomes 370.1, which represents Philosophy of education. If we add .954, it becomes 370.954, which represents Education in India. These extra digits refine the meaning of the subject and show its special focus. Thus, subdivisions help in moving from a general subject to a more precise and accurate representation of the document's content.

Why Are Subdivisions Needed?

Subdivisions are necessary because books on the same broad subject often differ in many ways. A document may focus on a particular geographical area, such as India or Assam; a specific historical period, such as the 20th century; a particular type of document, such as a dictionary or journal; a special method of treatment, such as research or statistics; or a specific target group, such as women or children. Without subdivisions, all books on education would simply be placed under 370, making it difficult to arrange and locate materials properly. Subdivisions ensure clarity, order, and precision in library classification.

Auxiliaries in DDC

Meaning of Auxiliaries

In the Dewey Decimal Classification (DDC) system, auxiliaries are additional numbers taken from special tables to modify, expand, or give more detail to a main class number. They help in expressing specific aspects such as form, place, time, or special treatment of a subject. Auxiliaries are not used independently; they are always attached to a base number. There are two main types of auxiliaries: Standard Subdivisions (Table 1), which are used universally across most subjects, and Special Tables (Tables 2–6), which are used for specific purposes. In this unit, we study only Table 1 and its practical application.

Table 1: Standard Subdivisions

What is Table 1: Standard Subdivisions?

In the Dewey Decimal Classification (DDC) system, Table 1 contains Standard Subdivisions, which are predefined numbers used to add specific details to a base class number. These subdivisions are called "standard" because they can be applied to almost any subject area. They do not introduce new topics; instead, they provide additional layers that describe recurring aspects such as philosophy, research, education, history, geographic treatment, periodicals, dictionaries, organizations, or special groups.

For example, a book on computer science may be classed under 004. If the book is a dictionary of computing terms or a journal of computer science, Table 1 allows the classifier to add a subdivision that represents its form or approach. This system helps avoid repeating the same detailed numbers in every subject schedule. By adding these subdivisions after the base number, usually following a decimal point, librarians can make classification more precise, uniform, and meaningful for users.

Structure of Table 1: Standard Subdivisions

Standard Subdivisions in the Dewey Decimal Classification (DDC) system may appear simple, but they follow clear rules and a logical structure. One important characteristic is that these subdivisions always begin with the number "0." This is not accidental. Numbers starting with "0" are reserved for general aspects that are not limited to any one specific subject. Instead, they represent recurring features such as bibliographies, encyclopaedias, research, history, or other common forms and approaches. For example, an encyclopaedia of science would combine the base number 500 (Science) with the appropriate standard subdivision, and the initial "0" indicates that this addition is a general, non-subject-specific aspect.

Structurally, Table 1 subdivisions are written with a hyphen (–) to show that they cannot stand alone. They must always be attached to a base number from the main schedules. This systematic and organized arrangement ensures uniformity, clarity, and consistency in classification across all subjects.

Here are the major categories of Table 1:

Number	Meaning
-01	Philosophy and theory
-02	Miscellany
-03	Dictionaries, encyclopedias, concordances
-04	Special topics
-05	Serial publications
-06	Organizations and management
-07	Education, research, related topics
-08	Groups of people
-09	History, geographic treatment, biography

Rules for Using Table 1

When using Table 1 in the Dewey Decimal Classification (DDC), students must carefully follow these detailed rules:

i. Table 1 notation is never used alone.
   Standard subdivisions (such as —076 for workbooks or —05 for journals) cannot stand independently. They must always be attached to a regular schedule number. For example, workbooks in arithmetic (513) become 513.076.

ii. Insert the decimal point correctly.
   When adding a standard subdivision, always place the decimal point between the third and fourth digits of the complete number.

iii. Drop terminal zeros before adding subdivisions.
   If a main class number ends in zero, remove the final zero before adding the standard subdivision, unless instructed otherwise. For example, mathematics (510) + journals (—05) becomes 510.5, not 510.05.

iv. Add standard subdivisions only when appropriate.
   Use Table 1 only when the book covers the whole or nearly the whole subject of that number.

v. Follow all notes and instructions.
   If Table 1 notation appears in other tables or schedules, all its notes and subdivisions still apply unless specific instructions say otherwise.

vi. Do not combine standard subdivisions unnecessarily.
One standard subdivision should not be added to another unless specifically instructed.

vii. Use only one zero unless directed otherwise.
Never use more than one zero while applying standard subdivisions unless the schedule clearly requires it. If more than one zero is needed, the number of zeros is always indicated in the schedules.

viii. Follow the table of preference.
If more than one subdivision seems possible, follow the prescribed order of preference (for example, choose —07 for education and research instead of —01 for philosophy when both apply).

Careful reading of instructions and strict adherence to rules ensures correct and consistent number building.

Detailed Study of Major Table 1 Subdivisions

Table 1 in the Dewey Decimal Classification (DDC) contains Standard Subdivisions that can be added to almost any base number to give extra detail. These subdivisions represent common aspects like philosophy, research, education, history, geography, dictionaries, serials, organizations, and special groups of people.

–01 Philosophy and Theory

What it includes:

- Philosophical foundations
- Theoretical principles
- Systems and models
- Methodology
- Terminology
- Language and communication aspects
- Scientific or psychological principles
- Schools of thought and value systems

This subdivision is used when the book discusses the theoretical or philosophical basis of a subject, not its practical application.

Example:

020 (Library Science)
020.1 (Philosophy of Library Science)

Important for beginners:

Do not confuse –01 with research. Research methods go under –072, not –01. Always read the title carefully. If the book focuses on “principles” or “theory,” use –01.

–02 Miscellany

What it includes:

- General collections
- Synopses and outlines
- Humor related to a subject
- Audiovisual treatment
- Tabulated materials
- Patents

- Identification marks
- Works for specific occupations (general type)

This subdivision is used for works that do not fit into a more specific category. It is often used when the material is general or mixed.

Example:

500 (Science)
500.02 (Miscellaneous works on science)

For beginners:

Do not use –02 automatically just because you are confused. First check if a more specific subdivision applies. Use –02 only when the content is truly general or mixed.

–03 Dictionaries and Encyclopedias

What it includes:

- Subject dictionaries
- Encyclopedias
- Glossaries
- Thesauri
- Concordances

This subdivision is used for reference books explaining terms or giving detailed subject information.

Example:

025 (Library operations)
025.03 (Dictionary of Library Terminology)

Beginner tip:

If the book mainly defines terms, use –03.
Biographical dictionaries go under –092, not –03.
Interdisciplinary encyclopedias go in 030.

–04 Special topics

Special topics is used only when specifically allowed in the schedules. After adding –04, other standard subdivisions (–01–09) may be attached if required.

–05 Serial Publications

What it includes:

- Journals
- Magazines
- Newspapers
- Annuals
- Yearbooks
- House organs
- Electronic serials

Example:

020 (Library Science)
020.05 (Library Science Journal)

For first-time users:

Use –05 only if the publication is issued regularly (monthly, yearly, etc.).

Do not use –05 for a single book or monograph.

–06 Organizations and Management

What it includes:

- Institutions related to a subject
- Administrative bodies
- Associations
- Organizational structure
- Management aspects

There is also a more specific form –068 used particularly for management aspects like:

- Financial management
- Personnel management
- Marketing management
- Production management

Example:

027.8 (School libraries)

Add –06

Final number: 027.806 (Management of School Libraries)

Beginner advice:

If the focus is on running, managing, or organizing an institution, use –06 or –068.

If the book is about the subject itself (not management), do not add –06.

–07 Education, Research and Related Topics

This is one of the most detailed subdivisions and often confusing.

What –07 includes:

- Education about a subject
- Study and teaching
- Research methods
- Examinations
- Use of equipment in teaching
- Competitions and awards

Important sub-divisions:

–071 Education (curriculum, teaching methods)

–072 Research (scientific method, qualitative and quantitative research, data collection, statistical methods)

–076 Review and exercises (workbooks, exam guides)

–078 Use of apparatus in study

–079 Competitions and awards

Example:

020 (Library Science)

020.72 (Research Methods in Library Science)

For beginners:

If the book teaches how to study the subject → use –071.

If it explains research methods → use –072.
If it is an exam guide → use –076.
Remember: Statistical data itself goes under –02, not –072.

–08 Groups of People
What it includes:

- Gender groups
- Women
- Children
- Adults
- Minorities
- Ethnic groups
- Religious groups
- Occupational groups
- People with disabilities
- Social groups

Important subdivisions:
–082 Women
–083 Young people
–087 People with disabilities
–089 Ethnic and national groups
Example:
370 (Education)
370.82 (Education of Women)
Beginner tip:
Use –08 only when the subject is discussed in relation to a specific group.
If the book is general education, do not add –08.
If more than one group is involved, follow DDC rules of preference (usually choose the number that comes last).

–09 History, Geographic Treatment, Biography
What it includes:

- Historical development
  • Geographic treatment
  • Biography
  • Areas and regions
  • Countries (using Table 2 numbers)

Important parts:
–092 Biography
–093–099 Specific places (with Table 2 numbers)
Example:
020.9 (History of Library Science)
020.954 (Library Science in India)
For beginners:
If the book explains the development of a subject over time → use –09.
If it discusses the subject in a specific country → add geographic numbers from

Table 2 after –09.
If it is biography of a person in that field → use –092.

Steps in Classifying Using Table 1

Classifying using Table 1 requires careful and systematic steps.

Step 1: Analyze the Title
Read the title thoroughly. Identify the main subject of the book. Then check whether it includes additional aspects such as place (geographic area), time (historical period), form (dictionary, journal, research), or a specific group (women, children, etc.). Clear analysis prevents wrong classification.

Step 2: Find the Base Number in DDC
Use the Relative Index or go directly to the Schedules to locate the correct base number for the main subject. Make sure the number accurately represents the primary topic of the work.

Step 3: Check if Table 1 Can Be Added
Carefully read the notes and instructions in the schedules. Confirm that adding a Table 1 subdivision is permitted.

Step 4: Add the Table 1 Number
Attach the appropriate Table 1 subdivision to the base number, maintaining proper decimal structure and following all DDC rules.

Practical Examples

Example 1
Title: "Dictionary of Education"
Main subject: Education (370)
Form: Dictionary (-03)
Final Call Number: 370.03

Example 2
Title: "History of Education in India"
Base: 370
Add -09 (history)
Add geographic India (from schedule or Table 2)
Final Call Number: 370.954

Example 3
Title: "Research in Library Classification"
Base: 025.4 (Classification)
Add -072 (Research)
Final Call Number: 025.4072

Example 4
Title: "Journal of Information Science"
Base: 020
Add -05
Final Call Number: 020.05

Example 5
Title: "Women in Higher Education"
Base: 378 (Higher education)
Add -082 (Women)
Final Call Number: 378.082

Common Mistakes Students Make

i. Students often add a Table 1 subdivision without first checking the instructions in the schedules to see whether it is permitted.
ii. Many students repeat concepts that are already included in the base number, which leads to unnecessary and incorrect expansion.
iii. Incorrect decimal placement is another common mistake, as it disturbs the proper structure and hierarchy of the class number.
iv. Some students ignore the hierarchical arrangement of numbers, which results in illogical and inaccurate classification.
v. Students frequently confuse Table 1 (standard subdivisions) with Table 2 (geographic areas), leading to wrong number construction.

Importance of Table 1 in Library Practice

- Table 1 brings uniformity in classification by providing common subdivisions that can be applied consistently across different subjects.
- It increases specificity by allowing librarians to add detailed aspects such as philosophy, research, history, or geography to a base number.
- It saves space in the schedules because standard subdivisions are listed once and reused wherever required.
- It helps maintain international standards, ensuring that libraries across the world follow a consistent classification structure.
- It supports proper subject arrangement on shelves by organizing materials systematically.
- It assists in maintaining cataloguing consistency, making retrieval and indexing more accurate and reliable.

Without Table 1, classification would remain general and incomplete, lacking precision and uniformity.

W CHECK YOUR PROGRESS

Fill in the Blanks

Q 1: Table 1 in DDC contains …… subdivisions.
Q 2: The subdivision –09 is used for …… and geographic treatment.
Q 3: Table 1 numbers are always attached to a …… number.

2 2.4 LET US SUM UP

Table 1 plays a vital role in making classification more detailed, systematic, and meaningful. It allows librarians to add common aspects such as philosophy, research, history, geography, and form to any main subject. By ensuring uniformity and international consistency, it strengthens subject arrangement and cataloguing practice.

Although it may seem confusing at first, careful study and correct application of Table 1 make number building accurate, flexible, and professionally reliable.

K 2.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: a) Standard, b) Historical, c) Base.

O 2.6 FURTHER READING

1) Satija, M. P. (2013). *The Theory and Practice of the Dewey Decimal Classification System* (2nd ed.). Chandos Publishing.
2) Sharma, C. K. (2014). *Practical Handbook of Dewey Decimal Classification*. Atlantic Publishers and Distributors.

M 2.7 MODEL QUESTIONS

A. Short Answer Type Questions

Q 1: What is Table 1 in Dewey Decimal Classification?
Q 2: What does subdivision –07 represent?
Q 3: Why must Table 1 not be used independently?

B. Long Answer Type Questions

Q 1: Discuss the structure and detailed subdivisions of Table 1 with suitable examples.
Q 2: Explain the rules and steps for applying Table 1 in classification.
Q 3: Describe common mistakes made by students while using Table 1 and how to avoid them.

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UNIT 3: COMPOUND SUBJECT

UNIT STRUCTURE

3.1 Learning Objectives
3.2 Introduction
3.3 Classification of Documents representing compound and complex subjects according to DDC (use of table 2)
3.4 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- get to know about Table 2 of DDC
- learn about rules of document classification for compound and complex subjects.

3.2 INTRODUCTION

The classification of documents relating to compound complex subjects in the Dewey Decimal Classification (DDC) sometimes requires the inclusion of both the subject matter and its geographical context. The Table 2 of the Dewey Decimal Classification offers a comprehensive set of notations for territories, regions, countries, and places, which are consistently affixed to a base number from the schedules rather than utilized autonomously. By adhering to the “add to” directives provided either directly beneath a base class (e.g., 320.9, 027.7, 330.9) or through standard subdivisions such as 09 in Table 1, classifiers can articulate relationships such as “political situation of Afghanistan,” “college libraries of Assam,” or “Buddhism in North East India” through synthesized numbers that amalgamate subject and location in a precise and consistent manner. The systematic application of Table 2 not only improves the classification of individual documents but also optimizes the organization and retrieval of geographically focused items within the library's collection. This unit will help learners to learn the use of table 2 with practical examples in order to enable them to classify documents of complex subjects using DDC.

3.3 CLASSIFICATION OF DOCUMENTS REPRESENTING COMPOUND AND COMPLEX SUBJECTS ACCORDING TO DDC (USE OF TABLE 2)

The Table 2 of DDC is used for adding the ideas of geographic location that may be associated with any intellectual idea. Table 2 also holds the provision to add references to historical periods by reusing the verbal plan of table 1 under the notation 090. Popularly table 2 provides the provision to add ideas of places like continents, countries and localities. The ideas of physiographic one of the earth, geological divisions, special socioeconomic zones are well elaborated in the verbal plane and notational plane of table 2.

It is to mention that the ideas of table 2 is never to be used alone directly, rather it has to be appended directly to any base class of the DDC schedule.

How to use the ideas of table 2:
The provision to use the notation of table 2 can be achieved by the following ways-

From direct use as mentioned in the schedule: In the DDC schedule, directions are mentioned with a base class to add any notation from table 2.
For example:

Title: Political Situation of Afghanistan.
Here the base class is 320.9
At 320.9, DDC schedule clearly mentions to use any notation from 01-9 from table 2.
At table 2, Afghanistan – 581
So class no- 320.9 581
Here in this title direct instructions to add the notation from table 2 was given. So the notations from table 2 are added directly to Base class.

By ideas of standard subdivision: There are provision to add ideas from table 2 with standard subdivision as mentioned in the schedule with base class.
For example:

Title: Research in Physics in India
Here base class is Physics- 530
Research – 072 (from table 1)
Geographic Treatment of research – 072 01 – 072 09 (Table 1)
i.e. any notation from 1 – 9 from table 2 can be added to 0720.
India- 54 (from table 2)
Research in India – 072 054
So, the class no- 530. 072 054

Here for this particular title, no instruction to add the idea of geographic location is given. So, first the table 1 was used and then the idea of table 2 was used.

How to predict the use of Table 2:
Predicting the use of table 2 is very easy. As a classifier, one just has to look into the title and find of the name of any geographic location appears in the title. The main issue is to find for the way as mentioned at section 2, how to use the table 2.

For example- Indian Library Association
Here the idea of “India” is definitely a geographic location.
The classifier has to find the base class for the title.
Base Class is Library & Information Science- 020

020.622 National Organizations
Here instructions are added to add any number 3-9 from table 2.
India – 54 (from Table 2)
So the class number
Indian Library Association- 020.622 54

Forming DDC Class numbers using Table 2 Practice Examples:

i. ***College Libraries of Assam***
Here base class- 020 Library & Information Science

027 General Libraries, archives, Information Centres
027.7 College & University Libraries
027.709 3- .709 9 Treatment by specific continents, countries, localities
(i.e. after 027.709 we may use notation 3-9 from table 2)
541 62 Assam (from table 2)

Class no- 027.709 541 62

ii. *Delhi Public Library*

Here base class- 020 Library & Information Science
027 General Libraries, archives, Information Centres
027.4 Public Libraries
027.4 3 – 027.4 9 Treatment by Specific continents, Countries and Localities
(i.e. add notation 3-9 from Table 2 after 027.4)
5456 Delhi (From Table 2)

Class no- 027.4 5456

iii. *Religions of India*

Here base class- 200 Religion
To the base class, standard subdivision 09 from table 1 can be added to add the aspect of geographic location *India*.
Religion of a specific location 200.9
At 09 of Table 1, 093-099 – Treatment by specific continents, countries and localities
Instructions under it- Add to base number 09 notation 3-9 from table 2.
54 India (from Table 2)

So, the class no- 200.954

iv. *Buddhism in North East India*

Here base class is- 200 Religion
294.3 *Budhisim*
To the base class, standard subdivision 09 from table 1 can be added to add the aspect of geographic location *North East India*.
Budhisim in a specific continent, country, locality – 294.3 09 (09 added from standard subdivision)
At 09 of Table 1, 093-099 – Treatment by specific continents, countries and localities
Instructions under it- Add to base number 09 notation 3-9 from table 2.
541 Northeastern India

Class no- 294.309 541

v. *Migration to India*

Here the base class is 300 Sociology
304 Factor Affecting Social Behavior
304.8 Movement of People
304.83- .89 Migration

Here instructions are mentioned as Add to base number 304.8, notation 3-9 from table 2.
54 India (from Table 2)

Class number- 304.8 54

vi. ***Migration to India from Bangladesh***

Here the base class is 300 Sociology
304 Factor Affecting Social Behavior
304.8 Movement of People
304.83- .89 Migration

Here instructions are mentioned as add to base number 304.8, notation 3-9 from table 2. To the result or the target country, can be added from notations 1 to 9 from table 2. Both can be connected by putting a 0 in between.

54 India
5492 Bangladesh
54 0 5492 India to Bangladesh

So, class number 304.83 540 5492

vii. ***Government of India***

Here base class is 320 Political Science
320.4 Structure and functions of government
At 320.41-.49 instructions are given as – Add to base number 320.4, add
notation 1 to 9 from table 2
54 India (from Table 2)

So, class number - 320.454

viii. ***Economic situation of Developing Countries***

Here base class is 330 Economics
330.9 Economic situation and condition
330.91 Treatment by areas, regions, places in general
Instructions within the schedule - Add to base number 330.91, numbers
following -1 in notation
11-19 from table 2
1724 Developing regions (table 2)
Here the numbers following 1 is 724 (from 1724). So, 724 should be added to 330.91

So, class number- 330.91724

ix. ***Economic situation of Pakistan***

Here base class is 330 Economics
330.9 Economic situation and condition
330.93 Treatment by specific continents, countries and localities
Instructions within the schedule - Add to base number 330.9, notation 3-9
from table 2
5491 Pakistan

So, class number 330.95491

M 3.7 MODEL QUESTIONS

Q 1: Find DDC class number for the following title using DDC table 2

i) Research in Higher Education in Mexico
ii) Geography of Toroid zone
iii) Psychology of Child
iv) Religion of Germany
v) Indian History
vi) Migration in India

*** ***** ***

UNIT 4: DOCUMENTS REPRESENTING ONE OR MORE SUBJECTS IN DDC

UNIT STRUCTURE

4.1 Learning Objectives
4.2 Introduction
4.3 Classification of Documents representing basic and compound subjects according to DDC (use of table 1 and 2)
4.4 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- know about use of table 1 and table 2 of DDC
- learn with example the use of these two tables in classification process of basic and compound subject documents.

4.2 INTRODUCTION

This unit describes how Dewey Decimal Classification employs Table 1 (standard subdivisions) and Table 2 (geographic areas) to generate precise, synthetic class numbers for both basic and compound subjects. When the main topic for example, Psychology, Chemistry, or Commerce; is first listed in the schedules as a base class, the common facets in Table 1such as dictionaries, directories, research, handbooks, statistics, or treatment for specific groupsare appended to show form, approach, or special focus, while Table 2 is used to express the geographic aspect of the same subject, such as India, France, or the United States. The classifier learns to combine base numbers with standard subdivisions and then, as needed, extend them with notations from Table 2 by following the "add to" comments given at the beginning of a schedule or beneath specific entries. This approach allows titles to be represented by well-structured DDC numbers that clearly identify subject, form, and location in a single synthesized notation.

4.3 CLASSIFICATION OF DOCUMENTS REPRESENTING BASIC AND COMPOUND SUBJECTS ACCORDING TO DDC (USE OF TABLE 1 AND 2)

Use of table 1 and table 2

DDC table 1 is called as the table of standard subdivisions. Concepts of this table are never to be utilised alone, but needs to be appended after a base class from the schedule. The ideas of standard subdivisions of table 1 mostly comprised of some common subjects (also called as common isolates in Colon Classification), that doesn't have any meaning of their own as a subject domain of Universe of Knowledge (UoK) rather, they have a meaning when added to a main class. For example, the word

"Research" may not be able to represent a basic domain within the UoK, but have a proper distinctive meaning if it mentioned as "Research in Physics" or "Research in Sociology". As the idea can't be limited to a specific subject discipline, but have applicability across all domains within greater UoK, so these parts of UoK are presented at Table 1 of DDC. As a basic rule of thumb, the use of Table 1 is always active for all the class mentioned in the DDC schedule. i.e. these ideas of table 1 can directly be used without any instructions mentioned with the base class of DDC. However, their use is always made active at the beginning of schedule description of all DDC notations. With the notations of table 1, the provision to adding notations from other tables within the DDC makes in-depth classification process easy.

Practice titles on basic simple use of DDC Table 1:

i. *Dictionary of Psychology*

Base class is 150 Psychology
03 Dictionary (Table 1)
Class number 150.03

ii. Dictionary of Physics

Base class is 530 Physics
.01-09 standard subdivision (the schedule of 530 makes the provision to add standard subdivision as .01 to .09 after the base class)
03 Dictionary (Table 1)
Class number 530.03

iii. *Directory of Commerce*

Base class is 380 Commerce
.01-09 standard subdivision (the schedule of 380 makes the provision to add
standard subdivision as .01 to .09 after the base class)
025 Directories of person and organizations (table 1)
Class number 380.025

Titles that make use of both Table 1 and Table 2:

i. *Directory of Commerce in India*

For this particular title,
the notation for *India* is available at Table 2,
while the notation for *Directory* is at table 1.
Base class 380 Commerce
.01-09 standard subdivision (the schedule of 380 makes the provision to add standard subdivision as .01 to .09 after the base class)
025 Directories of person and organizations (table 1)
At 025, the instruction for adding geographic location is provided.
Instructions read as Add to base number 025 notation 1-9 from Table 2
54 India (Table 2)
So, 025 54 Directories of India
Class number 380.025 54

ii. *Research in Chemistry in India*

Base class 540 Chemistry
540.72 Research; Statistical Methods

(Here, if closely observed, this 72 after the decimal points is similar to 72 as mentioned in Table 1. The schedule of Chemistry have just elaborated the same number in the schedule)

To add the notation of geographic location India, the use of standard subdivisions has to be made.

09 Historical, Geographic and persons treatment (Table 1)
093-099 Treatments by continents countries and localities
(instructions here read as Add to base number -09 notation 3-9 from table 2)
54 India (Table 2)

Class number 540.720954

Again, there may be some class numbers within the schedule, where the instructions to add the geographic location will directly be present. For example, the following title

iii. *A handbook of Indian Criminal Law*

Here, Base class 540 Law
545 Criminal Law
545.3-.9 Specific jurisdictions and areas
(here instructions are present to directly add the area notation from table 2)
54 India
545.54 Indian Criminal Law
02 Handbook (Table 1)

Class number 545.5402

iv. *Mathematics for engineers*

Base class 510 Mathematics
Here even though the schedule doesn't specifically mention about the use of Standard subdivisions, but still all the notation of Table 1 can be used here with the class.
024 The subject for persons in specific occupations (Table 1)
Instructions: Add to base number 024, notation 001-999 from schedule.
This instruction says that any subject notation from DDC schedule from Vol 2 and Vol 3 can be used.
620 Engineering and allied subjects (from DDC schedule, Vol 3)
024 620 subject for Engineers

Class number 510.024 620

v. *Statistics for Geologists*

Base class 500 Mathematics
519.5 Statistics
Standard subdivisions can be added to 519.5 Statistics
024 The subject for persons in specific occupations (Table 1)
Instructions: Add to base number 024, notation 001-999 from schedule.
This instruction says that any subject notation from DDC schedule from Vol 2 and Vol 3 can be used.
550 Geology (from DDC Schedule, Vol II)

024550 subject for Geology
Class number 519.5 024 550

vi. *Statistics of higher education in France*

Base class 370 Education
378 Higher Education
378.4-.9 Higher Education in specific continents countries and localities
44 France (from Table 2)
378.44 Higher Education in France
021 Tabulated and related materials (from Table 1)
Class number 378.440021

M 4.4 MODEL QUESTIONS

Q 1: Find DDC class numbers using table 1 and table 2 whenever necessary

a. A Handbook of Zoology
b. Dictionary of chemistry
c. Statistics of Secondary education in USA
d. Psychology of Adult in India
e. Research in Quantum Physics in USA.

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UNIT 5: DOCUMENTS REPRESENTING SUBJECT AND AUXILIARIES IN DDC

UNIT STRUCTURE

5.1 Learning Objectives
5.2 Introduction
5.3 Classification of Documents Representing Subjects and Auxiliaries According to DDC (Use of Table 3)
5.4 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- understand how to classify documents with subjects and auxiliaries using the Table 1 of DDC.

5.2 INTRODUCTION

Table 3 of DDC is a club of three table, Table 3A, Table 3B and Table 3C.
Table 3A is for Works by or about individual authors
Table 3B is for work by or about more than one author
Table 3C is to be used where instructed at Table 3B, or in the schedule at 700.4,791.4, 808-809

As instructed in DDC, the notations of the Table 3 are never to be used alone, but may be used as required by add notes under subdivisions of individual literature or with base number for individual literature identified by under 810-890. Notations from table 3 are never used for individual literature that lack instructions to add from table 3. Along with literature, table 3 can be also used with 700.4, 791.4.

The schedules of notation of table 3A and Table 3B is almost similar and many times the classifier may get confused on which schedule to use. In such scenarios, the classifier just has to keep in mind that if the title is dealing with works by an individual author, then table 3A should be used, otherwise table 3B.

5.3 CLASSIFICATION OF DOCUMENTS REPRESENTING SUBJECTS AND AUXILIARIES ACCORDING TO DDC (USE OF TABLE 3)

Schedule of the 800-class notation for literature

Table 3 mostly deals with the DDC notation schedule at 800. The schedule of 800 make an approach towards the universe of knowledge of literature in a way that it first categories literature based of languages, and then the form of literature. That is why from 810 to 890, each division basically deals with some prominent languages of the world and the various form of the literature follows, for example the class 810 is for

American English literature, 811 for American Poetry in English, 812 for American Drama in English and so on. The same approach of classification is observed 820 to 880.

Examples:

i) *English Poetry*

Base class to start from 800 literature

820 English and old English literature

821 English Poetry

Class number 821

ii) *Tagore's poetry*

For this particular title, it mainly talks about works by an individual author or in an individual language. As Tagore mainly dealt with Bengali language,

891 East Indo European and Celtic Languages

891.44 Bengali Literature

Too add the form of literature "Poetry", Table 3A has to be consulted it the titles speaks about works by an individual author

1 Poetry (Table 3A)

Class number 891.44 1

iii) *Hindi Poetry*

To fulfil the approach of 800 Literature, first the base class for Hindi literature has to be identified.

891 East Indo European and Celtic Languages

891.43 Hindi Literature

Too add the form of literature "Poetry", Table 3A has to be consulted.

1 Poetry (Table 3A)

Class number 891.431

iv) *Assamese short stories*

To fulfil the approach of 800 Literature, first the base class for Assamese literature has to be identified.

891 East Indo European and Celtic languages

891.451 Assamese Literature

Too add the form of literature "Poetry", Table 3A has to be consulted.

3 Fiction (Table 3A)

Class number 891.451 3

v) *Collection of Hindi Poetry*

Here for this particular title, as it is collection and may contains works by more than one author, table 3B has to be consulted.

891 East Indo European and Celtic Languages

891.43 Hindi Literature

Too add the form of literature "Poetry" , Table 3B has to be consulted.

1 Poetry (Table 3B)

8 Collection of literary text (Table 3B, page 627, Vol 1)

Class number 891.431 8

vi) *Collection of Hindi Romantic Poetry*

Here for this particular title, as it is collection and may contains works by more than one author, table 3B has to be consulted. For the special feature of literary form, like for this particular example "Romance" can be supplemented from Table 3C following the instructions at Table 3B.

891 East Indo European and Celtic Languages
891.43 Hindi Literature
Too add the form of literature "Poetry", Table 3B has to be consulted.
1 Poetry (Table 3B)
8 Collection of literary text (Table 3B, page 627, Vol 1)
801-809 Collections displaying specific features or emphasising specific subjects, for
and by specific kinds of person
(Add to base number 080 notation 001-99 from Table 3C)
145 Romanticism (Table 3C)
080 145 Collection of literature displaying romanticism

Class number 891.431 080 145

vii) *Assamese Horror Drama*

Here, the title deals with collection of Drama in Assamese language with the genre Drama. The collection may contain works by more than one author, table 3B has to be consulted. For the special feature of literary form, like for this particular example "Romance" can be supplemented from Table 3C following the instructions at Table 3B.

891 East Indo European and Celtic Languages
891.451 Assamese Literature
Too add the form of literature "Drama", Table 3B has to be consulted.
2 Drama (Table 3B)
8 Collection of literary text (Table 3B, page 627, Vol 1)
801-809 Collections displaying specific features or emphasising specific subjects, for
and by specific kinds of person
(Add to base number 080 notation 001-99 from Table 3C)
164 Horror (Table 3C)
080 164 Collection of literature displaying Horror

Class number 891.451 080 164

viii) *Assamese Novels by women writers*

Novels can be classed into fictions.

891 East Indo European and Celtic Languages
891.451 Assamese Literature
Too add the form of literature "Novels", Table 3B has to be consulted.
3 Fiction (Table 3B)
300 1- 300 9
Add to -300 as instructed under 1-8
080 Collections (Table 3B)
9287 Women (table 3C)
300809287 collections by women writers

Class number 891.451 300 809 287

Period Table of literature:

Period is an important part of domain of Literature. The DDC schedule of literature from 810 to 890 gives specific provisions to add the idea of period (time). Instructions to add period is provided at the beginning of table 3. Each literature class have specific period table mentioned within them. Even though Table 1 of DDC provides the notations for period (or specific time), but table 1 shouldn't be used with the schedule 810-890 until and unless instructed.

i) *Assamese Horror Drama of 19th Century*

Here with the title, the period 19th century is mentioned.

891 East Indo European and Celtic Languages
891.451 Assamese Literature
Too add the form of literature "Drama", Table 3B has to be consulted.
2 Drama (Table 3B)
21-29 Drama of specific period
Add to -2 notation from period table for the specific literature
4 19th Century (at DDC schedule, 891.4 represents the period table to be utilised
with 891.451. Instructions are mentioned at 891.451 to use this specific period table)
24 Drama of 19thcentury
891.451 24 Assamese Drama of 19th Century
8 Collection of literary text (Table 3B, page 627, Vol 1)
801-809 Collections displaying specific features or emphasising specific subjects, for and by specific kinds of person
(Add to base number 080 notation 001-99 from Table 3C)
164 Horror (Table 3C)
080 164 Collection of literature displaying Horror
Class number 891.451 24 8164

M 5.4 MODEL QUESTIONS

Q 1: Find DDC class number using Table 3 whenever necessary

i) 19th Century English Drama
ii) Hindi Horror Literature
iii) Assamese Romantic Movies
iv) Sanskrit Poetry
v) Poems by Hiru da
vi) Assamese drama of 18th century

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UNIT 6: DOCUMENTS REPRESENTING SUBJECT AND AUXILIARIES IN DDC

UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Classification of Documents Representing Subjects and Auxiliaries According to DDC (Use of Table1 and Table 3)
6.4 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- understand how to classify documents with subjects and auxiliaries using the Table 1 and Table 3 of DDC.

6.2 INTRODUCTION

As discussed earlier in unit 4, the table for standard subdivision table 1 can be used throughout the DDC schedule. Unit 5 explains the procedures to use Table 3 of DDC. There are complex subject systems that requires the use of table 1 and table 3 together. It is to mention that table 3 is mostly used with the DDC schedule 800-890, 700.4 and 791.4. This Unit will discuss some examples that uses Table 1 and Table 3 in order to classify documents representing subjects and auxiliaries.

6.3 CLASSIFICATION OF DOCUMENTS REPRESENTING SUBJECTS AND AUXILIARIES ACCORDING TO DDC(USE OF TABLE1 AND TABLE 3)

i) ***Research in Hindi Poetry***

Here for this particular title, as it is collection and may contains works by more than one author, table 3B has to be consulted.

891 East Indo European and Celtic Languages
891.43 Hindi Literature
Too add the form of literature “Poetry”, Table 3B has to be consulted.
1 Poetry (Table 3B)
8901.431 Hindi Poetry
072 Research (from Table 1)

Class number 891.431 072

ii) ***French Poetry in Secondary Education***

Base class- 840 French Literature
841 French Poetry
071 2 Secondary education (Table 1)

Class number 841.071 2

iii) *Research in 19th century German Fiction*

Base class 830 German literature

833 Germen Fiction

For the schedule 830.1-838 a specific period table is mentioned, to be exclusively used with German Literature.

090 01-09009 Literature from specific period. (Table 3B)

Add to 0900 notation from the period table for the specific literature.

7 19thcenturies (from period table at 830.1-838

833.090 07 19th century German Fiction

072 Research (from Table 1)

Class number 833.09007072

iv) *Research in Hindi Poetry in Assam*

Here for this particular title, as it is collection and may contains works by more than one author, table 3B has to be consulted.

891 East Indo European and Celtic Languages

891.43 Hindi Literature

Too add the form of literature "Poetry", Table 3B has to be consulted.

1 Poetry (Table 3B)

8901.431 Hindi Poetry

072 Research (from Table 1)

072 01-072 09 Geographic treatment of research & statistical method (Table 1)

Instructions here reads as- Add to base number 0720 notation 1-9 from table 2.

541 62 Assam (Table 2)

Class number 891.431 072 054162

v) *Journals of French Poetry*

Base class- 840 French Literature

841 French Poetry

05 Serial Publications (Table 1)

as journals are a form of serial publication, notation 05 from table 1 can be used for it.

Class number 841.05

vi) *Women in Cinema*

Base class- 791.4 Motion pictures

791.436 2 - .436 8 Films dealing with specific themes and subjects

Instructions here reads as- Add to base number 791.436, the numbers following -3 in notation 32-38 from table 3C

352 Specific kinds of person (Table 3C)

Add to – base number 352 the numbers following -08 in notation 081-089 from table 1

082 Women (Table 1)

3522 Women as per the instructions of Table 3C

For the class number, the numbers following 3 i.e. 522 has to be added to the main class

Class number 791.436 522

vii) ***Animal movies in India***

Base class- 791.4 Motion pictures

791.436 2 - .436 8 Films dealing with specific themes and subjects

Instructions here read as- Add to base number 791.436, the numbers following -3 in notation 32-38 from table 3C

362 Animals

For the class number, the numbers following 3 i.e. 62 has to be added to the main class

791.436 62 Animal movies

093-099 Treatment by specific continents, countries and localities (from Table 1)

54 India (Table 2)

Class number 791.436 62 0954

M 6.4 MODEL QUESTIONS

Q 1: Find DDC class number using Table 1 and Table 3 whenever necessary.

i) Research on Hindi Poetry
ii) 19th century Hindi poetry of Assam
iii) Assamese children's novels
iv) German poetry in Higher Education in India
v) Journals on Assamese drama
vi) Child in Cinema of India.

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UNIT 7: PRACTICE

UNIT STRUCTURE

7.1 Learning Objectives
7.2 Prepare a register of classification 100 titles (with proper step) using DDC

7.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- learners will be able to classify and assign accurate DDC numbers to 100 different titles following proper classification steps.
- learners will develop practical skills in organizing and preparing a classification register using the Dewey Decimal Classification system..

7.2 PREPARE A REGISTER OF CLASSIFICATION 100 TITLES (WITH PROPER STEP) USING DDC

"A History of Modern India"

Step 1: Identify Subject
Main subject → History of India
Step 2: Main Class
900 – History & Geography
Step 3: Division
950 – History of Asia
Step 4: Section
954 – History of India
Step 5: Add Time Period (if needed)
For modern period (after 1947, for example), decimal extensions may apply.
Final DDC Number:
A History of Modern India: **954**

Consider the above example and prepare a register of classification of the following 100 titles according to DDC classification Scheme

1. Mamoni Roisom Goswamir Upanyas Samagra
2. Consumer Bahaviour
3. SAMS teach yourself linux in 24 hours
4. Distance education and open learning
5. The new encyclopaedia Britannica
6. Encyclopaedia of Social Problems in Developing Countries
7. 2000 (two thousand) Tips for Teachers
8. The Encyclopaedia of collected Philosophical Thought & Biographies
9. Teaching of Zoology
10. Risk management in Indian banks
11. Globalization

12. Principles of Econometrics
13. India`s liberalisation experience
14. Taking social development seriously
15. India`s economy and growth
16. Unfreedom and waged work
17. Water, agriculture and sustainable well-being
18. WTO and International Trade
19. State and government in ancient India
20. Political theory
21. Understanding Ghandhi
22. The theory of price
23. Indian schools
24. Indian writing in English
25. Caste and power
26. Discrimation against women
27. Death of a salesman
28. An introductory of textbook of linguistics & phonetics
29. The research student`s guide to success
30. Mathematical methods and economic theory
31. Asomiya matribhasha sikhshon paddhati
32. Snatak mahalar sikowar paddhati aru anusilan (methods of teaching and practice teaching)
33. A textbook of livestock production
34. Colon classification
35. Library administration and management
36. Manusmrti
37. Health and nutrition for the school-age child
38. Uchchatar madhayamik banijyik patiganit aru prathamik parishankhya vigyan
39. A student grammar of English
40. Oxford practices grammar
41. A history of Assam
42. The information society
43. Gandhian sarvodaya
44. Student`s politics in Assam
45. Poultry
46. Brand bollywood
47. Methods for community participation
48. Algebra
49. Bihu festival of Assam
50. Sociology for social work
51. Advertising in India
52. Viva-facts on file encyclopaedia of world history
53. Jyotiprasadar geet
54. Bhinnajanar dristit Bishnu Prasad Rabha
55. Ahomar din
56. General Physics for University Students
57. Organic Chemistry Fundamentals
58. Principles of Microbiology

59. Advanced Calculus
60. Environmental Science and Ecology
61. Introduction to Library and Information Science
62. Fundamentals of Computer Programming in Python
63. Cybersecurity Principles and Practices
64. Encyclopedia of Artificial Intelligence
65. Digital Information Management System
66. A History of Western Philosophy
67. Ethics in Modern Society
68. Introduction to Logic and Critical Thinking
69. Abnormal Psychology: A Clinical Approach
70. Cognitive Behavioral Therapy Techniques
71. Comparative Study of World Religions
72. Introduction to Christian Theology
73. Islamic Jurisprudence and Law
74. The Philosophy of Buddhism
75. The Hindu Upanishads Explained
76. English Grammar and Composition
77. Introduction to Linguistics
78. Spanish for Beginners
79. Phonetics and Phonology
80. History of the French Language
81. Mechanical Engineering Design
82. Fundamentals of Nursing Practice
83. Agricultural Science and Crop Production
84. Business Management Principles
85. Architecture and Sustainable Building Design
86. Shakespeare's Tragedies: A Critical Study
87. Modern American Poetry
88. African Oral Literature Traditions
89. Literary Criticism: Theory and Practice
90. History of English Literature
91. World History: From Ancient Civilizations to Modern Times
92. Geography of South America
93. European Renaissance History
94. International Relations in the 21st Century
95. Lachit Barphukan
96. A first course in practical journalism
97. Indian knowledge System
98. The social archaeology of the levant
99. Patchwork states
100. Indian political thinkers

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UNIT 8: CATALOGUE ENTRY

UNIT STRUCTURE

8.1 Learning Objectives
8.2 Introduction
8.3 Catalogued Materials of Library, Information on Catalogue Forms of Catalogue
8.4 Let Us Sum Up
8.5 Answers To Check Your Progress
8.6 Further Readings
8.7 Model Questions

8.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- learn the need and purpose of Catalogue entry in Library
- about the types and methods followed for catalogue entry
- curate data with the help of catalogue entry.

8.2 INTRODUCTION

A library catalogue is an organized list of the holdings of a library, prepared according to recognized rules and standards. The **catalogue entry** is the basic unit of a library catalogue. Each entry represents a bibliographic record of a document and provides essential information such as author, title, subject, edition, and publication details. In traditional card catalogues as well as in modern Online Public Access Catalogues (OPACs), catalogue entries act as **access points** that help users locate and identify documents in the library collection. Without proper catalogue entries, effective utilization of library resources becomes difficult. Cataloguing is therefore regarded as one of the core technical processes of librarianship, ensuring systematic organization and easy retrieval of information. The creation of catalogue entries requires specialized knowledge of cataloguing rules, classification schemes, and metadata standards. Professional cataloguers must apply standards such as RDA (Resource Description and Access), MARC (Machine-Readable Cataloguing), and various classification systems like DDC (Dewey Decimal Classification) or LCC (Library of Congress Classification). This expertise ensures that bibliographic records are accurate, consistent, and interoperable across different library systems and institutions.

Objectives

- To indicate the physical or digital location of the document.
- To bring together all works of an author or on a subject.
- To assist users in preparing Catalogue entries for data insertion.

Definition

The word `catalogue' has been derived from the Greek expression `kata logos'. It means a list, register or complete enumeration of something. It has now come to mean

a list of somethings, systematically arranged in alphabetical or other order, often with brief description of items listed.

Need of Catalogue Entry

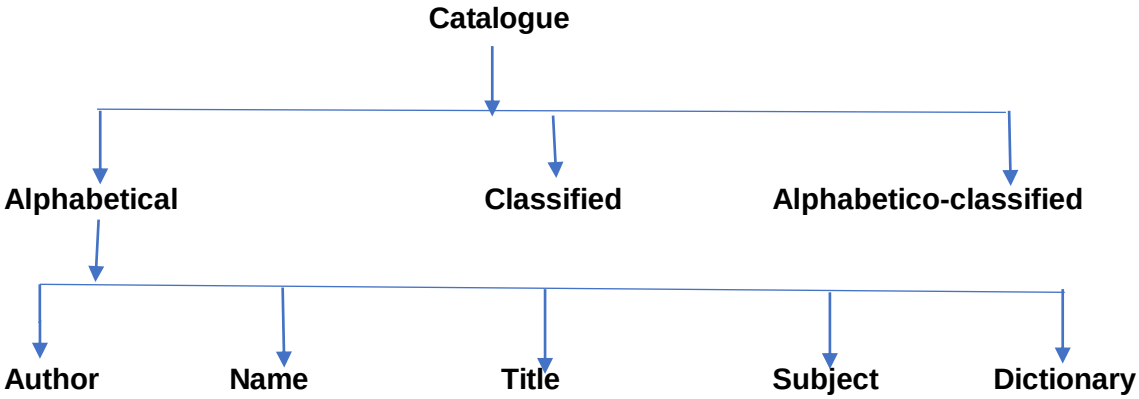
- Helps in the identification of documents in the library collection
- Enables quick and accurate retrieval of information
- Provides multiple access points such as author, title, and subject
- Ensures systematic organization of library resources
- Assists users in locating and selecting relevant documents
- Prevents duplication of library materials
- Supports reference and reader advisory services
- Maintains bibliographic control over the collection
- Ensures uniformity and standardization through cataloguing rules
- Forms the basis of OPAC and automated library systems

Forms of Catalogue:

- **Inner Forms**:

A catalogue's inner forms can be classified, alphabetical, or alphabetico-classed. An alphabetical catalogue includes the following: Author, Name, Title, Subject, and Dictionary.

The reason a classified catalogue gets its name is that it is organized in a classified order. As a result, a classified catalogue consists of two sections. The user-friendly alphabetical section directs them to the classified section. An alphabetically classified catalogue is a type of classified catalogue that addresses the artificiality of a classified arrangement by using alphabetical classification.



The above chart is a visual representation of the inner forms of Catalogue.

- **Outer or physical forms**

The physical forms can be divided into two major categories
Conventional and non-conventional

1. Printed book catalogue- The entries are printed in the desired order on individual sheets, which are then tied together to create a book or register. It is simple to prepare, but it is rigid. It has the benefit of being portable. Its use is independent of the availability of electricity and is not impacted by any malfunctioning machinery.

2. Sheaf catalogue- This form is made up of individual sheets with a few entries printed on them, ideally made of manila paper. The sheets are then loosely bonded

using a comb spine or spiral thread after being pierced at one side. It becomes significantly larger and has a drawback since the catalogue entries' thin paper makes insertion and withdrawal more difficult.

3. Card catalogue - To make the catalogue durable, stiff paper cards with dimensions of 12.5 x 7.5 cm (3 x 5 in.) and a thickness of 0.25 mm are used to construct the various catalogue entries that were previously described. Each entry, whether main or additional, uses a single card. Each card may be put into a steel rod thanks to a tiny hole in the lower central portion of the card. To facilitate methodical search and retrieval, the cards are placed sequentially.

4. Shelf list – It is a catalogue that is organized according to the library's shelf arrangement. As with the catalogue card, each document title is represented here by a card that contains all the bibliographical information.

5. Computerized Catalogue- The present era benefits from computerized catalogs since they save time and resources and retain data for a longer period of time. Libraries now offer OPAC (Online Public Access Catalogues). The OPAC can be installed on the INTRA or INTERNET in addition to being utilized on a standalone computer. This enables a library to provide its services not only to its patrons but also to those who are interested or in need in the area, country, or world.

Standards and formats used for Catalogue entry

Some bibliographic standards/codes are used for catalogue entry to maintain the uniformity of catalogue entry. It also helps in resource sharing and supports automation and OPAC based retrieval. Major examples are as follows-

i) **AACR - Anglo-American Cataloguing Rules (1967)**
AACR is the First major international cataloguing code based on rules for author and title entries, emphasized uniform headings.

ii) **AACR–2 (1978; revised editions)**
This is widely adopted in academic libraries because it covers description of all types of library materials. It is based on ISBD principles.

iii) **International Standard Bibliographic Description (ISBD)**
ISBD is a standard prescribed by **IFLA** for the description of bibliographic resources in a consistent and internationally understandable form. It divides bibliographic description into **eight areas** and uses prescribed punctuation for each area.

Areas of ISBD-

1. Title and statement of responsibility
2. Edition
3. Material-specific details
4. Publication, distribution, etc.
5. Physical description
6. Series
7. Notes
8. Standard number and terms of availability

ISBD Ensures uniform description and facilitates international exchange of bibliographic data.

iv) MARC (Machine-Readable Cataloguing)

MARC is a digital standard for encoding bibliographic data in a format readable by computers. It uses tags, indicators and subfields. It enables automation and OPAC functionality and also supports data sharing across systems. Two types of MARC are used as given below-

- MARC 21 (most widely used)
- UNIMARC

MARC works as the backbone of automated library management systems and essential for cooperative cataloguing networks.

v) RDA (Resource Description and Access)

RDA is the successor to AACR-2 and is designed for the digital environment. It is based on **FRBR and FRAD models** and suitable for print, digital, and online resources. It is Flexible and compatible with linked data.

vi) Subject Heading Standards

Library of Congress Subject Headings (LCSH)- Controlled vocabulary for subject access that ensures consistency in subject entries.

Sears List of Subject Headings - Simplified subject headings for small libraries.

vii) Authority Control Standards

Authority control ensures uniformity in headings for names, subjects, and series.

Key Tools

- Authority files
- Name authority records
- Subject authority records

Types of Catalogue entries:

Entry: An entry is a record of information for a specific purpose. This information is entered into a ' kind of a record. In the case of a library catalogue you are providing information about a document that exists in the library. This means you are preparing an entry for the document.

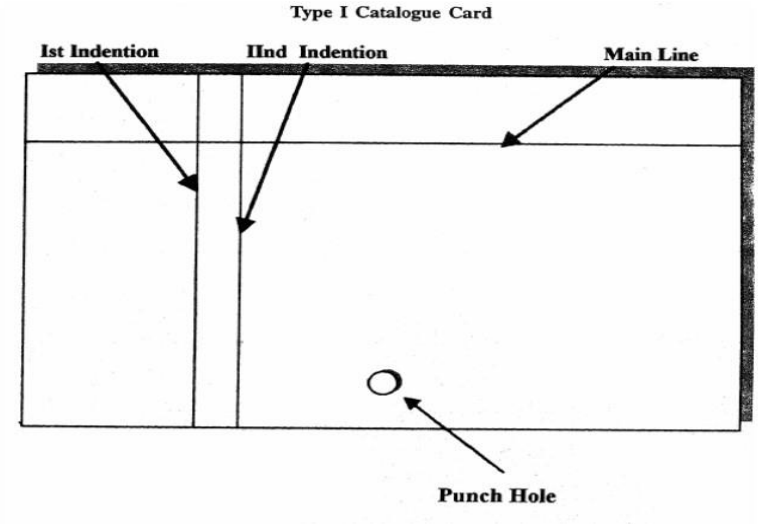


Fig 1: Catalogue card format type- I

The main reason for drawing indentation lines is to keep things clear and make it easy to tell one line from another when making a catalogue entry about a document. Different paragraphs hold different information about a document. Each paragraph begins at the second indentation and ends at the first indentation in the description. On the other hand, the main and added items have different starting indentions in the Main line for heading. In both the dictionary and the classified catalogue, the first indentation (first red line) marks the beginning of the heading or main section. But in the dictionary catalogue, the heading starts from the second indentation, and in the classified catalogue, it starts from the first indentation again. In the AACR-2 cataloguing codes, there are no hard and fast rules for indentions. But in the CCC (classified cataloguing codes), there are strict rules for indentions.

Main Entry:

The main entry is the fundamental entry that contains all the pertinent and valuable information needed to identify a document. "The complete catalogue record of an item, presented in the form by which the entry is to be uniformly identified and cited" is how AACR-2 describes a Main Entry. The item that provides the most information about a document is called the main entry. The primary entry is typically the source of all other entries pertaining to the document.

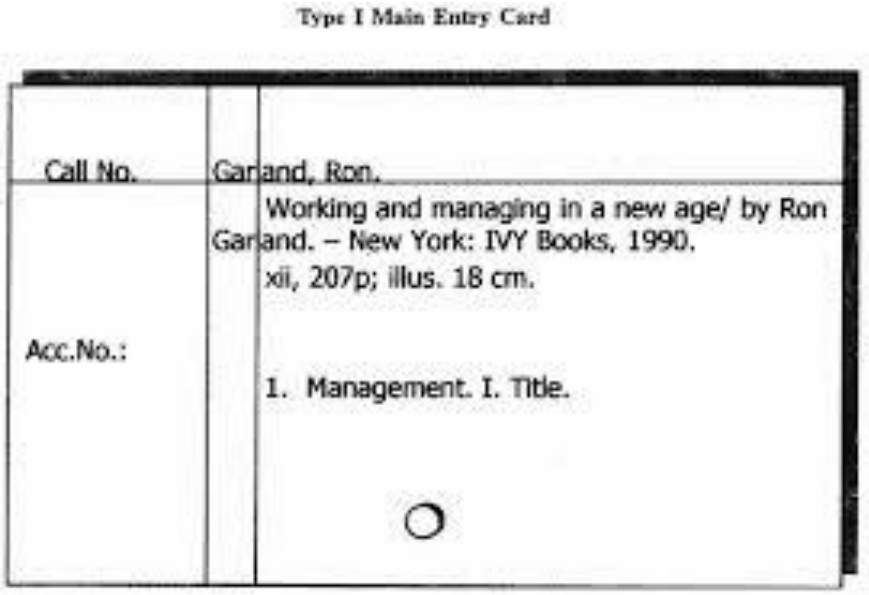
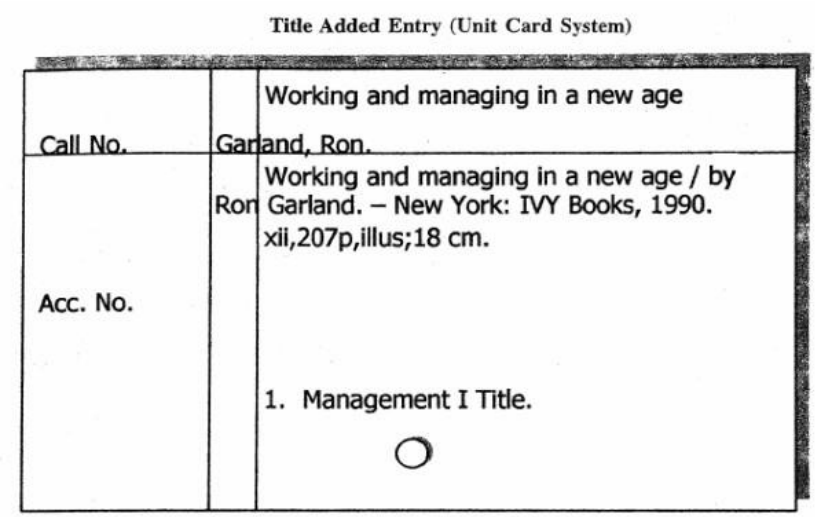


Fig2: https://egyankosh.ac.in/bitstream/123456789/33110/1/Unit-5.pdf

Added Entry:

Added Entries help users find a document when their way of looking at it is different from the way the library has chosen for the Main Entry. The entries that offer access points besides the main access point are called "added entries." An extra item is one that has been added. According to AACR-2, a "added entry" is "an entry, in addition to the main entry, by which an item is recorded in a catalogue; a "secondary entry."

Added entry is the entry other than main entry that refers to the additional detail of the resources.


Title Added Entry (Unit Card System)

		Working and managing in a new age
Call No.	Gar	and, Ron.
	Ron	Working and managing in a new age / by Garland. – New York: IVY Books, 1990. xii,207p,illus;18 cm.
Acc. No.		
		1. Management I Title.

Fig 3: Added entry format for previous entry

Author Added Entry- For joint authors, editors, translators, etc., other than the main author.

Title Added Entry- When the title is significant for retrieval, even if it is not the main entry.

Subject Added Entry- Prepared using subject headings to indicate the subject content of the document.

Series Added Entry- For documents that belong to a series.

Editor / Translator Added Entry- When editors or translators play an important role.

Corporate Body Added Entry- When a corporate body is linked to the work but not picked as the main entry.

Reference Entry

Reference entries guide users from one heading to another and do not describe documents.

Types of Reference Entries:

10.1 See Reference- Directs the user from a non-preferred term to a preferred term.
Example: *Cinema – see Films*

10.2 See Also Reference

Directs the user to related headings.
Example: *Education – see also Higher education*
Example- for a subject added entry like CHILD PSYCHOLOGY
Suppose, the subject heading is given for the sake of uniformity and convenience as PSYCHOLOGY, CHILD then we will provide a Reference Entry as-

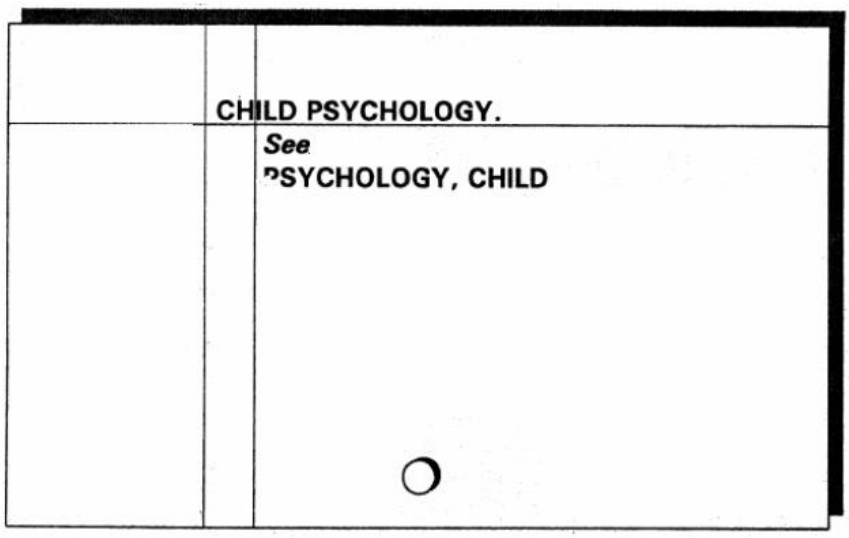


Fig 4: Reference entry format

Catalogue Entry in Computerized Format

In software like SOUL and KOHA catalogue module is included exclusively for data entry and is very useful due to its easy to use and up to date bibliographic standards and formats.

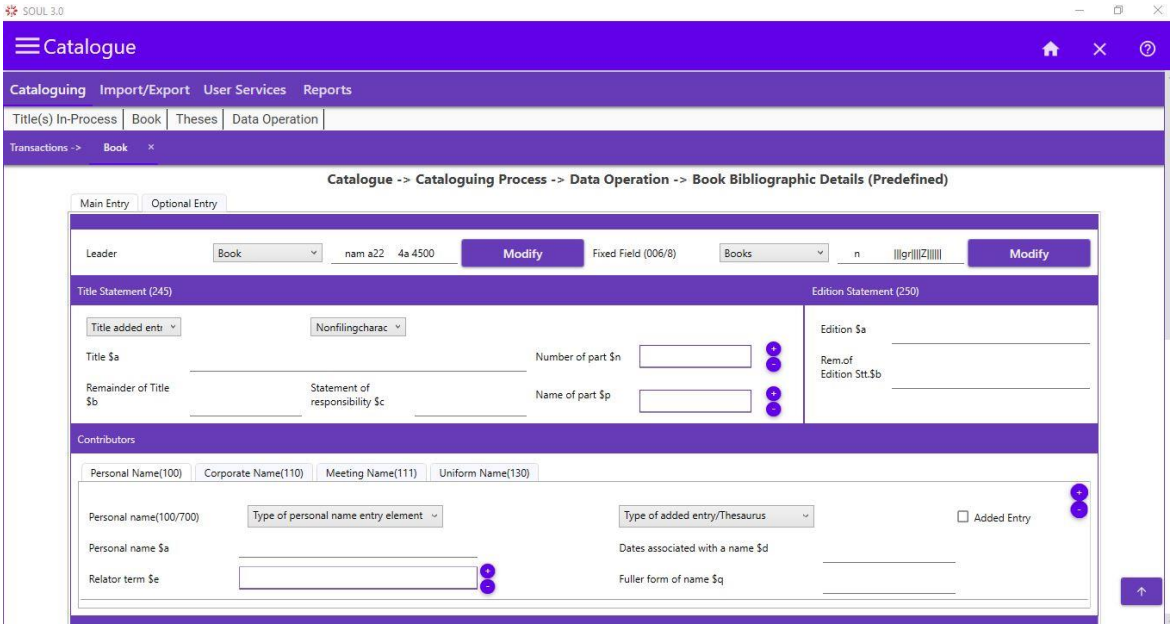


Fig 5: Catalogue data entry module for books (SOUL 3.0 Software)

The above photo gives a detail overview of SOUL Catalogue module and its pre-defined entry templates based on MARC and AACR standards.

Leader and Fixed field indicated the structure and record type inserted in the catalogue module. Basically, it defines the structure and length of the entry.

Online Public Access Catalogue (OPAC):

OPAC, or Online Public Access Catalogue, is a digital database that allows users to search a library's collection of materials (books, journals, e-books, etc.) by author, title,

keyword, or subject, acting as the modern, electronic version of traditional card catalogues, accessible online or via library terminals. It helps user to search or locate their required data.

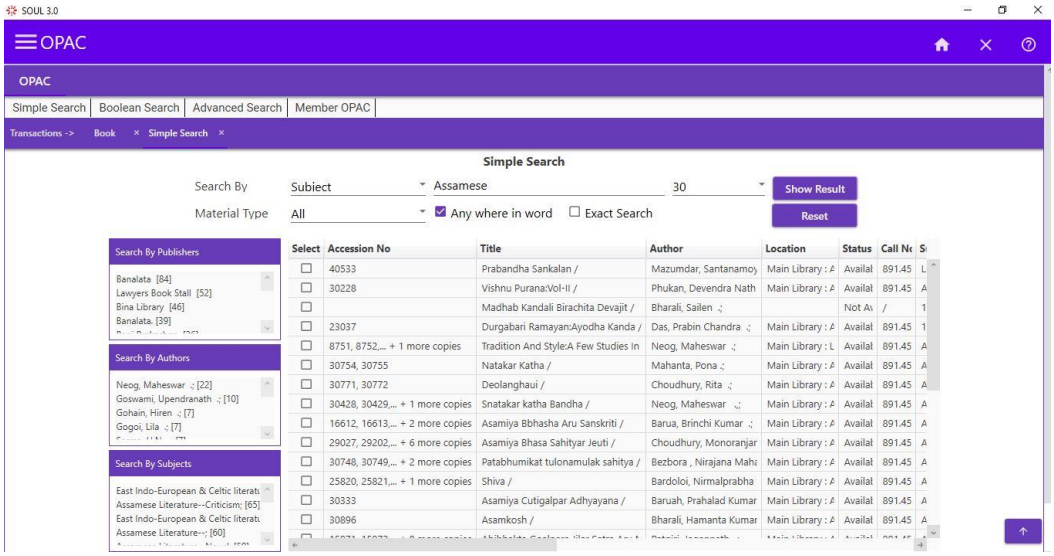


Fig 6: OPAC interface of SOUL 3.0 (Bongaigaon University)

W CHECK YOUR PROGRESS

Q 1: Fill in the Blanks

i) The internationally accepted rules for preparing catalogue entries are known as ……

ii) A catalogue entry that provides complete bibliographic details of a document is called the …… entry.

iii) In a dictionary catalogue, entries are arranged in ……. order.

iv) According to AACR-II, the main entry for a book is generally prepared under the ……

v) Added entries are prepared to provide ……. access points to a document.

M 8.4 MODEL QUESTIONS

Catalogue entry is a fundamental component of Library and Information Science, forming the backbone of effective bibliographic control and information retrieval. This chapter has highlighted the concept, objectives, types, and standards of catalogue entry, emphasizing the roles of main entries, added entries, and subject entries in providing multiple access points. The use of internationally accepted cataloguing codes and formats has ensured consistency, accuracy, and interoperability among library catalogues. The automated and computerized catalogue process provides an easy-to-use information retrieval and accuracy. A well-maintained catalogue can be very useful for users in their research, study and other related things and it can accelerate the whole scenario.

K 8.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1:

i) AACR (Anglo-American Cataloguing Rules)
ii) Main
iii) Alphabetical
iv) Author
v) Additional.

O 8.6 FURTHER READING

1) About the ISBD. (2026). *IFLA*. Retrieved January 16, 2026, from https://www.ifla.org/g/isbd-rg/international-standard-bibliographic-description/
2) Association, A. L. (1908). Catalog Rules: Author and Title Entries. American Library Association Publishing Board.
3) Drake, M. (2003). Encyclopedia of Library and Information Science, Second Edition -. CRC Press.
4) *Features of Anglo-American Cataloguing Rules (AACR) – Department of Library & Information Science. (2025). Retrieved January 16, 2026, from* https://dlisnbu.ac.in/lesson/features-of-anglo-american-cataloguing-rules-aacr/
5) Fritz, D. A. (2007). *Cataloging with AACR2 and MARC21: 2006 Cumulation*. American Library Association. https://books.google.com/books?hl=en&lr=&id=F-1euIEJBykC&oi=fnd&pg=PR8&dq=MARC21&ots=s8CNPxpzPv&sig=HCifCq-D8b9USJ-Wz7xYM19HKVw
6) Fritz, D. A., & Fritz, R. J. (2003). MARC 21 for Everyone: A Practical Guide. American Library Association.
7) Gorman, M. (2004). Theoretical foundations of cataloging. American Library Association.
8) https://books.google.com/books?hl=en&lr=&id=ld4qDgAAQBAJ&oi=fnd&pg=PR11&dq=MARC21&ots=GHHvNainqo&sig=Uge2dEx5PfB5Ktbv6rD2TeEpOp4
9) Ranganathan, S. R. (2006). Classified catalogue code (5th ed.). Sarada Ranganathan Endowment for Library Science.
10) Rudić, G., & Surla, D. (2009). Conversion of bibliographic records to MARC 21 format. The Electronic Library, 27(6), 950–967.https://www.emerald.com/insight/content/doi/10.1108/02640470911004057/full/html
11) Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and Marc 21*. Facet Publishing.

M 8.7 MODEL QUESTIONS

Q 1: Discuss various types of catalogue entries with suitable examples.

Q 2: Explain the need and importance of catalogue entry in modern libraries.

Q 3: What do you mean by ISBD?

Q 4: What is the use of standards in library catalogue?

Q 5: Differentiate between author entry and title entry.

Q 6: Discuss the role of catalogue entry in automated library systems and OPAC.

Q 7: Describe the structure and elements of a catalogue entry.

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UNIT 9: PREPARATION OF MAIN ENTRIES FOR PERSONAL AUTHORS

UNIT STRUCTURE

9.1 Learning Objectives
9.2 Introduction
9.3 Main entries for personal author(s), shared responsibility, mixed responsibility
9.4 Let Us Sum Up
9.5 Answers To Check Your Progress
9.6 Further Readings
9.7 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- to understand the meaning of main entry and personal author in cataloguing.
- to learn the rules for preparing main entries for personal authors in cases of single authorship, shared responsibility, and mixed responsibility.
- to develop the ability to prepare correct main entries for personal authors using standard cataloguing rules.

9.2 INTRODUCTION

Cataloguing is a core activity in library and information science that ensures the systematic organization and effective retrieval of information resources.One of the most important components of cataloguing is the preparation of main entries, as they provide the primary access point to a bibliographic record in a library catalogue. In both traditional card catalogues and modern Online Public Access Catalogues (OPACs), the concept of the main entry remains fundamental, though its application has evolved with cataloguing standards such as AACR-2 and MARC 21.

In library cataloguing, a main entry is the principal record under which a document is identified and accessed. It contains the complete bibliographic description of a work. A personal author is an individual who is primarily responsible for the intellectual or creative content of a document, for example writer or researcher. Since many library materials are authored by individuals, the correct preparation of main entries for personal authors is essential.

Main entries ensure uniformity, consistency, and easy retrieval of documents. By using a standardized and authorized form of an author’s name, all works by the same author can be brought together in the catalogue, reducing confusion caused by name variations. This unit deals with the preparation of main entries for personal authors in cases of single authorship, shared responsibility, and mixed responsibility. It is based on AACR-2, which provides rules for selecting and forming main entries, and MARC 21, which supplies the machine-readable format for recording these entries. Together, they support accurate and efficient cataloguing practices.

9.3 MAIN ENTRIES FOR PERSONAL AUTHOR(S), SHARED RESPONSIBILITY, MIXED RESPONSIBILITY

Concept of Main Entry

In library cataloguing, the main entry is the principal record under which a document is described and represented in the catalogue. It acts as the primary access point for users and contains the complete bibliographic description of an item. Bibliographic description includes essential details such as author, title, edition, publication information, and physical description, which help in identifying and distinguishing documents. All other entries in the catalogue, such as added entries for additional authors, editors, titles, or subjects, are linked to the main entry. The concept of the main entry has remained central in both traditional card catalogues and modern computerized catalogues for systematic organization and effective retrieval.

According to AACR-2, a main entry is the complete catalogue record of an item presented under the heading chosen to represent the work. This heading is selected based on the person or body chiefly responsible for the intellectual or artistic content, such as a personal author, corporate body, or sometimes the title. The main entry ensures uniformity, consistency, and authority control in the library catalogue.

Personal Author as Main Entry

In library cataloguing, a personal author is an individual responsible for the intellectual or artistic creation of a work through writing, compiling, or meaningful content development. When a document is created by one or more individuals, the main entry is generally prepared under the name of the personal author, as the creator of the intellectual content deserves primary recognition. Personal authors include writers, researchers, and, in some cases, editors whose contribution forms a new work. Translators are treated as personal authors only when the translation is the chief contribution, while compilers qualify when their selection and arrangement are original. AACR-2 guides the choice and standardized form of personal author entries, ensuring consistency, authority control, and effective information retrieval in library catalogues.

AACR-2, or Anglo-American Cataloguing Rules, Second Edition

AACR-2, or Anglo-American Cataloguing Rules, Second Edition, is a standardized cataloguing code used in libraries to describe information resources and determine access points such as main and added entries. Developed jointly by the American Library Association, the Library Association (UK), and the Canadian Library Association, and first published in 1978 with later revisions, it provides detailed rules for bibliographic description and the choice and form of headings.

AACR-2 is used for preparing main entries for personal authors because it clearly identifies the person chiefly responsible for a work's intellectual content and guides the standardized form of author names.It ensures uniformity, authority control, and consistency in catalogues, thereby supporting accurate description, systematic organization, and effective information retrieval.

Main Entry for Personal Authors: According to AACR-2

AACR-2 provides rules to decide who should be given the main entry and in what form, when a work is created by personal authors. These rules help maintain uniformity and make information retrieval easy in library catalogues.

1. Author as Basis of Main Entry
   A personal author is the main person who is responsible for the intellectual content of a work. The major entry is written in the name of that author. The main source of information is the title page, which is what the choice is based on.
2. Form of Author's Name
   The personal author's name is written in inverted form, that is, surname followed by forename.
   Honorary titles, degrees, and designations such as Dr., Prof., Padma Shri, Mr., etc., are not used in the catalogue. Only the surname and forename are recorded.
   Example:
   Dr. S. R. Ranganathan → Ranganathan, S. R.
3. Authority Control
   If an author's name appears in different forms (full name, initials, spelling variations), only one authorized form is chosen for the main entry. Other forms are given as references to maintain consistency.
4. Main Entry for Single Personal Author
   When a work is written by a single person, the main record is made using the correct form of the author's name.

   Rules:
   - The author must bear the main responsibility for the main ideas in the work.
   - The author's name is written backwards, with the last name coming before the first name.
   - The title page is the main source of information.

   Example:
   Book: Library Management
   Author: S. R. Ranganathan

   Main entry:
   Ranganathan, S. R.
   Library management. — Publication details.

   The main record is made in Ranganathan's name because he is the only one who can do the work.
   a. Authority Control for Personal Authors
      Authority control ensures consistency in author names used in the catalogue.

   Rule:
   Only one standard or authorized form of the author's name is selected, while other forms are given as cross-references.

Example:
Ranganathan, Shiyali Ramamrita
Ranganathan, S. R.

Authorized form:
Ranganathan, S. R.

Shared Responsibility
When two or more people add equally to the intellectual content of a work and no one author can be seen as dominant, this is called shared responsibility. Rule (Based on AACR-2): If two or more authors are listed on the title page with equal weight, it means that more than one person worked on the project. In this case, the number of writers guides the selection of the main entry. If there are up to three authors, the main entry is made under the first-named author, and entries for the other writers are added.

Characteristics:

- More than one author is mentioned on the title page.
- Responsibility for the content is shared equally or jointly.
- No author has a clearly dominant role.

Main Entry for Shared Responsibility (Up to Three Authors)
When two or three people work together to create a work, they are all equally or almost equally responsible for its intellectual content. This is what the main entry for "shared responsibility up to three authors" means in the catalog. In this case, no one author is seen as more important or dominant than the others, as they all made important contributions to the writing of the paper.

Rule:
When two or three people work together on a project and share equal duty, with no one author taking the lead, the main entry is made under the name of the first author listed on the title page. It has been put to the catalog for the other author(s).
This rule is followed to keep things consistent and to set up a single main entry point that still lets people in through the names of the other contributors.

Example:
Book: Introduction to Information Science
Authors: A. K. Sharma, R. P. Singh, and S. N. Das

Main Entry:
Sharma, A. K.
Introduction to information science / A. K. Sharma, R. P. Singh, S. N. Das.

Added Entries:
Singh, R. P.
Das, S. N.

Shared Responsibility with More Than Three Authors
Shared responsibility with more than three authors refers to a situation where a work is created by four or more personal authors who contribute equally to the intellectual content, and no single author is given prominence. In such cases, individual

responsibility is diffused, making it difficult to select one author as the main access point.

Rule (According to AACR-2):
When a work has more than three authors sharing equal responsibility, the main entry is made under the title of the work instead of under any personal author. Added entries may be provided for the first-named author, editors, or other important contributors, if considered necessary.

This rule helps simplify cataloguing and avoids overemphasis on any one author when responsibility is equally shared.

Example:
Book: Advances in Library and Information Science
Authors: A. K. Sharma, R. P. Singh, S. N. Das, and M. L. Verma

Main Entry:
Advances in library and information science.

Added Entries:
Sharma, A. K.
Singh, R. P.
Das, S. N.
Verma, M. L.

This approach ensures clarity, consistency, and easy retrieval in the library catalogue.

Mixed Responsibility
Mixed responsibility refers to a cataloguing situation in which a work involves the contribution of different individuals in different roles, such as an author, editor, translator, compiler, or commentator. In such cases, all contributors do not share equal responsibility. The main intellectual or creative content of the work usually originates from one person, while others contribute in supporting roles. Determining the main entry depends on identifying who holds the primary intellectual responsibility for the work.

Rule (According to AACR-2):
When the original author's work forms the chief intellectual content, the main entry is prepared under the name of the author, even if the work has been edited or translated by another person. Editors and translators are given added entries, not main entries. The main entry is made under the editor or compiler only when the editor's or compiler's contribution is primary and the work is not essentially the creation of a single author.

Example:
Author and Editor:
Book: History of Libraries
Author: John Smith
Editor: R. K. Das

Main Entry:
Smith, John.
History of libraries / edited by R. K. Das.

Added Entry:
Das, R. K.

Author and Translator:
Book: War and Peace
Author: Leo Tolstoy
Translator: Constance Garnett

Main Entry:
Tolstoy, Leo.
War and peace / translated by Garnett, Constance.

Added Entry:
Garnett, Constance.
In both examples, the original author is responsible for the main intellectual content, so the main entry is made under the author's name.

Main Entry under Translator

Normally, translated works are entered under the original author.
The translator is not given the main entry unless the translator's contribution is dominant, which is rare.

Example:
Tolstoy, Leo.
War and peace / translated by Constance Garnett.

Main Entry under Editor

When a work is a collection of writings by different authors and no single author is responsible for the whole work, the main entry is made under the editor.

Example:
Book: Readings in Library Science
Editor: P. N. Kaula

Main Entry:
Kaula, P. N., ed.
Readings in library science.

Compiler, Commentator, and Editor

In cataloguing, a compiler, commentator, and editor are persons who contribute to a work in different ways, but they may not always be responsible for the original intellectual content. A compiler brings together material from various sources and arranges it systematically. A commentator adds explanations, interpretations, or notes to an existing work. An editor prepares a work for publication by selecting, organizing,

or revising content. In each case, the main entry depends on whether their contribution is primary or secondary.

Rule (According to AACR-2):
If the compilation shows original selection or arrangement, the main entry is made under the compiler.
If commentary is secondary and the original work remains dominant, the main entry is made under the original author, not under the commentator.
The main entry is made under the editor only when the editor's contribution is primary and the work is not essentially the creation of a single author. Otherwise, the editor is given an added entry.

Example:
Compiler as Main Entry:
Book: Dictionary of Library Science
Compiler: P. N. Kaula

Main Entry:
Kaula, P. N.
Dictionary of library science.

Commentator (Original Author as Main Entry):
Book: Arthashastra
Original Author: Kautilya
Commentator: R. S. Sharma

Main Entry:
Kautilya.
Arthashastra / with commentary by R. S. Sharma.

Editor as Main Entry (when editor's role is primary):
Book: Readings in Library Science
Editor: S. R. Ranganathan

Main Entry:
Ranganathan, S. R., ed.
Readings in library science.

Special Cases
AACR-2 provides specific rules for preparing main entries for personal authors in certain special situations. These cases arise when authorship is not straightforward or when additional conditions affect the choice of main entry.

Unequal Responsibility
Unequal responsibility occurs when two or more authors are associated with a work, but one author has a clearly dominant role in creating the intellectual content, while the others have secondary or minor contributions.

Rule:
When it is clear that one author is more important than the others, the main entry is written under the name of that author, even if more than one author is named. Extra entries have been added for the other writers.

Example:
Book: Fundamentals of Library Science
Authors: R. K. Sharma (principal author) and M. N. Gupta

Main Entry:

Sharma, R. K.

Fundamentals of library science / R. K. Sharma ; with contributions by M. N. Gupta.

Added Entry:
Gupta, M. N.

Pseudonyms
A pseudonym is an assumed or fictitious name used by an author instead of their real name.

Rule:
If both the real name and the pseudonym are known, the major entry is made under the name that most people know the author by. There is a reference record from the other name.
If it is made clear that the author is better known by their real name, that name is used for the main entry.

Example:
Author: Samuel Clemens
Pseudonym: Mark Twain

Main Entry:
Twain, Mark.
Adventures of Huckleberry Finn.

Reference Entry:
Clemens, Samuel — see Twain, Mark.
Anonymous Works

Anonymous works are those in which the author's name is not mentioned or is unknown.

Rule:
If no one knows who wrote a piece of writing, the main entry is made under the title of the piece. As the lead entry, no name of a person is used.

Example:
Book: Panchatantra

Main Entry:
Panchatantra.

Multi-Volume Case
A multi-volume work is a publication issued in two or more volumes, either at the same time or over a period of time. In cataloguing, multi-volume works present special problems because the title, authorship, and responsibility may remain the same or vary from volume to volume. AACR-2 provides rules to decide the main entry so that the entire set is represented clearly and uniformly in the catalogue.

Case I: One Title, Same Author

Concept:
In this case, all of the books have the same title and were written by the same person. The work is seen as a single bibliographic item, even though it has been published in more than one book.

Rule:
When a work with more than one book has a single title and the same author for all of them, the author's name goes on the main entry. In the physical description part, it says how many volumes there are and gives more information about each volume.

Example:
Book: History of Indian Libraries
Author: S. R. Ranganathan
Volumes: 3 volumes

Main Entry:
Ranganathan, S. R.
History of Indian libraries. — 3 v.

Case II: One Common Title, Same Author, but Separate Title of Each Volume

Concept:
The set has a collective or general title, and it was written by the same person. However, each volume has its own unique title.

Rule:
When writing the main article, the author's name is used because that person is still responsible for the ideas. First, the common title is written down, then the titles of each book in the contents or note area.

Example:
Book: Foundations of Library Science
Author: R. K. Sharma

Volume titles:
Vol. 1: Principles of Librarianship
Vol. 2: Library Management

Main Entry:
Sharma, R. K.
Foundations of library science.
Contents: Vol. 1. Principles of librarianship — Vol. 2. Library management.

Case III: One Common Title, but Each Volume Has Separate Author and Title

Concept:
In this case, the set has a common title, but each volume is written by a different author and has its own separate title. There is no single personal author responsible for the entire work.

Rule:
When a multi-volume work has different authors for different volumes, the main entry is prepared under the common title, not under any personal author. Added entries may be given for the authors of individual volumes.

Example:
Book: Studies in Library Science
Volumes:
Vol. 1: Cataloguing Practices by A. K. Sharma
Vol. 2: Classification Systems by R. P. Singh

Main Entry:
Studies in library science.

Added Entries:
Sharma, A. K.
Singh, R. P.

MARC 21 Fields for Main Entries for Personal Authors

- 100 field – This is where the main text for a personal author goes.(authorized form of name)
- 245 field – Title and a description of who is responsible
- 250 field – Edition statement (if mentioned)
- 260 / 264 field – Place of publication, publisher, and year
- 300 field – Physical description (pages, size, illustrations)
- 490 field – Series statement (if applicable)
- 500 field – General notes (bibliography, index, etc.)
- 700 field – Added entries for other personal authors, editors, or translators
- 020 field – ISBN

These fields together represent the main entry and complete bibliographic record for works by personal authors in MARC 21.

Practice Exercises: Main Entries for Personal Authors

Prepare the main entry for the following books according to AACR-2 rules.
Students should decide whether the main entry is under author or under title and write added entries where required.

Exercise 1
Book: Fundamentals of Information Science
Author: R. K. Gupta

Exercise 2
Book: Modern Library Services
Authors: N. L. Verma and P. K. Mishra

Exercise 3
Book: Trends in Digital Libraries
Authors: S. K. Jain, R. P. Singh, A. K. Das, and M. Roy

Exercise 4
Book: Educational Administration in India
Author: Meera Sen
Editor: A. N. Chatterjee

Exercise 5
Book: The Republic
Author: Plato
Translator: B. Jowett

Exercise 6
Book: Selected Readings in Social Sciences
Editor: K. S. Rao

Exercise 7
Book: Environmental Studies
Author: Written under the pseudonym “Green Earth”
(Real name known: Anil Kumar)

Exercise 8
Book: Research Methodology
Author: Not mentioned

Exercise 9
Book: Principles of Economics
Authors: Amartya Sen and Jean Drèze
(Amartya Sen given prominence on title page)

Exercise 10
Book: History of Indian Art
Volumes:
Vol. 1: Ancient Art – Author: R. C. Sharma
Vol. 2: Medieval Art – Author: P. L. Banerjee

W CHECK YOUR PROGRESS

Q 1: Fill in the blanks (3 questions)

i) According to AACR-2, when more than three authors share equal responsibility, the main entry is made under the ……...

ii) The MARC 21 field used for main entry under a personal author is ……..

iii) In cataloguing, honorary titles like Dr. and Prof. are …….. in main entries.

M 9.4 LET US SUM UP

The preparation of main entries for personal authors is a fundamental skill in library cataloguing. By understanding the principles governing single authorship, shared responsibility, and mixed responsibility, cataloguers can ensure accurate representation of intellectual responsibility. Even in the digital age, these principles continue to guide effective bibliographic control and information access.

A thorough grasp of this unit equips students with the practical and theoretical knowledge required for professional cataloguing work in libraries and information centres.

K 9.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1:

i) Title.

ii) 100 field.

iii) Not used.

O 9.6 FURTHER READING

1) American Library Association, Joint Steering Committee for Revision of AACR, Canadian Library Association, & Chartered Institute of Library and Information Professionals. (2005). *Anglo-American cataloguing rules* (2nd rev. ed.). American Library Association**.**

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

3) Taylor, A. G., & Joudrey, D. N. (2009). *The organization of information* (3rd ed.). Libraries Unlimited.

M 9.7 MODEL QUESTIONS

A. Short Answer Questions

Q 1: Define a main entry according to AACR-2.

Q 2: What is meant by shared responsibility in personal authorship?

Q 3: Why is authority control important for personal authors?

B. Long Answer Questions

Q 1: Explain the rules for preparing main entries for personal authors according to AACR-2 with suitable examples.

Q 2: Discuss mixed responsibility in cataloguing and explain how main entries are decided in cases of author, editor, and translator.

Q 3: Describe the special cases of personal authorship such as unequal responsibility, pseudonyms, anonymous works, and multi-volume publications.

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UNIT 10: PREPARATION OF MAIN ENTRIES FOR CORPORATE AUTHORS

UNIT STRUCTURE

10.1 Learning Objectives
10.2 Introduction
10.3 Main Entries Preparation
- 10.3.1 Main Entry
  - 10.3.1.1 Meaning of Main Entry
- 10.3.2 Corporate Authors
  - 10.3.2.1 Meaning
  - 10.3.2.2 When to Enter Under Corporate Body
  - 10.3.2.3 Form of Heading
- 10.3.3 Preparation of Main Entry for Corporate Authors
- 10.3.4 Editorial Publications
- 10.3.5 Periodicals and Other Serial Publications
- 10.3.6 Multivolume Works
- 10.3.7 Pseudonyms
- 10.3. 8 Corporate Bodies as Conference Authors
- 10.3.9 Government Publications
- 10.3.10 Non-Book Materials
- 10.3.11 Added Entries
- 10.3.12 Steps in Preparing Main Entry
- 10.3.13 Common Problems in Practice
- 10.3.14 Importance of Correct Main Entry Preparation

10.4 Let Us Sum Up
10.5 Answers To Check Your Progress
10.6 Further Readings
10.7 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- to understand the concept and significance of main entries, particularly in relation to corporate authors, according to AACR–2R rules.
- to identify and determine the correct form of headings for corporate bodies, government publications, conferences, serials, multivolume works, and non-book materials.
- to develop practical skills in preparing accurate main entries and added entries for different types of publications following AACR–2R standards.

10.2 INTRODUCTION

Preparation of main entries is a fundamental aspect of library cataloguing, as it determines the primary access point through which a document is identified and

retrieved in a library catalogue. When a work is produced by an organization, institution, government body, association, or conference, the responsibility for authorship is attributed to a corporate body rather than an individual. In such cases, specific rules must be followed to ensure uniformity and consistency in cataloguing practice.

According to AACR–2R, clear guidelines are provided for selecting and forming headings for corporate authors and for preparing accurate bibliographic descriptions. This area of study also covers related situations such as editorial publications, serials, multivolume works, pseudonymous works, government publications, and non-book materials. A clear understanding of these principles ensures standardization, accuracy, and effective information retrieval in library systems.

10.3 MAIN ENTRIES PREPARATION FOR EDITORIAL PUBLICATIONS, PERIODICALS AND OTHER SERIAL PUBLICATIONS, MULTIVOLUME, PSEUDONYMS, CORPORATE BODIES AND NON-BOOK MATERIALS ACCORDING TO AACR- 2R

10.3.1 Main Entry

10.3.1.1 Meaning of Main Entry

A main entry is the complete and detailed bibliographic record of a document prepared under a specific heading that represents the chief responsibility for the work. It serves as the principal access point in a library catalogue and forms the basis for all added entries. The heading may be the name of a personal author, a corporate body, or in some cases, the title of the work when no clear author is identified.

The main entry generally includes several essential elements such as the heading (author or corporate body), title and statement of responsibility, edition statement, publication details (place, publisher, year), physical description (pages, illustrations, size), series statement if any, relevant notes, and standard number such as ISBN or ISSN.

To choose the right main entry under AACR–2R, you must carefully find the person or group that is mainly responsible for the intellectual or artistic content of the document.

10.3.2 Corporate Authors

10.3.2.1 Meaning

A corporate author is an organization, institution, association, government body, company, or conference that is responsible for the creation of a work. Unlike a personal author, who is an individual, a corporate author represents a collective body acting as a single entity. When a publication expresses the official views, policies, activities, or findings of an organization, the responsibility for the work is attributed to that corporate body.

Corporate authorship is common in government publications, annual reports, research reports, committee findings, conference proceedings, and institutional publications. In cataloguing practice, recognizing a corporate author is important because it determines the correct main entry in the catalogue.

According to AACR–2R, a corporate body is considered the author when the work reflects its collective responsibility rather than that of an individual member. Proper identification ensures uniformity, accuracy, and effective retrieval of documents in library catalogues.

10.3.2.2 When to Enter Under Corporate Body

According to AACR–2R, a work is entered under a corporate body in the following cases:

- When the publication deals with the organization's policies, programs, activities, or annual reports, showing collective responsibility.
- When it is an official publication issued in the name of the organization, such as reports, bulletins, statements, or official documents.
- When it contains proceedings of conferences, seminars, exhibitions, workshops, or meetings conducted by the organization, and the event acts as a corporate author.
- When it is a collective work prepared, compiled, or published under the authority or direction of the corporate body.
- When the document is legal, governmental, or administrative in nature, such as laws, rules, regulations, budgets, or departmental manuals.
- When no individual author is prominently responsible, and the work clearly represents the corporate body as a whole.

10.3.2.3 Form of Heading

The heading for a corporate body is given in its authorized and standardized form to maintain uniformity in the catalogue.

- The full official name of the organization is used as it appears in reliable sources, avoiding unnecessary abbreviations unless they are widely accepted.
- Subordinate bodies are entered under the name of the main body in hierarchical order, separated by a full stop.
- Government bodies are entered under the name of the jurisdiction first, such as the country or state, followed by the department or ministry.

Example:
India. Ministry of Education
Delhi University
Indian Library Association

10.3.3 Preparation of Main Entry for Corporate Authors

Structure:

Heading (Corporate Body)
Title statement
Edition
Publication details
Physical description
Notes

Example:

Indian Library Association.
Annual report. – New Delhi: ILA, 2022. – 150 p.

10.3.4 Editorial Publications

Meaning:

Editorial publications are works that are compiled, edited, or arranged by one or more editors. In such publications, the editor organizes the content, but may not necessarily be the author of the individual contributions. Examples include edited books, anthologies, and collections of essays written by different authors.

Main Entry Rule:

According to AACR–2R, the main entry should be made under the name of the person who clearly owns the intellectual material of the whole work. But if different authors contributed to the work and no one author is responsible for the whole thing, the major entry is made under the title. There is an extra spot for the editor unless their job is more than just editing and includes a lot of writing.

Example:

If a book titled Modern Trends in Library Science is edited by R. Kumar and contains chapters written by different authors, the main entry is made under the title. R. Kumar is given an added entry as editor.

10.3.5 Periodicals and Other Serial Publications

Meaning:

Periodicals and serial publications are materials issued in successive parts at regular or irregular intervals, usually without a predetermined end. These include journals, magazines, newspapers, annual reports, and bulletins.

Main Entry Rule:

As per AACR–2R, most serials are entered under their title because they are continuing publications and may not have a single author. However, if the serial is clearly the official publication of a corporate body and primarily represents that organization, it may be entered under the corporate body. Title changes in serials require separate records.

Example:

A journal titled Journal of Library Studies is entered under its title. An annual report

issued by Indian Library Association is entered under the corporate heading Indian Library Association.

10.3.6 Multivolume Works

Meaning:
A multivolume work is a publication issued in more than one volume, either at the same time or over a period. All volumes together form a single work.

Main Entry Rule:
If the entire set is written by one personal author, the main entry is made under that author. If the work is prepared by a corporate body, the entry is made under the corporate heading. A single bibliographic record may describe the complete set, and details of individual volumes can be included in notes. Separate records may be prepared if volumes have distinct titles or authors.

Example:
History of Indian Libraries by S. R. Ranganathan in three volumes is entered under S. R. Ranganathan. A statistical handbook issued in multiple volumes by the Government of India is entered under India as the corporate author.

10.3.7 Pseudonyms

Meaning:
A pseudonym is a fictitious name used by an author instead of his or her real name. Authors may use pseudonyms for privacy, literary style, or other personal reasons.

Main Entry Rule:
According to AACR–2R, the main entry is made under the name by which the author is commonly known. If the pseudonym is widely recognized, the entry is made under that name. Cross references are provided from the real name to the pseudonym or vice versa to guide users.

Example:
If an author writes under the name Mark Twain, the main entry is made under Mark Twain, and a reference is provided from his real name, Samuel Clemens.

10.3. 8 Corporate Bodies as Conference Authors

Meaning:
A conference, seminar, workshop, symposium, or meeting is treated as a corporate author when it is collectively responsible for the intellectual content of a publication. When the papers, discussions, or findings presented at a conference are published as proceedings, the conference itself is considered the author because the work represents the combined contributions and official record of that event.

Main Entry Rule:
According to AACR–2R, when a conference is clearly responsible for the content of the publication, the main entry is made under the name of the conference. The heading should include the name of the conference followed by its number (if applicable), the

year of the meeting, and the place where it was held. This information is written within parentheses to clearly identify the specific event.

Example format:
International Conference on Library Automation (2021 : Delhi)
Proceedings of the International Conference on Library Automation.

- Important elements included in the heading are:
- Name of the conference
- Number of the conference (if numbered)
- Year of the conference
- Place where the conference was held

This standardized form ensures that all proceedings of a particular conference are grouped together in the catalogue for easy access and reference.

10.3.9 Government Publications

Meaning:
Government publications are documents issued by central, state, or local government bodies. These include laws, rules, reports, budgets, policy documents, and committee reports.

Main Entry Rule:
Government publications are entered under the name of the jurisdiction first, followed by the department or agency responsible for the work. This hierarchical form ensures that all publications of a government body are grouped together in the catalogue.

Example:
A report issued by the Ministry of Health in India is entered as: India. Ministry of Health.
India. Parliament
Assam. Department of Education
Structure:
Country → Department → Division (if required)
This ensures hierarchical consistency.

10.3.10 Non-Book Materials

Meaning:
Non-book materials refer to library resources other than printed books. These include maps, audiovisual materials, CDs, DVDs, microforms, charts, and digital media.

Main Entry Rule:
The main entry is made under the personal creator if one is clearly responsible for the content. If the material is produced by an organization, the entry is made under the corporate body. When no clear responsibility is indicated, the entry is made under the title. Physical description is especially important for non-book materials.

Example:
A documentary film produced by National Geographic Society is entered under National Geographic Society as the corporate author.

If a map is prepared by an individual cartographer, it is entered under that person's name.

Educational video produced by NCERT
Main entry: NCERT
Music album by named composer
Main entry: Composer
If no author mentioned → entry under title.

10.3.11 Added Entries

In addition to the main entry, AACR–2R provides for added entries to give additional access points in the catalogue. While the main entry represents the chief responsibility for a work, added entries help users locate the document through other important names or titles associated with it.

AACR–2R allows added entries for the following:

- Editors – When a work is edited by a person who is not the main author, an added entry is provided under the editor's name.
- Joint authors – If a work has more than one author, added entries are given for the co-authors not chosen as the main entry.
- Translators – When a work is translated, the translator may be given an added entry for better access.
- Series – If a book is part of a series, an added entry is made under the series title.
- Corporate bodies – When a corporate body has significant responsibility but is not the main author, an added entry may be provided.

Added entries increase the number of access points and improve retrieval efficiency in the catalogue.

10.3.12 Steps in Preparing Main Entry

Preparation of a correct main entry requires careful and systematic work. The following practical steps are generally followed:

1. Examine the title page carefully, as it is the chief source of information.
2. Identify the statement of responsibility to determine who has created or compiled the work.
3. Determine the type of author, whether personal or corporate.
4. Consult AACR–2R rules to decide the correct choice and form of entry.
5. Form the heading in its authorized and standardized form.
6. Prepare the complete bibliographic description including title, edition, publication details, and physical description.
7. Provide necessary added entries for editors, translators, joint authors, series, or corporate bodies.

Following these steps ensures accuracy and uniformity in cataloguing practice.

10.3.13 Common Problems in Practice

In practical cataloguing work, several common errors may occur.

- One frequent mistake is confusing the editor with the author and wrongly giving the editor as the main entry.
- Another common problem is using an incorrect or incomplete form of corporate heading.
- Cataloguers sometimes ignore the jurisdiction when entering government publications, which leads to improper arrangement in the catalogue.
- Wrong treatment of serials, especially when titles change, can create confusion.
- Improper handling of pseudonyms, such as failing to provide cross references, is also a common issue.

Careful reading and consistent application of AACR–2R rules help avoid these errors and maintain standardization.

10.3.14 Importance of Correct Main Entry Preparation

Correct preparation of the main entry is essential for effective library organization. A proper main entry ensures uniformity in catalogue records and provides correct access points for users. It supports effective information retrieval and maintains international cataloguing standards. Accurate entries also enhance user convenience by helping readers quickly locate required materials.

On the other hand, incorrect entries may lead to misplacement of materials, difficulty in retrieval, and unnecessary duplication of records. Therefore, careful preparation of the main entry is a vital responsibility of a cataloguer.

W CHECK YOUR PROGRESS

Q 1: Fill in the blanks:

i) According to AACR–2R, the main entry for a work created by a conference is made under the ……

ii) Added entries provide additional …….. to help users locate a document in the catalogue.

iii) The authorized form of a corporate heading should include the official name, subordinate bodies, and …….. if it is a government organization.

2 10.4 LET US SUM UP

Preparation of main entries according to AACR–2R is a systematic and rule-based process. Whether dealing with corporate authors, editorial works, serials, multivolume publications, pseudonyms, or non-book materials, the cataloguer must carefully identify responsibility and apply the correct rule. Corporate authors play a significant role, especially in government, institutional, and conference publications. Mastery of these principles ensures accuracy, uniformity, and professional cataloguing practice in libraries.

K 10.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: i) Conference Name, ii) Access Points, iii) Jurisdictions.

O 10.6 FURTHER READING

1) Anglo-American Cataloguing Rules 2nd ed 1988 revision. Ottawa: Canadian Library Association, 1988.
2) Kaula, P.N. Anomaly of Corporate authorship (1) Library Herald. 3 (2) July, 1960. 65-71.
3) Ranganathan, S.R. Classified catalogue code with additional rules for dictionary catalogue code. 5th ed. Bombay: Asia Publishing House, 1963.
4) Vadachalam, T.R. Cataloguing of Government publications, Herald of Library Science. 10 (4), 1971. 356-368.

M 10.7 MODEL QUESTIONS

A. Short Questions:

Q 1: Define “corporate author” and give one example.

Q 2: List three types of added entries allowed under AACR–2R.

Q 3: What are the important elements to include when entering a conference as a corporate author?

B. Long Questions:

Q 1: Explain the steps involved in preparing a main entry for a corporate body, providing examples.

Q 2: Discuss common problems faced by cataloguers in preparing main entries and suggest ways to avoid them.

Q 3: Describe the importance of correct main entry preparation in library cataloguing and its impact on retrieval and user convenience.

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UNIT 11: ASSIGNING SUBJECT HEADINGS

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Finding out Subject Heading Using SLSH or LCSH
11.4 Let Us Sum Up
11.5 Answers To Check Your Progress
11.6 Further Readings
11.7 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- understand the concept, purpose, and importance of subject headings in library cataloguing and information retrieval.
- apply the principles, rules, subdivisions and cross-references of SLSH and LCSH correctly to ensure specificity and consistency in subject cataloguing.
- assign accurate subject headings to library documents to enhance subject access and effective information retrieval in OPACs..

11.2 INTRODUCTION

In any library, users approach information with varied backgrounds, search terms, and expectations. While authors describe their works using their own language, library users often search for information using different words for the same idea. This gap between the language of documents and the language of users creates a challenge in effective information retrieval. To address this challenge, libraries rely on standardized subject access tools that bring consistency and order to the organization of knowledge. As library collections grow in size and diversity, simple title or author access becomes insufficient. Users increasingly depend on subject-based searching to locate materials relevant to their academic and research needs. A systematic approach to subject representation ensures that all resources dealing with a particular topic are grouped together, regardless of differences in terminology, format, or authorship. This approach is especially important in online catalogues, where efficient navigation and accurate retrieval are essential.

The use of controlled subject access also reduces ambiguity and confusion arising from synonyms, homonyms, and regional variations in language. By guiding users from

unfamiliar or non-preferred terms to authorized ones, libraries improve both the precision and reliability of searches. Thus, subject-based organization forms a critical foundation for effective cataloguing and meaningful access to library resources.

11.3 FINDING OUT SUBJECT HEADING USING SLSH OR LCSH

Concept of Subject Heading

Subject headings are central to subject cataloguing as they represent the intellectual content of documents and provide systematic subject access in library catalogues. Through subject headings, libraries ensure that materials dealing with similar topics are brought together under uniform terms, irrespective of differences in titles or authors' terminology.

The primary purpose of subject headings in cataloguing is to enable users to locate documents based on subjects of interest. They help overcome language variation, synonyms, and ambiguity by using authorized terms selected from standard subject heading lists. Subject headings also support browsing and discovery in catalogues, particularly in OPAC environments.

A clear distinction exists between subject headings and classification numbers. While classification numbers determine the physical location of materials on shelves, subject headings function as access points in catalogues. Classification is shelf-oriented, whereas subject headings are user-oriented.

Subject access emphasizes intellectual organization and retrieval of information, whereas shelf arrangement focuses on physical organization. In modern libraries, subject headings play a crucial role in ensuring effective subject searching beyond mere shelf browsing.

Subject Heading Lists: An Overview

A subject heading list is a standardized and controlled vocabulary used by libraries and information organizations to organize, describe, and provide access to information resources by subject. It helps ensure uniformity and consistency in subject cataloguing by prescribing authorized terms and structured relationships among concepts. By using subject heading lists, libraries can represent the subject content of documents in a systematic and user-friendly manner, making information retrieval more efficient.

Well-known examples of subject heading lists include the Library of Congress Subject Headings (LCSH), the Sears List of Subject Headings, Medical Subject Headings (MeSH), and BISAC Subject Headings. LCSH is comprehensive in scope and is widely used in academic and large public libraries, covering almost all fields of knowledge with a detailed and hierarchical structure. The Sears List, adapted from LCSH, is designed for smaller libraries such as school, public, and special libraries, emphasizing simplicity and general terminology. MeSH is a specialized subject heading list used in the biomedical and health sciences, particularly for indexing journal articles in databases like PubMed, while BISAC headings are mainly used in the book trade for organizing books by topic, genre, and format.

Subject heading lists operate through controlled vocabulary, where a single preferred term is selected to represent a concept, reducing confusion caused by synonyms. They also include cross-references such as "See" and "See Also" to guide users to related terms and employ subdivisions like history, technique, or criticism to narrow and refine subjects. Overall, subject heading lists play a vital role in standardization, improved discoverability, and effective access to library and information resources.

Sears List of Subject Headings (SLSH)

The Sears List of Subject Headings (SLSH) was first developed in 1923 by Minnie Earl Sears (1873–1933) to meet the subject cataloguing needs of small and medium-sized libraries, particularly in the United States. At that time, many such libraries found the Library of Congress Subject Headings (LCSH) too extensive and complex for their relatively small and general collections. Therefore, Sears designed a simpler and more practical list of subject headings suitable for use in dictionary catalogues.

Since its inception, the Sears List has been published by the H. W. Wilson Company, New York, which was later taken over by EBSCO Information Services (EBSCO). The list has been revised regularly to incorporate new subjects, modify existing headings in accordance with changing user needs, replace outdated terminology with current usage, remove obsolete headings, and reflect newly identified relationships among subjects. These continuous revisions have helped SLSH remain relevant to evolving information-seeking behaviour.

A major development occurred with the 13th edition (1986), which marked the beginning of orientation toward the online environment. The Sears List was first created as an online database for editorial use, and important changes were introduced to make headings more suitable for Online Public Access Catalogue (OPAC) searching. Its flexibility, clarity, and user-oriented approach make SLSH an essential tool for effective subject cataloguing in small and medium-sized libraries worldwide.

Basic Concepts and Principles of SLSH

The Sears List of Subject Headings (SLSH) is a controlled vocabulary tool designed mainly for small and medium-sized libraries to provide consistent, uniform, and user-oriented subject access.

- It emphasizes *specific and direct entry*, meaning that a work is assigned the most precise heading that directly represents its subject (e.g., *Penguins* instead of *Birds*).
- SLSH follows the principle of *common usage*, preferring terms commonly understood by users and generally adopting *American spelling* such as *Labor*, *Color*, and *Catalog*.
- *Uniformity and consistency* are ensured by using only authorized headings printed in *italic typeface*, while non-preferred terms guide users through USE references.
- The *principle of literary warrant* governs the inclusion of headings; new terms are established only when supported by published literature.
- SLSH supports *cross-references* such as UF (Used For), BT (Broader Term), NT (Narrower Term), RT (Related Term),andSA (See Also)to show relationships among subjects and guide users effectively.
- SLSH allows *topical, form, geographic, and name headings*, along with *authorized subdivisions* to express complex subjects clearly.

These principles together ensure precise subject representation and effective information retrieval.

Process of Assigning Subject Headings in SLSH

The process of assigning subject headings using the *Sears List of Subject Headings (SLSH)* is a systematic and intellectual activity aimed at accurately representing the major subject content of a work in a standardized and user-friendly manner. The objective is to ensure consistency, precision, and effective retrieval of information in library catalogues.

1. *Determining the Major Subject(s) of a Book*

The first and most important step is *subject analysis*. A cataloger should not depend solely on the title of a book unless it is simple and straightforward, such as *Economics* or *Botany*. Many titles are *illusory or fanciful* and do not clearly indicate the actual subject.

To determine the correct subject, the cataloger should examine:

- main title and subtitle
- table of contents
- preface, introduction, foreword, author's note
- book jacket and publisher's description
- index
- footnotes, references, bibliography
- text itself
- reference sources such as encyclopedias and reviews
- subject experts or even the author, if necessary

Examples:

- *The Tigers of Sri Lanka* → Subject: *Tamil Tigers—Politics*
- *320 Million Judges* → Subject: *Elections—India—1977*
- *The Living History* → Subject: *Clinton, Hillary Rodham—Biography*

2. Identifying Major and Significant Secondary Subjects

After analysis, the cataloger identifies the *major subject(s)* and any *significant secondary subjects*. Only topics that form a substantial portion of the content should receive subject headings. Minor or incidental topics are ignored.

3. Selecting Authorized Subject Headings

The cataloger then consults the *main alphabetical list of SLSH*, where:

- *preferred headings* appear in italic typeface
- *non-preferred headings* appear with a *USE reference*

Example:

- *Farming → USE Agriculture*
  Only *Agriculture* should be assigned as a subject heading.

Each authorized heading may include:

- scope notes
- DDC numbers
- cross-references such as *UF, BT, NT, RT,* and *SA*

4. Applying Principles of Specificity and Uniformity

The selected heading must be *specific and direct*, not broader or vaguer than necessary. Uniformity is ensured by consistently using the same authorized term for the same subject.

Examples:

- Use *Porcelain*, not *Chinaware*
- Use *Rhyme*, not *Rime*

5. Applying Subdivisions

SLSH allows subdivisions to refine subject representation. Common types include:

- *Form subdivisions*:
  Economics—Bibliography
  Psychology—Dictionaries
- *Aspect subdivisions*:
  Education—History
  Religion—Philosophy
- *Chronological subdivisions*:
  Nepal—History—1951–1980
- *Geographical subdivisions*:
  Agriculture—Nepal
  Theatre—Paris

Subdivisions are applied only when authorized and necessary.

6. Assigning Appropriate Types of Subject Headings

Depending on the nature of the work, the cataloger may assign:

- *Topical headings*: *Education, Culture, Science*
- *Form headings*: *Yearbooks, Directories, Poetry*
- *Geographic headings*: *Nepal, Africa, Paris*
- *Name headings*:
  - personal names: *Shakespeare, William, 1564–1616*
  - corporate bodies: *UNESCO*
  - uniform titles: *Mahabharat; Titanic (Motion picture)*

7. Final Verification and Recording

Finally, the cataloger verifies the selected headings, references, and subdivisions using the *introductory rules, symbols, and instructions of SLSH*. New headings or terminology may be established when necessary, following *literary warrant* and standard reference sources.

Assigning subject headings in SLSH is both a rule-governed process and an exercise of professional judgment. By carefully analyzing content, selecting authorized headings, applying subdivisions, and following established principles, catalogers ensure precise, consistent, and user-friendly subject accessin library catalogues.

Library of Congress Subject Headings (LCSH)

The Library of Congress Subject Headings (LCSH) is a comprehensive controlled vocabulary maintained by the Library of Congress, United States, for use in bibliographic records. It plays a central role in bibliographic control, enabling libraries to collect, organize, and provide uniform subject access to their collections. LCSH was first published in 1898, following the introduction of the Library of Congress Classification (1897), to support a dictionary catalogue system capable of representing the rapidly expanding and diverse subjects in the Library's collections.

LCSH is applied to almost every item in a library collection to facilitate subject-based access. By using standardized subject headings, libraries ensure that all materials on similar topics can be retrieved together, saving users' time and improving search efficiency. Reliance solely on title, author, or publisher searches may lead to incomplete retrieval, whereas subject headings provide a systematic and reliable approach to

discovering related materials. Assigning subject headings is both an art and a science, requiring intellectual judgment and adherence to established standards.

The widespread adoption of LCSH has made it the most extensively used subject vocabulary in the world. Its international acceptance allows users to apply similar search strategies across different libraries.

The creation and revision of LCSH is a continuous process. New headings and revisions are proposed by catalogers at the Library of Congress and by participants in the Subject Authority Cooperative Program (SACO). Approved headings are added to the online subject authority file, from which various services and publications are generated. Although the last print edition was published in 2016, LCSH is now primarily accessed through online platforms, including LC Authorities, Classification Web Plus, and the Library's Linked Data Service.

Basic Concepts and Principles of LCSH

Before assigning Library of Congress Subject Headings (LCSH), it is essential to understand the basic rules and principles governing their use.

- LCSH follows the *principle of specificity*, which requires selecting the most precise heading that accurately represents the subject of a document.
- The *principle of co-extensiveness* ensures that the subject heading reflects the full scope of the content, neither broader nor narrower than the subject treated.
- Uniformity and consistency are maintained through the use of authorized headings selected from the *LCSH authority files*.
- LCSH allows the *use of subdivisions* to refine subject representation. These include topical, geographic, chronological, and form subdivisions, which are applied in a prescribed order.
- *Cross references* are an integral feature of LCSH. "USE" references guide from non-preferred terms to authorized headings, while "UF" (Used For) indicates synonyms. "BT" (Broader Term), "NT" (Narrower Term), and "RT" (Related Term) establish hierarchical and associative relationships among subjects, supporting effective subject navigation.
- In addition, LCSH is based on the *principle of literary warrant*, where subject headings are established only when supported by published literature.
- LCSH also permits the assignment of *multiple subject headings* when a document deals with more than one significant topic.
- Detailed instructions for applying headings and subdivisions are provided in the Library of Congress *Subject Headings Manual*.

These principles form the foundation for effective subject cataloguing, enabling better discovery and access to resources.

Process of Assigning Subject Headings in LCSH

The process of assigning Library of Congress Subject Headings (LCSH) is a systematic intellectual activity aimed at representing the subject content of documents in a standardized and user-oriented manner. The main objective is to ensure accurate subject access, consistency, and effective information retrieval in library catalogues.

1. Subject Analysis of the Document

The first step is subject analysis. The cataloger carefully examines various parts of the document, including the title, subtitle, table of contents, introduction, chapter headings, summary, and bibliography, to determine the scope and emphasis of the work.

For example, in Library Administration and Management by Krishan Kumar, the cataloger studies chapters on library policies, management techniques, staffing, and resource organization to understand the core themes. This step helps identify what the document is primarily about rather than what it merely mentions.

2. Identification of Main and Significant Secondary Subjects

After analysis, the cataloger identifies the main subject and any significant secondary subjects. LCSH practice emphasizes assigning headings only to topics that form a substantial part of the content. The commonly applied *20 percent rule* suggests that a topic should receive a subject heading only if it constitutes at least one-fifth of the work. Thus, major themes such as Libraries—Administration and Library management are selected, while minor topics are ignored.

3. Selection of Authorized Subject Headings

The next step is searching for authorized subject headings in LCSH using tools such as LC Authorities, Classification Web Plus, or the Library of Congress Linked Data Service. Only authorized forms of headings should be used, not natural language terms or synonyms. Cross references such as USE and UF (Used For) help confirm the correct heading.

For example, the authorized headings selected may be Libraries; Administration and Library management.

4. Application of the Principle of Specificity and Co-extensiveness

Once authorized headings are selected, the principle of specificity is applied. The cataloger chooses the most precise heading that accurately represents the subject. Broad headings such as Libraries are avoided when more specific headings exist. At the same time, the principle of co-extensiveness ensures that the heading fully reflects the scope of the document and is neither broader nor narrower than its content.

5. Application of Subdivisions

The next step involves the use of subdivisions to refine subject representation.

LCSH permits four types of subdivisions: topical, geographic, chronological, and form. These subdivisions are applied only when authorized and necessary.

For example, if the book discusses management practices in Indian libraries, the heading may be expressed as:

Libraries—Administration—India

Proper use of subdivisions enables precise representation of complex subjects.

6. Determining the Number of Subject Headings

The cataloger then decides the number of subject headings to assign. LCSH recommends assigning as many headings as necessary to represent the subject content adequately, but as few as possible to avoid redundancy. For Library Administration and Management, headings such as Libraries—Administration, Library management, and Libraries—Personnel management may be sufficient.

7. Verification and Authority Control

Finally, the constructed subject heading strings are verified by consulting the Library of Congress Subject Headings Manual and authority records. This step ensures accuracy, consistency, and uniform application of headings across the catalogue, thereby improving user access and retrieval.

In conclusion, assigning subject headings in LCSH is both a rule-based process and an exercise of professional judgment. Following a systematic, numbered approach

helps catalogers apply LCSH effectively and ensures reliable, standardized, and efficient subject access in academic and research libraries.

Common Problems in Assigning Subject Headings

Assigning subject headings is an intellectually demanding task, and several common problems arise even when readymade lists such as LCSH or SLSH are used. One major problem is lack of uniformity in interpretation. Different cataloguers may understand and analyse the same document differently, resulting in variation in the choice and number of subject headings assigned. This subjectivity can reduce consistency across catalogues.

Another problem is the complex and multidisciplinary nature of documents. Many works cover more than one subject area, making it difficult to decide which aspects should be given primary emphasis. Balancing multiple related subjects without losing clarity or specificity is a persistent challenge.

Rigidity and limited vocabulary of standard subject heading lists also pose difficulties. Predefined headings may not adequately represent unique, emerging, or locally relevant topics, forcing cataloguers to choose broader or less accurate terms. This can lead to misrepresentation or oversimplification of content.

The dynamic nature of knowledge further complicates subject assignment. Rapid developments in fields such as artificial intelligence, climate change, or digital humanities often outpace updates to traditional subject heading lists, creating gaps in coverage.

Finally, the absence of fully uniform rules for subject analysis means that intellectual judgement remains central, making absolute standardization in subject heading assignment difficult to achieve.

W CHECK YOUR PROGRESS

Q 1: Fill in the Blanks

i. The principle of selecting the most precise subject heading is known as …….

ii. LCSH is maintained by the ……

iii. …….guide users from non-preferred terms to authorized subject headings.

2 11.4 LET US SUM UP

This unit introduces the concept and practice of assigning subject headings as a key component of subject cataloguing. It explains the need for controlled subject access in libraries and highlights the role of standard tools such as the Sears List of Subject Headings (SLSH) and the Library of Congress Subject Headings (LCSH). The unit discusses the features, principles, and structures of both systems, including specificity, uniformity, literary warrant, subdivisions, and cross-references. It also presents systematic procedures for assigning subject headings and identifies common problems faced by cataloguers. Overall, the unit emphasizes accurate subject analysis and consistent application of rules to ensure effective information retrieval.

K 11.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: i) specificity, ii) Library of Congress, iii) USE references.

O 11.6 FURTHER READING

1) Bristow, B. A. (Ed.), & Farrar, C. S. (Assoc. Ed.). (2014). *Sears list of subject headings* (21st ed.). Grey House Publishing.
2) Library of Congress, "LCSH Introduction," https://www.loc.gov/aba/publications/FreeLCSH/LCSH40%20Main%20intro.pdf.

M 11.7 MODEL QUESTIONS

A. Practice Exercises: Assigning Subject Headings Using SLSH and LCSH

The following practice exercises are designed to help learners understand and apply subject heading principles using both Sears List of Subject Headings (SLSH) and Library of Congress Subject Headings (LCSH). Students should identify the main subject of each title, select appropriate subject headings from both systems, and apply suitable subdivisions where required. After assigning headings, students should compare the differences in terminology, structure, and level of specificity between SLSH and LCSH.

Exercise 1

Title: Digital Libraries and Information Access in Higher Education
Task: Assign subject headings using SLSH and LCSH. Apply topical and form subdivisions if appropriate.

Exercise 2

Title: Climate Change and Sustainable Development in India
Task: Identify the main and secondary subjects. Assign subject headings in both systems and apply geographic subdivisions.

Exercise 3

Title: History of Public Libraries in Colonial Assam
Task: Assign subject headings using SLSH and LCSH. Apply chronological and geographic subdivisions.

Exercise 4

Title: Introduction to Machine Learning for Library Professionals
Task: Select appropriate subject headings in both list and apply topical subdivisions.

Exercise 5

Title: Women's Education and Social Change in Rural Communities
Task: Assign subject headings using SLSH and LCSH. Apply geographic and topical subdivisions where applicable.

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UNIT 12: DATA ENTRY IN SOUL & KOHA

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Data entries in SOUL and Koha Software for Preparation of OPAC.
- 12.3.1 Data Entry Modules of SOUL
- 12.3.2 Data Entry modules in KOHA
- 12.3.3 Data Entry Methods in Koha
  - 12.3.1.1 Functionalities of SOUL Modules
  - 12.3.1.2 Bibliographic Data Entry
  - 12.3.1.3 Import / Export Entry
  - 12.3.1.4 Technical Processing Tasks
  - 12.3.1.5 User Interface & Workflow for Data Entry
  - 12.3.1.6 Benefits and Challenges
  - 12.3.1.7 Output of Data Entry
- 12.3.2 Data entry modules of KOHA
  - 12.3.2.1 Cataloguing Module
  - 12.3.2.2 Authority Control
  - 12.3.2.3 Acquisitions Module
  - 12.3.2.4 Serials Module
  - 12.3.2.5 Patrons Module
- 12.3.3 Data Entry Methods in Koha
  - 12.3.3.1 Manual Data Entry
  - 12.3.3.2 Importing Records
  - 12.3.3.3 Data Validation and Quality Control in KOHA
  - 12.3.3.4 Importance of Standardized Data Entry
  - 12.3.3.5 Advantages and challenges of Data Entry in Koha

12.4 Let Us Sum Up
12.5 Answers To Check Your Progress
12.6 Further Readings
12.7 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- learn about the functioning of SOUL & KOHA.
- learn about the modules of data operation.
- nature of the two Integrated Library Management Software and their operability.

12.2 INTRODUCTION

The INFLIBNET Center created Software for University Libraries (SOUL), a cutting-edge integrated library management system, centred on the needs of college and

university libraries. It is an easy-to-use program designed to operate in a client-server setting. The program is appropriate for all kinds and sizes of libraries, including school libraries, in addition to academic libraries.

- The first version of software i.e. SOUL 1.0 was released during CALIBER 2000.
- The SOUL 2.0 software was released in January 2009.
- latest version of the software i.e. SOUL 3.0 released in February 2021.

The database for the new SOUL version is made to work with the most recent versions of MySQL and MS-SQL. International standards including the MARC 21 bibliographic format, Unicode-based Universal Character Sets for multilingual bibliographic records, and NCIP 2.0 and SIP 2-based protocols for electronic surveillance and control are all met by SOUL 2.0.

On the other hand, Koha is a free and open-source Integrated Library Management System (ILMS) designed to automate the routine operations of libraries of all types and sizes. It is widely adopted in academic, public, special, and research libraries across the world, including universities, colleges, schools, and government institutions. Developed on open standards and community-driven principles, Koha significantly makes library software flexible, interoperable and cost-effective.

- Koha was originally developed in 1999 in New Zealand by Katipo Communications for the Horowhenua Library Trust.
- The name Koha is derived from the Māori language, meaning “gift” or “contribution,” reflecting the collaborative ethos of open-source development.

12.3 DATA ENTRIES IN SOUL AND KOHA SOFTWARE FOR PREPARATION OF OPAC

12.3.1 Data Entry Modules of SOUL

SOUL (Software for University Library) has six (6) modules integrating all the library management and procedures in a single software.

These are- i) Acquisition
ii) Catalogue
iii) Circulation
iv) Serial Control
v) OPAC
vi) Administration

All the procedures are developed as modules and different kinds of entries can be done under all these 6 modules in SOUL.

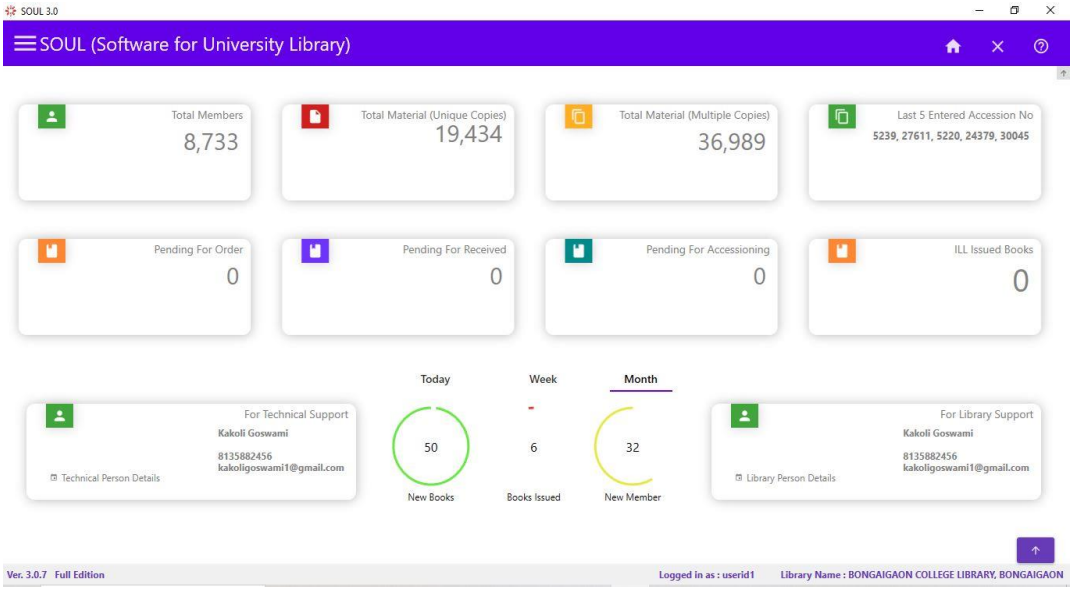


Fig1: SOUL 3.0 Interface of Bongaigaon University

The new updated SOUL3.0 Interface reflects the data in its user interface. In the left side upper corner menu, all the modules are given there for further actions. Data entry in the context of SOUL is mainly associated with **cataloguing and technical processing** of library materials. It involves capturing bibliographic and related technical data as structured records in the database so that the library's collection becomes discoverable and usable through OPAC and other modules.

12.3.1.1 Functionalities of SOUL Modules

i) Acquisition-Functionalities of Acquisition Module:
1. Request
2. Gratis Item
3. Select For Approval
4. Approval Process
5. Direct Approval
6. Letter Of Approval

ii) Functionalities of Catalogue Module:
1. Cataloguing
Title in Progress
Data Operation
2. Import/Export
Import from MARC
Export to MARC
CCF to MARC
Export to MARC
Add Accession No. To Imported Data
MARCXML to SOUL
3. User Services- Current Awareness & Bibliographic Service
4. Reports-various kinds of reports can be generated like-
Basic

Advanced
Spine Label
Book Card
Catalogue Card

iii) Functionalities of Circulation Module:
Transaction process of material
Book Bank Issue/Return
Group Issue/Return
Member login/logout facility
Stock verification
Inter Library Loan (ILL)

iv) The Serials Control module has following sub modules.
Titles (Serials)
Suggestions
Subscription
Payment Check-in
Commercial Binding
In-House Binding

v) The OPAC module's primary functions include:
Simple Search
Boolean Search
Advanced Boolean Search
Records displayed and downloaded in Microsoft Excel, PDF, or MARCXML
Look for assistance with the goods in the library's purchase procedure.

vi) The following is offered by the Administration module:
User grouping according to the policy
The systems' transactional rights
Users' transaction level security
Common master databases are used in modules for a variety of configuration variables, including label, email, and other software-related characteristics.

The core operations are as follows-

12.3.1.2 Bibliographic Data Entry

In SOUL's **Catalogue module**, bibliographic records for books, journals, theses, multimedia items, electronic resources, and other materials are created. The software provides:

- **Template-based data entry sheets** with predefined fields according to international standards (e.g., title, author(s), publisher, edition, ISBN).
- **Customizable entry templates** that library staff can adjust based on local needs (e.g., additional fields, custom metadata sets).
- MARC21 data structure support, meaning each input field corresponds to a MARC tag/subfield for consistency with global cataloguing standards.

Manual entry involves filling these data fields directly through SOUL's cataloguing interface. The emphasis is on accurate, structured entry so that library patrons and staff can retrieve records effectively.

12.3.1.3 Import / Export Entry

SOUL supports **import and export of data** in standard formats such as MARC21, MARCXML, and CCF. This allows:

- **Bulk import** of bibliographic records downloaded from external authority databases. INFLIBNET provides bibliographic records from various colleges and institutions of India through INDCAT.
- **Export for reuse** in other systems or for backup.

Imported records can dramatically reduce manual data entry effort, especially for large collections, but typically still require verification and correction by staff to meet local cataloguing standards.

12.3.1.4 Technical Processing Tasks

1. **Accessioning**
   - Each copy of an item receives a **unique accession number**, entered into the system when the item is added to the collection.
2. **Classification and Subject Indexing**
   - Classification numbers (e.g., Dewey or other schemes) and subject headings are entered to enable search by subject and to support shelf organization.
3. **Barcode and Label Data**
   - SOUL can generate barcode labels based on entered accession and call numbers.
4. **Authority Files**
   - Entry (or linkage) of authority data such as standard author names, subject terms, corporate bodies, and series names helps control consistency across records.
5. **Technical Fields Entry**
   - Additional technical metadata (e.g., item format, language, physical description) are captured to support search and reporting.

Together these technical operations form the structured metadata environment that allows SOUL to support retrieval, reporting, and circulation processes.

12.3.1.5 User Interface & Workflow for Data Entry

SOUL's cataloguing/data entry is typically done through a **menu-driven graphical interface**, which offers:

- **Preconfigured data entry templates for different resource types.**
- A guided entry workflow starting from accessioning, followed by cataloguing and specification of supporting metadata.
- Integration with acquisition and stock verification processes, such that cataloguing often follows receipt of documents via the acquisition module.

12.3.1.6 Benefits and Challenges

Benefits

- **Standardized metadata** using MARC21 ensures compatibility with shared cataloguing services and data exchange.
- **Template and import tools** help reduce manual data entry effort.
- **Multilingual capabilities** support record creation in regional languages.

Challenges

- Import tools sometimes require local editing for accuracy and consistency.
- Some interfaces for custom templates can be complex for new users.
- Integration with barcode/thermal label systems may require supplemental software.

12.3.1.7 Output of Data Entry

- Bibliographic records are made available in the central database as a result of data entry in SOUL via reports, printed cards, circulation activities, and OPAC (Online Public Access Catalogue).

12.3.2 Data entry modules of KOHA

KOHA is an open-source software that offers user friendly interface so that user can edit modify and use the data entry and administrative templates according to their needs. The modules of KOHA are given below-

12.3.2.1 Cataloguing Module

The **Cataloguing module** is the core area for bibliographic data entry in Koha. It allows librarians to create, edit, import, and manage bibliographic records.

Bibliographic Data Entry

Koha uses the **MARC 21 format** for bibliographic data entry. Each record consists of:

- Leader and Control Fields (e.g., 001, 005, 008)
- Variable Data Fields (e.g., 100, 245, 260/264, 300, 650)

Key fields commonly entered include:

- Title and Statement of Responsibility (245)
- Author/Main Entry (100)
- Publication Details (260/264)
- Physical Description (300)
- ISBN (020)
- Subject Headings (650**)**

Koha provides **predefined frameworks** for different material types such as books, theses, serials, and audiovisual materials, making data entry structured and uniform.

12.3.2.2 Authority Control

Koha supports authority control for names, subjects, and series. During data entry, authorized headings can be linked to authority records, ensuring consistency and improving search accuracy.

Item-Level Data Entry
After creating a bibliographic record, item-level data is entered. Item records include:

- Barcode
- Call number
- Item type
- Location
- Accession number
- Price
- Acquisition date
- Status (available, issued, reference)

This data is essential for circulation and inventory management.

12.3.2.3 Acquisitions Module

The **Acquisitions module** handles data entry related to procurement of library materials.
Key data entry activities include:

- Creation of vendors and budgets.
- Entry of purchase orders and invoices.
- Linking ordered items to bibliographic records.
- Recording fund allocation and expenditure.

Acquisition data ensures financial accountability and seamless integration with cataloguing and circulation modules.

12.3.2.4 Serials Module

The **Serials module** supports data entry for journals, magazines, and newspapers.
It includes:

- Subscription details
- Frequency of publication
- Enumeration and chronology
- Issue receipt and claiming

Serials data entry enables systematic tracking of current and back issues.

12.3.2.5 Patrons Module

The **Patrons module** is used for entering and managing user data.
Key data elements include:

- Patron name and category
- Membership number
- Contact information
- User privileges and expiry date

Accurate patron data entry is essential for smooth circulation operations.

12.3.3 Data Entry Methods in Koha

12.3.3.1 Manual Data Entry

Librarians can manually input bibliographic and item data using MARC editing interfaces. This method is suitable for unique or local materials.

12.3.3.2 Importing Records

Koha allows importing bibliographic records using these following standards-

- Z39.50/SRU servers
- MARC record files.

This reduces duplication of work and enhances cataloguing efficiency in KOHA.

12.3.3.3 Data Validation and Quality Control in KOHA

Koha includes several features to maintain data quality:

- Mandatory fields in frameworks
- Drop-down menus and controlled vocabularies
- Duplicate record detection (that maintains the authenticity and uniqueness of record).
- Authority linking

12.3.3.4 Importance of Standardized Data Entry

Standardized data entry in Koha:

- Improves OPAC search and retrieval.
- Supports resource sharing and union catalogues.
- Ensures compliance with international cataloguing standards.
- migration and system upgrades facility.

12.3.3.5 Advantages and Challenges of Data Entry in Koha

Advantages

- User-friendly web-based interface.
- Support for international standards (MARC 21, RDA).
- Integration across all library functions.
- Open-source flexibility and customization.

Challenges

- Requirement of trained staff in MARC standards.
- Risk of inconsistencies due to manual entry.
- Time-consuming for retrospective conversion.
- Dependence on proper system configuration.

Table 1: Comparison SOUL & KOHA software-

Aspect	SOUL	KOHA
Developer	INFLIBNET, India	Katipo Community
Nature	Proprietary	Open Source
Platform	Windows-based	Web-based
Database	MS SQL / MySQL	MySQL / MariaDB
Modules	Acquisition, Cataloguing, Circulation, Serials, OPAC	Same modules with advanced reports
Standards	AACR-2, MARC 21	AACR-2, RDA, MARC 21
Customization	Limited	High
Interoperability	Limited	Strong (Z39.50, OAI-PMH)
Scalability	Small–medium libraries	Small to large libraries
Use in India	Widely used	Rapidly increasing

The above table clearly shows the advantages and limitations of both the software. User can select the software according to their need after going through these insights.

W CHECK YOUR PROGRESS

Q 1: Fill in the Blanks

a) …….. is a web based, open-source software.
b) SOUL 3.0 was introduced in the year ……..
c) ……. community introduced KOHA in the year …….
d) MARC 21 stands for ……..
e) In …….. module, bibliographic records are entered.

2 12.4 LET US SUM UP

Data entry operation in Library management is a very essential part for the growth and development of the library and its records, resources. For that purpose, various significant software are developed purely for library. SOUL and KOHA are widely used in the area of Library automation. SOUL is purely India based software introduced for the University and College libraries of Assam by INFLIBNET Centre. Reports says that it is one of the widely used Library software in India due to its user-friendly interface and system. Also, KOHA is web based, open-source software which is mostly selected for its interoperability, customization options. Data entry in these two are very proficient because both the software provides bibliographic data entry templates so that Any kind of Library can insert their data accordingly with customization with minimal cost. The MARC21 standards in both the software gives a controlled and standard format for template- based data entry.

K 12.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: a) KOHA, b)2021. c) Katipo Communications, 2000, d)Machine-Readable Cataloguing, d) Cataloguing

O 12.6 FURTHER READING

1) Automating Acquisition Through SOUL 3.0. (n.d.). *Journal of Electronic Design Technology*.
2) Deka, B., & Ahmed, J. H. (2017). *SOUL and Koha: A comparative study between the different functional modules*. 965–968.
3) *INFLIBNET Centre Gandhinagar*. (2026). Retrieved January 10, 2026, from https://www.inflibnet.ac.in/
4) Kushwah, S. S., Gautam, J. N., & Singh, R. (n.d.). *Library Automation and Open Source Solutions Major Shifts & Practices: A Comparative Case Study of Library Automation Systems in India.*
5) Mishra, V. K. (2015). Systematic Approach of Data Migration, Customization and Implementation of Koha: A Case Study of Saharanpur Campus Library, IIT Roorkee. KBD Publication. http://dspace.nitrkl.ac.in:8080/dspace/handle/2080/2261
6) *Official Website of Koha Library Software*. (n.d.). Retrieved January 10, 2026, from https://koha-community.org/
7) Singh, P. K., & Singh, A. P. (2015). Technical Processing of Documents through SOUL 2.0: An Analytical Study of BHU Library System. *Library Waves*, *1*(2), 72–82. http://www.librarywaves.com/index.php/lw/article/view/11
8) *SOUL - Software for University Libraries*. (n.d.). Retrieved January 6, 2026, from https://soul.inflibnet.ac.in/

M 12.7 MODEL QUESTIONS

Q 1: List the steps for entering a new book record in SOUL.
Q 2: Explain the data entry process in KOHA with suitable examples.
Q 3: SOUL is developed and maintained by which Organization?
Q 4: What do you mean by Bibliographic and Authority data?
Q 5: Name the database used in SOUL.
Q 6: Which cataloguing standard is used for data entry in KOHA?
Q 7: What is MARC21?

*** ***** ***

UNIT 13: RDA TOOLKIT

UNIT STRUCTURE

13.1 Learning Objectives
13.2 Introduction
13.3 Practice in RDA Toolkit by Using the Trial Access
- 13.3.1 Understanding the RDA Toolkit
- 13.3.2 Logging in and Creating a User Profile
- 13.3.3 Learning the Interface
- 13.3.4 Understanding the Structure of RDA Instructions
- 13.3.5 Using Chapter 0: Introduction to RDA
- 13.3.6 Navigation and Searching Exercises
- 13.3.7 Using Links Within RDA Instructions
- 13.3.8 Understanding Core Elements
- 13.3.9 Visual Cues in Instructions
- 13.3.10 Using the Table of Contents
- 13.3.11 Using Glossary and Index
- 13.3.12 Comparing AACR2 and RDA
- 13.3.13 Bookmarking Instructions
- 13.3.14 Using User-Contributed Content
- 13.3.15 Help and Support Resources
- 13.3.16 Practicing with Examples
- 13.3.17 Common Beginner Mistakes
- 13.3.18 Learning Strategy
- 13.3.19 Stepwise Practical Exercise Summary

13.4 Let Us Sum Up
13.5 Answers To Check Your Progress
13.6 Further Readings
13.7 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- learn about RDA toolkit
- get to know about the use of and process of RDA toolkit using the trail access.

13.2 INTRODUCTION

The RDA Toolkit is the official online platform that provides access to the RDA (Resource Description and Access) cataloguing standard. It is mainly used by librarians and cataloguers to describe library materials and create catalogue records. These materials may include printed books, e-books, journals, audio-visual items, digital files, and other multimedia resources.

For a first-time user, it is helpful to understand that the RDA Toolkit is not a printed rulebook. Instead, it is a web-based system that allows users to search, browse, and navigate through cataloguing instructions easily. Because it is online, the content is

regularly updated. This means libraries always have access to the latest version of the cataloguing standard without waiting for a new printed edition.

The Toolkit is designed to make cataloguing more systematic and user-friendly. It provides clear instructions, definitions, examples, and links between related rules. These features help beginners understand not only what to record in a bibliographic record, but also why it is recorded in a particular way.

The RDA Toolkit supports libraries in applying RDA principles correctly and consistently. By following its structured guidance, cataloguers can create accurate and standardized records that improve searching and retrieval in library catalogues. For this reason, the RDA Toolkit is widely used by academic libraries, national libraries, and metadata professionals around the world.

In simple terms, the RDA Toolkit is a modern, online guide that helps librarians create clear, consistent, and up-to-date catalogue records for all types of information resources.

Purpose and Importance of the RDA Toolkit

For someone using it for the first time, it is important to understand why the RDA Toolkit is necessary and how it supports library work.
First, the RDA Toolkit provides authoritative and reliable access to the RDA standard. This means that when a cataloguer records information about a book, journal, or digital resource, they are following the official and most up-to-date rules. Instead of relying on outdated printed manuals, librarians can consult the Toolkit to ensure they are applying the correct instructions.

Second, the Toolkit helps ensure consistency and accuracy in cataloguing. When all cataloguers follow the same standard, library records become uniform. For example, author names, titles, and publication details are recorded in the same structured way. This consistency improves the quality of the catalogue and reduces errors.

Third, the RDA Toolkit supports user-oriented cataloguing. The main goal of RDA is to help users find, identify, select, and obtain resources easily. By recording clear and structured information, libraries make it easier for students, researchers, and general readers to search and locate materials in the catalogue.

Fourth, the Toolkit supports linked data and semantic web compatibility. This means that the metadata created using RDA can be connected with other digital systems and online databases. In simple terms, RDA helps library data work smoothly in modern digital environments, making it suitable for online discovery systems and future technologies.

Finally, the RDA Toolkit replaces old, static printed rulebooks with dynamic and regularly updated content. Because it is online, updates and improvements can be added instantly. This ensures that libraries are always using the most current version of the cataloguing standard.

In summary, the RDA Toolkit is important because it provides official guidance, improves consistency and accuracy, supports user needs, enables compatibility with modern digital systems, and offers updated instructions. By using the RDA Toolkit, libraries can create flexible, interoperable metadata that is suitable for present and future information environments.

13.3 PRACTICE IN RDA TOOLKIT BY USING THE TRIAL ACCESS

13.3.1 Understanding the RDA Toolkit

Explanation:
The RDA Toolkit is not a book that you read from the first page to the last page. It is an online reference tool. This means you use it when you need to find a specific instruction while cataloguing. It works more like a dictionary or an encyclopedia than a textbook.

As a beginner, your goal is not to memorize all the rules. Instead, you should learn how to find the correct instruction and apply it properly when describing a resource.

Key Points:

- RDA organizes information using four main entities: Work, Expression, Manifestation, and Item.
- All instructions are connected through links, so you can easily move from one related rule to another.
- Core elements are the minimum pieces of information that must be recorded in a bibliographic record.

Practical Exercise 1:

a) Open the RDA Toolkit.
b) Think of a simple book and identify three basic elements: title, author, and publisher.
c) Use the search box to find instructions for each element.
d) Click on any links within the instruction and observe how they connect to related rules.

13.3.2 Logging in and Creating a User Profile

Explanation:
To use the RDA Toolkit fully, you need access. There are two levels of access. Institutional login allows you to view the content. A personal user profile allows you to save bookmarks and searches, which makes learning easier.

Steps for Beginners:

a) Log in using your institution's username and password.
b) Create your own profile by entering:
    a. Full name
    b. Profile name
    c. Email address
    d. Password
c) After creating the profile, log in again using your personal profile details.

Practical Exercise 2:

1. Log in with your new profile.
2. Find the instruction for "Title Proper" and bookmark it.
3. Create a saved search using the words "manifestation attributes."

13.3.3 Learning the Interface

Explanation:
Before starting cataloguing work, you should become familiar with the layout of the Toolkit. The interface includes tabs such as RDA, Resources, and Tools. The Browse Tree on the left side helps you move through chapters and sections.

Key Tips:

- Click the plus (+) sign to open sections.
- Click the minus (–) sign to close sections.
- Do not use the internet browser's back button. Use the navigation buttons inside the Toolkit.
- Explore different tabs to understand what they contain.

Practical Exercise 3:

a) Expand Section 1 in the Browse Tree.
b) Open the chapter called "Identifying Manifestations and Items."
c) Click on the Tools tab and explore options like Search and Bookmarks.
d) Understanding the Structure of RDA Instructions.

13.3.4 Understanding the Structure of RDA Instructions

Explanation:
RDA is not arranged by material type (like books or journals). Instead, it is arranged by entities and relationships. This means it focuses on what the resource is and how it is connected to other entities.

Entity-Based Sections:

- Sections 1–4 explain attributes (characteristics) of entities such as Manifestation, Item, Person, and Corporate Body.
- Sections 5–10 explain relationships, such as the relationship between a Work and its Creator.

Steps for Beginners:

a) Go to Section 1 to see how details about a resource (like edition and publication date) are recorded.
b) Go to Section 3 to learn how names of persons or organizations are recorded.
c) Visit Section 6 to understand how to record relationships between a work and its author.

Practical Exercise 4:

1. Take a physical book.
2. Find the instructions for recording its edition, publication date, and physical description.
3. Then find the instructions for recording the relationship between the book and its author.

13.3.5 Using Chapter 0: Introduction to RDA

Explanation:
Chapter 0 explains the basic ideas behind RDA. It discusses important principles such as representation (record what you see), accuracy, and identifying core elements.

Steps for Beginners:

- Read Chapter 0 slowly and carefully.
- Try to understand the purpose behind the rules.
- Focus on understanding ideas, not memorizing wording.

Practical Exercise 5:

1. Write down three important principles mentioned in Chapter 0.
2. Explain how each principle applies when recording the title of a book.

13.3.6 Navigation and Searching Exercises

Explanation:
Searching is one of the most important skills in using the Toolkit.

Quick Search:

- Use this for simple words or rule numbers.
- Press Enter to see results.

Advanced Search:

- Use filters to narrow results by section or document type.
- Do not apply too many filters, or you may miss important instructions.

Practical Exercise 6:

1. Use Quick Search to find instructions about a corporate body as creator.
2. Use Advanced Search to find instructions for edition statement, excluding examples.
3. Identify which results are marked as core elements.

13.3.7 Using Links Within RDA Instructions

Explanation:
Instructions are connected through links. This helps you move step by step through related rules.

What to Do:

- Click blue links to move to related instructions.
- Click green links to view policy statements.
- Follow the path from Creator to Preferred Name to Authorized Access Point.

Practical Exercise 7:

a) Find the instruction for recording a creator.
b) Follow the links to record the preferred name.
c) Write down the path you followed.

13.3.8 Understanding Core Elements

Explanation:
Core elements are the minimum information required in a bibliographic record. Some elements are conditional, meaning they are required only in certain situations.

What to Do:

- Always check if an instruction is labeled as core.
- Make sure you record all required elements.

Practical Exercise 8:

a) Identify core elements for a simple book.
b) Record title proper, creator, and publisher according to RDA instructions.

13.3.9 Visual Cues in Instructions

Explanation:
The Toolkit uses colors and labels to guide users.

- Yellow boxes provide examples.
- Green labels show alternatives or exceptions.
- Brown text indicates glossary terms.

What to Do:

- First read the rule.
- Then read the example to understand how it works.
- Check for exceptions.

Practical Exercise 9:

a) Find an example in Section 1.
b) Explain how the example clarifies the rule.

13.3.10 Using the Table of Contents

Explanation:
The Table of Contents gives an overview of chapters and sections.

What to Do:

- Use it when you know the chapter name.
- Combine it with the Browse Tree for better navigation.

Practical Exercise 10:

a) Use the Table of Contents to locate publisher information.
b) Navigate to the correct instruction.

13.3.11 Using Glossary and Index

Explanation:
RDA uses specific terminology. If you do not understand a term, use the Glossary.
What to Do:

- Look up unfamiliar words.

- Use the Index to find where instructions are located.

Practical Exercise 11:

a) Look up the term “edition statement.”
b) Find related instructions in Section 1.

13.3.12 Comparing AACR2 and RDA

Explanation:
If you have studied AACR2, comparing it with RDA helps you understand changes in approach.

Steps:

- Find a familiar AACR2 rule.
- Check the corresponding RDA instruction.
- Note differences in structure and wording.

Practical Exercise 12:

a) Compare how title proper is recorded in AACR2 and RDA.
b) Write one key difference.

13.3.13 Bookmarking Instructions

Explanation:
Bookmarks help you return quickly to frequently used instructions.

Steps:

- Bookmark title proper, creator, and publisher instructions.
- Organize them into folders.

Practical Exercise 13:

a) Create a folder named “Core Elements.”
b) Add three bookmarked instructions.

13.3.14 Using User-Contributed Content

Explanation:
Workflows guide you step by step. Mappings show how RDA elements relate to MARC fields.

What to Do:

- Use workflows as support tools.
- Always check the official instruction as well.

Practical Exercise 14:

a) Open a workflow for cataloguing a book.
b) Compare it with the official RDA instructions.

13.3.15 Help and Support Resources

Explanation:
The Toolkit provides help materials.

What to Do:

- Use Help if you are confused.

- Read FAQs.
- Watch training videos.

Practical Exercise 15:

1. Open the Help section.
2. Note one useful tip about searching.

13.3.16 Practicing with Examples

Explanation:

Examples help you understand how rules are applied in real records.

Steps:

- Study sample records.
- Compare RDA elements with MARC fields.
- Try creating a simple record yourself.

Practical Exercise 16:

a) Choose a book.
b) Record its title, author, and publication details using RDA rules.
c) Compare your record with a MARC example.

13.3.17 Common Beginner Mistakes

Avoid:

- Using the browser's back button
- Forgetting to clear search filters
- Confusing policy statements with official rules
- Applying too many search limits

Practical Exercise 17:

1. Repeat a search and check that filters are cleared.
2. Confirm you are reading an official RDA instruction.

13.3.18Learning Strategy

Best Approach for Beginners:

1. Understand the structure of RDA.
2. Practice navigation daily.
3. Focus on core elements.
4. Use examples to improve understanding.
5. Repeat exercises regularly.

Regular hands-on practice will build confidence and skill in using the RDA Toolkit effectively.

13.3.19 Stepwise Practical Exercise Summary

Finding Manifestation Attributes:

- Open Section 1 → Chapter 2
- Identify title proper, edition statement, publisher

- Record core elements

Recording Creator Relationships:

- Open Section 6 → Work–Creator relationships
- Identify authorized access point
- Record preferred name of the creator

Using Bookmarks and Links:

- Bookmark three frequently used instructions
- Follow internal links between related instructions
- Record navigation path

Using Glossary and Index:

- Look up unfamiliar terms
- Locate instructions in Sections 1–4
- Record definitions and instructions

W CHECK YOUR PROGRESS

Q 1: Fill in the blanks:

a) The RDA Toolkit is a …….. platform for accessing cataloguing instructions.
b) RDA organizes instructions based on entities and ……...
c) Core elements represent the …….. required information in a bibliographic record.
d) The Browse Tree helps users navigate through different …….. and chapters.

2 13.4 LET US SUM UP

Mastering the RDA Toolkit is not about memorizing rules, but about learning how to find the right instruction, understand it clearly, and apply it correctly while cataloguing. For beginners, confidence develops gradually through regular use and guided practice. Learners should concentrate on understanding entities (Work, Expression, Manifestation, and Item) and the relationships between them, rather than thinking only in terms of material types such as books or journals. This conceptual understanding makes cataloguing more logical and systematic.It is also important to use the Toolkit's navigation tools, search options, and internal links effectively. Knowing how to move between related instructions saves time and improves accuracy. Special attention should always be given to core elements, since they form the minimum and most essential information required in every bibliographic record.Regular practice with examples and step-by-step exercises helps in strengthening understanding and reducing confusion. Beginners should also be careful to avoid common mistakes, such as misusing search filters or confusing policy statements with official instructions.With consistent hands-on practice, learners gradually develop professional cataloguing skills. Proper use of the RDA Toolkit ultimately leads to the creation of clear, accurate, and standardized bibliographic records that improve information access for library users.

K 13.5 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q 1: a) Online, b) Relationships, c) minimum, d) sections.

O 13.6 FURTHER READING

1) **Official RDA Toolkit Website**
   https://www.rdatoolkit.org
2) **Library of Congress – RDA Training Materials**
   https://www.loc.gov/aba/rda/

M 13.7 MODEL QUESTIONS

A. Short Answer Type Questions:

Q 1: Explain the importance of core elements in RDA cataloguing.

Q 2: What is the difference between institutional login and user profile login in the RDA Toolkit?

Q 3: Describe the role of the Browse Tree in navigating the RDA Toolkit.

B. Long Answer Type Questions:

Q 1: Explain the structure of the RDA Toolkit. Discuss its organization based on entities and relationships and describe how a beginner should approach learning it.

Q 2: Discuss the purpose and importance of the RDA Toolkit in modern library cataloguing. Highlight its advantages over print-based cataloguing codes.

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UNIT 14: THE LEARNERS WILL PREPARE A REGISTER OF CATALOGUE 100 USING AACR II CLASSIFICATION

UNIT STRUCTURE

14.1 Learning Objectives
14.2 Prepare a Register of Catalogue of 100 Using AACR II Classification

14.1 LEARNING OBJECTIVES

After going through this unit, we will be able to,

- gain practical knowledge of classifying documents of various kinds as per AACR II classification Scheme.

14.2 PREPARE A REGISTER OF CATALOGUE OF 100 USING AACR II CLASSIFICATION

1. The Deviant Pupil: sociological perspectives
V. J Furlong
Open University Press
Milton Keyness
1985
Other information:
Call no- 371.93 FUR
Accession No-7862
Physical description: xx, 266, Size- 24cm
ISBN- 0-335-15225-2

2. Consumer Bahaviour
Suja R. Nair
Allied Publishers
New Delhi
2022
Other information:
Call no-658.834 NAI
Accession No- 5063
Physical description: ix. 220
ISBN-8174935886

3. All about motherboard
Manahar Lotia
B P B Publications
New Delhi
2010
Other information:
Call no-004.64 LOT

Accession No- 1744
Physical description: xx. 252
ISBN-8183330568

4. Artificial Neural networks
B. Yegnanarayana
Prentice - Hall of India Private Limited
New Delhi
2011
Other information:
Call no- 006.32 YEG
Accession No- 10046
Physical description: xxi, 272, Size- 22cm
ISBN- 9788120312531

5. Maharaj
A biography of Shriman Tapasviji Maharaj
A mahatma who lived for 185 years.
T.S. Anantha Murthy
Revised American Edition
Dawn Horse Press San Rafel 1986
Other information:
Call no- 294.50934 ANA
Accession No- 3000
Physical description: 346, Size- 21.6 cm
ISBN- 8178880660

6. Introduction to Digital Technology
Third Edition
Louis Nashelkey
John Wiley and Sons
New York
1983
Other information:
Call no- 621.381950 NAS
Accession No- 14191
Physical description: vii, 356, Size- 23.6 cm
ISBN- 9781846841095

7. A handbook of Computer Based Training
Christopher Dean and Quentin White Lock
Kongan Page, London
Nicholas Publishing Company
New York 1983
Other information:
Call no- 371.3944 DEA
Accession No- 8949
Physical description: 264, Size- 23.2 cm
ISBN- 0893971324

8. Principles of electrical engineering
William H. Timble & Vannevar Bush
John Wiley & Sons

New York, London
Other information:
Call no- 621.3 BUS
Accession No- 32156
Physical description: ix, 629, Size-19 cm
ISBN- 0893971234
Thoroughly illustrated

9. Introduction to International Relations
Pierre- Marie Martin
Translated from franch by Arti Sarmah
Edited by J.C. Johri
Starling Publishers Pvt. Ltd
New Delhi, Banglore
1986
Other information:
Call no- 327 MAR
Accession No- 11200
Physical description:183, Size-21.5 cm
ISBN- 9780521705554

10. Psychology of perception
William N Dember
Joel S. Warm
2nd edition
Holt, Rinehant and Winston
New York
1979
Other information:
Call no- 152.1 DEM
Accession No- 5302
Physical description: viii,536 Size-25 cm

11. Development psychology
Robert M. Liebert
Rita Wicks
Robert V.Kail
Prentice Hall, New Jercy
1986
Other information:
Call no- 155 LIE
Accession No- 6130
Physical description: vii, 548 Size-24 cm
ISBN- 9788122436235

12. Speed strength and stamina: condition for tennis
Connie Haynes with Eve Kraft and John Conroy
Illustrated by George James
Double Day
Garden Hall, New York 1975
Other information:
Call no- 796.342 HAY

Accession No- 3001
Physical description:vi, 210p. Size-23 cm
ISBN- 9788131704967

13. Visual basic 2005
H. M. Deitel
Prentice Hall
London
2001
Other information:
Call no- 005.268 DEI
Accession No- 3657
Physical description:vi, 210 Size-23 cm
ISBN- 9788131715833

14. Principles of psychology
Richard H. Price
Mitchall Glickstrin
David L. Horton
Ronal H. Baiby
Holt, Rineharte and Wilston, New York
1982
Other information:
Call no- 150 PRI
Accession No- 5819
Physical description:vi, 610 Size-26 cm
ISBN- 8183331017

15. James Mill
The history of the British India
A bridged with an introduction
William Thomas
The University of Chicago Press
Chicago and London
1975
Other information:
Call no- 954 MIL
Accession No- 18243
Physical description:xvi, 599p. Size-23 cm
ISBN- 97881259099521

16. Production system models of learning and development
David Klakar
Pat Langley
&
Robert Nechess
The MIT Press
Cambridge
1987
Other information:
Call no- 153 PRO
Accession No- 124455

Physical description:xii, 499 Size-24 cm
ISBN- 9780074635797

17. The old stone house and other stories
Anna Katherine Rohits
Books for libraries Press
Freeport, N.Y
Other information:
Call no- 813 ROH
Accession No- 3009
Physical description:202 Size-21 cm
ISBN- 8126504021

18. A concise course in reporting for newspaper, magazine, radio & TV
B. N. Ahuja
Rawat Publication
Jaipur
2023
Other information:
Call no- 070.44 AHU
Accession No- 1473
Physical description:212 Size-24 cm
ISBN- 8122900526

19. The Cambridge Comapanion to Logical Empiricism
Alan Richardson
Cambridge University Press
New York
2019
Other information:
Call no- 146.42 RIC
Accession No- 9115
Physical description:xiii,593 Size-24 cm
ISBN- 9780521796286

20. The social archaeology of the Levant: from prehistory to the present
Edited by
Assaf Yasur Landau
Eric H. Cline
Yorke M Rowan
Cambridge University Press
New York
2025
Other information:
Call no- 956 YAS
Accession No- 19626
Physical description:xiii,620 Size-26 cm
ISBN- 9781107156685

21. Patchwork states: a historical root of subnational conflict and competition in South Asia
Adnan Naseemullah
Cambridge University Press

Singapore
2025
Other information:
Call no- 320.954 NAS
Accession No- 19619
Physical description:309 Size-24 cm
ISBN- 9781009158411

22. The wonder that was India: 1200-1700
S. A. A. Rizvi
Picador India
New Delhi
1987
Other information:
Call no- 954.02 RIZ
Accession No- 19620
Physical description:xxxiii, 358 Size-24 cm
ISBN- 9789389109351

23. The Filigree Ball
Anna Katherine Green
Arho Press
New York 1976
Other information:
Call no- 813 ROH
Accession No- 3010
Physical description:418 Size-21 cm
ISBN- 9780253202871

24. A century of protests: peasant politics in Assam since 1900
Arupjyoti Saikia
Routledge
London
2014
Other information:
Call no- 954.162 SAI
Accession No- 19246
Physical description:xvi, 480 Size-22 cm
ISBN- 9781138044432

25. Modern western political thought
Anilkumar B. Halu
Ishika Publishing House
Jaipur
2015
Other information:
Call no- 320.5 HAL
Accession No- 19260
Physical description: viii, 204 Size-24 cm
ISBN- 9789382629948

26. Letters to the press
Sir Arthur Conan Doyle

Edited and introduce by
John Michael Gibson
Richard Lanelyn Green
University of Lowa Press
Lowa City
1986
Other information:
Call no- 823.8 DOY
Accession No- 3016
Physical description:376 Size-23 cm
ISBN- 9781412964678

27. The gift of magi
O, Henry
Illustrated by Erik Blegved
Howthron Books
New York
1972
Other information:
Call no- 813.52 OHE
Accession No- 3011
Physical description:291 Size-17.3 cm
(There are few illustration: the actual name of the author is William Sydney Porter and author is known by pseudonym)

28. Alice Handrikson Eagly
Sex differences in social behaviour: a social role interpretation
Erlboun Associates
Hillside, N. J.
1987
Other information:
Call no- 305.45 EAG
Accession No- 3022
Physical description: viii, 126 Size-21 cm
ISBN- 0898598044

29. Modern Electrochemistry
An introduction to an interdisciplinary area
John Om Bockvis
Amulya K.N. Reddy
A. Plenum/Rosetta Edition
1973
Other information:
Call no- 541.37 BOC
Accession No- 8156
Physical description: 126 Size-22 cm
ISBN- 0898598099

30. An outline of statistical theory
Volume one
(probability and probability distribution)
A M Goan

M.R. Gupta
B. Dasgupta
The World Press Private Limited
1985
Other information:
Call no- 310 GOA
Accession No- 15492 (vol.1)
15493 (vol. 2)
Physical description: xiv, 516 (vol.1)
xv, 551 (vol. 2)
size- 22 cm

31. Developmental psychology and social change: research, history and policy
David B. Pillemer
Sheldon H. White
(Editors)
Cambridge University Press, N.Y
2005
Other information:
Call no- 303.4 PIL
Accession No- 13350
Physical description: xii, 399 Size-24 cm
ISBN- 0521826187

32. Key concepts in media and communications
Paul Jones & David Holmes
Sage Publications Ltd
Singapore
2011
Other information:
Call no- 302.2 JON
Accession No- 14240
Physical description: vii, 14240 Size-24 cm
ISBN- 9781412928212

33. Foundations of Indian political thought
V R. Mehta
Manohar
2023
Other information:
Call no- 320.50954 MEH
Accession No- 19255
Physical description: vii, 306 Size-22 cm
ISBN- 8173041571

34. Indian political thinkers
Pramod M. Pawar
Chandralok Prakashan
Kanpur, 2017
Other information:
Call no- 320.0922 PAW
Accession No- 19258

Physical description: vii, 336 Size-22 cm
ISBN- 9789386016331

35. Global politics: BA 4th semester
Nazrul Hussain
EBH publishers
Guwahati, 2023
Other information:
Call no- 329 HUS
Accession No- 19257
Physical description: 166 Size-24 cm
ISBN- 9789392038396

36. Third seminar
On
Dravidian linguistics
Editors
S. Agesthialingom &
S. V. Shanmugam
Annamalainagar
Tamilnadu, India, 1972
Other information:
Call no- 491.806 SEM
Accession No- 4042
Physical description: v, 415 Size-23 cm
Note: conducted by the centre of advanced study in linguistics, Annamalai University, Nov 19-21, 1971

37. Perspectives in Cytology and Genetics
Edited by
G.K. Manna &
Umakant Sinha
Proceedings of the fifth All India Congress of Cytology and Genetics held at Bhubeneswar from October 7-10, 2001
Society of Cytology and Genetics
Delhi, 2002
Other information:
Call no- 574.87 ALL
Accession No- 4099
Physical description: xxxix, 990 Size-26 cm

38. Keesing's record of world events
Volumes 57 (1987)
57th years of publication
(formally keesing's contemporary archives)
Longman
Other information:
Call no- 050 KEE
Periodicity-Monthly
Size-26 cm
Date of 1st issue-1931
Library holdings- from vol.8 (1938)

39. Law quarterly review
Vol. 105 April 1989
Stevens and sons Ltd.
London
Other information:
Call no- 340.05 LAW
Date of 1st issue 1885
Size-25 cm
ISSN: 0023933x
The library holdings are
Vol. 52 (1937) to Vol. 57 (1942)
Vol. 65 (1950)-

40. SRELS journal of Information Management
Vol. 44 No.4 December 2007
Banglore
Sarada Ranganathan Endowment for Library Science
Other information:
Call no- 020.5
Physical description: 20 cm, paper 94
ISSN: 09722467
Frequently quarterly library has all volumes.

41. Gem's school atlas
Ratna Sagar
New Delhi 1995
Other information:
Call no- 912 IND
Accession No- 2438
Physical description: iv, 80 Size-28×22 cm
ISBN- 8170702480
Contents 133 colour maps
Copyright- Govt. of India

42. World: political and commercial
(with air and sea routes)
Bharat Graphics
Chandigarh, 1995
Other information:
Call no- 912 IND
Accession No- 25321
Physical description: 95×64 cm
ISBN- 8170702480
Copyright- Govt. of India
Scale-Ca 1:33 million approx.
Map is colourful

43. The internet for absolute beginners
Designed, written and produced by
Mike Lloyd
ASLIB
The Association for Information Management 2005

Other information:
Call no- 621.385 LLD
Accession No- 4621
Contains- 2 disks (double side, double density; 3.5 in floppy disks)
Systems requirements

44. The transitory museum
Emanuele Coccia
Donatien Grau
Translated by Tom Conley
Polity Press
UK, 2019
Other information:
Call no- 746.920 GRA
Accession No- 19617
Physical description: 133 Size-20 cm
ISBN- 9781509533053

45. Concepts and theories of modern democracy
Anthony H. Birch
Routledge
UK
3rd ed. 2007
Other information:
Call no- 321.8 BIR
Accession No- 19266
Physical description: vi, 315 Size-24 cm
ISBN- 9781138656468

46. The Railways in Assam: 1885-1947
Sarah Hilay
Varanasi
Pilgrims Publishing
2007
Other information:
Call no- 385.0954162 HIL
Accession No- 19618
Physical description: xxii, 346 p. Size-24 cm
ISBN- 8177694227

47. Frontier states
Essays on democracy, society and security in North East India
Edited by
Alaka Sarmah
Shubhrajeet Konwer
Guwahati
DVS Publisher
2015
Other information:
Call no- 305.8009541 SAR
Accession No- 19256
Physical description: xxii, 371 p. Size-22.3 cm

ISBN-9788186307946

48. Public interest litigation in India
Prospects and problems
Sam J Abraham
New Delhi
Cyber Tech Publications
2023
Other information:
Call no- 343.954 ABR
Accession No- 19264
Page- xxii, 199 p. Size-23.5 cm
ISBN-9789393308498

49. Social forces and politics in North East India
Edited by
Apurba K. Baruah
Susmita Sen Gupta
Guwahati
DVS Publisher
2013
Other information:
Call no- 306.095416 BAR
Accession No- 19265
Physical description: xxii, 272 p. Size-22.5 cm
ISBN-9788186307687

50. Haliram Dhekiyal Phukan rachanvali
Laxmi Nath Tamuly (Editor)
Guwahati
Publication Board, Assam
2008
2nd ed
Other information:
Call no- 891.4518 TAM
Accession No- 10826
Physical description: lvi, 305 p. Size-22 cm

51. Jyoti divashik abhidhan : anglo Assamese dictionary
Pranav Jyoti Deka
Assam Book Depot+
Guwahati
2009
5th ed
Other information:
Call no- 426.91451 DEK
Accession No- 7576
Physical description: 1445 p. Size-24 cm

52. The Penguin dictionary of economics
Graham Bannock
Contributor(s): R. E. Baxter & Evan Davis
7th ed.

Penguin Books
2003
London
Other information:
Call no- 330.03
Accession No- 7654
Physical description: vi, 410 p. Size-20.1 cm
ISBN: 9780141010755

53. The math explorer: a journey through the beauty of mathematics
Jefferson Hane Weaver
Hyderabad
Universities Press India Pvt. Ltd
2008
Other information:
Call no- 510 WEA
Accession No-13889
Physical description: 288 p. Size-.24 cm
ISBN: 9788173715631

54. Journalism, science and society: science communication between news and public relations
Martin W Bauer & Massimiano Bucchi.
Oxon
Routledge
2010
Other information:
Call no- 070.4495 BAU
Accession No- 12174
Physical description: xi, 286 p. Size-23 cm
ISBN: 9780415881340; 041588134x

55. Oxford advanced learner`s dictionary of current English
A. S. Hornby
New Delhi
Oxford University Press
7th ed.
2010
Other information:
Call no- 423 HOR
Accession No- 6926
Physical description: xii, 1780 p. Size-23 cm
ISBN: 9780194316644

56. The short oxford history of english literature
Andrew Sanders
New Delhi
Oxford University Press
2006
3rd ed.
Other information:
Call no- 820.9 SAN

Accession No- 6926
Physical description: vii, 756 p. Size-24 cm
ISBN: 9780195672640

57. Political theory: Concepts and debates
Abhyanand
New Delhi
Rajat Publication
2024
Other information:
Call no- 320.1
Accession No-19263
Physical description: 288 p. Size-.24 cm
ISBN: 978939540517

58. The reformation: towards a new history
Lee Palmer Wandel
New Delhi
Cambridge University Press
2011
Other information:
Call no- 270.6
Accession No-19224
Physical description: 281 p. Size- 24 cm
ISBN: 978939540517

59. World history through case studies
historical skills in practice
David Eaton
London Bloomsbury Academic
2020
Other information:
Call no- 909 EAT
Accession No-19267
Physical description: 283 p. Size- 24 cm
ISBN: 9781650042612

60. Oxford idioms
New Delhi
Oxford University Press
2006
2nd ed.
Other information:
Call no- 423.13 OXF
Accession No-14527
Physical description: 468 p. Size- 22 cm
ISBN: 9780194317238

61. Oxford dictionary of English idioms
AP Cowie
Contributor(s): R. Mackin & I R McCaig
New Delhi
Oxford University Press

2007
Other information:
Call no- 423.13 COW
Accession No- 14524
Physical description: lxiii, 685 p. Size- 22 cm
ISBN: 9780195693133

62. Title: Oxford dictionary of English idioms
AP. Cowie ; contributors, R. Mackin and I. R. McCaig.
2nd ed.
New Delhi
Oxford University Press
2007
Other information:
Call No.:423.13 COW
Physical description: lxiii, 685 p.; 22 cm.
Series: Oxford reference series.
ISBN: 9780195693133
Notes: Includes bibliographical references.

63. Research methodology: methods and techniques
C. R. Kothari.
2nd rev. ed.
New Delhi
New Age International Publishers, 2004.
Other information:
Physical description: xii, 401 p.; 24 cm.
ISBN: 9788122415223
Notes: Includes index and bibliographical references.
Call No.: 001.42 KOT
Accession No.: 15872

64. The guide
R. K. Narayan.
Edition: Reprint ed.
Chennai
Indian Thought Publications, 2006.
Other information:
Physical description: 247 p.; 20 cm.
ISBN: 9788185986172
Call No.: 823 NAR
Accession No.: 14963

65. Pride and prejudice / Jane Austen.
Edition: Reprint ed.
New Delhi
Penguin Classics, 2003.
Other information:
Physical description: xxii, 279 p.; 20 cm.
ISBN: 9780141439518
Notes: Originally published in 1813.
Call No.: 823 AUS

Accession No.: 15244

66. Encyclopaedia of library and information science
edited by Miriam A. Drake.
Edition: 2nd ed.
Publication: New York
Marcel Dekker, 2003.
Other information:
Physical description: xxv, 987 p.: ill.
26 cm.
ISBN: 9780824705602
Notes: Includes index.
Call No.: 020.3 DRA
Accession No.: 16011

67. The Old Man and the Sea
Ernest Hemingway
New Delhi
Om Books International
2012
Other information:
Physical description: 127 p.; 20 cm.
ISBN: 9789380069685
Call No.: 823 HEM
Accession No.: 15001

68. Pride and prejudice
Jane Austen.
New Delhi
Rupa Publications
2010
Other information:
Physical description: 352 p.; 21 cm.
ISBN: 9788129115300
Call No.: 823 AUS
Accession No.: 15002

69. Things fall apart
Chinua Achebe
London
Penguin Books
2001
Other information:
Physical description: 209 p. ; 20 cm.
ISBN: 9780141023380
Call No.: 823 ACH
Accession No.: 15003

70. Harry Potter and the philosopher's stone J.K. Rowling.
London
Bloomsbury
1997
Other information:

Physical description: 223 p.; 22 cm.
ISBN: 9780747532699
Call No.: 823 ROW
Accession No.: 15005

71. Engineering mathematics
K.A. Stroud.
London
Palgrave Macmillan
2013
Other information:
Physical description: xviii, 1160 p.; 24 cm.
ISBN: 9781137031204
Call No.: 510 STR
Accession No.: 15006

72. Fundamentals of physics
David Halliday, Robert Resnick, Jearl Walker.
New Delhi
Wiley India
2014
Other information:
Physical description: xii, 1328 p.; 26 cm.
ISBN: 9788126550463
Call No.: 530 HAL
Accession No.: 15007

73. To Kill a Mockingbird
Harper Lee
Place: London
Publisher: Arrow Books
year: 2015
Other information:
Physical description: 324 p.; 21 cm.
ISBN: 9780099549482
Call No.: 823 LEE
Accession No.: 15020

74. World book Encyclopaedia.
Place: Chicago
Publisher: World Book Inc.
Year: 2011
Other information:
Physical description: 22 vols.; 28 cm.
ISBN: 9780716601116
Call No.: 031 WOR
Accession No.: 15019

75. Kumar's curriculum series in library and Information Science.8
Information and Communication
P.S.G. Kumar
Place: Delhi
Publisher: B.R. Publishing Corporation.

Year: 2004
Other information:
Physical description: 459 p.; 22 cm.
ISBN: 817646418X
Call No.: 020 KUM
Accession No.: 15020

76. Information Science: information, knowledge, communication and libraries
C.A Augustine
Place: New Delhi,
Publisher: Ess Ess publication
Year:2019
Other information:
Physical description: 325 p.; 22 cm.
ISBN: 8176464188
Call No.: 020 AUG
Accession No.: 15021

77. Indian Knowledge System: unveiling traditions, perspectives and narratives
Anshul Saluja
Place: New Delhi
Publisher: Book Rivers
Year: 2023
Other information:
Physical description: 275 p.; 22 cm.
ISBN: 9789358428384
Call No.: 001.0954 SAL
Accession No.: 15021

78. A Brief History of Time
Stephen Hawking
Place: London
Publisher: Bantam Press
Year: 1988
Other information:
Physical description: 256 p.; 24 cm.
ISBN: 9780553053401
Call No.: 530 HAW
Accession No.: 15031

79. The Disappearing Spoon
Sam Kean
Place: New York
Publisher: Little, Brown and Company
Year: 2010
Other information:
Physical description: 400 p.; 24 cm.
ISBN: 9780316051637
Call No.: 540 KEA
Accession No.: 15032

80. Principles of Management
Harold Koontz, Heinz

Weihrich,
Place: New Delhi
Publisher: Tata McGraw Hill
Year: 2010
Other information:
Physical Description: 672 p.; 24 cm.
ISBN: 9780070144958
Call No.: 658 KOO
Accession No.: 15033

81. Computer Networks
Andrew S. Tanenbaum, David J. Wetherall,
Place: Boston
Publisher: Pearson
Year: 2011
Other information:
Physical Description: 960 p.; 24 cm.
ISBN: 9780132126953
Call No.: 004.6 TAN
Accession: 15034

82. Fundamentals of Nursing
Authors: Potter, Patricia A.; Perry, Anne Griffin
Place: St. Louis
Publisher: Elsevier
Year: 2017
Other information:
Physical Description: 1550 p.; 28 cm.
ISBN: 9780323327404
Call No.: 610.73 POT

83. History of Ancient India (Vol. 1-3)
R.C Majumdar
Mumbai
Publisher: Bharatiya Vidya Bhavan
Year: 2011
Other information:
Physical Description: 3 vols.; 24 cm.
ISBN: 9788172764767
Call No.: 934 MAJ
Accession No: 15036

84. Encyclopaedia of Library and Information Science (Vol. 1–5)
Editor: John Feather,
Place: London
Publisher: Routledge
Year: 2013
Other information:
Physical Description: 5 vols.; 29 cm.
ISBN: 9780415584753
Call No.: 020.3 ENC

Accession No: 15037

85. Collected Works of Mahatma Gandhi (Vol. 1–100)
M. K.Gandhi,
Place: New Delhi
Publisher: Publications Division
Year: 1999
Other information:
Physical Description: 100 vols.; 24 cm.
ISBN: 9788123010201
Call No.: 954.035 GAN
Accession: 15038

86. The Guide
R. K Narayan
Place: Chennai
Publisher: Indian Thought Publications
Year: 2006
Other information:
Physical Description: 250 p.; 20 cm.
ISBN: 9788185986180
Call No.: 823.914 NAR
Accession: 15039

87. My Experiments with Truth
Author: Gandhi, M. K.
Place: Ahmedabad
Publisher: Navajivan Publishing House
Year: 2007 (Reprint)
Other information:
Physical Description: 454 p.; 21 cm.
ISBN: 9788172290082
Call No.: 923.254 GAN
Accession: 15040

88. Pedagogy of the Oppressed
Paulo Freire
Place: New York
Publisher: Continuum
Year: 2000
Other information:
Physical description: 183 p.; 23 cm.
ISBN: 9780826412768
Call No.: 370.115 FRE
Accession No.: 15024

89. The Sociological Imagination
C. Wright Mills
Place: New York
Publisher: Oxford University Press
Year: 2000
Other information:
Physical description: 234 p.; 21 cm.

ISBN: 9780195133738
Call No.: 301 MIL
Accession No.: 15025

90. The Wealth of Nations
Adam Smith
Place: London
Publisher: Penguin Books
Year: 1999
Other information:
Physical description: 1264 p.; 20 cm.
ISBN: 9780140436150
Call No.: 330 SMI
Accession No.: 15027

91. India After Gandhi
Ramachandra Guha
Place: New Delhi
Publisher: HarperCollins
Year: 2007
Other information:
Physical description: 900 p.; 24 cm.
ISBN: 9788172236335
Call No.: 954.05 GUA
Accession No.: 15028

92. Prisoners of Geography
Tim Marshall
Place: London
Publisher: Elliott & Thompson
Year: 2015
Other information:
Physical description: 320 p.; 23 cm.
ISBN: 9781783962433
Call No.: 910 MAR
Accession No.: 15029

93. Silent Spring
Rachel Carson
Place: Boston
Publisher: Houghton Mifflin
Year: 2002
Other information:
Physical description: 378 p.; 21 cm.
ISBN: 9780618249060
Call No.: 363.7384 CAR
Accession No.: 15030

94. The Selfish Gene
Richard Dawkins
Place: Oxford
Publisher: Oxford University Press
Year: 2006

Other information:
Physical description: 360 p.; 23 cm.
ISBN: 9780199291151
Call No.: 576.8 DAW
Accession No.: 15033

95. Engineering Mechanics: Statics
J. L. Meriam
Place: Hoboken
Publisher: Wiley
Year: 2012
Other information:
Physical description: 720 p.; 25 cm.
ISBN: 9780470614815
Call No.: 620.103 MER
Accession No.: 15035

96. Gray's Anatomy for Students
Richard L. Drake
Place: Philadelphia
Publisher: Elsevier
Year: 2019
Other information:
Physical description: 1192 p.; 28 cm.
ISBN: 9780323393041
Call No.: 611 DRA
Accession No.: 15036

97. Introduction to the Constitution of India
D. D. Basu
Place: New Delhi
Publisher: LexisNexis
Year: 2015
Other information:
Physical description: 450 p.; 24 cm.
ISBN: 9789351437161
Call No.: 342.54 BAS
Accession No.: 15037

98. The 7 Habits of Highly Effective People
Stephen R. Covey
Place: New York
Publisher: Free Press
Year: 2004
Other information:
Physical description: 381 p.; 24 cm.
ISBN: 9780743269513
Call No.: 658 COV
Accession No.: 15038

99. The Story of Art
E. H. Gombrich
Place: London

Publisher: Phaidon Press
Year: 1995
Other information:
Physical description: 688 p.; 25 cm.
ISBN: 9780714832470
Call No.: 709 GOM
Accession No.: 15040

100. The Bhagavad Gita
Translated by Eknath Easwaran
Place: Petaluma
Publisher: Nilgiri Press
Year: 2007
Other information:
Physical description: 296 p.; 22 cm.
ISBN: 9781586380199
Call No.: 294.5924 BHA
Accession No.: 15041

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