COURSE GUIDE

LIS 202
INFORMATION RETRIEVAL
(CATALOGUING I)

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INTRODUCTION

Successful learning is a product of good quality lesson and practices and this call for the use of an appropriately selected, carefully designed, creatively produced and effectively applied learning materials. Every learning including the much-criticised 'talk=n-chalk' material needs to be organised and structured to produce a good result. Based on that, you should regard this course LIS 202 Information Retrieval (Cataloguing I) as vital to your BSc degree programme in Library and Information Science.

LIS 202 Information Retrieval (Cataloguing I) has been developed to sharpen your focus on the main purpose of information management, which is providing access to information resources to users. The course is a two-credit course and consists of 15 units of four modules. The course will effectively direct you on how to meet the needs of information retrieval in the library. Besides, as you diligently pursue the course, you will be equipping yourself with the valuable skills to organise information resources/learning materials and be able to make selections of useful materials based on sound criteria.

Information retrieval/cataloguing is a special course. It is also very relevant to you both now and in the future as an information management professional in the field of \library and Information Science. LIS 202 carries two credits and has been developed in **four modules.** In this course, you will learn that information retrieval requires some form of learning and technicality to enable you effectively.

If you work in a library or you can pay a visit to one, particularly in public libraries in Nigeria, you will observe the acute shortage and improper arrangement of resource materials in the libraries, why is this so? With this course, you could soon be in the position to catalogue information resources materials that will be generally accessed.
Reflect on your learning in other Library and Information Science courses. You shall be referring to them when discussing the types of information retrieval and their application in the library. Remember, every course in your programme of study is relevant and inter-related to each other for effective learning.

LIS 202: Information Retrieval (cataloguing I) will focus on the learning needs of cataloguing in the library and how to catalogue and retrieve information resources to meet the need of users. More importantly, the course will equip you with the skills necessary for information retrieval and management in the library

WHAT YOU WILL LEARN IN THIS COURSE

Information Retrieval can be interesting, innovative and lively, but it can be costly and time-consuming. The action involves a series of decisions that must be taken as follows.

Why am I cataloguing library information materials?
What is the need for the cataloguing?
Which types of materials do I need to catalogue?
Whom am I cataloguing for?
Can they use the materials?
Do I have the skills?
Are the library materials appropriate and relevant to the users?
Can it be easily accessed and retrieved?

COURSE AIM

The general aim of the course is to guide you through the systematic approach of information retrieval so that you can:

1. Apply the principles guiding the information retrieval of relevant information resources to the library materials.
2. Critically select materials for retrieval and cataloguing.
3. Creatively apply information retrieval skills to library materials for effective access and management.
4. Classify and catalogue information resources in the library.

COURSE OBJECTIVES

By the end of the course, you will be able to:

- discuss the need for information retrieval in the library.
- discuss information retrieval as the main benefit of library services.
- list and explain the different classification of information retrieval available.
- follow the principles/models of information retrieval to catalogue library materials.
- describe the information retrieval guidelines for library materials.
- outline and illustrate, by describing the information retrieval procedures in managing information materials effectively in the library.
- list the essential skills required by the librarians for effective cataloguing of library materials
- explain the various information retrieval styles and theories and their application at the library.

WORKING THROUGH THIS COURSE

To complete this course, you are required to study each unit very well, read the suggested books/study units in related courses and pass your examination. Each unit contains self-assessment exercises at different intervals in the course.

You are required to submit the Tutor-Marked Assessment (TMA) for evaluation. At the end of the course, there is a final examination. The course should take you about 15 weeks to complete. Listed below are the components of the course, what you have to do and suggestions on how you should schedule your time for each unit. These suggestions are to help you complete your course successfully and on time.

COURSE MATERIALS

The major components of this course are as follows:

1. Course Guide
2. Study Units
3. References and Further Reading
4. Assignment File

STUDY UNITS

The study units in this course are in five modules as follows:

Module 1 Definition of Concepts

Unit 1 Information Retrieval within the context of Library and Information Science
Unit 2 Basics of Cataloguing and Classification
Unit 3 Theories of Information Resources

Module 2 Common Tools Used in Cataloguing

Unit 1 History and Development of Library Catalogue Code
Unit 2 Types of Cataloguing
Unit 3 Normative Principles of Cataloguing

Module 3 Cataloguing Standard

Unit 1 Resources Description and Access (RDA)
Unit 2 Online Public Access Catalogue System (OPACS)
Unit 3 Anglo-American Cataloguing Rules, 2nd Edition (AACR2)

Module 4 Classification System

Unit 1 Dewey Decimal Classification (DDC)
Unit 2 Universal Decimal Classification (UDC)
Unit 3 Library of Congress Classification (LCC)
Unit 4 Moys Classification (MC)

THE ASSIGNMENT FILE

You should be able to collect your assignment file along with your other course materials. In this file, you will find all the details of the work you must submit to your tutor for marking. The marks you obtain from these assignments will count towards the final marks you obtain for the course. Further information on assignments will be found in the assignment file and as you continue reading this course guide in the sections that follow.

ASSESSMENT

There are two aspects of the assessment of the course.

1. Tutor-Marked Assignment
2. Examination

To answer the questions in the assignment, use the knowledge you have gathered during the course. The assignment must be submitted to your tutor at the due date for assessment. The assignments you submit to your tutor constitute 30% of your total course mark.

At the end of the course, you will be required to write a three-hour examination. This examination will count for 70% of your total course mark.

TUTOR-MARKED ASSIGNMENT

There are tutor-marked assignments in this course. These assignments must be submitted and marked before you can sit for the examination. The three assignments with the highest marks will be counted towards the final marks. Each assignment carries 10% of your total course mark. The assignment questions are in the assignment file. Send the completed assignment to your tutor with the file for formal assessment. This should be done on or before the indicated deadline.

FINAL EXAMINATION AND GRADING

The final examination constitutes 70% of the total assessment of the whole course. You will be informed of the time for the examination.

S/n	Assessment Items	Marks
1	Assignment (TMA)	All assignments from which the best three marks will be selected and used. Each assignment carries 10% i.e. 10x3 =30%
2.	Final examination	70% of overall course marks
3,	Total	100% of course marks

SELF-ASSESSMENT EXERCISE

There are some self-assessment exercises in this course. Every unit has at least three and not more than five self-assessment exercises. These assignments are designed to give you practice and to help you get a good understanding of the concepts or knowledge in the relevant unit. They will sharpen your focus

THE PRESENTATION SCHEDULE

The presentation schedule is included in your course material. It gives you important dates in the year, for the completion of your Tutor-Marked Assignment. Please remember you are to submit all your TMAs by the due dates. It is very important that you guard against lagging in your work.

COURSE OVERVIEW

The table below brings together the units, the number of weeks you should take to complete them with the assignments that go with them. Organise yourself by using it.

CLASSIFICATION SYSTEM

Unit 1 Dewey Decimal Classification Scheme (DDC)
Unit 2 Universal Decimal Classification Scheme (UDC)
Unit 3 Library of Congress Classification Scheme (LCC)
UNIT 4 Moys Classification SCHEME (MMC)

Units	Title of work to be done	Time frame	Assessment No. of TMA
1.	Information Retrieval within the context of LIS	1 week	1
2.	Basics of Cataloguing and Classification	1 week	1
3.	Theories in Information Science	1 week	1
4.	Cataloguing in Library and Information Science	1 week	1
5.	History and Development of Library Catalogue Code	1 week	1
6.	Types of Cataloguing	1 week	1
7.	Normative Principle of Cataloguing	1 week	1
8.	Resources Description and Access (RDA)	1 week	1
9.	Online Public Access Cataloguing System	1 week	1
10.	Anglo-American Cataloguing Rule 2 (Aacr2)	1 week	1
11.	DEWEY DECIMAL CLASSIFICATION SCHEME (DDC)	1 week	1
12.	Universal Decimal Classification Scheme (UDC)	1 week	1
13.	Library Of Congress Classification Scheme (LCC)	1 week	1
14.	Moys Classification Scheme (MC)	1 week	1
15.	Other Classification Schemes	1 week	1
Total		15 weeks	15

HOW TO GET THE MOST FROM THIS COURSE

Remember always that you are a learner at a distance. You have the great advantage of studying your course materials at your own pace, and at a time and place that suit you best. Manage your time wisely.

1. Read the Course Guide
2. Organise a study schedule. Refer to the course overview for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Make yourself a wall planner calendar or get a diary. Enter all the important

information for easy reference and reminder. Decide on and write in your dates for working on each unit.

3. Once you have created a schedule for yourself, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.

TUTORS AND TUTORIALS

This is designed to bridge the gap that might have arisen due to the distance in the learning situation. Make the most of it.

You will be notified of your assigned tutor, his/her name, telephone number or e-mail will be given to you as soon as possible.

Your tutor will mark your TMAs and comment on them. He/she will also keep a close watch on your progress and on any difficulty you might encounter in this course. He/she is there to provide you with the necessary assistance during the course. Your Tutor-Marked Assignments (TMAs) must get to your tutor well before the due date. They will be marked and returned to you as soon as possible. Make sure you send your TMA in a file to make retrieval easier and faster.

Your tutor is there to help you. Contact him/her if you need help.

Try your very best to attend the tutorials. This is the only chance to have face-to-face contact with your tutor and to ask questions which are answered instantly. These will help you to succeed in this course. You will learn a lot by actively participating in discussions during the tutorials.

SUMMARY

LIS 202: Information Retrieval (Cataloguing I) provides you with the rationale establishing the need for information retrieval within the context of the Library and Information Science and how to meet the demands of the information seekers.

1. Concepts of information retrieval
2. It discusses the need for cataloguing.
3. It lists and explains the forms of cataloguing.
4. Classification schemes
5. It follows the steps of the principles and information theories to explain information retrieval in some subject areas.

6. It describes the evaluation guidelines for cataloguing and information management
7. Principles of cataloguing and classification.

Best of luck!

MAIN COURSE

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MODULE 1 CONCEPT OF INFORMATION RETRIEVAL

UNIT 1 INFORMATION RETRIEVAL WITHIN THE CONTEXT OF LIBRARY AND INFORMATION SCIENCE

CONTENTS

1.0 INTRODUCTION

Do you know that this course book is a learning material? It was designed and produced for learners like you, who are adults and are learning at various geographical locations. Many factors were considered in its design and eventual production. One important factor is the contextual environment in which you, the learner and the designer/producer (i.e. NOUN Course Team) are operating. The context in which we are operating in Nigeria and the National Policy on Education provides the guiding principles for the entire education system.

Information retrieval involves a careful exercise in which many steps are taken at every stage of the process. The process or exercise does not exist in a vacuum. Efforts are taken to ensure that there must be a need that the information retrieval exercise will satisfy the information needs of end-users. In this introductory unit, you will be reminded of the information retrieval within the context of Library and Information Science, the purpose of information retrieval, and forms of cataloguing within the context of the library. This will enable you to understand the position of the library and the material of information materials. By so

doing, it will enable you to appreciate the knowledge you have gained from the Library and Information courses you have studied in the past, the one you are studying and the one you are to study soon. The knowledge will help you to analyse and see the need for cataloguing which are appropriate for the library services. I am sure you are willing to learn as much as possible in this course. Let's move on!

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- analyse information retrieval within the context of Library and Information Science
- explain the purpose of cataloguing
- discuss the forms of cataloguing
- explain that functions of cataloguing
- figure out the need for learning information retrieval in the library

3.0 MAIN CONTENT

3.1 Reflecting On Information Retrieval Within the Context of Library and Information Science

If you have gone through some books on Library and Information Science (LIS), you will likely find out relatively a range of definitions of information retrieval and statements put across by different authors in LIS. Let us go through some examples.

Generally, information retrieval involves the practice of locating gathered information resources in electronic or physical formats on a computer or shelves respectively as the case may be. The term 'information retrieval' was first introduced by Calvin Mooers in 1951. It is concerned with the activity of obtaining information resources relevant to the information need from a collection of information resources available in the library. It forms the components of information science, which deals with activities relating to the organising and obtaining information based on metadata or full-text indexing.

3.2 Definitions

Mooers (1951) defines information retrieval as searching for information from storage according to specification by subjects.
Shera defines information retrieval as the process of locating and selecting data relevant to a given requirement.

According to the Oxford Dictionary, information retrieval is the tracing and recovery of specific information from stored data.

Science and Technology Dictionary defines information retrieval as the technique and process of searching, recovering, and interpreting information from large amounts of stored data.

According to Britannica Concise Encyclopedia, information retrieval is a recovery of information, especially in a database stored in a computer. Information retrieval is the process of searching some collection of documents, using the term document in its widest sense, to identify those documents which deal with a particular subject link.

Link: www.lis.bdnetwork.com
Judging from the above definitions, you will notice that the concept of information retrieval is broad and most time indicate indefinite meaning. But all you need to understand is that information retrieval represent the style employed to provide information to the users.

What you will notice in the above statements is the common view expressed by all of the definition such as:

- recovery of information or documents
- giving access to stored information resources
- locating information resources that are gathered and
- searching and tracing information for end-users

It thus suggests that information retrieval is guided by a format or styles that are intentionally designed. It, therefore, follows that, as a librarian or information professional, you would need to apply more than the ordinary methods of retrieving information to ensure efficiency and effectiveness of information dissemination. Hence, you are to ensure that clients are reached with the systematic way of information retrieval.

4.0 CONCLUSION

In this unit, you have been exposed to the concept of information retrieval through the definitions of authors/scholars. You should be able to reflect on Information Retrieval within the context of LIS. By this, you should have gotten the background knowledge of information retrieval. This has given you an insight into the pursuit of effective and efficient librarianship. Though there is a need for improvement on the course.

5.0 SUMMARY

What you have learnt in this unit revolves around information retrieval definitions in LIS which serve as a basis for the design of information retrieval process in the library. Though an introductory setting, IR is designed to help the users and the librarian. In the next unit, you will learn more about other concepts in library information management.

6.0 TUTOR-MARKED ASSIGNMENT

What is the main consensus in the view of the concept defined in this unit?

7.0 REFERENCES/FURTHER READING

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UNIT 2 BASICS OF CATALOGUING AND CLASSIFICATION

CONTENTS

1.0 INTRODUCTION

Cataloguing and classification are the basic techniques you have to know in the course of LIS for the fact that they form the rudiment of information retrieval processes. They are techniques that give you information and guide you to locate information resources that provide the answer to your question. And as such, the two concepts cannot be treated in isolation. According to Adidebu, Akinboro and Abdussalam (2012), Cataloguing and classification is simply a way of organizing library materials in such a way that the retrieval will not be difficult for library users. Therefore, there is a strong need to organise library collections for easy access for users because if the collections are not organized the collections will be useless. By implication, it is the acceptable way of organising library collections. Cataloguing and classification is the index to all library collections and it makes retrieval of library materials easy for users. Let us go further in the explanation and definitions.

Based on the foregoing, you need to understand that cataloguing and classification are tasks you carry out as a librarian. Although today this is often an electronic database, in the past the 'card catalogue' was the basis of the cataloguing system in libraries. All you need do is to lists the complete bibliographic citation for the item to catalogue, a short

description, a list of subjects, and the classification. On the other hand, the classification is the identification of where the item belongs in the classification scheme used by the library, typically in the Library of Congress Classification system (LCC) or the Dewey Decimal Classifications System (DDCS) etc.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the meaning of cataloguing
- explain the meaning of classification
- analyse the manner of organising access to hard and soft copy document in Library
- differentiate between cataloguing and classification
- discuss the function and purpose of cataloguing and
- explain the objectives of library cataloguing.

3.0 MAIN CONTENT

3.1 Cataloguing

Harrods (1990) defined cataloguing as the compilation of the list of documents or printed or non-book materials according to a set of rules to enable the consultant to know what collections are available and from the class number or other means of identification where they may be found. In other words, it is the process of adding a new acquisition to the library into the library's directory. Also, the online dictionary defines cataloguing as a way of describing materials to make it easy to identify and locate. A catalogue describing all the materials in a resource centre is like a key to the collection. It helps users to identify useful materials and know where to find them.

Video of practical cataloguing https://www.youtube.com/watch

3.2 Classification

Classification offers a means of gathering all books on the same subject together in a particular place and arrangement**.** The identification of where the items (library information resources) belong in the classification scheme by giving a specific call number based on category, subject, author's name and other vital information that will assist in easy location and retrieval of resources.

According to Ashikuzzaman, (2016), 'the main objective of library classification is to arrange the library documents in an afiliatory sequence for the convenience of both the readers and the staff in the library. In the word of a renowned scholar and Librarian, Dr S. R. Ranganathan, library classification mechanizes the correct placement of library documents after use, fixes the most helpful place for a newly added document or a book amongst the other books available in the library on a similar subject and files the most helpful place for the first document on such other already existing subjects which are related to it. For this purpose, the class number must be coextensive with the subject of a document and easy subject must be individualized to the extent that no other subject must share the same class number library classification'.

Link to Practical video of classification: https://www. youtube. com/watch

3.3 Organising Access to Hard and Soft Copy Document in Library

Some years back, cataloguing and classification were manually done and this made the exercise tedious, boring, time-consuming and dull. However, the 21st-century technological breakthrough has brought a visible positive change in cataloguing and classification especially to the third world countries that have joined their counterparts in the western world in the use of technology for processing library materials. The application of computerized cataloguing and classification has made the processing of library materials more precise, attractive, easier and quicker.

3.4 Steps in Cataloguing

The main entry of any material is very vital because it is the point in which essential information that is useful and relevant for the identification of a document is provided. According to the report on AACR-2, it is the catalogue record of an item, presented in the form by which the entry is to be uniformly identified and cited.

Three major steps are involved in cataloguing library materials and there are:

- Allocating access points
- Subject heading
- Classification numbers

To improve the retrieval of information resources from the library collection, you need to:

- catalogue documents according to an existing standard
- classify information resources according to a classification scheme
- add terms from a thesaurus to the description of each document
- organise a circulation of documents

Moreover, with more widespread, general, "horizontal" office software packages, many libraries now use also more specific, "vertical" software packages, such as:

- software to create a catalogue of available documents
- software for serials control, or
- an integrated library management system!

Link: http://www.unescobkk.org/CI/ICTLIP/Module1/

3.5 Purpose of Cataloguing

There is a purpose for every action taken or assignment engaged in. Based on this, it is good for you to know the rationale behind cataloguing as it aids in information retrieval processes in the library.
According to Adedibu et.al. (2009), the purpose of organizing library materials are:

- to make the location of library materials easy
- to save time and space
- to facilitate easy accessibility to the materials
- to enhance the effective utilization of the materials
- to make the library attractive to its users

Besides, other rationales of cataloguing are:

- to provide all information necessary to describe all items accurately to distinguish it from other items
- to provide the location with a particular library material materials in the collection
- to record books and other materials in the library.
- to interpret reading materials to the reader by mentioning the essential elements such as; the author, title, imprint collation series, bibliography, subject etc

Link: www.lisbdnet.com

3.6 Functions of Cataloguing

The following highlights are the role cataloguing play in the information retrieval processes:

1. It should assist in the choice of library materials as to its edition (bibliographical) and as to its character
2. It should enable an information seeker to find a library material of which either the author or the title or the subject is known
3. It should show what the library has by a given author on a given subject or a given kind of library material (Ashikuzzaman, 2014).

3.7 Objectives of Cataloguing

Cataloguing is intended to bring clarity on the following outlines:

1. **Autho**r: It clearly states the name of the author at the entry point. The author is identified
2. **Title**: The title can be identified by preparing entry under title
3. **By an Author**: To identify the works of a particular author and the references made patterning to the book or the author
4. **Subject:** Subject can be identified by preparing the subject entries made under a classification number in the classified catalogue and the subject headings or descriptive term in dictionary catalogue.
5. **Kind of Literature**: A list is made for the collection of one form such list fulfil the objective of providing information on the whole collection of a particular term of literature. The term of presentation may also be a sub-heading

Link: www.lis.bdnetwork.com

3.8 Challenges in Cataloguing

Despite the inevitability of cataloguing in the information retrieval structure of library resources, some issues confront it especially among the libraries in the developing world and these include among others:

- Use of outdated cataloguing and classification tools.
- inadequate knowledge of cataloguing and classification rules
- poor interpretation and application of these rules,
- backlogs,
- lack of stationary
- shortage of professional staff
- manual systems

3.9 Remedies to Cataloguing Challenges

Scholars have suggested ways to overcome the challenges encountered in cataloguing library materials to include:

- regular review of cataloguing scheme
- creation of a simpler cataloguing and classification scheme
- allocation of more teaching and practice time in library schools
- recruitment of dedicated and cataloguing oriented personnel
- the use of up-to-date cataloguing techniques
- avoiding unnecessary details that sometimes confuse both the cataloguers and the users

4.0 CONCLUSION

In this unit, you have been exposed to the concept of cataloguing and classification through the notable views of some definitions. You also learnt the manner of organising access to hard and soft copy document in the library. You should be able to understand the purpose and functions of cataloguing as well as the objective of cataloguing in the library. By this, you should have gotten the background knowledge of cataloguing and classification. This has given you an insight into the pursuit of effective and efficient cataloguing. Though there is a need for improvement on the course.

5.0 SUMMARY

What you learnt in this unit concerning cataloguing and classification is within the context of LIS which serve as a framework in the design of information retrieval process in the library. The process goes through stages, with styles and intentionally designed structure. The unit has focussed on the seemingly introductory to cataloguing and classification of library materials. In the next unit, you will learn more about cataloguing.

6.0 TUTOR- MARKED ASSIGNMENT

1. Discuss the purpose cataloguing serve in the information retrieval processes
2. Analyse the manner of organising access to the hard and soft copy document in the library
3. Referring to Ashikuzzaman, (2014) analyse the functions of cataloguing of library documents.

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UNIT 3 THEORIES IN INFORMATION SCIENCE

CONTENTS

1.0 INTRODUCTION

Information is power. Information is the bedrock of knowledge that pilots the societal administration, organisation and development therefore vital to societal operations and management. On the other hand, theory serves as a principle on which the actual action(s) that guide human endeavour is based, in other words; it is an idea that explains the reality. Information theory according to online definition studies the quantification, storage and communication of information. In 1948, Claude Shannon proposed information theory as the phenomenon that finds fundamental limits on signal processing and communication operations such as data compression, in his paper titled – A mathematical theory of communications. Hence many other theories developed by scholars enable us to get more meaning and understanding of the fundamentals of information science and management.

According to (Miller 1955), the concepts and measures of the statistical theory of selective information (information theory) have become so thoroughly enmeshed with the whole of behavioural science that delineation of the exact contribution of the theory is nearly impossible. The very verbal descriptive fabric of the behavioural sciences have become thoroughly interlaced with informational concepts: individuals or groups are described as "information sources" or "receivers"; skilled performance is described as "information processing"; memory is described as "information storage"; nerves are described as "communication channels"; the patterning of neural impulses is described as "information coding"; the brain is described as "an informational computer," etc. Indeed, the molecule, the cell, the organ, the individual, the group, the organization, and the society have all been examined from the point of view of a general systems theory which

focuses upon the information-processing, rather than upon the energetic, characteristics of each system.

Link: www.encyclopediaofphilosophy.com
You need to study and understand the fundamentals, types, operations and usefulness of various Information and theories to know how to apply them. This is the intent of the unit.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the meaning of information theory as a concept in LIS
- discuss various types of information theory and the founders
- apply the fundamental of Information Theory in your daily library activities.

3.0 MAIN CONTENT

3.1 Ranganathan's Classification Theory

In general term, objects, phenomena, situations within the human society are organised, grouped, sometimes codified with signs or symbols to make a categorical representation of the whole that has a similar or homogeneous feature. The classification theory puts forward ideas and technical processes of presentation that enhances and facilitates in finding the accurate location of information within a certain collection by the use of different tools. Barbosa (1969) defined philosophical classifications as purely theoretical classifications constituting groupings of human knowledge according to the point of view of its idealizers. A similar definition was provided by Piedade (1977), philosophical classifications are those created by philosophers to define, schematising, and hierarchizing knowledge.

There has been a systematic way of classifying objects, phenomenon, and situations from time to time for better understanding all the time to better understand them. Hence, classification is, therefore, an inherent element of human nature. The term classification was coined by Zedler in 1733 in his Universal-Lexicon Encyclopedia; it is the combination of the Latin words *classis* (class) and *facere* (make). This term is based on the word *class*, which was used to designate an army or group of persons called to the arms, or, according to Piedade (1977), the term designates the groups into which the Roman people were divided.

To crown it all, Ranganathan's main theoretical contributions to the classification theory and addresses the Five Laws of Library Science.

The major milestones in philosophical and bibliographic classifications are presented to show that the classification system has evolved from purely philosophical schemes, which were focused on the systematization of knowledge, into modern bibliographic classification systems. The Ranganathan's five fundamental categories, known as Personality, Matter, Energy, Space and Time, and points out to criticism of this form of categorisation in the literature. The Five Laws of Library Science is a theory that deserves special attention in the field of Librarianship:

1. The books are for use;
2. Every reader his/her book;
3. Every book its reader;
4. Save the time of the reader;
5. The library is a growing organism.

These laws appear to be simple or even naive, but they have a deep meaning and content since they propose a comprehensive philosophy for Librarianship and are considered as fundamental statements for the goals that information services should seek to achieve (Ferreira, Maculan & Naves, 2017)

3.2 Theory of Information Search Process (ISP)

The Theory of Information Search Process (ISP) was proposed by a Librarian and scholar Carol Kuhlthau. The theory applies a holistic analysis of information seeker from the standpoint of six stages namely; task initiation, selection, exploration, focus formulation, collection and presentation that are incorporated in three realms of experience such as; the affective (feelings), the cognitive (thought) and the physical (actions) which are common to each stage. ISP Theory reveals that information seeking increases uncertainty at the early stage of the process.

According to Carol Kuhlthau, the ISP describes common experiences in the process of information seeking for a complex task that has a discrete beginning and ending and that requires considerable construction and learning to be accomplished. ISP reveals a search process in which a person is seeking meaning in the course of seeking information. From the user's perspective, the primary objective of information seeking is to accomplish the task that initiates the search, not merely the collection of the information as an end in itself. Therefore the theory involves seeking the information as a way to achieve an aim(s). Carol Kuhlthau further states that ISP theory involves a holistic analysis of information seeking from the user's standpoint in six stages namely:

- *Initiation*: This starts from being aware of a lack of knowledge and understanding thereby exhibiting the feelings of uncertainty by being anxious to be informed.
- *Selection***:** This arises as a general area, topic and/or problem is identified and initial uncertainty often gives way to a brief sense of optimism and a readiness to begin the search
- *Exploration***:** At the third stage, there is inconsistent, incompatible information is encountered and uncertainty, confusion, and doubt frequently increase and people find themselves 'in the dip; of confidence.
- *Formulation***:** The fourth stage is whilst a focused perfective is formed and uncertainty diminishes as confidence begin to increase
- *Collection***:** This stage starts when information pertinent to the focused perspective is gathered and uncertainty subsides as interest and involvement deepens.
- *Presentation*: At this stage, the search is complete with a new understanding that enables someone to explain his/her learning to others in some way put the learning to use

ISP theory implies that getting information is usually done in a systematic and orderly manner, in other words, it is a rationale procedure rather than the uncertain, confused manner that users commonly experience. After the search is completed, the topic understood, and the problem solved, a person may look back and deny the chaos and confusion that was experienced in the process. The gap exists between users' expectation in information use and search design (Carol Kuhlthau, 2018).

3.2 Ellis Information Seeking Behaviour Theory

Information seeking behaviour is the approach with which people search and use the information for various needs. It is to convey the rationale in seeking of information aimed at satisfying the information need of the seeker. It is the micro-level of behaviour employed by the searcher in interacting with information systems of all kinds, be it between the seeker and the system, or the pure method of creating and following up on a search. The information-seeking behaviour modelling mode originates in the observed dearth of empirically-based models of information-seeking behaviour in information retrieval research.

Ellis (1989), Ellis et al (1993), and Ellis and Haugan (1997) proposed and elaborated a general model of information seeking behaviours based on studies of the information-seeking patterns of social scientists, research physicists and chemists, and engineers and research scientists in an industrial firm. Ellis, employing Glaser and Strauss's 'grounded

theory' approach, derived six generic characteristics of the information-seeking patterns of social scientists.

1. **Starting:** This is the first stage of information seeking whereby the seeker begins by asking, via identifying the source of interest that will provide the answer to the problem. According to Allen (1977), the likelihood of a source being selected depends on the perceived accessibility and quality of the information from that source. Perceived accessibility, which is the amount of effort and time needed to make contact with and use a source, is a strong predictor of source used for many groups of information users such as engineers and scientists.

2. **Chaining:** The second stage is chaining which can be backward or forward. It can be backward when pointers or references from an initial source are followed and is a well-established routine of information seeking among scientists and researchers. On the hand, the forward chaining identifies and follows up on other sources such as footnotes and citations of the initial source or document. It is less commonly used because people are unaware of it or the required bibliographical tools are unavailable.

3. **Browsing:** Chang and Rice (1993) define browsing as "the process of exposing oneself to a resource space by scanning its content (objects or representations) and/or structure, possibly resulting in an awareness of unexpected or new content or paths in that resource space. In other words, the information seeker scans through the content, list of title, references, bibliography, summaries, abstract etc to fetch answer.

4. **Differentiating:** At this point, the information seeker, therefore, filters and selects the needed information among the available source after identifying by differentiating between nature and quality. Taylor (1986) identifies six categories of criteria by which an individual can select and differentiate between sources: ease of use, noise reduction, quality, adaptability, time savings, and cost savings.

5. **Monitoring:** The information seeker at this point monitor a particular source by following it regularly and concentrating more on the core source such as professional publications.

6. **Extracting:** Extracting involves being more selective by identifying the material of interest. Ellis maintained that extracting may be achieved by directly consulting the source, or by indirectly looking through bibliographies, indexes, or online

databases. At this point, the quest for information is complete and the information seeker thus acquired and obtains the needed information that will provide the answer to his problem

It is worth to note that the strength of Elli's Information seeking behaviour model is based on the fact that it has been tested empirically and found worthy.

4.0 CONCLUSION

In this unit, you have been exposed to the theories in information resources description through the notable scholars and inventors. You also learnt the stages of information search processes from the history. You should be able to understand the purpose of learning the theories in information resources description as well as its applicability in the library services. This implies that you should have gotten the basic understanding of the unit which has provided you with an insight into the pursuit of this course.

5.0 SUMMARY

This unit has allowed you to learn about the useful theories which form the basics of information retrieval exercise in the library. This unit treats only two of numerous important theories.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the Information Search Theory by Carol Kuhlkau and the users' perspective stages involve.
2. Explain the Five Laws of Library Science as put forward in Ranganatha's Classification Theory.

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MODULE 2 CATALOGUING IN LIBRARY AND INFORMATION SCIENCE

UNIT 1 HISTORY AND DEVELOPMENT OF LIBRARY CATALOGUE CODE

CONTENTS

1.0 INTRODUCTION

Do you know that going by history, there are so many references indicating that cataloguing of documents has an extensive history? It has been going on in libraries especially within the Mesopotamia in the 7th century BC during which important authors and titles catalogue were pasted on the wall for users convenient.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- identify the scholars that develop different library cataloguing code
- explain the origin of each of the library cataloguing code
- explain the meaning of library cataloguing code
- identify different types of cataloguing code.

3.0 MAIN CONTENT

3.1 Definition of Library Cataloguing Code

According to Sood (2017), library cataloguing code is a set of rules with defined terminology designed for cataloguing purpose which indicates single provision to carry out cataloguing work. These rules are similar in nature and are based on the International Standard Bibliographic Description (ISBD). The ISBD is a set of rules designed by the International Federation of Library Association and Institutions (IFLA) for the description of a wide range of library information resources. In essence, cataloguing resolves around providing systematically designed symbols and or signs that will enhance for easy sorting out of information resources in the library.

Let us look at the examples of scholars concerning the history and development of library catalogue code such as:

3.2 Stages in the Development of Library Cataloguing Code

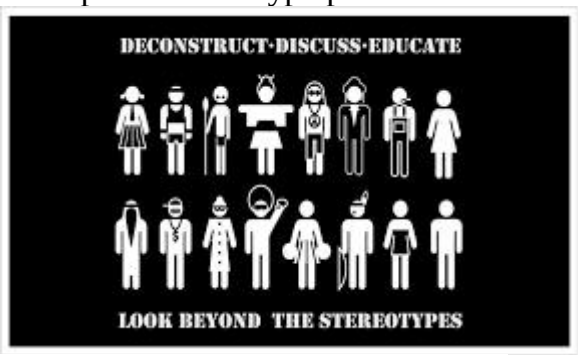
A. **Pinakes:** Callimachus, a scholar and chief librarian of the Alexandrian Library in the 3rd century B.C., compiled a huge catalogue of the library's literature, called the *Pinakes*. His work later became the foundation for the analytical analysis of Greek Literature. The use of Pinakes by early scholars is assumed to have formed the first way of cataloguing exercise. Catalogues have changed dramatically over the centuries, having appeared in many forms, from clay tablets, papyrus scrolls, printed books and cards, microform, to the online versions used today. The last 150 years have seen changes in the ideological purpose and organization of library catalogues. They have gone from the list of books containing limited amounts of information, to globally-interconnected indexes with vast amounts of bibliographic data. The passing of time has witnessed changes in cultural expectations and technological evolutions, but one thing that remains constant is that libraries and their catalogues will play a role in our quest for knowledge and understanding in a sea of information (Mason, 2019).

Example of Pinakes

https://www.gettyimages.co.uk/detail/news-photo/italic-civilizations-5th-century

B. **Stereotype plates:** Charles Jewett (1855) was a Librarian. Jewett was hired as a cataloguer at the Boston Public Library. By 1858, he was the director, the same year that the *Index to the Catalogue of a Portion of the Public Library of the City of Boston Arranged in its Lower Hall* was published. Many of the cataloguing rules that Jewett developed for the Smithsonian Institute were included, along with some significant changes. Jewett was an advocate of alphabetical catalogues because they offered a lot of conveniences, both to cataloguers and users. To accomplish his goal of the ***union catalogue***, in 1853, he proposed the use of *stereotype plates*, a series of preserved, mass-produced separate titles to be composed in adherence to a set of very strict rules. Uniformity was Jewett's major concern, advocating the strict and unwavering practice of following guidelines in cataloguing to avoid errors and confusion (Jewett 1853), despite how the process would affect the public.

Example of Stereotype plates:



Source: www.googleserarchfile.com

C. **Library of Congress Card (LCcard):** Charles Cutter: Cutter is considered the first to establish a set of systematic cataloguing rules, and is best known for his *Rules for a Dictionary Catalog*. As much as he advocated rules for cataloguing, he hoped that they would never forsake the library users, who were always first in his thoughts. Cutters' principles were extremely influential in the development of the Library of Congress' classification scheme and Subject Headings, still in use today. He did not see cataloguing as a science, with strict and complex rules, but as an art form that would facilitate the public's expectations above everything else.

At the time of his writing, the LC printed cards were beginning to appear, and although he feared for the loss of the art of cataloguing, he could see the great benefits the cards would provide to libraries (Cutter 1904, 65). Cutter saw catalogues as having three main objectives: to allow the user to find books if author, title, or subject were known; to act as a display for what the library had by any given author, subject, and in any kind of literature; and to give assistance in book selection, providing edition and character information (Wynar 1985).

D. Technology cataloguing: Patrick Wilson: In his article, *The Catalog as Access Mechanism: Background and Concepts*, Patrick Wilson's observations have the advantages of hindsight and the explosion in technological development. He illustrates this by setting up a critique of the work of Charles Cutter, whose theory helped to lay the philosophical foundation for libraries and the services they offer. Wilson maintains that Cutter's objectives were never met, since catalogues do not show everything by a particular author, and the subject index does not fulfil its potential (Wilson 1983). Without an online system that incorporates circulation information, they are unable to adequately help in locating anything.

3.2 Functions of Library Cataloguing Code

It is important for you to know the purpose of library cataloguing code according to Functional Requirement for Bibliographic Records (FRBR) and these include:

1. to find
2. to identify
3. to select and
4. to obtain

Other functions include:

1. to create uniformity/ standardisation in the global cataloguing
2. to maintain similarity despite region, nation and area
3. to foster conformity and
4. accuracy

4.0 CONCLUSION

In this unit, you have been exposed to the history and development of library cataloguing code through the notable scholars and inventors. You also learnt the stages of library cataloguing code from history. You should be able to understand the purpose of learning the history and development of library cataloguing code as well as its applicability in the library services. This implies that you should have gotten the basic understanding of the unit which has provided you with an insight into the pursuit of effective and efficient cataloguing.

5.0 SUMMARY

This unit has allowed you to learn about the history and development of library cataloguing code which forms the basics of cataloguing exercise in the library. The development goes through stages from pinakes, stereotype plates, LC card and OPAC cataloguing. The unit is introductory to cataloguing code of library materials. In the next unit, you will learn more about the types of cataloguing.

6.0 TUTORED-MARKED ASSIGNMENT

1. Explain the various stages and development of Library cataloguing code.
2. Mention and discuss the three LIS scholars that developed different Library cataloguing code.

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UNIT 2 TYPES OF CATALOGUING

CONTENTS

1.0 INTRODUCTION

In this unit, you examined types of cataloguing available in LIS. You will also explore the characteristics of various types of cataloguing in LIS. By so doing, you will be able to see the need to develop and maintain various types of cataloguing in the library. You will be able to understand the reason why cataloguing any library material for easy retrieval of information is necessary and also to guide you in answering users questions concerning library resources. Your primary aim in this unit is to learn and understand various type of cataloguing code in LIS and apply them appropriately in library service. How do we catalogue?

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- know and explain the types of cataloguing in LIS
- explain the need for cataloguing
- explain the description of the bibliographical element in a book
- identify different type of cataloguing code.

3.0 MAIN CONTENT

There are different types of cataloguing that you as a student of LIS should know and these include:

3.1 Descriptive Cataloguing

This provides a unique description of all the bibliographical elements in the book such as

- **Author:** This is done when you use the name of the writer, biographer or the creator of the book to catalogue. It is usually the surname first, then other names in abbreviation
  Example:
  Introduction to Library Science: an overview, Enugu, Nigeria: Eze Publishers (Nig.) Ltd, 2019
  Viii, 340p
  Includes bibliographical references
  ISBN: 978-041-053-7
- **Title:** This involves the use of the title of a book at the entry point. You use the title of the book instead of the author while cataloguing. For example, Introduction to Library Science.
- **Edition:** In this type of cataloguing, you use the version of the book being catalogued at the entry point e.g First edition (1st ed, 2nd ed and or 3rd ed)
- **Publisher:** The Publisher is the publishing company that published the book being catalogued**.** In this style, you use the publishing company's name at the entry point of cataloguing.
- **Date of publication**: This is the year in which a particular book is published by a given author or authors. This style involves the use of date at the entry point instead of the author(s) or edition(s). E.g @2019
- **Place of publication**: A place of publication is the name of the city, state and country where a particular book is published. You catalogue by using the city's name first at the entry point, E.g Enugu
- **Physical description of the book**: Books have physical features that are visible to the sight and tangible to feel. In this style of cataloguing, you use the physical attribute such as; the make of the cover page, volume, width and length of the book

3.2 Subject Cataloguing

This provides the subject access point document in the collection by using the subject or the discipline and classified number in search of information without the author or the authority.
Example:

- The Interplay of Western and African culture in sub-Sahara Africa/Shola C. Ahmed-Lokoja, Nigeria Kelil Publishers, 2018

- Concept analysis: Western culture, African culture, Sub-Sahara Africa
- Subject Heading: Cross-Cultural Studies-Africa, Sub-Sahara-Western

3.3 Title Cataloguing

This provides the title of the book as the access point document by using the title of the book and classified number in search of information.

3.4 General Cataloguing

This is the OPAC (Online Public Access Catalog), a switch from manual to the automated search of information where you customise the search by the click of the mouse. Through general cataloguing, it is now easy to get information on other collections in the library such as:

a. *Special Collection:* This is a gateway to a multiple special collection catalogue that provides a specific search of information as needed by the user.

b. *Legal Collection:* This is a law-related library cataloguing code and it differs from other forms of cataloguing. In this cataloguing method, you are open to several ways to search for information in law subjects through the type of law, citations and law jurisprudents/jurisdiction.

c. *Medical Collection*: This provides search information to the medical profession with the ability to conduct a detailed search using the specially designed specification for giving careful information about an ailment of person and the treatment.

3.5 Book Cataloguing

A book is a set of written, printed, illustrated or black sheet made of ink, paper, parchment or other materials usually fastened together in to hinge at one side.

3.6 Card Catalogue

A card is a piece of stiff paper or plastic containing information. In a card catalogue, each bibliographic record of an item is recorded on a card. For every item present in a collection they are at least three cards representing author, title and subject of the item. NOTE; that every item in a collection can have more than three cards when there are two or more authors or when are more than two titles.

3.7 Online Public Access Catalogue (OPAC)

Online, public access catalogue is an online database of materials held by a library or group of libraries users to search the library catalogue to locate books and other materials available at a library (Huey, 2017).
Link: www.worldcat.com

4.0 CONCLUSION

The knowledge of different types of cataloguing library materials is vital to the librarians and clients alike. It serves as a guide in the information retrieval and management of library materials. Also, it helps to appropriate codes and arrangement of information resources in the library. Besides, it provides a systematic and sequential structure for easy access, retrieval and use of library information resources.

5.0 SUMMARY

In this unit, you have been able to learn different types of cataloguing in LIS. You can recall the link between types of cataloguing and information retrieval. You can now differentiate between various types of cataloguing and more importantly, you can now deduce the different type of cataloguing which follow a systematic process to achieve success in library service

6.0 TORTURED-MARKED ASSIGNMENT

1. Discuss the various collections that are outlined under the general cataloguing method
2. Explain the bibliographical elements in a book using descriptive cataloguing
3. Discuss the style of cataloguing, with the example, using the author at the entry point

7.0 REFERENCES/FURTHER READING

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UNIT 3 NORMATIVE PRINCIPLES OF CATALOGUING

CONTENTS

1.0 INTRODUCTION

In unit 2, you examined the types of cataloguing codes, in this unit, you are exploring the meaning of normative principles of cataloguing. By so doing, you will be able to learn and understand the laws, rules, canons and principles that govern cataloguing code and how, when to appropriate them and why they are useful to the LIS course.

In this unit, you are also going to examine the various stages of normative principles development and to see how easy it is for you to select the appropriate principle.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the rules governing library material cataloguing code
- discuss the terms to denote the normative principle of cataloguing
- discuss the historical development of the normative principle
- analyse the need and importance of canons of cataloguing.

3.0 MAIN CONTENT

3.1 Definition of Normative Principles of Cataloguing

An online definition states that in the context of cataloguing normative principles are those rules, laws, canons and principles which govern the

preparation of catalogue codes and various types of entries, choice of headings, rendering of headings, description and other things related with the cataloguing of documents'. In another context, Cataloguing normative principles can be referred to as the rules, laws, canons and principles which oversee the preparation of catalogue symbols from the beginning of cataloguing exercise.

Normative principles act as a guideline to achieving the objectives of cataloguing of library materials or collections. It also provides a link between the objectives and goals of information retrieval and users information need.

3.2 Historical Development of Normative Principles

A renowned scholar in LIS Dr S. R. Ranganathan is recognized to be the first librarian who enunciates, propound, discusses and analyze normative principles of cataloguing. According to Ranganathan, the first application of the scientific method to cataloguing and catalogue code was made in 1934. But between 1934 and 1938, many rules of Classified Catalogue Code came up for critical assessment time after time, both in schools and offices to look into the challenges of library materials cataloguing. On the anvil of such critical discussions, certain normative principles of cataloguing took shape. These were different from the Five Laws of Library Science. Indeed, they were all implications of these Laws. These special normative principles were called as Canons of Cataloguing.
On the other hand, to understand this unit more, there are historical facts that are considered helpful to you and they include:

- The term 'Canon', used by W.C. Berwick Sayers for the first time was used for Canons of Classification. Later on, it was used by S.R. Ranganathan for Canons of Classification as well as for Canons of Cataloguing.
- Ranganathan was the first person who developed Canons of Cataloguing for cataloguing theory. He has used three terms – Laws, Canons and Principles for Normative Principles of Cataloguing.
- Also, Ranganathan developed CCC in 1934, but he has developed a theory of cataloguing only in 1938 and
- At present, the number of Canons of Cataloguing is 9, but the first time it was developed their number was only 6. Hence, Canon of Relevance was renamed as Canon of Sought Heading in 1955.

Link: epgpbooks.inflibnet.ac.in/normative-principles-laws-canons-and-principles-part-i/

From the foregoing, you understand that the normative principle of cataloguing did not start, grow or develop at one time from the middle; it started from scratch and developed to the stage it is. Let us look at the terms used by Ranganathan to denote normative principle which include: *Law*:

Law is the correct statement and is used in major disciplines such as Laws of Library Science, Newton's Law etc. Law tells us what we have to do and what not to do.

A. *Canons:*
Canon means a general principle or standard by which judgements may be formed. It also means a body of writings which are accepted as genuine. Ranganathan used the term in the context of divisions of the first order of the major discipline such as cataloguing, classification, book selection etc

B. *Principles*:
The principle is a rule regulating the procedure or method necessary to be observed in the pursuit or study of some art or science. Ranganathan used this term in the context of divisions of the second or later order of the major disciplines such as Principle of Facet Sequence in Classification and Principle of Alphabetization in Cataloguing
Now, let us look at the various stages of development of normative principles.

3.3 Stages of Normative Principle Development

Stage 1 (1934)
Classified Catalogue Code started in 1934; however, the normative principles of cataloguing first time were included in the Theory of Library Catalogue published in 1938. The following were the six canons:

1. Canon of Consistency
2. Canon of Relevance
3. Canon of Ascertainability
4. Canon of Permanence
5. Canon of Currency; and
6. Canon of Prepotence

Stage 2 (1955)
The second formation of Canons of Cataloguing was made in Ranganathan's Heading and Canon, published in 1955 prepared in connection with the IFLA conference in the same year. In this book,

some canons were further added and elaborated. The number of canons was extended to eight by the addition of the following two:

7. Canon of Context
8. Canon of Purity

The Canon of Relevance of the Theory (1938) was renamed as Canon of Sought Heading in Heading and Canons in1955. The Canon of Individualization was incorporated in Edition 4 of Classified Catalogue Code in 1958.

Stage 3 (1964)
The near-latest formulation of canons for cataloguing is given in the Classified Catalogue Code, Ed 5 (1964). It has omitted the Canon of Purity and added the Canon of Individualization. This edition also mentions the following General Laws applicable to cataloguing:

1. Law of Interpretation
2. Law of Impartiality
3. Law of Symmetry
4. Law of Parsimony
5. Principle of Local Variation and
6. Principle of Osmosis

Stage 4 (1969)
The latest formulation of Canon is in December 1969 issue of Library Science with a Slant to Documentation. The following three canon and principles were added:

1. Canon of Recall Value
2. Principle of Unity of Idea
3. Principle of Probability

Presently, there are 9 Canons in all, 5 laws of Library Science, 4 Basic Laws and 4 Principles

3.4 Canons Principle

Let us discuss these Canons as stated by Ranganathan one by one

1. Canon of Ascertainability
According to Ranganathan, the information provided in the entries of the catalogue must be ascertainable and not imaginary. By this context, Ascertainability means that which is traceable. This canon prescribes the use of the title page and overflow pages as the main sources of cataloguing information for the choice and

rendering of the Heading of the main entry and specific added entries. The aim is to save time and obtain the bibliographical information needed within the book from a particular source. However the exception may be; the extract note, extraction note and related book note of the main entry, the leading section and directing section of Cross Reference Entry etc.

2. *Canon of Prepotence*

The potency to decide the position of an entry among the various entries in a catalogue should be possible and concentrated totally in the leading section and also in the entry element. If the total concentration in the leading section is not possible, the minimum possible potency should be allowed to overflow beyond it, to later sections, and even this should be distributed in the decreasing order of intensity. Earlier while writing a letter the potency was given to the city. It was written in capitals. It was underlined; someone wrote it in English and Hindi. Now potency is given in Pin Code.

The canon aims to place the entry under the most potent part of the bibliographical information considering the purpose of the entry. By implication, every work of every author gets the individual number and there is no need of seeing other sections of the main entry, while in AACR-2R the main entry is author entry.

3. *Canon of individualisation*

According to Ranganathan, canon of individualisation prescribes that the name of any entity-be it of a person, a geographical entity, a corporate body, a series, a document, a subject, or a language-used as the Heading of a catalogue entry should be made to denote one and only one entity, by adding to it the necessary and sufficient number of individualizing elements. Canon of individualisation aims to save cataloguing blunder by preventing homonyms in cataloguing exercise and by implication, there are rules provided by both CCC and AACR2 to checkmate such mistakes.

4. *Canon of Sought Heading*

This canon prescribes that the decision for choice and rendering of heading for the main entry and added entries should be based upon the possibilities of the users' approaches to the library catalogue. It means no element in a catalogue entry should be included which is not relevant to its purpose. If there is no likelihood of an approach by any of the users (readers or library

staff) looking for a particular choice and rendering of a heading it should not be used as a heading.

The aim is to make all entries which are likely to be demanded by clients available and to check the bulk of entries that are uncalled for.

5. *Canon of Context*
This canon prescribes that the rules of catalogue code should be formulated in the context of:

First, the nature of cataloguing features of the book, prevalent in the mode of book production.

Second, the nature of the organisation of libraries prevalent with regards to the mode and quality of library service, and
Thirdly, the coming into existence of published bibliography and particularly bibliographical periodicals, and
Fourthly, that the rules should be amended from time to time to keep up with the changes in the context.

In the light of this canon, Ranganathan suggests omitting the bibliographical details such as pages, size, imprint etc from the main entry of catalogue in open access system, as readers can see this information personally if needed. There is also no need for giving annotation. If the library is acquiring published bibliographies, there is no need for preparing analytical entries. The formulation of Canon of Recall Value is also due to the Canon of Context, as it was felt that in a multi worded name of Institutions, Conference etc the term of highest recall value should be used as the entry element in the heading. This canon demands that cataloguing practices should also be changed to keep abreast with changes. Hence the rules in catalogue code should also be revised keeping abreast of the changes. AACR-1 has been revised to incorporate the provisions of ISBDs

6. *Conon of Permanence*
This Canon prescribes that no element in an entry, the heading, in particular, should be subjected to change by the rules of a catalogue code except the rules themselves are changed in response to the Canon of Context. The aim is to achieve stability in the headings and by implication reduce much labour and cost.

7. *Canon of Currency*
This principle prescribes that the term used to denote a subject in a Class Index Entry of a classified catalogue and a Subject Entry

of a dictionary catalogue should be the one in current usage even during the update. The aim is to serve readers with a subject entry under the heading with the currently used terms and not with obsolete terms best known among the majority of the users. The aim is to serve every reader with a common name rather than preference in the terminology of subject headings.

8. Canon of Consistence

This principle according to CCC prescribes that the rules of a catalogue code should provide for all the added entries of a document and be consistent with its main entry as well as the entries of all documents. It should also be consistent with certain essentials such as choice, rendering, and style of writing, the heading and the other sections. The aim is to ensure uniformity in cataloguing. This implies that a document should be consistent right from the main entry point. There should be no room for inconsistency.

3.5 Importance of Canons in Cataloguing

Generally, you should know that in LIS, 'cataloguing is a vital exercise used to exploit the reading material of the library. Based on that, it should satisfy all the required approaches of the readers. Therefore, there should be certain laws, rules and principles that guide you as a cataloguer in the right direction. These principles lead to consistency, accuracy and uniformity in all type of libraries at different times.

Nowadays, cataloguing exercise is becoming more cumbersome due to the enormous and constant library increase in output. For instance, there is no standard (uniform) of all the pages of the books. Also, various books are difficult to understand making it elusive and several subjects are baffling (puzzling). Whilst books title pages reveal a new edition, in reality, it is a reprint. Sometimes title pages do not disclose the actual subject of the book.

Cataloguing normative principles guide you to perform cataloguing duties to achieve uniformity, consistency and accuracy. These canons are implications of the laws of library science but apply to the field of cataloguing only. In case a canon fails to give a solution to a problem or there is the conflict between canons, then an appeal to the laws of library science helps in the solution. Canons of cataloguing are the specific normative principles applicable to cataloguing, that is:

- drafting of cataloguing code including the formation of each rule
- interpreting the rules to meet new situations brought out by a particular document or by changes in the practice of book production.
- providing of suitable guidance for day to day cataloguing work and
- making the critical study of any catalogue code.

Normative principles provide the scientific basis in the area of cataloguing exercise, by throwing more light through which you can use as a guide in applying cataloguing code.

In a move to highlight the potentials of normative principle in cataloguing, Prof. Ganesh Bhattacharya stated that 'this set of normative principles of cataloguing is one of the outstanding contributions of India in the field of cataloguing. The potentiality and the versatility of these principles have not yet been fully realized by the library profession at large. Probably when first enunciated, these normative principles were ahead of time. However, their helpfulness and importance will be realised in due course. Those who have experienced cataloguing as a discipline finds them as the set of normative principles available for the discipline today'.

Link: epgpbooks.inflibnet.ac.in/normative-principles-laws-canons-and-principles-part-i/
Video link: https://youtu.be/8xGO7yZlgMI

4.0 CONCLUSION

This unit has exposed you to the concept of normative principles of cataloguing through a reflection of some notable views on the definitions and statements concerning the subject matter. You also learnt about the laws, canons and principle of cataloguing. You should be able to understand the stages in the formulation of canons principle of cataloguing as well as the background of canon principle and authorities behind it. This unit has given you the insight on the need and importance of canon principles to cataloguing documents which you can apply to improve the quality of the library services.

5.0 SUMMARY

What you must have learnt in this unit concerns the development and history of normative principles in the context of LIS as a framework in the cataloguing of information document. The development involved stages of formulation and analysis of the processes that have stood the

taste of time. Normative principles are the laws, canons and principles that guide the cataloguers in cataloguing exercise

6.0 TUTORED-MARKED ASSIGNMENT

1. Analyse the Normative Principles with particular focus on the developmental stages of Canons Principle formulation
2. Referring to Canons in Normative Principles, justify the need and importance of canons in cataloguing
3. Discuss the historical perspectives of the Normative Principle of cataloguing

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MODULE 3 CATALOGUING STANDARD

Unit 1 Resources Description and Access (RDA)
Unit 2 Online Public Access Cataloguing System
Unit 3 Anglo-American Cataloguing Rule 2 (AACR2) (https://www.youtube.com/watch?v=s75O4dIf158)

UNIT 1 RESOURCES DESCRIPTION AND ACCESS (RDA)

CONTENTS

1.0 INTRODUCTION

In the last unit of module 2, the normative principle of cataloguing was examined. You observe the innovative ideas that have been integrated into cataloguing to enrich it. You also exposed to various laws, canons and principles of cataloguing and the needs for it. You are now going to consider the common tools used in the cataloguing of library materials which will lead you to know and be able to catalogue library documents.

2.0 OBJECTIVES

By the end of this unit, will be able to:

- explain the common tools that are needed in cataloguing library information
- discuss the characteristics of each tool that are discussed
- analyse the importance of cataloguing tools

3.0 MAIN CONTENT

3.1 History of Resources Description and Access (RDA)

RDA is a package of data elements, guidelines and instructions for creating library and cultural heritage resource metadata that are well-formed according to international models for user-focused linked data applications (ALA). RDA was published in 2010. RDA has been developed to replace the Anglo-American Cataloguing Rules, 2nd Edition Revised, which were first published in 1978. It is built on AACR2 foundations, but it is a new standard for resource description and access, designed for the digital world. RDA has been designed to be compatible with legacy AACR2 records (British Library). RDA was initially launched in 2010 as an online resource and widely implemented by Library of Congress, British Library and others in 2013. RDA is designed for the digital world as a standard for resource description and access. It is formulated to be users' friendly which helps users to find, select, identify and obtain the needed information resources

Source/; www.emeraldinsight.com

3.2 Features of RDA

The features/characteristics of RDA includes:

- Data contained therein can be adapted to the new and upcoming database configuration
- It is flexible because it describes both digital and analogue information resources
- RDA also contain data that is compatible with online records that are already in existence

3.3 How to Use RDA

RDA is an online and/or web-based application available through the product called the RDA Toolkit. Hence, the online application is the

most used mode to search out RDA Toolkit, whilst the print copies are for purchase. The multinational of association namely; The American Library Association, the Canadian Library Association, and the Chartered Institute of Library and Information Professionals who serve as joint publishers for RDA are also responsible for the publication and issuance of RDA toolkit.

Video link: https://youtu.be/b7XJsajv-MU?list=PLZSQc__jA3AIWdlPGMfZGk3YjNVROs-Guf

3.4 Advantages of RDA

At this point, let us look at the advantage RDA has to the cataloguers and library users

- RDA builds on the strengths of AACR2 but has some new features that make it more useful for description as a cataloguing code for the digital environment in which libraries now operate.
- RDA is better at catering for digital resources and resources with multiple characteristics and will provide more guidance on the creation of authority headings.
- RDA is being developed with the end-user in mind.
- RDA provides a consistent, flexible and extensible framework for the description of all types of resources, including digital resources and those with multiple characteristics.
- RDA is compatible with internationally established principles, models, and standards.
- RDA is compatible with a range of encoding schemas, such as MODS, Dublin Core, ONIX and MARC. It will allow library bibliographic records to be integrated with those produced by other metadata communities, and to move into the digital environment beyond library catalogues.
- RDA will enable, with systems support, the grouping together of bibliographic records for different editions, translations or formats of work, to achieve a more meaningful display of data for users.
- RDA is a Web-based product, which enables cataloguers to move between related instructions using hyperlinks and to integrate their institutional policies.
- RDA is a transitional stepping stone that requires only small changes to catalogue records but moves the metadata in catalogues much closer to full utilisation of FRBR models

Source: https://www.librarianshipstudies.com/2017

3.5 Foundations of Resources Description and Access (RDA)

There are fundamentals and conceptual frameworks on which RDA was built and these include:

3.5.1 Anglo-American Cataloguing Rules, 2nd Edition (AACR2)

The Anglo-American Cataloguing Rules, 2nd Edition Revised (AACR2), which were first published in 1978. Part I of AACR2 deal with the description of items being catalogued including rules for bibliographic description. Part II deals with Title Headings, Uniform Title and References. Hence, both parts deal with the rules proceeding from the general to the specific. For instance, Part II is followed by Appendices (A-E), which deals with capitalization, abbreviations, numerals, glossary, and initial articles of titles in different languages respectively.

Due to AACR2 shortcomings and the advancement of technology in cataloguing exercise in particular and digitalisation of global libraries, RDA was developed by the Joint Steering Committee to replace AACR2

3.5.2 Functional Requirements for Bibliographic Records (FRBR)

According to online sources, FRBR is a 1998 recommendation of the International Federation of Library Associations and Institutions (IFLA) to restructure catalogue databases to reflect the conceptual structure of information resources. FRBR is an acronym developed by IFLA in 1997 with the task of providing users' task to identify, select, find and obtain bibliographic records. It uses the name of bibliographic entities such as work, expression, manifestation, and items to describe and address a set of core data elements. FRBR provides a conceptual model for RDA.
Benefits of FRBR are thus;

- Interconnectivity: it provides interconnectivity network that enables users to perform all the available functions in RFBR with easy and less error
- User friendly: it is easy for a novice to use.

3.5.3 Functional Requirements for Authority Data (FRAD)

This was also developed by IFLA study group aimed at giving the user the basis for instructions on authority control to find, identify, clarify and understand information retrieval processes.

3.5.4 Functional Requirements for Subject Authority Data (FRSAD)

This is a well-designed RDA element for the subject relationship which generally reflects the relationship associated with works as defined
Link: *HealthlinkWorldwideResourceCenterManual*

4.0 CONCLUSION

This unit has exposed you to the concept of resources description and access through the definition of the concept from scholars. You should be able to learn and understand the history behind the formation of the RDA as a concept, its features, benefits as well as the foundation on which the concept of RDA is built. Besides, the unit has given you the insight about the need and usefulness of RDA through which you can apply to improve library cataloguing services.

5.0 SUMMARY

What you must have learnt in this unit concerns Resources Description and Access, its development, features and advantages in the cataloguing of information document. You have also learnt that RDA is built for the digital world, though still can accommodate analogue. RDA is users' friendly and can help users to find, identify, select and obtain bibliographic records from the library resources.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the concept of Resources Description and Access and highlight its features.
2. Explain the benefits associated with RDA.
3. Highlight and explain the foundation on which RDA is built.

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UNIT 2 ONLINE PUBLIC ACCESS CATALOGS (OPACs)

CONTENTS

1.0 INTRODUCTION

In unit 1, Resources Description and Access was examined. You observed the innovative ideas that led to its conception and integration into the cataloguing scheme. You were also exposed to the features, foundations and benefits of the concept. In this unit, you are going to consider the Online Public Access Catalogs (OPACs) which will lead you to understand more on the digital information retrieval.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- get better knowledge and understanding of the concept of OPACs
- use OPAC to find and locate information easier
- explain the advantages and disadvantages of OPAC.

3.0 MAIN CONTENT

3.1 Definition and Meaning of Online Public Access Catalogou (OPACs)

Information and knowledge age have triggered revolutionised thinking and outlook among the librarian as a result of changes in information-seeking behaviour of the people. The introduction of ICT in core cataloguing process has forced cataloguing librarians to the direction of adopting new forms of catalogue known as Online Public Access Catalog (OPAC). Online Public Access Catalog is an online device that makes it easier for users to access documents such as books and other information resources in the library.

Pierre Le Loarer defines OPAC as" a database describing documents via bibliographic entries composed of fields some of which may be queried (essentially the author, title and subject fields for querying by the public). Gorman has characterized an on-line catalogue as an "integrationist" and defines it as "a bibliographic control system that allows access through many access points (conventional and "unconventional"; single and in combination.

Online Dictionary for Library and Information Science (ODLIS) defines as: "An acronym for online public access catalogue a database composed of bibliographic records describing the books and other materials owned by a library or library system, accessible via public terminals or workstations usually concentrated near the reference desk to make it easy for a user to request the assistance of a trained reference librarian. Most online catalogues are searchable by author, title subject and keywords and allow users to print, download or export records to an e-mail account. In essence, OPAC is a card-based device that can be accessed through an electronic device and/or computer. It is designed to replace the old fashion card catalogue system and to enhance the easy and quick location of information resources in the library by users. OPAC is user friendly and can be used by anybody irrespective of the users' background. This is because OPAC is designed to proffer help during information search and even the search results are displayed in a system that is easy to read, interpret and comprehend.

3.2 Historical Development of OPAC

OPAC started in the 1960s, usually on a small scale. In 1975 the large scale OPAC started at the University of Ohio and Dallas Public Library in 1978. But, the 1980s witnessed more introduction of OPAC in commercial systems. According to Kristen Goode, after 1980s OPAC, interest waned, and popularity of the online public access catalogue all

but disappeared during the 1990s and this was all before the widespread use of the Internet and any of the search engines we have available to us today. Now, new systems and new technologies have put a recent spotlight back on OPAC development with online catalogues now being offered at most libraries across the globe.

3.2.1 Stage of OPACs Development

According to Hildreth, OPAC undergone series of improvement stages and has developed through three generations namely; first, second and third generations:

***First generations OPACs*:** Phase searching OPACs', as they are generally called, were in a way the machine-readable forms of conventional catalogues providing such access points as the class mark, author, title, subject as the phrase and simple left to right phrase matching. Such systems had certain obvious drawbacks, for the probability of exact matching between search phrases with indexing terms was rather small: Much of the computer capabilities were wasted as the system worked like a card catalogue. It was not user-friendly as user/system interaction was quite limited.

Second-generation OPACs: Most of the existing OPACs are still at this stage. Influenced by the commercial bibliographic database, second-generation OPACs have adopted many of their features like 'online help messages', 'alphabetical index displays' for searching search terms and using 'Boolean logic' for their combination and effective retrieval.

Third-generation OPACs: The above-listed deficiencies were investigated and some of the remedies that emerged were incorporated into third-generation OPACs to enhance their subject searching capabilities. These systems are enriched by the inclusion of additional controlled and uncontrolled access points. Queries are accepted as a 'natural language' statement eliminating the need for the user to know quarry formulation and search techniques. Some of the systems used partial match techniques instead of Boolean operators. The retrieved sets are sometimes ranked according to the query relevance. These catalogues ensure vastly improved search system interaction at every level of the search process.

3.3 How to Use OPAC

- Connect to the library online and click OPAC link
- Log in to an account with a password data (though some systems do not require an account)
- View the information about the library and its contents

- Search for information through a title, author, or subject
- Then, the result of the search provides electronic access where each item or document items are physically located

3.4 Characteristics of OPAC

Ashikuzzaman (2018) highlighted the following features of OPAC

- Patrons can perform various levels of searching such as Browse, Heading, keyword, Control number, and Expert.
- Patrons can select which index they wish to search such as title, author, and subject.
- Patron empowerment such as searching/viewing of own patron record.
- Filtering of searches.
- Browse searches are accumulated on tabs.
- Access to record views such as Full, MARC, Holdings.
- Often do require a password

3.5 Merits of OPAC

- They are interactive and user-friendly.
- They provide quick and easy access to library materials
- They provide a more interactive and thorough way to search for materials
- Updates can be done quickly and easily.
- Users can often access the OPAC remotely.
- Contents are specific to each library.
- They can include information about a wide array of sources (books, newspapers, periodicals, etc).
- Some sources are even accessible just by clicking

OPAC
Source: http://www.lisbdnet.com

Old Fashion card catalog
Source: http://www.lisbdnet.com

3.6 Demerits of OPAC

- They may limit the number of actual visitors to the library.
- Their ease of use may hamper more thorough searches.
- Spelling errors or keying mistakes can cause frustration with missed searches.
- When technology is unavailable, as in an Internet outage, for example, searches will be halted.
- Slow Internet make searches laborious.
- If the use of an actual card catalogue is necessitated, some people may not have learned how to do so.
- Some sources, such as old printed manuscripts, art pieces, and/or maps or blueprints, are not always included in an OPAC.

3.7 Limitation of OPAC

Despite the benefits associated with OPAC, some pronounced limitations limit the operation and use of OPAC such as:

1. OPAC system does not lead the searcher from successful free-text search terms (e.g. titles words) to the corresponding subject headings or class numbers assigned to a broader range of related materials
2. Being unable to provide online thesaurus aids useful means for subject focusing/identifying terms that are broader or narrower than a topic of search.
3. Unable to provide open-ended, exploratory browsing through pre-established linkages between records in the database, to retrieve materials related to those already found.
4. Inability to automatically assist the user by providing alternative formulation of the search statement when the initial approach fails.
5. Do not rank the retrieval sets in decreasing order of probable relevance to the user's search criteria

6. Not able to provide sufficient assistance in the translation of the query terms into the vocabulary used in the catalogue. (http://www.lisbdnet.com)
   Video link of opac: https://www.youtube.com/ watch?v= TJYI uv238kQ

4.0 CONCLUSION

In this unit, you were exposed to the concept of Online Public Access and Catalog (OPAC) through its definition of the concept by different scholars. You should be able to learn and understand the history of OPAC and the characteristics. You have also been exposed to, different generations of OPAC, how to use OPAC as well as its limitations. This unit provided you with the merits and demerits of OPAC which will be of immense benefit in cataloguing exercise in the 21st century.

5.0 SUMMARY

In this unit, you have been able to know what OPAC is all about. You can recall the link and the difference between OPAC and old fashion catalogue. You are aware that each stage of OPAC development come with improvements that are better than the previous ones. You can now affirm that OPAC includes information about a wide array of sources (books, newspapers, periodicals) to make information resources available and accessible to clients.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the relevance of OPAC to the users and the Cataloguers
2. Stages of OPAC development bring new improved features to the system. Discuss
3. Define OPAC according to Pierre Le loader

7.0 REFERENCES/FURTHER READING

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MODULE 4 CLASSIFICATION SYSTEM

Unit 1 Dewey Decimal Classification Scheme (DDC)
Unit 2 Universal Decimal Classification Scheme (UDC)
Unit 3 Library of Congress Classification Scheme (LCC)
Unit 4 Moys Classification Scheme (MC)

UNIT 1 DEWEY DECIMAL CLASSIFICATION SCHEME DDC)

CONTENTS

1.0 INTRODUCTION

Generally, the basic thing you need to know about the classification system is that it involves the arrangement of similar things following agreed principles. The classification system in a library can be distinguished according to phenomenon such as, natural/fundamental (books by subjects), accidental (chronological, geographic) and artificial (alphabet, language, type, size or numerical order). In other words, it arranges information in terms of stated principles into classes, divisions and subdivisions. Components of Library Classification scheme includes; notation, form division, generalia class, index and call numbers.

According to Encyclopaedia Britannica, library classification is a system of arrangements adopted by a library to enable patrons to find its materials quickly and easily. While cataloguing provides information on the physical and topical nature of the book (or other items), classification, through an assignment of a call number (consisting of class designation author representation), locates the item in its library setting and, ideally, in the realm of knowledge. A classification system

is divided into three main types namely; Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC), Library of Congress Classification (LOC) and Specific Classification Scheme (others are; Bliss Classification Scheme, Colon Classification Scheme) and each depends on how they are used.

2.0 OBJECTIVES

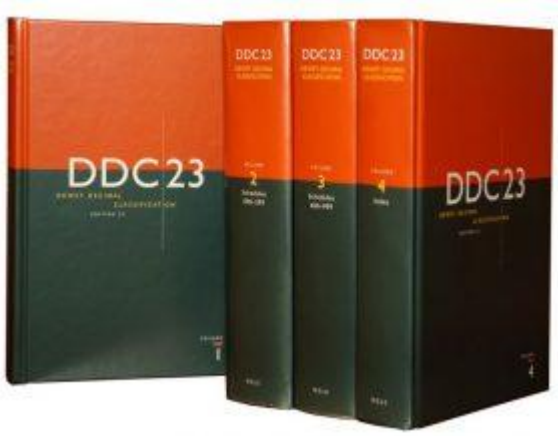
By the end of this unit, you will be able to:

- discuss the meaning library classification scheme
- identify various type of classification scheme
- explain how each classification scheme is used.

3.0 MAIN CONTENT

3.1 Dewey Decimal Classification (DDC)

In the DDC scheme, library contents are organised based on the division of all knowledge into 10 digits and each group is assigned 100 numbers. Dewey Decimal Classification (DDC) is the most popular of all the modern library classification schemes. It was devised by Melville Dewey in 1876. It provides a systematic arrangement of all the materials mechanized by a notation of great simplicity and apparent flexibility. With the emergence of DDC, the principle of the relative location of books on the shelf according to the subject became perfectly feasible and it replaced the then-existing practice of a fixed location when a certain number of shelves were allotted to each subject and each book was identified by the shelf number and its position on the shelf. All our decimal fraction notation, but for the convenience of remembering the number, the decimal point is inserted after the third digit. Sub-divisions are carried out decimally and all numbers are read as decimals. At each stage, there are nine coordinate divisions whenever there are more than nine divisions of equal status, the eight are named and the remaining are covered in the nine division i.e. ‘others’. The use of simple and pure notation that is Indian numbers, provision of form division and the relative index has made DDC very popular.



Source: www.britannica.com/editor.

3.1.1 Dewey Decimal Classification Structure

1. *Schedule:* DDC is arranged based on discipline instead of the subject. Each discipline is divided into 10 main classes, then each class is divided into10 divisions and each division is divided into10 sections that cover the entire world knowledge. The 10 main groups are 000–099, general works; 100–199, philosophy and psychology; 200–299, religion; 300–399, social sciences; 400–499, language; 500–599, natural sciences and mathematics; 600–699, technology; 700–799, the arts; 800–899, literature and rhetoric; and 900–999, history, biography, and geography. These 10 main groups are in turn subdivided again and again to provide more specific subject groups. Within each main group, the principal subseries are divided by 10; *e.g.*, the history of Europe is placed in the 940s. Link: Encyclopaedia Britannica.
2. *Summaries:* Three summaries appear in DDC schedules and tables which provide an overview of the intellectual and national structure of all the classes. Each summary provides an overview of the sub-division, whereas, multi summaries are provided for 8 major divisions and area table for Europe and North America.

3.1.2 Steps of Summary in DDC Structure

The first Summary: Table represents the first summary in DDC structure which contains 10 main classes. The first digit in each three-digit number represents the main class.

000	Computers, information & general reference
100	Religion
200	Philosophy & Psychology
300	Social Sciences
400	Languages
500	Science
600	Technology
700	Art & Recreation
800	Literature
900	History & Geography

The Second Summary: Contains a hundred divisions. The second digit in each three-digit number indicates the division.

000 Computer science, knowledge & systems
010 Bibliographies
020 Library & information sciences
030 Encyclopedias & books of facts
040 [Unassigned] 050 Magazines, journals & serials
060 Associations, organizations & museums
070 News media, journalism & publishing
080 Quotations
090 Manuscripts & rare books

100 Philosophy
110 Metaphysics
120 Epistemology
130 Parapsychology & occultism
140 Philosophical schools of thought
150 Psychology
160 Logic
170 Ethics
180 Ancient, medieval & eastern philosophy
190 Modern western philosophy

500 Science
510 Mathematics
520 Astronomy
530 Physics
540 Chemistry
550 Earth sciences & geology
560 Fossils & prehistoric life
570 Life sciences; biology
580 Plants (Botany)
590 Animals (Zoology)

600 Technology
610 Medicine & health
620 Engineering
630 Agriculture
640 Home & family management
650 Management & public relations
660 Chemical engineering
670 Manufacturing
680 Manufacture for specific uses
690 Building & construction

200	**Religion**
210	Philosophy & theory of religion
220	The Bible
230	Christianity & Christian theology
240	Christian practice & observance
250	Christian pastoral practice & religious orders
260	Christian organization, social work & worship
270	History of Christianity
280	Christian denominations
290	Other religions

300	**Social sciences, sociology & anthropology**
310	Statistics
320	Political science
330	Economics
340	Law
350	Public administration & military science
360	Social problems & social services
370	Education
380	Commerce, communications & transportation
390	Customs, etiquette & folklore

400	**Language**
410	Linguistics
420	English & Old English languages
430	German & related languages
440	French & related languages
450	Italian, Romanian & related languages
460	Spanish & Portuguese languages
470	Latin & Italic languages

700	**Arts**
710	Landscaping & area planning
720	Architecture
730	Sculpture, ceramics & metalwork
740	Drawing & decorative arts
750	Painting
760	Graphic arts
770	Photography & computer art
780	Music
790	Sports, games & entertainment

800	**Literature, rhetoric & criticism**
810	American literature in English
820	English & Old English literatures
830	German & related literatures
840	French & related literatures
850	Italian, Romanian & related literatures
860	Spanish & Portuguese literatures
870	Latin & Italic literatures
880	Classical & modern Greek literatures
890	Other literatures

900	**History**
910	Geography & travel
920	Biography & genealogy
930	History of ancient world (to ca. 499)
940	History of Europe
950	History of Asia
960	History of Africa
970	History of North America
980	History of South America
990	History of other areas

480 Classical & modern Greek languages
490 Other languages

The Third Summary: Contains a thousand sections. The third digit in each three-digit number indicates the section. Thus 530 is used for general works on physics, 531 for classical mechanics, 532 for fluid mechanics, 533 for gas mechanics. Arabic numerals are used to represent each class in the DDC. A decimal point follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed.

3.1.3 Components of Dewey Decimal Classification scheme:

Classification in Library Science is the practice of decoding specific subject of library materials such as books into artificial language with the use of numbers to enhance the proper and logical arrangement of library documents for easy access and retrieval. Ashikuzzaman narrated the essential components of a scheme of library classification are follows

1. **Notation:** It is a set of symbols which stands for a class or a subject e.g. philosophy and literature and its sub-division example ethics, English literature representing a scheme of classifications. To arrange books, use of names of the subjects, broad or specific in the natural language would neither be practicable nor convenient so these are translated into the artificial language of ordinal numbers.
2. **Form Division:** Knowledge may be presented in one form of the other, the form could be a textbook, manual, history, dictionary and encyclopedia. These forms or styles of presenting knowledge of a subject could be commonly applied to any subject. Book classification takes care of representing form in the Call Number. The numbers representing the forms of books are called form divisions. They are also known as common sub-divisions or common-isolates.
3. **Generalia Class:** There are certain books such as encyclopedias, bibliographies and collected writings of an author which cannot be classified under any specific subject since they cover all subjects under the sun and hence are classified under the Generalia Class.
4. **Index:** Index is an essential component of a scheme of Library Classification which is provided at the end of the scheme. It is of immense value to the members in their handling of a classified part of the catalogue.

5. **Call Number:** In classifying, each book is provided with a distinguished number specified to it which can be used for calling the book from the shelve and replacing it on its return to its rightful place. It is known as a Call Number
   Link http://www.lisbdnet.com/depth-classification

4.0 CONCLUSION

In this unit, you have been exposed to the Dewey Decimal Classification (DDC) scheme as a format in library classification through its definition. You should be able to learn and understand the history of DCC and its structures leading to schedule and summaries and its steps, as well as the components DCC.

5.0 SUMMARY

You have learnt Dewey Decimal Classification in this unit and how it can be used in the classification exercise of the library materials. You have also learnt the DDC is the practice of decoding specific subject of library materials such as books into artificial language with the use of numbers to enhance the proper and logical arrangement of library documents for easy access and retrieval. DDC has been translated into several languages of the world and that makes it to be globally accepted as a library classification scheme.

6.0 TUTOR-MARKED ASSIGNMENT

1. There are steps of summary in DDC structure, discuss the second summary with examples.
2. Name and explain the five components of DDC.
3. Discuss the schedule in DDC structure and give the example of the 10 main class.

7.0 REFERENCES/FURTHER READING

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RAJU, A. A. N. (1993). Universal decimal classification (IME-1993): *Theory and Practice: A Self Instructional Manual. 2007.* Ess Ess Publications; New Delhi.

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UNIT 2 UNIVERSAL DECIMAL CLASSIFICATION (UDC)

CONTENTS

1.0 INTRODUCTION

In unit one, you examined the Dewey Decimal Classification (DDC) scheme and how you can apply the DDC scheme in classification exercise. You also explored its components and structures. In this unit, you are going to examine the Universal Decimal Classification (UDC) scheme and see how it is used in the classification of library documents for easy information access and retrieval.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- discuss the meaning of the universal decimal classification (UDC) scheme
- identify various notations in UDC scheme
- explain the advantages and disadvantages of UDC.

3.0 MAIN CONTENT

3.1 History of UDC

In 1895, Belgian Barrister Paul Otlet and a Nobel Prize winner Henri La Fountaine developed a library classification scheme known as Universal Decimal Classification (UDC) scheme which comprises the mixture of enumerative and faceted characters. The scheme is referred to as

universal because it includes the whole field of world knowledge; in essence, it has been published in more than 28 languages which makes it a multilingual document. UDC is aimed at developing a world-class classification system for indexing and arranging an enormous card bibliography that includes books, documents, periodicals, abstract, trade catalogues, patents and micro documents globally.

The year 1905 witnessed the publication of the first edition of UDC in French – Manual du Reportoire Bibligraphique Universel- with 33,000 sub-divisions. The second edition which has 70,000 sub-divisions was also published in French. The third edition was published in Germany in 7 volumes of tables and 3 volumes of the alphabetic index containing 140,000 sub-divisions. Subsequently, the full edition was published in French, Spanish, and Japanese languages. The English translation entitled Universal Decimal Classification started in 1943. By 1961, the British Standard Institution published the revised English edition.

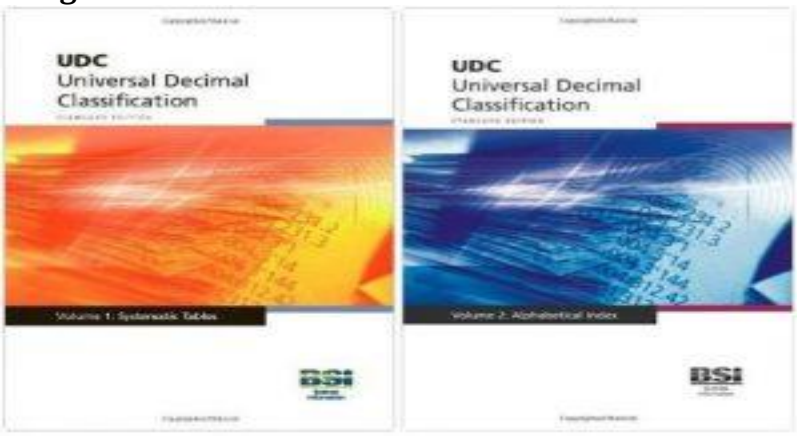
3.2 Structure of UDC

Part of UDC categories is the systematic table or schedule which gives the notational number of all the basic classes from 0-9. The order and name of the main table in UDC is same as in DCC where the universal knowledge is divided into ten main classes indicated by decimal fraction usually Indo-Arabic numerals. The main class numbers and their subdivisions are divided by a continuous extension of the decimal fraction on the principle of proceeding from general to specific. The practice of DDC to use a dot after every three digits have been retained in UDC. In UDC, the 4th class is kept vacant for future subjects.

Ten Main Classes of Universal Decimal Classification

0	Science and Knowledge. Organisation. Computer Science. Information Science. Documentation. Librarianship. Institutions. Publications
1	Philosophy. Psychology
2	Religion. Theology
3	Social Sciences
4	Vacant
5	Mathematics. Natural Science
6	Applied Science. Medicine. Technology
7	The Arts. Entertainment. Sport
8	Linguistics. Literature
9	Geography. History

Image of UDCC



Source: www.bsi.net.org

3.4 Notation and Symbols in UDC

UDC follows the notational symbols like the Dewey Decimal Classification (DDC). The notational symbols consist of ten (0-9) main class that is used in decimal form, the different mathematical symbols and punctuation marks that have converted its notation into a mixed notation. UDC notational symbols are expressed in Indo-Arabic numerals (0-9) which have added quality to the classification scheme. The nought and decimal point have been omitted for convenience and have been implied. The numbers are simply indicated that is 0, 1, 2, 3, 4, 5—-. UDC uses single-digit numbers and every digit is a significant one

Symbols	Expressed as	Significance
+	Plus	Connection of non-consecutive numbers
/	Stoke	Connection of consecutive numbers
:	Colon	Relation
[]	Square Brackets	Relation (subordinate)
=	Equals	Language
(0)	Brakets Naught	Form
(0-9)	Brakets	Place
(=)	Brackets Equal	Race and Nationality
‘’	Inverted Commas	Time
A-Z	A to Z	Individual Sub-division
-	Hyphen	Special Analytical numbers
.00	Point Double Zero	Point of View
.0	Point Naught	Special Analytical numbers

3.4 Characteristics of Universal Decimal Classification (UDC)

There are some features that distinguished UDC from other Classification schemes and these include but not limited to the following:

1. UDC is a practical scheme based on the demands of pamphlets, reports and periodical literature rather than the framework of a theory.
2. The scheme is based on DDC and claims to be the first Analytico-synthetic classification scheme.
3. It lays more stress to achieve co-extensive class numbers i.e. detailed specification than the achievement of a sequence of subjects for optimum helpfulness.
4. It avoids the lacunae of numerous private classification schemes by providing a standard system covering all the disciplines and may be used in any type of library.
5. It is a general classification scheme and not a bundle of special classification. It is rather an integrated whole.
6. The scheme reflects exhaustive enumeration in the schedule with due provision for synthesis or coordination.

Link: www.lisbdnetwok.com

3.5 Advantages of UDC

1. Since UDC is a general scheme of classification, it covers the whole field of human knowledge. The process of dividing a class into ten subclasses is carried to the required degree of specificity. The required degree of detail is achieved with the help of common and special auxiliaries. The resultant subject description is of utmost precision.
2. Due to the UDC's incredibly flexible disposition, it naturally lends itself to conversion in a digital computer format.
3. The UDC like the DDC has been published in Full, Abridged, and Web formats.
4. The UDC lends itself very well to applications in other languages and scripts. Its notation overcomes all languages and provides world-wide use.
5. Due to its versatility, it can be utilized in multiple fields including museums, archives, libraries, and the documentation.
6. Due to its abbreviated nature and vocabulary, it is easily updated and enables worldwide standardized indexing.
7. It is easier to manipulate the UDC than to accommodate advances in knowledge because of greater scope for creating new synthesized numbers for concepts or simply inserting a new

number as required without the need to reach a general editorial agreement.

3.6 Disadvantages of Universal Decimal Classification

1. The notation often tends to be long and appears clumsy. As a result, its use on the shelves becomes difficult.
2. User participation in revision has created unevenness in the scheme at places. It also delays revision of schedules until they become out of date.
3. The UDC lacks conformity and exhibits a lack of uniformity across libraries that uses it.
4. The UDC is uneven in its coverage of modern topics and some of the expansions of UDC are too detailed.
   Link: www.lisbdnetwok.com

4.0 CONCLUSION

In the information retrieval system, it is important you know the Universal Decimal Classification. The UDC is done basically to provide a standard scheme that covers all the disciplines and may be useful to any type of library world over. The UDC application and publication in web-format are done in a way that it can be utilised in multiple fields of a museum, archives for information access and retrieval process. The unit has allowed you to discover the strength and weaknesses of the UDC scheme and this will help you to enhance quality service delivery in the information retrieval process.

5.0 SUMMARY

In this unit, you have learnt the history of UDC and its features. You were exposed to notations and symbols and how they are used in the UDC classification scheme. In this unit also, you learnt the ten main classes of UDC and its notations which overcomes all languages and provides world-wide usage. In the next unit, you will be looking at the Library of Congress Classification scheme.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the notation and symbols in UDC and how it can be applied in the field of library classification exercise
2. Explain the reason why you must use the UDC scheme in your library classification exercise
3. Discuss the ten main classes of UDC you studied in this unit

7.0 REFERENCES/FURTHER READING

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UNIT 3 LIBRARY OF CONGRESS CLASSIFICATION (LCC) SCHEME

CONTENTS

1.0 INTRODUCTION

In unit one, you examined the Library of Congress Classification (LCC) scheme as a tool used in classifying library materials. You will also explore the nature of the Library of Congress Classification (LCC) scheme and how you can apply the scheme in classification exercise. You are also to explore its components and structures, notations and symbols in LCC. Most importantly, the unit will provide you with the opportunity to examine the LCC scheme, its usage and application, features and the exercise therein.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- define Library of Congress Classification scheme
- identify various notations and symbols used in the LCC scheme
- explain the advantages and disadvantages of the LCC scheme.

3.0 MAIN CONTENT

3.1 History of Library of Congress

Library of Congress (1800) was founded in 1800 in Washington DC with 700 books bought from Thomas Jefferson the 3rd. He was the

United States President (1743-1826)-. The library's original collection of 3,000 volumes was destroyed by fire in 1814 during the British American war. Thereafter, in 1815, Thomas Jefferson's library was purchased together with the 6,487 volumes of a book to replace the burnt library of congress which was also destroyed by fire in 1815. Many of the volumes of the books destroyed by the fire have been replaced. Ainsworth Spofford 1864-1897, a congress librarian was instrumental to the permanent LOC's dedicated building and the establishment of copyright of 1870 which placed Copyright Office in the Library of Congress.

According to Billington (2019), the de facto national library of the United States is the largest in the world. Its collection was growing at a rate of about two million items per year; it reached more than 155 million items in 2012. The Library of Congress (LOC) serves members, committees, and staff of the U.S. Congress, other government agencies, libraries throughout the country and the world, and the scholars, researchers, artists, and scientists who use its resources. It is the national centre for library service to the blind and physically handicapped, and it offers many concerts, lectures, and exhibitions for the general public. The library was originally designed to serve members of the United States Congress.

The library receives approximately 15,000 items and adds approximately 11,000 of these to its collections. The vast majority of works in the library's collections are received through the copyright deposit process mentioned above. Materials are also acquired through gifts, purchases, and donations from private sources and other government agencies (state, local, and federal), the library's Cataloguing in Publication program (a prepublication arrangement with publishers), and exchanges with libraries in the United States and abroad (Billington 2019).

3.2 Feature of Library of Congress

Satija (2018) listed the following features of LCC as follows:

- This scheme is a classic example of an enumerative scheme. No synthesis is possible even he (Common Isolates) are enumerated and enumerated for each class in 11000 pages long schedule.
- The schedule is very bulky due to individual details. P Language and Literature class alone contain 3200 pages (whereas entire DDC has 4000 and Colon 200 pages).
- There are 31 places for the different editions of the same book: *Rights of Man* /by Thomas Paine.

- The scheme has no theory. It is pragmatic which is based not on any scientific order, but on the literary warrant of the LC: What is not in the LC is not in the LCC. It is not any map of knowledge. It is a classification of the Library of Congress.
- It was not designed as a universal system, but the one made serve the LC specifically.
- Each major class is virtually independent of the others with its form and geographical divisions and index.
- It has always been extended and remodelled with the incoming flow of actual books of the Congress Library. Editors keep developing the schedules as they classify. It makes heavy use of Alphabetical arrangement within classes.
- Its hospitality to new subjects is enormous.
- No other general classification scheme has the privilege of being developed by a library and that so large

3.3 Structure, Symbols and Classes in Library of Congress Classification Scheme

Library books which are shelved according to LOC classification scheme separate all knowledge into 20 classes and each class corresponds to a letter of the alphabets with subclasses identified by the combinations of letters and subtopics by numerical notations

The list of 20 classes with subclasses and corresponding letters are as follows:

A GENERAL WORKS
AC Collections
AE Encyclopedias
AG Dictionaries
AI Indexes
AM Museums
AN Newspapers
AP Periodicals
AS Academic and societies
AY Yearbooks, Almanacs, Directories
AZ History scholarship

B PHILOSOPHY, PSYCHOLOGY, RELIGION
B Philosophy (General)
BC Logic
BD Speculative philosophy
BF Psychology. Parapsychology. Occultism
BH Aesthetics
BJ Ethics, Social Usage, Etiquette

BL Religion, Mythology
BM Judaism
BP Islam, Bahaism, Theosophy
BQ Buddhism
BR Christianity
BS Bible
BT Christianity: Doctrinal theology
BV Christianity: Practical theology
BX Christian Denominations

C AUXILLARY SCIENCE OF HISTORY
C General
CB History of Civilization
CC Archaeology
CD Diplomatic. Archive. Seals
CE Technical Chronology. Calendar
CJ Numismatics
CN Inscription. Epigraphy
CR Heraldry
CS Genealogy
CT Biography

D HISTORY; GENERAL AND OLD WORLD
D General
DA Great Britain
DB Austria. Hungary. Czechoslovakia
DC France
DD Germany
DE Mediterranean region-General
DF Greece
DG Italy
DH Low Countries: Belgium. Luxemburg
DJ Netherlands (Holland)
DJK Eastern Europe
DK Soviet Union. Poland
DL Northern Europe
DP Spain. Portugal
DQ Switzerland
DR Balkan Peninsula
DS Asia
DT Africa
DU Oceania. Australia. New Zealand
DX Gypsies

E-F HISTORY: WESTERN HEMISPHERE

E America
FU S local history. Canada. Latin America.

G GEOGRAPHY. ANTHROPOLOGY. RECREATION

G General. Atlases. Maps
GA Mathematical Geography. Cartography
GB Physical geography
GC Oceanography
GF Human ecology. Anthropogeography
GN Anthropology
GR Folklore
GT Manners and customs
GV Recreation. Sports. Games

H SOCIAL SCIENCES

H General
HA Statistics
HB Economics
HC Economic history
HD Land. Agriculture. Industry. Labour
HE Transportation and communications
HF Commerce
HHG Finance
HJ Public finance
HM Sociology
HN Social history
HQ Family. Marriage. Women
HS Societies. Clubs
HT Communities. Classes. Races
HV Social pathology. Social services. Criminology
HX Socialism. Communism

J POLITICAL SCIENCE

J General legislative and executive papers
JA Political Science- General
JC Political theory. The States
JF Constitutional history- General
JK Constitutional history United States
JL Constitutional history- Canada. Latin America
JN Constitutional history- Europe
JQ Constitutional history- Asia. Africa. Australia. Oceania
JS Local government
JV Colonies and colonisation
JX international Law. International relations

K LAW
K General
KD United Kingdom and Ireland
KDZ America. North America. OAS
KE Canada
KF United States
KG-
KH Latin America
KJ-
KK Europe

L EDUCATION
L General
LA History of education
LB Theory and practice of education
LC Special aspect of education
LD Individual institutions- United Sates
LE Individual institutions- other Americas
LF Individual institutions-Europe
LG Individual institutions- Asia. Africa. Oceania
LH College publications
LJ Students fraternities and sororities
LT Textbooks

M MUSIC
M General
ML Literature of music
MT Music instruction

N FINE ART
N Visual arts (General)
NA Architecture
NB Sculpture
NC Drawing
ND Painting
NE Print media
NK Decorative arts. Applied arts
NX Arts in general

P LANGUAGE AND LITERATURE
P Philology and linguistics
PA Classical languages and literature
PB Celtic languages
PC Romance languages
PD Germanic languages. Scandinavian languages
PE English language

PF West Germanic languages. Dutch. German
PG Slavic, Baltic, Armenian languages and literature
PH Finno-Ugrian languages and literature
PJ Oriental languages and literatures
PK Indo-Iranian languages and literature
PL East Asian languages and literature
PM American Indian languages. Artificial languages
PN Literature. General literary history and collections. Performing arts.
PQ Romance literature
PR English literature
PS American literature
PT Germanic literature
PZ Juvenile belle letters

Q SCIENCE
Q General
QA Mathematics
QB Astronomy
QC Physics
QD Chemistry
QE Geology
QH Natural History. Biology
QK Botany
QL Zoology
QM Human anatomy
QP Physiology
QR Microbiology

R MEDICINE
R General
RA Public aspects of medicine
RB Pathology
RC Internal medicine
RD Surgery
RE Ophthalmology
RF Otorhinolaryngology
RG Gynaecology and obstetrics
RJ Paediatrics
RK Dentistry
RL Dermatology
RM Therapeutics. Pharmacology
RS Pharmacy. Materia medica
RT Nursing
RV Botanic, Thomsonian, eclectic medicine
RX Homoeopathy
RZ Other systems of medicine

S AGRICULTURE
S General
SB Plant culture
SD Forestry
SF Animal culture
SH Aquaculture. Fisheries. Angling
SK Hunting

T TECHNOLOGY
T General
TA Engineering - General and civil
TC Hydraulic engineering
TD Environmental technology. Sanitary engineering
TE Highway engineering
TF Railroad engineering
TG Bridge construction
TH Building construction
TJ Mechanical engineering and machinery
TK Electrical engineering. Electronics. Nuclear engineering
TL Motor vehicles. Aeronautics. Astronautics
TN Mining engineering
TP Chemical technology
TR Photography
TS Manufactures
TT Handicrafts. Arts and crafts
TX Home economics

U MILITARY SCIENCE
U General
UA Armies
UB Military administration
UC Maintenance and transportation
UD Infantry
UE Cavalry. Armoured cavalry
UF Artillery
UG Military engineering. Air forces. Air warfare
UH Other services

V NAVAL
V General
VA Navies
VC Naval maintenance
VD Naval seamen
VE Marines
VF Naval ordinance

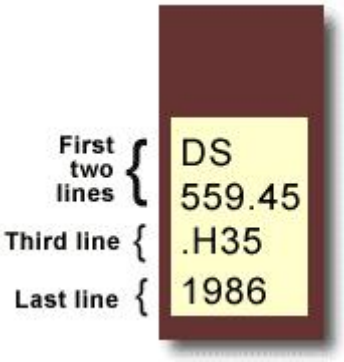
VG Minor services of navies
VK Navigation. Merchant marine
VM Naval architecture. Marine engineering

Z BIBLIOGRAPHY: LIBRARY SCIENCE

ZBooks. Book industries. Library science. Bibliography

3.3.1 Anatomy of a Library of Congress Call Number

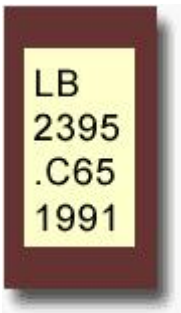
Book title: Uncensored War: The Media and Vietnam
Author: Daniel C. Hallin
Call Number: DS559.46 .H35 1986



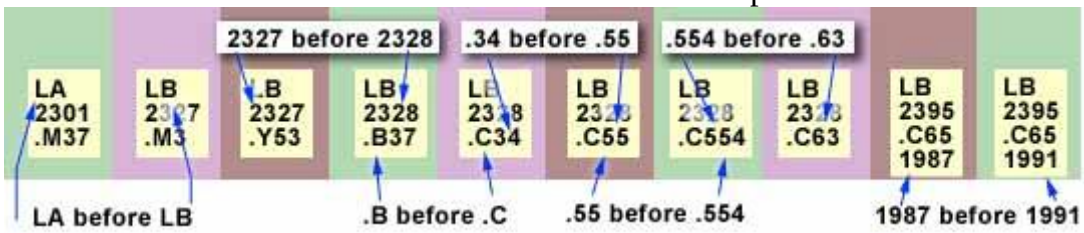
The first two lines describe the subject of the book.
DS559.45 = Vietnamese Conflict
The third line often represents the author's last name.
H = Hallin
The last line represents the date of publication.

3.3.2 Tips for Finding Books on the Shelf

Read call numbers line by line.



LB
Read the first line in alphabetical order:
A, B, BF, C, D... L, LA, LB, LC, M, ML...
2395
Read the second line as a whole number:
1, 2, 3, 45, 100, 101, 1000, 2000, 2430...
.C65
The third line is a combination of a letter and numbers. Read the letter alphabetically. Read the number as a decimal, eg: .C65 = .65 .C724 = .724
Some call numbers have more than one combination letter-number line.
1991
The last line is the year the book was published. Read in chronological order:
1985, 1991, 1992...
Here is a shelf of books with the call number order explained.



Link: www.onlinelibrarylearningcentre.com The University System of Georgia

4.0 CONCLUSION

This unit has provided you with the background knowledge of the Library of Congress Classification scheme. It has also exposed you to main classes and subdivision of the classification scheme. This unit has provided you with the knowledge of the first general classification designed for a specific library and how it is influenced by the Library of Congress collection and administration. It is good for you to know that LCC is kept up-to-date constant revision via the in-house editors which makes it the best example of classification based on literary.

5.0 SUMMARY

In this unit, you have learnt the history of the Library of Congress and its features. You were exposed to know the structure and main classes as well as alphabetical symbols used in the classification scheme. In this unit also, you have learnt the anatomy of LCC call numbers and tips for finding a book on the library shelve which can help you in the information retrieval process. In the next unit, you will be exposed to Moys classification scheme.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the anatomy of Library of Congress Call number and the tips used in finding books on library shelve.
2. Explain the features that differentiate the Library of Congress Classification scheme from other schemes.
3. Explain the structure and classes that are in the LCC scheme.

7.0 REFERENCES/FURTHER READING

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University of Rhode Island Library Service URL: https://uri.libguides.com/lccs.

University System of Georgia Online Library Learning www.onlinelibrarylearningcentre.com

UNIT 4 MOYS CLASSIFICATION AND OTHER SCHEMES

CONTENTS

1.0 INTRODUCTION

You have learnt in the preceding units different types of classifications such as DDC, UDC and LCC which are vital in the information retrieval process. This unit will introduce to yet another form of classification scheme known as Moys Classification (MC). Moys Classification scheme is mainly a classification for legal materials. It is a classification scheme that is used by several common law jurisdictions such as Nigeria, United Kingdom, Canada, New Zealand and Australia. The peculiarity in the Moys classification scheme arises due to the demand for legal classification scheme that will be used in the commonwealth nations especially at the time there were no LCC schedules for the law. This unit will also allow you to know other forms of classification schemes that are available.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the rationale behind the Moys classification scheme
- obtain good knowledge of legal classification scheme
- access and retrieve law materials from the library
- explain other types of classification schemes.

3.0 MAIN CONTENT

3.1 Facts about Moys Classification Scheme

Elizabeth M. Moys was a Briton. She started work on the Moys classification scheme for legal materials as a project that led to the award of the Fellow of the Library Association (Great Britain). She was a trained librarian. She worked as a cataloguer in a leading law firm in London. Moys also worked as a Librarian in the University of Lagos Nigeria where she has the opportunity to classify the law collections and built up the schedule what is now known as Moy's classification scheme.

3.2 Characteristics of Moys Classification Scheme

1. Moy's classification scheme arranges common law jurisdictions by topic and non-common jurisdictions by jurisdiction.
2. It has a dual notation; class K, as in LC and 340 as in DDC.
3. It uses all the K, (34X), two letters, three number plus decimal, therefore, the numbers are shorter.

3.3 Moys Classification Scheme Notation

K Journals and reference books
KA Jurisprudence
KB General and Comparative law
KC International law
KD Religious legal system
KE Ancient and medieval law
KF-KN Common law
KM Public law
KN Private law
KR Africa
KS Latin America
KT Asia and Pacific
KV Europe
KW EC
Link: https://www.jiscmail.ac.uk/cgi-bin/webadmin
Video link: www.video+link+of+moy+classification+scheme&client

3.4 Other Classifications Scheme

The following are other types of classification schemes that are used to classify library materials as enlisted by editors of Encyclopedia Britannica thus:

3.4.1 Colon Classification Scheme

This form of classification was developed by S. R Ranganthan in 1933. It has the general characteristics of classification. It is capable of creating complex/new categories by the application of facets or colons, for instance, L214:4:7 for dental surgery.

3.4.2 Bliss Classification Scheme

Bliss classification was developed in 1935 by Henry Everlyn Bliss

3.4.3 Enumerative Classification Schemes

This form of the classification scheme is characterised by a top-down approach whereby a series of subordinate classes are produced and where both simple and complex subject is listed. It also displays the hierarchical structure of notation in some cases. The difficulty in this scheme is that it can hardly accommodate new subjects. The basic tenet of this scheme is that all the possible subjects and topics are listed along with a predefined class number, and therefore the classifier does not have to create any class number such as Dewey Decimal Classification.

3.4.4 Analytico-Synthetic Classification Scheme

Analytico-Synthetic Library classification scheme resolves some of the problems of enumerative classification schemes. The concept behind this scheme is that the subject of a given document will be divided into its constituent elements and then the classification scheme will be used to find notations for each element, which will then be combined according to the prescribed rules to prepare the final class number.

3.4.5 Faceted Classification Scheme

As put forward by S. R Ranganatha, faceted Classification scheme lists the various facets of every subject or main class and provides a set of rules for constructing class numbers through facet analysis instead of listing all the classes and the corresponding numbers
Link: www.encyclopeadiabritannca.com

4.0 CONCLUSION

In classification exercise for library materials, it is important to study and understand different types of forms therein. This is because different types of classification scheme are employed by different libraries all over the world to organise world knowledge for easy access and retrieval of information. Therefore you must understand the basics of

classification schemes and know their strengths and weaknesses so that you can plan and use any of these schemes for proper librarianship. Most importantly, classification's optimal goal is to make information revival easy for the users.

5.0 SUMMARY

In this unit, you have been able to learn various classification schemes. You can recall the characteristics that stand between them. You can identify the notations, classes and symbols assigned to each scheme, as well as, the advantages and disadvantages of most of the classification schemes. This unit has also exposed you to the origin and founders of the various classification schemes. Most importantly, you deduce that each scheme follows a peculiar pattern in classification exercise.

6.0 TUTOR-MARKED ASSIGNMENT

1. List and explain three other classification schemes discussed in this unit.
2. List and explain the main characteristics of Moys Classification scheme.
3. Moys Classification scheme is designed for a particular discipline. Discuss.

7.0 REFERENCES /FURTHER READING

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