UNIT 4  COMPARATIVE STUDY OF SCHEMES OF CLASSIFICATION

Structure

4.0  Objectives
4.1  Comparative Librarianship
4.2  Introduction to the Major Schemes of Classification
4.3  Discipline and Main Class
   4.3.1  Main Class
4.4  Notation
   4.4.1  DDC
   4.4.2  UDC
   4.4.3  LCC
   4.4.4  CC
4.5  Extent of Use and Popularity
   4.5.1  DDC
   4.5.2  UDC
   4.5.3  LCC
   4.5.4  CC
4.6  Historical Contribution
   4.6.1  DDC
   4.6.2  UDC
   4.6.3  LCC
   4.6.4  CC
4.7  Summary
4.8  Answers to the Self check Exercises
4.9  Keywords
4.10 References and further Reading

4.0  OBJECTIVES

After reading this Unit, you will be able to:

- compare and contrast the salient features of the major living library classifications, namely, the DDC, UDC, LCC and CC;
- discuss the strengths and weaknesses of these systems of classifications; and
- make a right choice of classification suitable to your library.

4.1  COMPARATIVE LIBRARIANSHIP

Comparative librarianship is a branch of international librarianship to study and compare the library systems of different countries and organisations. This methodology can equally be applied to various systems and services offered by different libraries. Quite often comparative study of classification systems and their elements is made by comparison
of the features of various systems. A model library classification can be designed by borrowing the best features of each. S.R. Ranganathan’s *Prolegomena* (1937, 1957, 1967) uses this comparative method to evolve a theory of library classification. It may be noted that comparison is done between two similar things. It will be no use comparing a horse with a cow or even a car with a cart, but will be gainful to compare two different brands of cars.

### 4.2 INTRODUCTION TO MAJOR SCHEMES OF CLASSIFICATION

Modern history of library classification began in 1876 with the publication of Dewey’s system. Its use spread very quickly as it neatly and instantly solved many of the problems being faced by the librarians in shelf arrangement and display of books. In its wake many new general classification systems emerged mostly to improve upon it or explore some alternative approaches. Noticeable among these systems are:

- Dewey Decimal Classification (DDC) (1876+)
- C.A. Cutter’s Expansive Classification (1893)
- Universal Decimal Classification (UDC) (1895+)
- Library of Congress Classification (LCC) (1903+)
- J.D. Brown’s Subject Classification (SC) (1906)
- Ranganathan’s Colon Classification (CC) (1933+)
- Bliss’ Bibliographic Classification (BC) (1940-1953)
- Rider’s International Classification (IC) (1961)
- Broad System of Ordering (BSO) (1978)
- Bibliographic Classification, 2nd ed. (BC)(1977+)

Systems by Cutter, Brown, Bliss (1st ed.) and Rider are no more in use. Bibliographic Classification, 2nd ed., being revised by J. Mills is still not complete, though considered as one of the best classification of the present times. DDC, UDC and LCC are considered the three major living classification systems, and are highly popular, and at time in competition with one another. Colon Classification of S.R. Ranganathan is the most scientifically designed system. It rather brought a paradigm shift due to its revolutionary method of facet analysis and postulational approach. Though CC itself is in danger, or may not even survive for long, but its methods have already pervaded the science, terminology and technology of classification design. It is a class apart, though not used highly. It is a sort of mother to later day classification systems. All other systems like DDC, UDC, BC-2 and BSO have borrowed its methods to the extent possible for their revision and modernisation. Here is a comparative study of these systems.

### 4.3 DISCIPLINE AND MAIN CLASS

All the library classifications are first divided by discipline. A discipline is a fundamental field of teaching and learning. A discipline is a major chunk of knowledge characterised by the similarity of objects of study or use of a common research methodology. Disciplines are academic in nature and are ways of looking at the world by academicians. Three classic and traditional disciplines in order are Sciences, Humanities and Social sciences. Now many more disciplines have emerged such as Physical Sciences,
Biosciences, Behavioral Sciences, though some call them sub-disciplines. Number of such disciplines keeps growing as the knowledge grows. Obverse of a discipline is isolated object or phenomena e.g., copper, child, tree, school which could be studied in context of any discipline.

4.3.1 Main Class

A discipline or sub discipline is further divided on the same basis into smaller chunks called main classes. All current classifications are based on main classes which makes the primary or basic facet. The main classes in any system form the first and mutually exclusive array of the division of the universe of knowledge. A main class may be defined as a homogenous, coherent and interrelated area of knowledge within the comprehension of an ordinary intellectual being. The scope and number of main classes vary from system to system and from time to time. For example, Astronomy is a part of Mathematics in CC (1963), while in DDC it is an independent class. Many smaller topics in the CC sixth edition (1963) got the status of a main class in the seventh edition (1987). Nevertheless, the number, scope and order of main classes form the core of any library classification system.

DDC

As constrained by its decimal notation in the DDC the discipline based main classes are numbered 1/9 and the Generalia class denoted by 0 precedes them. The main classes of the DDC as denoted by a minimum of three digits are:

- 000 Generalia
- 100 Philosophy, Psychology
- 200 Religion
- 300 Social Sciences
- 400 Linguistics
- 500 Natural Sciences
- 600 Technology (Applied Sciences)
- 700 Arts (Fine)
- 800 Literature
- 900 Geography, Biography and History

It may be noted that in the last main class Geography and History have been clubbed together as there is no more space available after 9 in a decimal notation. The (MCs) 100/600 are sciences based upon reason; 700/800 are imaginative works, while 900 pertains to memory. This is based upon the three faculties of mind as proposed by an English Philosopher Francis Bacon (1561-1626). Dewey in his arrangement of main classes inverted the three Baconian mental faculties of memory, imagination and reason. Each of the main class is further divided into ten divisions and each of the division is further divided into ten sections:

- 500 Sciences
- 510 Mathematics
- 520 Astronomy
Zoology
Each of the 100 Division ending with one zero is divided into ten sections
Mathematic
General Principles
Algebra
Geometry
Probability
This division can be carried to any extent by putting a dot after the third digit:
Finite mathematics
Mathematical logic
Approximation
Mathematical models
This division can be further carried:
Mathematical logic
Sets
Set theory
Fuzzy sets

It may be noted that apart from being rooted in 17th century philosophy of Francis Bacon there are many flaws in the structure. The theory of three faculties of mind namely, reason, imagination and memory is no more scientifically valid. The matrix of dividing by 10 at every stage is artificial. One can easily see the unjustified separation of 400 Linguistics from 800 Literature. There is no justification for keeping Philosophy 100 and Psychology 150 together. History 900 has been separated from Social Sciences 300. There are many more such flaws at lower levels. Yet the DDC is credited to be first discipline based classification and is the most popular system today. Disarming its critics it makes no pretense of being a true map of knowledge. It is a practical shelf arrangement system and tries to give every significant topic a place in an overall scheme of subjects.

UDC

DDC is the base of UDC. Therefore, all the above criticism equally applies here. Yet some rectifications have been done by merging 4 Linguistics with 8 Literature. The main class 4 has been kept vacant and is likely to be filled with the newly developed faceted class Medicine. It will vacate 61 of its current class Medicine to expand 620 Engineering. Its auxiliaries and special tables are a sort of cosmetic surgery over the DDC to improve its structure and efficiency in classifying micro literature.

LCC

LCC, developed during 1898-1910, consists of 21 main classes denoted by A/Z, and are based somewhat on the Expansive Classification (1893) of C.A. Cutter (1837-1903):

General Works
I. O. W. X. Y have been kept vacant. In the above evolutionary arrangement theory precedes practice. Though each class is independent, the whole schedules have been expanded to 51 volumes in depth of details. It has been described as a general classification comprising of a series of depth schedules. It is a best example of an enumerative system. The main classes are further divided by a second seemed alphabet:

Q  Science
QA  Mathematics
QB  Astronomy
QC  Physics
QD  Chemistry

Double digit subdivisions are further sub divided by numerals. It is the only classification which is now using arithmetic numerals in face of the trend of decimal notation:

QD  Chemistry
1-65  General topics
71-142  Analytical chemistry
146-197  Inorganic chemistry
241-441  Organic chemistry
901-991  Crystallography

As a shelf classification it is quite successful.

CC

S.R. Ranganathan (1892-1972) was a great thinker and theoretician. Despite this he had not developed any theory of classification when he conceived, designed and published CC between 1924-1933. Though he believed in Vedic classification, yet outlook of his main disciplines and main classes is traditionally Western; the first division of knowledge in CC is in traditional disciplines in the order of their evolution, i.e. Sciences, Humanities and Social sciences. Within each discipline the CC has a well thought out order of main classes based on clearly stated principles.

A/B  Science/Mathematics
Between M and N a unique main class Δ Mysticism has been interposed. Generalia or form classes such on Bibliography, Encyclopedias, etc. have been denoted by a/z, while the newly emerging main classes such as Library Science, Mass communication have been denoted by 1/9. A/M Sciences and Technology have been arranged in order of their increasing concreteness, as M useful Arts, an assortment of applied arts and crafts, is the most concrete in the group. Within A/Z, as shown in the above pairings, theory is followed by applications, e.g., I Botany precedes J Agriculture. This arrangement known as the Principle of dependency was first proposed by August Comte (1798-1857), the father of Sociology. In N/S Humanities the arrangement is in order of increasing richness of subject contents. The T/Z Social Sciences are in the order of the increasing artificiality of their laws. Z Civil Laws are considered purely artificial and frequently changing. Mysticism is at the confluence of sciences and humanities and is considered highest knowledge in Hindu tradition. Coupled with the form of documents the arrangement of books on shelves is in a form, what Ranganathan calls APUPA pattern. This order is pedagogical. No other classification comes near to such a fine and systematic order of subjects as that of the CC.

Self Check Exercise

Note: i) Write your answer in the space given below.

   ii) Check your answer with the answer given at the end of this Unit.

1) Define a main class (MC). Make a critical study of the MCs of the DDC.

............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................

4.4 NOTATION

Notation, an adjunct of classification, is the most visible feature of a library classification system. Its efficiency and user-friendliness mostly determine the quality and popularity of any system. A notation should consist of familiar digits which convey their order.
obviously, should show synthesis and hierarchy of subjects. Further it should be brief, mnemonic and must be hospitable to new subjects.

4.4.1 DDC

DDC invented the use of Indo-Arabic decimal notation to denote subjects and their further subdivisions. A dot is put after the third digit only as a partitioning devise, which has no mathematical or semantic value:

001/999 Universe of knowledge
700 Fine arts
780 Music
787 String music
787.8 Plectra lute
787.87 Guitar

Its notation is pure, hierarchical and mnemonical. It hospitality is poor as it has only gaps and decimal fraction devise for this purpose. Its allocation of notation among the subjects is faulty due to historical reasons. For example, the highly dynamic and rich class 600 Technology gets the same space as given to a static subject like 200 Religions. But its strength lies in its simplicity and internationally used Indo-Arabic numerals.

4.4.2 UDC

UDC based on DDC denotes its main classes decimally 0/9 which can be further divided hierarchically as in the DDC. But more powerful is its kit of synthesis and auxiliaries for number building.

In addition there are special auxiliaries applicable only to a given small area. Thus the notation of UDC is mixed, quite hospitable to new subjects by way of hierarchy, gaps and by use of alphabets and auxiliaries.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>Coordination</td>
<td>02+07 Library Science and Journalism</td>
</tr>
<tr>
<td>/</td>
<td>Consecutive extension</td>
<td>5/6 Science &amp; Technology</td>
</tr>
<tr>
<td>:</td>
<td>Simple relation</td>
<td>02:07 Relation between Library Science &amp; Journalism</td>
</tr>
<tr>
<td>[...]</td>
<td>Subgroup</td>
<td>[1+2]03 Dictionary of Philosophy &amp; Religion</td>
</tr>
<tr>
<td>::</td>
<td>Order-fixing</td>
<td>02::07 Library Science &amp; Journalism (order fixed)</td>
</tr>
<tr>
<td>=</td>
<td>Languages</td>
<td>02=161.1 Library Science in Russian</td>
</tr>
<tr>
<td>(0…)</td>
<td>Form</td>
<td>7(091) History of Art</td>
</tr>
<tr>
<td>(1/9)</td>
<td>Place</td>
<td>7(540) Indian Art</td>
</tr>
<tr>
<td>(=…)</td>
<td>Ethnic grouping and nationality</td>
<td>7(=72) Australian Tribal Art</td>
</tr>
<tr>
<td>‘…’</td>
<td>Time</td>
<td>02 ‘20’ Library Science in 21st Century.</td>
</tr>
<tr>
<td>.00</td>
<td>Point of View</td>
<td>7.00028 The Christian views on art</td>
</tr>
<tr>
<td>-03</td>
<td>Materials</td>
<td>645.13-037.87 Linoleum floor coverings</td>
</tr>
<tr>
<td>-05</td>
<td>Persons</td>
<td>7-053.2 Children’s art</td>
</tr>
</tbody>
</table>
Problems of UDC Notation

The ordinal value of the symbols is fixed and clear in manual arrangement, but there is problem in computer aided arrangement as the ordinal value of the punctuation marks comes in conflict with the ASCII. Though the notation seems complex, yet this complexity seems inevitable and acceptable in view of its aim of being a bibliographic classification to be used in bibliographies and information centres.

4.4.3 LCC

As said earlier, the LCC uses two Roman capitals for its main classes. Then each of the two digit alphabet is further divided by arithmetical notation. The notation being moderately mixed, and the large base from A/Z, and further divisions like AA to VZ and Z give it enormous capacity for future expansions. Moreover, letters I,O,W,X and Y are still vacant. In the arithmetical notation many gaps have been left which can be filled. Where there are no gaps, of late, it has started using decimal extension for inserting new subjects. Use of alphabetical subdivisions provides endless hospitality at a point.

QD 149  Inorganic chemistry
QD 149.5  General works
QD 149.7  By region or country
QD 149.7  A-Z  By country
QD 149.7  In  From India
QD 149.7  Jap  From Japan

The notation is not mnemonic except for the alphabetical subdivisions

A full class number may also include cutter number for the author and the year of publication:

Economic way of thinking by P.T. Heyne, 2003
HB 717.5 H 46 2003

Here H46 is cutter number for Heyne, and 2003 is the year of publication.

4.4.4 CC

Notation of CC is a high water mark of library notation. It is a comprehensive system in itself, and is bred on systematic canons and devices. Only problem is its complexity and frightening class numbers. But Ranganathan was not daunted by its or his own criticism on this account. Notation of CC comprises of 74 digits belonging to six species of digits:

1. A/Z  Main classes  26
2. \( \Delta \) Greek letter  01
3. 0/9  Decimal Notation for isolate numbers  10
4. a/z (except i,l,o)  Common isolates  23
5. Special Indicator digits * ←  03
6. Ordinary indicator digits.  

\& ‘ . ; , - = → + ()  11
The notational base of the CC is the widest ever in any library classification. Therefore, it has the largest room to accommodate new subjects at their proper places. Ranganathan devised many methods for hospitality of notation though faceting itself is a great hospitality mode. Apart from conventional hospitality devices of decimal fraction and gaps, he devised sector notation, empty and emptying digits for interpolation and extrapolation of new subjects in arrays. Also the notation is extremely mnemonic:

<table>
<thead>
<tr>
<th>Class</th>
<th>Anatomy</th>
<th>Physiology</th>
<th>Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>G Biology</td>
<td>G : 2</td>
<td>G : 3</td>
<td>G : 4</td>
</tr>
<tr>
<td>I Botany</td>
<td>I : 2</td>
<td>I : 3</td>
<td>I : 4</td>
</tr>
<tr>
<td>K Zoology</td>
<td>K : 2</td>
<td>K : 3</td>
<td>K : 4</td>
</tr>
<tr>
<td>L Medicine</td>
<td>L : 2</td>
<td>L : 3</td>
<td>L : 4</td>
</tr>
</tbody>
</table>

To explain, General anatomy, Plant anatomy, Animal anatomy and Human anatomy have everywhere been denoted by “:2”.

### 4.5 EXTENT OF USE AND POPULARITY

Library classifications are designed for practical use; some were even designed for use in a specific library. But soon their use extended outside their specific institutions. Extent of their use determines their survival and consequent their teaching, research and published literature on them. Popularity of a system depends on many factors like, time of its origin, inherent technical qualities, ease of use, use in centralised cataloging such as MARC, constant revision, support services, institutional backing, and its marketing.

#### 4.5.1 DDC

It is the pioneer system and also the most popular one. Used in about 2 lacs libraries in 140 countries across the globe, it is said the sun never sets on it. Apart from this, it has been translated in about 34 languages of the world including Hindi, Arabic and Vietnamese. Some sixty national bibliographies use this system to arrange their contents. Its Internet accessible version, known as WebDewey, is available through “OCLC connection.” It is also used in organising and searching some search engines. Some such examples are: Webrary www.webrary.org/reb/weblinksmenu. html, and the UK Web Library<www.scit.wlre.ac.uk/wwlib/>. Webrary is a service provided by the Morton Grove Public Library in USA. It links to the useful references are organised by the DDC class numbers. The U.K. Web Library (WW Lib) is provided by the University of Wolverhampton School of Computing and Information Technology.

#### 4.5.2 UDC

By birth UDC was not designed for shelf arrangement of books. It aimed at documentation and information centers. Now in terms of its applications it is the most diversely used tool from organising libraries, websites, bibliographies to artifacts and realia. It is used in 125 countries. In 34 countries it is the main classification system used across national information centres. In 45 countries it is used in certain kinds of libraries. Its translations exist in 39 languages. Nationals Information Services and Systems (NISS), UK, now called Intuit, provides information for Education. It uses UDC to organise its directory of Networked Resources. For example, selecting a specific class number say 34 will list all the resources on Law, while 343 will only list resources on Criminal law.
4.5.3 LCC

Though the LCC was designed only for the Library itself yet it is being used in about 60% of the US large public, academic and research libraries. LCC numbers appear on MARC records which are used by many libraries for copy cataloging throughout the world. Even some national bibliographies of Asia and Europe are using this system. Due to depth of details, constant revision and institutional backing it has a very bright future. Its online version known as Classification Plus also includes LCSHs, and is much more versatile. In the web environment the potential of using LCC as a tool for organising Internet resources has proved quite successful. It is used in Cyberstacks (sm) on the Iowa State University website. The Cyberstacks is a collection of important www and other Internet resource in the selected fields of science and technology categorized by the LCC, e.g,

G Geography, Anthropology
H Social sciences
J Political science

These are further divided by the LC class numbers, e.g, TL 787-4050 will provide a resource on the NASA astronauts biographies. For each resource a brief annotation is also provided.

4.5.4 CC

CC is an influential system though not a highly used one. It is claimed that in 1960s about 20 university libraries used this system along with many public and college libraries in India. The CC numbers are given as an element in the INB entries though its main arrangement is by the DDC. No new library is opting for this system due its dated schedules and lack of any support or backup service. But it is still being taught in library schools of India.

4.6 HISTORICAL CONTRIBUTION

Many library classifications both dead and living, have contributed individually to the classification theory and practice. History of library classification is exciting.

4.6.1 DDC

Contributions of DDC are many and everlasting. Use of decimal notation was an ingenious stroke of discovery. Though simple and efficient to represent subjects and place new subjects, it has many inherent limitations to portray a true structure of knowledge. Later classifications have used decimal notation in one way or the other. Even the LCC is now resorting to this method for hospitality of new subjects. Its other contributions are division by discipline, depiction of hierarchy, and invention of the relative index. It is 135 years old and going strong and getting popular day by day. The lesson is: well governed schemes remain rejuvenated and are trusted by librarians.

4.6.2 UDC

UDC, credited to be the first bibliographic classification, introduced for the first time in any classification powerful synthetic equipment in the form of auxiliaries. It performs the jobs of shelf arrangement and information retrieval with equal ease. Some also credit it as the first faceted scheme which heralded the Ranganathan methods. It was also the first classification to be tested for usefulness of classification in computerised databases.
Also known as European Dewey it was the first classification sponsored by a professional organisation which ultimately became International Federation for Information and Documentation (FID). Further, it was the first classification available in three official languages namely, French, German and English. Its translations are available in 24 languages. It again is the first classification to be owned and managed by a consortia of publishers (UDCC) spread across the globe. Its contributions to classification are both technical and organisational.

4.6.3 LCC

It has the distinction of being the producer and the consumer at the same time — a prosumer, Alvin Toffler would say. It is a general classification with a series of depth schedules and can be used alike both in general and research libraries. Its great support base from the Library of Congress and use in centralised and cooperative cataloguing services cover many of its technical drawbacks. Support of world’s largest and greatest library and its use in its excellent bibliographic services impose greatness on this system despite its so many technical faults and weaknesses.

4.6.4 CC

It is a pioneer faceted scheme which brought a revolution in classification thinking and practice. Its methods of facet and phase analysis have become the general theory of classification. It has devised an objective mechanism for designing and evaluating library classification systems by dividing the entire work in Idea, Verbal and Notational planes. By finely formulating canons, principles and postulates for the process of classification he raised classification work to the status of science. Now many schemes, both general and special, have sprung up using facet analyses. BSO is one such example. Many old systems like DDC and BC-2 have used its methods for their revision. It started a new paradigm which is the basis of all indexing languages useful for print and electronic environments.

Self Check Exercise

Note:  
   i)  Write your answer in the space given below.
   ii)  Check your answer with the answer given at the end of this Unit.

1) Explain the contribution of the CC to classification.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

4.7 SUMMARY

We have discussed the salient features of four great library classifications namely, the DDC, UDC, the LCC and CC. We discussed their main classes, their arrangement, notation, and their methods for hospitality of new subjects and their popularity or extent of use. DDC is a pioneering modern classification. It invented decimal fraction notation which is hierarchical and provides endless hospitality in chain. Its constant revision and use in OCLC WebCat and in about 2 lac libraries around the world makes it the most popular system. New libraries are going for it as a natural choice. Its other contribution of division by discipline, invention of the relative index and well formed and
oiled sound machinery for governance, maintenance and marketing make it one of the outstanding classification among the public and the professionals. UDC is the first faceted bibliographic classification sponsored by an organization which later became FID (closed in 2000). Over the DDC base it superimposed a powerful synthetic equipment. That has made it an efficient scheme for information retrieval in computerised databases. It is used in more than one lakh libraries and information centres. Its official availability in French, German and English also makes it to serve as an inter-indexing switching language. The Library of Congress system with 21 main classes comprising of 29 parts and 51 volumes runs to about 11000 pages. It serves both as a general and depth classification. It is the only living and thriving enumerative classification today. Though its organisation is faulty yet it is among the big three library classifications due to strong organisational back up and use in MARC records. Being is producer and consumer keeps it ever updated to accommodate new subjects. The CC though not a highly used classification is the one that has brought a revolution in classification theory and practice. Designed as the first truly faceted classification Ranganathan further refined it into a analytico synthetic classification. He formulated a wealth of canons and principles for the science of classification which now form the general theory of classification and are helpful in designing other such systems. Though its own future in bleak, yet the methods it has developed will live long.

4.8 ANSWERS TO SELF CHECK EXERCISES

1) In modern library classification disciplines of knowledge are first divided into main classes. A main class is a homogenous area of knowledge whose length and breadth is within the comprehension of a normal scholar. Number and scope of main classes varies from classification to classification system and from time to time. In the DDC there are 100/900 main classes preceded by a Generalia class 000. The number of MCs is ten only because there are ten places in a decimal system. It is an artificial division, indeed. Further DDC main classes are based on the inverted Baconian System.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Subject</th>
<th>Main Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
<td>Sciences &amp; Technology</td>
<td>100-600</td>
</tr>
<tr>
<td>Imagination</td>
<td>Art &amp; Literature</td>
<td>700-800</td>
</tr>
<tr>
<td>Memory</td>
<td>History</td>
<td>900</td>
</tr>
</tbody>
</table>

This theory is now outdated. Also it separates sciences from Technology and History from Social Sciences. In all, divisions by ten are unnatural.

2) The CC designed by S R Ranganathan (1892-1972) between 1928-1933 was first published in 1933 by the Madras Library Association. Now it is in its 7th edition published in 1987. It was the first faceted classification and later it refined and upgraded itself into an analytico–synthetic classification based totally on postulational approach. Ranganathan solved many problems of the enumerative systems such as of DDC and LCC. His system provides individualising class numbers to the documents and provides infinite hospitality for new subjects. On the theory and methods of the CC many new faceted schemes have been developed. Faceted systems are now quite useful for information retrieval and searching the Web.
4.9 KEYWORDS

Apupa Pattern: The CC is able to arrange documents in a pedagogical order on the shelves through the use of two types of common isolates.

Comparative Classification: Use of comparative methods to classification systems to identify the best practices and elements to design an ideal classification. It is a part of international librarianship.

Discipline: A large area of knowledge having similar objects of study or a common research methodology. The traditional disciplines are Natural science, Humanities and Social Sciences.

Main Class: A traditional area of coherent knowledge whose length and breadth falls within the comprehension of a normal scholar. Also it is the first array division of a discipline. For example, sciences are divided into main classes mathematics, physics, chemistry, zoology, etc.

MARC Record: Machine readable catalogue produced by the Library of Congress for online use and for distribution of cataloguing records. The main feature of such records is internationality recognized numerical tags assigned to each field known as MARC 21 to identify each field in a catalogue entry.

Mixed Notation: A notation comprising of two or more species of digits, e.g., combined use of alphabets and numerals as in the LCC, or numerals and punctuation marks as in the UDC. Notation of the CC is the most mixed.

Notation: Series of short hand symbols to represent subjects and to mechanically fix their order decided in the idea plane. That is why Ranganathan called it as servant of the idea plane. It is also helpful in synthesis of numbers and to mechanise the arrangement of documents on the shelves or entries in a classified catalogue.

Pure Notation: A notation comprising of single species of digit, e.g. the DDC has only 0/9 used decimally, or Rider’s International Classification comprising of alphabets uses only A/Z.

4.10 REFERENCES AND FURTHER READING


