DEPARTMENT OF TECHNICAL EDUCATION

DIPLOMA IN LIBRARY SCIENCE & INFORMATION MANAGEMENT

THIRD SEMESTER

Course Title: **Knowledge Processing Classification Theory - II**	Course Code: **15LB32T**
Type of course: **Theory** **CIE – 25 Marks**	Total Contact Hours: **52** **SEE – 100 Marks**

PRE REQUISITE: Know the basics of Library Classification

COURSE OBJECTIVES:

1. Understand and Describe the Basic Theory of Library Classification
2. Apply the Normative Principles,
3. Apply Postulates of Library Classification
4. Analyse and use the concept of systems, Special, isolates practices in library classification system
5. Appraise and use of computers in library classification.
6. Know and Report the developments in library Classification

UNIT NOS	CONTENTS	NO OF HRS
1.	Theory of Library Classification	08
2.	Normative Principles of Classification	12
3.	Postulation Approach to Library Classification	10
4.	Systems and Specials, Isolates.	08
5.	Application of Computers in Library Classification	07
6.	Recent Trends in Library Classification	07

UNIT 1. Theory of Library Classification

General Theory of Library Classification (Dynamic and Descriptive), Planes of Work,

UNIT 2 Normative Principles of Classification

Normative Principles of classification and their applications – Laws, Canons, Principles, Postulates

UNIT 3. Postulation Approach to Library Classification

Facet Analysis and Facet Sequence, Phase Relation, Devices – Meaning, Need, Purpose, Types and Application of Devices,

UNIT 4 Systems and Specials, Isolates.

Meaning, Definition – Systems and Specials, Treatment of Systems and Specials in CC, Isolates – Common and Special Isolates – Concept, meaning, Treatment of Common and Special Isolates in CC6 or CC7 and Latest Edition of DDC

UNIT 5 - Application of Computers in Library Classification

Automatic Classification: Concept, Meaning, Definition, Need, Automatic classification Research at OCLC –Web Dewey- Study.

UNIT 6 - Recent Trends in Library Classification.

Classification Research Organization and their activities –FID/CR, DRTC, BSO, CRG (LONDON), International Study Conference on Classification Research, International Study for Knowledge Organization (ISKO), Other uses of Classification i.e. in subject indexing, Preparation of Vocabulary Control Tools (such as thesaurus Subject heading lists).

COURSE OUTCOME: At the end of the course the student will be able to:

1. Know the theory of Library Classification
2. Demonstrate the use of Theory of Library Classification and its application
3. Relate the Normative Principles of Library Classification
4. Evaluate the Basic Theory of Library Classification in order to find errors for improving.
5. Justify its usefulness in application
6. Formulate the new norms in Library Classification

MAPPING

Course outcomes with program outcomes and specification table with hours and distribution of marks with cognitive level

Course outcomes	Mapped PO	Teaching Hours	Distribution of Theory Marks as per Cognitive levels			Total marks
			R	U	A	
1	1,2,5,6	08	5	10	10	25
2	1,2,3,4,6,9	12	5	10	20	35
3	1,2,3,4,6	10	5	10	15	30
4	1,2,5,8	08	5	5	10	20
5	2,4,5,7	07	5	10	5	20
6	1,2,5,10	07	5	-	10	15

Course with program outcomes Level mapping

Name of the course	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
K.P.Class Th. II	3	3	2	3	3	3	1	1	1	1

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.

Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO.
If ≥40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3
If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2
If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1
If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.

COURSE ASSESSMENT AND EVALUATION

	What		To Whom	Frequency	Max Marks		Evidence Collected	Course Outcomes
					Theory	Practical's		
DIRECT ASSESSMENT	CIE- Continuous Internal Assessment	I A Tests	Students	**Theory:** Three IA tests for theory (Average marks of three IA tests are considered)	20		Blue Books	1 to 6
		Class room Assign ments		Class room Assignments	05		Log of activity	1
				TOTAL	25			
	SEE- Semester End Examination	End Exam		End Of the Course	100		Answer Scripts	ALL CO's
INDIRECT ASSESSMENT METHODS	Student Feedback on course		Students	Middle Of The Course	Feed Back Forms			
	End of Course Survey			End Of The Course	Questionnaire			

Note: I.A. test shall be conducted for 20 marks. Average marks of three tests shall be rounded off to the next higher digit.

Note to IA verifier: The following documents to be verified by CIE verifier at the end of semester

1. Blue books (20 marks)
2. Student suggested activities report for 5 marks
3. Student feedback on courses regarding Effectiveness of Delivery of instructions & Assessment Methods

Question for CIE and SEE will be designed to evaluate the various educational components, such as:-

Remembering and understanding	: 30% weight age
Applying the knowledge acquired from the course	: 45% weight age
Analysis	: 25% weight age

MODEL OF RUBRICS/CRITERIA FOR ASSESSING STUDENT ACTIVITY

RUBRICS FOR ACTIVITY (5 marks)						
Dimension	**Unsatisfactory**	**Developing**	**Satisfactory**	**Good**	**Exemplary**	**Student Score**
	1	**2**	**3**	**4**	**5**	
Collection of data	Does not collect any information relating to the topic	Collects very limited information; some relate to the topic	Collect much information; but very limited relate to the topic	Collects some basic information; most refer to the topic	Collects a great deal of information; all refer to the topic	Ex: 4
Fulfil team's roles & duties	Does not perform any duties assigned to the team role	Performs very little duties but unreliable	Performs very little duties	Performs nearly all duties	Performs all duties of assigned team roles	5
Shares work equally	Always relies on others to do the work	Rarely does the assigned work; often needs reminding	Usually does the assigned work; rarely needs reminding	Normally does the assigned work	Always does the assigned work without having to be reminded	3
Listen to other Team mates	Is always talking; never allows anyone else to speak	Usually does most of the talking; rarely allows others to speak	Talks good; but never show interest in listening others	Listens, but sometimes talk too much	Listens and speaks a fair amount	2
Average / Total marks=(4+5+3+2)/4=14/4=3.5=4						

Note: This is only an example. Appropriate rubrics/criteria may be devised by the concerned faculty (Course Coordinator) for assessing the given activity.

FORMAT OF IA TEST QUESTION PAPER (CIE)

Test/Date and Time	Semester/year	Course/Course Code	Max Marks
Ex: I test/6 th weak of sem 10-11 Am	III SEM	Knowledge Processing : Classification Theory II	20
	Year: II	Course code:15LB32T	
Name of Course coordinator : CO's:____			Units:__

Question no	Question	MARKS	CL	CO	PO
1					
2					
3					
4					

Note: Internal choice may be given in each CO at the same cognitive level (CL).

REFERENCE:

1. Kamal Dogra: Theory of Library Classification, Centrum Press, 2013.
2. S.R. Ranganathan : Prolegomena to Library Classification, 2 Vols, Ess Ess Pub, 2006.
3. Suresh C Sinha & Anil K Dhiman : Prolegomena to Universe of Knowledge, Ess Ess Pub, 2002.
4. Jogender Singh Burman : Recent Advances in Library Classification and Acquisition, Rajat Pub, 2007.
5. S.R. Ranganathan: Philosophy of Library Classification, Ess Ess Pub, 2006.
6. Krishan Kumar : Theory of Classification, Vikas, New Delhi.
7. R.L.Sehgal : Classification: Theory and Practice, Ess Ess, New Delhi.
8. S.R. Ranganathan : Elements of Library Classification
9. J. Mills: Modern Outlines of Library Classification
10. A.P. Srivatsava : Theory of Knowledge Classification
11. J. K. Khanna and K. K. Vashisht : Knowledge: Evolution, Structure and Research Methodology, Ess Ess, New Delhi.
12. C.K. Sharma and Amit K. Sharma : Library Classification, Atlantic, 2007.
13. Prashant Kaushik : Library Classification, Anmol, 2006.
14. P. Vidya Sagar: Library Classification, Sonali, 2005.

15. Shabahat Husain : Library Classification : Facets and Analysis, B. R. Pub, 2004
16. T.R. Sanjiv Reddy and Shyamgopal Verma: Library Classification and Information Technology, Pacific Books International, 2012.
17. R.S. Kochar : Library Classification Systems, Commonwealth, 1998.
18. Anil K. Dhiman and Yashoda Rani : Learn : Library Classification, Ess Ess Pub, 2005.
19. R.P. Verma: Classification systems in Library Collections, ALP Books, 2012.
20. Mary Liu Kao: Cataloguing and Classification for Library Personnel.

MODEL QUESTION PAPER

Time: 3 Hours Max. Marks: 100

Instructions:

1. Question Paper consists of TWO Sections – Part – A, Part – B.
2. Answer any SIX Questions from a set of 9 questions in PART- A, Each question carries 5 marks.
3. Answer any SEVEN questions from a set of 10 questions in PART – B, Each question carries 10 marks.

PART A

A. REMEMBERING

1. Write a note on Theory of Library Classification.
2. State and explain any two Canons for Characteristics.
3. Define Devices? Name the Devices Used in CC.

B. UNDERSTANDING

4. Explain Facet Analysis and Facet Sequence.
5. Explain Common Isolates used in CC?
6. Discus Phase Relation.

C. APPLICATION

7. Examine the concept of System and Special as advocated by DR.SRR?
8. Summarise how idea will become a subject with respect to planes of works.
9. Demonstrate how WEB Dewey Works?

PART B

A. REMEMBERING

1. Outline the principles of Facet Sequence and demonstrate with example.
2. Describe any four devices used in Colon Classification with example

3. Recognize and Explain common and special isolates used in Dewey Decimal classification.

B. UNDERSTANDING

4. Discuss the development of Dynamic Theory of Library Classification.
5. Explain the Planes of Work as advocated by Dr.SRR in the design of Faceted Scheme for Library Classification.
6. Explain any two Canons for Work in Notational Plane.

C. APPLICATION

7. Demonstrate how automatic classification can be used in classifying document. Explain with example.
8. Show the activities of DRTC with respect to library classification
9. Demonstrate the Activities of CRG (LONDON), explain.
10. Manipulate how classification is helpful in subject indexing.

Model Question Bank

Part – A

A. REMEMBERING

1. Write a note Descriptive theory of Library Classification.
2. Write a note on Principles of Facet Sequence.
3. Write a note OCLC.
4. Write a note on Vocabulary Control tool.

B. **UNDERSTANDING**

5. Discuss the need for Phase Relation in Colon Classification.
6. Explain Mnemonic and Subject Device.
7. Summaries how idea will become a subject with respect to planes of work.

C. APPLICATION

8. Show how the basics laws of library science used and applied in library classification.
9. Examine how Facet Sequence is followed in Library classification.
10. Prepare Subject Indexing on Chain Indexing.

PART – B

A. REMEMBERING

1. List and describe the laws of library classification.
2. List the Canons in Verbal Plane. Explain any two of them.
3. Name the Canons in Notational Plane. Explain any two of them

B. UNDERSTANDING

4. Enumerate and explain the postulate of planes of work.
5. List and explain the devices used in colon classification.

6. Describe the important role of ISKO in developing library classification.
7. Discuss the developments in library classification since 1876 to recent times.
8. Explain the activities of DRTC with respect to Library Classification.

C. APPLICATION

9. Demonstrate the use of devices in library classification with examples.
10. Examine the use of phase relation in Colon Classification.