Chapter-4

Theory of Classification

After studying this section, students will be able to:

- *Understand the concept of Classification;*
- *Understand the difference between Classification and other terms;*
- *Gain knowledge about the need and purpose of Classification;*
- *Gain knowledge about the DDC Scheme and CC Scheme of Classification.*

Content

4.1 Introduction

The word 'classification' comes from the Latin word "Classis". Classification, in one sense, applies to the process of arranging individual objects or ideas into groups according to their degrees of likeness, and combining these groups into larger groups. The term 'divisions' refers to the reverse procedure. Here, a single group is sub-divided according to some quality possessed, not possessed or shared in varying degrees by others. The sub-groups, thus, obtained may be further sub-divided in the same way, until further division is impossible.

In general, both the above processes are referred to as 'classification', and it is said that classification is a separating as well as grouping process; it collects like things and separates unlike things.

Classification is a process of sorting; ideas or objects are collected into groups, and these groups stand for certain qualities which its members (idea or objects) possess.

Classification not only assists memory by arranging individuals into groups, but expresses the relationships of things and ideas to one another. Classification is essentially a mental process; we group or separate according to our concepts or ideas of the individuals. The mental process of separation or grouping is called abstraction. It is an aid to the memory and reasoning power. Nothing can be identified without it. In fact, all thought and reasoning may be said to consist of classification. When we recognize "a little black dog", we distinguish the dog as an animal from all other mammals and further identify it by recognizing size and colour.

Classification is primarily a mental operation. When we say we arrange things, we mean that we place them in an order which corresponds with an idea or a series of ideas in our minds; we can not arrange things in an order which do not exist in our thought. To do this, we have a mental picture of things we have to arrange; that is an ideal arrangement. Indeed this mental process is the true meaning of classification. The actual arrangement is placing in order those objects that we can see or touch, such as mineral, botanical specimens or coins.

J. S. Jevons (Principles of Science, 1874, Vol. 2, P. 345) has assessed the relationship between science and classification in the following words: " Science is the detection of identify, and classification is placing together those objects between which identify has been detected, either in thought or in actual proximity of space. Accordingly, the value of classification is co-extensive with the value of science and general reasoning. Whenever we form a class, we reduce multiplicity to unity and detect, as Plato said, the one in the many".

The term 'classification' is used in many senses. Dr. S. R. Ranganthan has recognized five senses. Thus, this term is a homonym. The following three out of five senses have been taken from Rangnathan's Prolegomena to Library Classification, 1967.

Classification in Sense 1

Division: "The process of sorting the entities of a universe into sub-aggregates on the basis of a preferred characteristic, or putting like entities into the same sub-aggregate and unlike entities into different sub- aggregates".

Classification in Sense 2

Assortment: "The process of the division of a universe into groups plus that of arranging the groups in a definite sequence - that is of ranking - that is, assigning a rank to each resulting group".

Classification in Sense 3

Classification in Sense 2 representing each entity by an ordinal number taken out of a system of ordinal numbers, designed to mechanise the maintenance of the sequence,

i. Either when an entity has to be replaced after having been taken out of its position;

ii. Or when a new entity has to be interpolated or extrapolated in the correct place in the sequence.

4.2 The Basis of Classification

The basis of classification consists of two views. One view is that classification is based on "Type". The second view is that it is based on "Definition". "Type" is the representative member of a class possessing the characteristics dominantly. But classification by 'Type' presupposes knowledge of classification itself, because a type is found only by the knowledge of the general attributes of a class.

According to J.S. Mill, classification is based on 'Definition' which states the essential attributes or features of a class. The classifies is supposed to find out common and essential characters of objects and then they should classify according to those characters. It is presumed that scientific classification is always based on 'Definition'. Since classification by 'Type' is called general classification, the classification by 'Definition' may be called specific classification.

There is yet another basis of classification, that is, by series. This is applicable when different classes of entities possess a particular quality in common but in varying degrees. This means the arrangement of classes of entities into a series, according to the varying degrees in which these classes possess a particular quality.

4.2.1 Difference between Classification and Division

i. Classification is the process of grouping individual items into classes; or grouping classes into higher classes. However, division is more or less a reverse process. It consists of dividing classes into sub-classes and sub-classes into further sub-classes.

ii. In 'classification', we move from less general to more general or from minor extension to greater extension of classes. In division, we move from more general to less general or from greater extension to smaller extension. Therefore, classification is inductive and division is deductive.

iii. According to Dr. S. R. Ranganathan, division is putting entities into many groups on the basis of characteristics, and classification is division plus ranking the groups and arranging the groups in a definite sequence.

4.2.2 Kinds of Classification

i. Natural

ii. Artificial

A Natural Classification exhibits the inherent properties of things being classified. It depends on homology, the likeness that resides in the structure and function of the entities classified. Artificial Classification is based on an analogy, where things are classified by their external likeness and apparent purpose like color, shape, etc.

Natural Classification	Artificial Classification
It is done according to important and numerous points of similarity.	It is based on some unimportant or less important points of resemblance.
It is grouping things according to nature's plan and order.	It is grouping things according to the purpose of the individual concerned.
It is more or less an objective classification	It is more or less a subjective classification.
It is used for general purposes	It is used for specific purpose.

According to H. E. Bliss, "There are indeed two kinds of classification, on one hand, logical, natural and scientific, and on the other hand, the practical, the arbitrary, the purposive; but for library classification we should join these two hands; the two purposes should be combined". A Natural Classification may be defined as one which groups or separates a series of individuals according to the degree of their fundamental likeness or unlikeness. However, Artificial Classification is one which groups or separates a series of individuals according to some external or accidental

likeness or unlikeness. It is the result of reasoning by analogy, i.e. the likeness between individuals having a similar function, appearance or purpose.

4.2.3 Knowledge and Book Classification

Knowledge Classification	Book Classification
This type of classification arranges knowledge itself. Its substances are tangible and intangible.	This type of classification arranges the expression of this knowledge in written or other form.
It is abstract and is used only for ideas.	It is concrete and concerned with ideas in their written representation - a much more complex form.
It is based on preconceived ideas, essentially superficial, which depend upon personal or current theories and which a new doctrine might upset. Books are actual indivisible objects and their form and purpose - recreational, educational, and literary - demand special treatment in an attempt to arrange them systematically on the shelves of the library.	It is based on practical aspect or the purpose of book. It becomes a method not only of arranging ideas in the mind, but more essentially of collecting together, actual things that are used together, so that they may be found easily.

4.3 Library Classification

Library Classification has been defined by various classificationists. The aim of library classification is to arrange the available documents in the library in the most helpful and permanent order.

According to N. C. Berwick Sayers, classification is "the arrangement of books on shelves, or descriptions of them, in the manner which is most useful to those who read". Arthur Malt revises Sayer's definition as "the systematic arrangement of books and other material on shelves or of catalogue and index entries in the manner which is most useful to those who read or who seek a definite piece of information". Margaret Mann defines the classification as "the arranging of things according to likeness and unlikeness. It is the sorting and grouping of things, but in addition, classification of books is a knowledge classification with adjustments made necessary by the physical form of books".

According to Dr. S. R. Ranganathan, "it is the translation of the name of the subject of a

book into the preferred artificial language of ordinal numbers, and the individualisation of several books dealing with the same specific subject by means of a further set of ordinal numbers which represent some features of the book other than their thought content".

4.3.1 Need for Library Classification

The problem of the arrangement of a collection of books first presents itself when specific works are likely to be sought by persons other than those who collected the books. The librarian of a small library can lay his hand on any required title and requires no systematic arrangement to help him. However, users of the library, on the other hand will need to scrutinise the bookshelves to find the particular book or other material they want, and the larger the collection, the larger the search. Therefore, the librarian must use the principle of orderly arrangement to reduce the cumulative loss of time of successive readers. Any grouping is better than none, but some are better than others, it is because it breaks down the whole collection into two or more parts according to some criterion which one can apply mentally to the book one is seeking: e.g. which color group, which size group or which author group will it belong to?

The foundation of the library is the book; the foundation of librarianship is the classification. Without classification, no librarian can build up a systematic library; which represents adequately the field of human learning as it is recorded in books.

Dr. Richardson has stated, "The books are collected for use. They are administered for use. They are arranged for use; and it is use which is the motive of classification"

The library exists to provide the "right book to the right user," or, as Dr. S. R. Rangnathan puts it, "every book its reader" with the greatest possible saving of time for both staff and reader. The classification of books should assist in the realisation of this ideal.

4.3.2 Purpose and Importance of Classification

The primary purpose of classification is the arrangement of books in some order convenient to both the reader and the librarian.

J.S. Mill said that the purpose of classification is primarily "to facilitate the operations of the mind in clearly conceiving and retaining in the memory, the characters of the objects in question".

A general classification sets out to cover the whole field of knowledge whereas a special classification covers the branches of one section of knowledge.

The basic purpose of classification is to individualise each subject within its relevant class. This individualisation is only possible if each subject is given its own special name or number and that no other subject shares this number. For individualising a subject in this manner, classification must be provided with an exhaustive scheme of notation.

Following features of classification show the purpose of classification:

i. When a reader asks for a book (document) which is available in the library, it must be located immediately, even though the library may have miles of shelves of books.

ii. When a book (document) is returned to the library, its correct place on the shelves must be easily determinable so that it can be placed (and be ready) for the next user.

iii. When a new book is added to a library, it must find its proper (helpful) place among the other books on the same subject.

iv. When the first book on a new subject arrives in a library, it must find a place among the books on already existing subjects which are related to it.

Importance of library classification can be summarised as follows. It helps:

i. To arrange documents in a systematic order, which is most convenient to the reader and the library staff.

ii. To identify and locate a document on a given subject required by a user irrespective of the size of library collection.

iii. To retrieve documents from and replace the documents to the original position.

iv. To identify the appropriate place of newly-added documents among the other documents on the same subject.

v. In the compilation of statistics on issue, which reflect the pattern of use and demand of documents on different subjects. The feedback helps in the allocation of funds to various subjects and guides the book selection policy of the library.

vi. The user of the catalogue (through call number) to refer to the location of a document on the shelves.

4.4 Main Schemes of Library Classification

4.4.1 Dewey Decimal Classification (DDC)

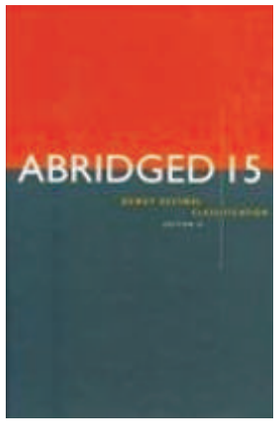
The Dewey Decimal Classification (DDC) was formulated in 1873 by Late Melvil Dewey (1851-1931. **Melville Louis Kossuth (Melvil) Dewey** (December 10, 1851 - December 26, 1931) was an American librarian and educator. The first edition

entitled "A classification and subject index for cataloguing and arranging the books and pamphlets of a library" was published in 1876. The first edition consisted of 12 pages of preparatory matter, 12 pages of tables and 18 pages of index, a total of 42 pages. Edition after edition came out with additions and alterations till the 14th edition published in 1942. The 15th edition known as "Standard Library Edition" came out in 1951. The 19th edition of 3361 pages came out in 1979. The 19th edition was in 3 volumes: Introduction, Table (Volume 1), Schedules (Volume 2) and Relative index (volume 3). The 20th edition of 3383 pages came out in 1989. The 20th edition was in 4 volumes. The subsequent editions were also published in 4 volumes. Its latest 23rd edition was published in 2011.

Melville Louis Kossuth Dewey
(1851 - 1931)
Figure 4.1

Besides the editions of this scheme mentioned above, an abridged edition of the DDC was first published in 1894. At present, the abridged version is in its 15th edition, which was published in 2012. This edition is meant primarily for use in schools and in small public libraries.

DDC 23rd Edition
Figure 4.2



DDC Abridges 15th edition
Figure 4.3

4.4.1.1 Outline

Dewey divided the field of knowledge into ten main classes as given below:

000	Generalities
100	Philosophy and related disciplines
200	Religion
300	Social Sciences
400	Language

500 Pure Sciences

600 Technology

700 Fine Arts

800 Literature

900 General Geography and History and their auxiliaries

The main classes indicate that each main class represents either a major discipline or a group of related disciplines. However, the main class 000 includes varied subjects. Each main class has ten divisions. The divisions are "the second degree of subdivision in the classification (the first degree of subdivision is one of the ten main classes), represented by the second digit in the notation. There are 100 divisions".

The ten divisions of the main class 100 are given below:

100 Philosophy

110 Meta-physics

120 Other Metaphysical topics

130 Mind and Body

140 Philosophical system and doctrines

150 Psychology

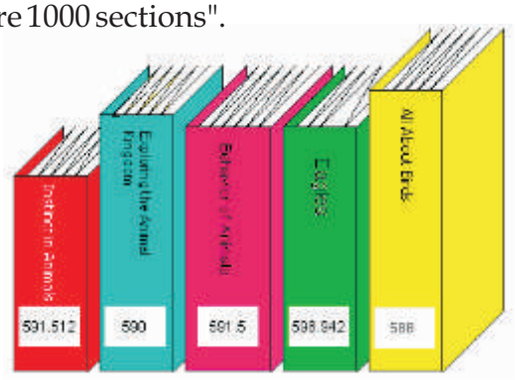
160 Logic, Dialectics

170 Ethics

180 Ancient, Medieval, Oriental Philosophy

190 Modern Western Philosophy

Each division has ten sections. The digit representing section numbers are allocated the third position in the notation. A section is "the third degree of subdivision in the classification (the second degree of subdivision is one of the ten main classes, and the first degree of subdivision is one of the 100 divisions), represented by the third digit in the notation. There are 1000 sections".



Classification Number(DDC)

Figure 4.4

DDC Class No. assigned to a title.

The number 170 represents Ethics in general. The ten sections of 170 are given below:

170	Ethics
171	Systems and doctrines
172	Political ethics
173	Ethics of family relationships
174	Economic, professional, occupational ethics
175	Ethics of recreation and leisure
176	Ethics of sex and reproduction
177	Ethics of social relations
178	Ethics of consumption
179	Other ethical norms

4.4.1.2 Salient Features

i. **Relative location:** According to Dewey's principle of relative location, subjects are ordered in a sequence, by assigning a notation to them and books are marked with his notation not shelves. By this, each book in a library secures a position in relation to other books on the same subject.

ii. **Subdivision of classes:** Each main class has ten divisions; each division has ten sections, each of which may be further subdivided ten times and so on. Provision is, thus, made for an unlimited number of subjects. Wherever practicable, heads have been so arranged that each subject is preceded and followed by its most nearly allied subjects.

iii. **Notation:** Dewey used arabic numbers for the following reasons:

- Written more quickly
- Less danger of mistakes
- Easier to remember than letter combinations.
- Some combinations of letters are odd or ridiculous.

The notation is, thus, a pure one consisting of arabic figures used decimally. A "three-figure minimum" is used consistently. The notation is infinitely expandable. If there is no blank number available, any new topic is combined with the nearest allied head, or when important enough, a place can be made by the addition of another decimal. This way, hospitality is achieved to a great extent by the character of the notation itself. Every one of main class number is divisible by 0/9 and this again by 0/9 and so on to any extent

iv. **Mnemonics:** The Decimal Classification is rich in systematic mnemonics. The systematic mnemonics reflect a constant order i.e. provision is made to get the same number wherever it may occur e.g. in literature class, poetry is always 1, Drama 2; throughout the scheme, India is always 54. These methods are called 'Form divisions and Geographic divisions'.

v. **Relative index:** The most important feature of the scheme is its index which is a relative one. Arranged in alphabetical order, it aims to include all topics expressed or implied in the main table together with every likely synonym. It is also very elaborative and is constructed with fair economy of the chain procedure. Dewey's scheme was truly modern in many respects. He anticipated many of today's developments including the principle of synthesis and facet structure, even though he did not recognize them explicitly. In addition to the above features, DDC also contains other features. These are synthetic devices, add to device, special topics for general applicability, optional provisions and above all, efforts towards universality. These features are important because they have made DDC more synthetic, mnemonic, versatile and universal.

4.4.2 Colon Classification (CC)

The Colon Classification was developed by Dr. S. R. Ranganathan. The Colon Classification was first published in 1933 with 127 pages of rules, 135 pages of schedules and an index of 106 pages. The 6th edition was published in 1960.

The 7th edition of the Colon Classification released in 1987 brings many more changes than ever contained in any previous revision of this world famous classification system.

The manifold increase in the number of basic subjects; recognition of the three varieties of the category matter; use of new notational symbols, and introduction of many new basic concepts, have all ushered in many complexities in the system.

Figure 4.5:
Dr. Shiyali Ramamrita Ranganathan
(1892-1972)

It is the first scheme entirely based on analytico-synthetic principle. This aims at analysing first the subject field into constituent elements or facets and then constructing the class number by synthesis. Dr. Ranganathan said that, in the Colon Classification, ready-made class numbers are

not assigned to topics. The schedules in the Colon Classification are said to consist of certain standard unit schedules. These standard unit schedules correspond to the standard pieces of the Meccano Apparatus. By combining these standard pieces in different objects/ways, many different objects can be constructed.

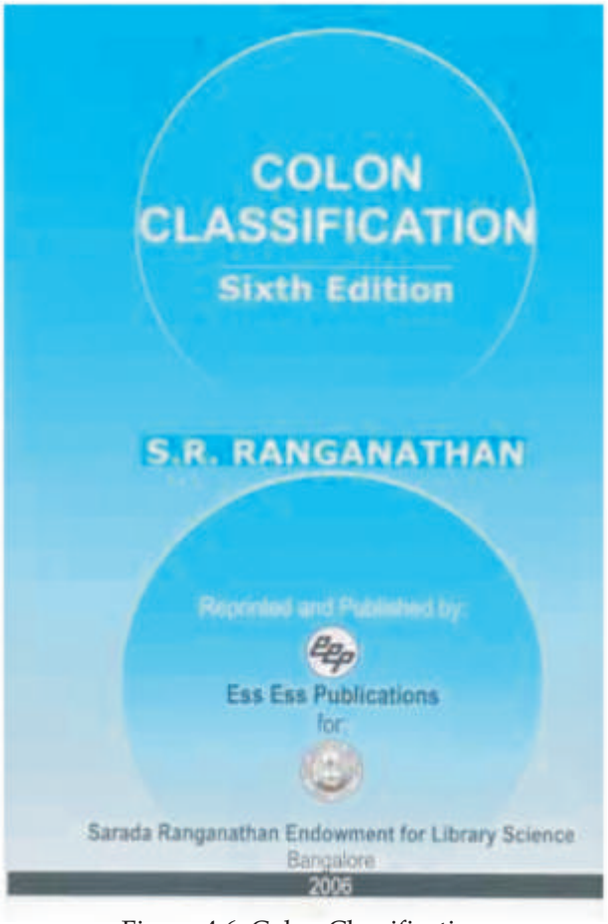


Figure 4.6: Colon Classification

So also by combining the classes in the different unit schedules in assigned permutation and combinations, the class numbers for all possible topics can be constructed. In this scheme, the function of the colon (:) is like that of the bolts and nuts in a Meccano set.

The rules of classification given at the beginning of the Colon Classification appear complex, until the construction of the scheme is understood, when they are seen to be concerned with explaining the difficulties likely to be encountered in each main class.

Dr. Ranganathan provides a set of independent tables for subjects, for relations, form and other classification factors. These tables, like the parts of a Meccano set, can be used for many constructions. The colon (:) acts as the nuts and bolts.

The purpose of adopting the synthetic method is to secure co-extensiveness of subject and class-mark, minuteness of classification in most of the subjects, individualisation of every book in a library by assigning to each a specific class mark, infinite hospitality to new subjects and maximum autonomy for the classifier.

4.4.2.1 Fundamental Categories

According to Dr. S. R. Ranganathan, in any given subject, there may be a maximum of five fundamental categories. There can be less, but in no case more than five. To classify any subject, it is required that the fundamental categories in a given subject may be identified. These are Personality (P), Matter (M), Energy (E), Space (S) and Time (T). In short it is PMEST. The detail of PMEST is given below:

i. **Time (T):** This is primarily used for devoting period as it has been used in other schemes e.g. Economic Condition of India in the **19th century.** Here, the '19th Century' represents Time. The connecting symbol is a single inverted comma(').

ii. **Space (S):** This is also primarily used for devoting geographical characteristics e.g. Economic Condition of **India** in the 19th century. Here, 'India' represents Space. The connecting symbol is a dot (.).

iii. **Energy (E):** Dr. Ranganathan calls it a problem facet. It presents itself as a problem or a mode of work or approach. It is through the problems or approaches, one is to recognize the division of the Energy concept. e.g. **Teaching** of classification in the University of Delhi. Here, 'teaching' represents Energy. The connecting symbol is a colon (:).

iv. **Matter (M):** This reflects the forms it takes in various subjects. If we are classifying books on the manufacturing of paper, we require some divisions based on raw materials, these would relate to the concept matter. e.g. Use of **esparto** in paper-making. Here, 'esparto' represents Matter. The Connecting symbol is a semicolon (;).

v. **Personality (P):** Dr. Ranganathan found a way out to recognise personality by the method of residue, i.e. when it cannot be any other fundamental category, it is assigned to personality. This is used for the wholeness of any subject. e.g. 'Human body in Medicine' is the Personality.

4.4.2.2 Outline

The list of main classes recognized in CC 6th edition is given below:

Z Generalia
1. Universe of knowledge
2. Library Science
3. Book Science
4. Journalism
A Natural Science
AZ Mathematical Science
B Mathematics
BZ Physical Sciences
C Physics
D Engineering
Δ Spiritual experience and mysticism
MZ Humanities and social science
MZA Humanities
N Fine Arts
NZ Literature and language
O Literature
P Linguistics
Q Religion
R Philosophy
S Psychology
 Social Science
T Education

E	Chemistry
F	Technology
G	Biology
H	Geology
HX	Mining
I	Botany
J	Agriculture
K	Zoology
KX	Animal husbandry
L	Medicine
LX	Pharmacognosy
M	Useful Arts
U	Geography
V	History
W	Political Science
X	Economics
Y	Sociology
YX	Social Work
Z	Law Illustrative
(:g)	Criticism technique
(p)	Conference technique
(r)	Administration report technique
(P)	Communication theory
(X)	Management

Ranganathan divides knowledge into 26 branches.

4.4.2.3 Salient features

1. **Notation:** Colon classification uses a system of mixed notation. It consists of
   - Arabic numerical (0 and 1to 9)
   - Roman Alphabet (26 capital)
   - Roman Alphabet (24 small) except i & o
   - Various symbol such as (□), (:) , (-)

   The notation of CC is distinguished by the following features:
   - The notation is **faceted.** It means that it takes cognisance of change of characteristics to separate the various facets of subjects.
   - It uses **fraction principle** for both numbers and letters.
   - It is **expressive** which means that it reflects order of the subjects in their subordination and coordination i.e., expresses the hierarchy by making numbers for coordinate topics.
   - It is **synthetic** in representing a subject by analysing it into its fundamental constituent elements, synthesising a class symbol for the subject out of the elements linked.
2. **Hospitality:** The most distinctive feature of CC is its hospitality. It is the only scheme to achieve this, because Dr. Ranganathan could use successfully the decimal fraction principle and faceted notation. CC has achieved hospitality both in array and chain.

Hospitality in array: It permits extrapolation and interpolation in an array. Dr. Ranganathan used several devices to increase hospitality in array. These are as follows:

- **Octave Device:** According to this, when the classes of any array are numbered with Arabic numerals, only numbers 1 to 8 are to be used. 9 is not used ordinarily to individualise any class. The number next in order after 8 is 9 1 and not 9.
- **Subject Device:** It is used to form or sharpen a facet by adding to it (facet) another class number from elsewhere in the scheme. This device has been used in several main classes. The part of the number derived by the subject device should be enclosed in parenthesis (circular bracelets). Example, Medical College Library is 2, J3 (L).
- **Alphabetical Device:** It is used for taking the first or the first two or three letters of the names of persons, or objects or products. The device can be used, wherever warranted.

  Example: J, 381 B - Basmati Rice. (J,381 is rice and B is for Basmati).
- **Chronological Device:** The purpose of this device is to sharpen a facet number. It can sharpen and isolate or form a new isolate. This is done by employing a chronological number from the schedule of time isolate. This device can be used wherever warranted. Example, 2:51 M76 represents Dewey Decimal classification.
- **Geographical Device:** The purpose of all these devices is to form or to sharpen and isolate number in a schedule. Geographical number may be taken from the schedule of space isolate. Example, Z 44, 2 Indian Law of property.

Hospitality in Chain: This may be defined as the quality of a notation which permits arrangement of classes in successive subordination, each one being subordinated to the preceding one. It permits simultaneous specification of all the facets of a subject, if necessary and the ability to specify new facets in their correct sequence. The hospitality in chain is achieved by the following:

- **Decimal Fraction Notation:** Decimal fraction notation gives infinite extrapolation and interpolation. Similarly, letters are also used as fraction. Any class can be divided indefinitely.
- **Faceted Notation:** Faceted notation provides for the complete exhaustion

of each characteristics inturn and the marking off in the notation of each successive facet.

3. **Mnemonics:** Mnemonics are produced by using the following:

- Common Isolates: Anteriorising and Posteriorising isolates are indicated by using lower case letters. eg.

  a bibliography

  m periodical

  v history etc.

- Geographical Divisions or space isolates are denoted by number. eg.

  44 India

  441 Madras. etc.

- Language divisions or language isolates are for use mainly in the linguistics and literature class, eg.

  111 English

  15 Sanskrit

  157 Bengali

- Chronological division or Time isolates are specified as follows:

  N 20^{th} century (1900 to 1999AD)

  N3 1930

  N54 1954.etc.

4. **Index:** The index of CC is the shortest index found in any classification consisting of only 45 pages. It is relative though. The relative aspects of a subject are given in the form of class numbers. Some index of the schedules are shown under the schedule instead of enlisting them in index, eg., Botanical names after Botany class, Geographical schedules after Geography class and so on. The index has been designed entirely for the classifier and not for the readers.

4.4.3 Comparison between DDC and CC

1. **Main Outline:**

DDC: It has 10 main classes with 9 sub-classes and 9 sections of each subclass. That is to say beginning with most general subjects procedding to more specific.

CC: Main classes are comprised of Generalia (1to 9) and twenty six main classes

on both science and humanities. The first thirteen classes comprise the sciences and their applications, while the last thirteen comprise humanities.

2. **Notation:**

DDC:

- It uses Arabic numerals
- Three figure minimum notation has been used
- Notation is expansive, but not in array

CC:

- Extremely mixed consisting of Arabic numerals, roman alphabet (both capital and small) and symbol and sign including colon.
- Notation is faceted
- Synthetic
- Uses fraction principle for both numbers and letters
- Achieves hospitality both in array and chain

3. **Form Divisions:**

DDC:

- Uses a series of nine common form divisions
- These with minor alternatives are used with the same meaning throughout the scheme

CC:

- For common sub-divisions, lower case letters are used

4. **Mnemonics:**

DDC:

It makes full use of the mnemonic principle. The principal mnemonic features are:

- Form divisions
- Geographical divisions
- Language divisions

CC:

The scheme is a faceted one, and enjoys a considerable mnemonic quality by the use of the same facets and common facets.

5. **Index:**

DDC:

- DDC has Relative index.

CC:

- It is the shortest index found in any classification scheme. The index to the scheme is entirely a tool for the classifier and not for the readers. Index of some subjects have been given under schedules instead of enlisting them in the index.

4.5 Summary

The main aim of librarianship is to bring the user in contact with the document or information. Various techniques are adopted by a librarian to achieve the aim. Library classification is one such technique, which helps in the organisation of documents and information so that the user can use sources of information efficiently. Therefore, library classification is a necessity in a service library. A classification scheme is designed for the arrangement of books or other material by subject or form or both or by any recognisable logical order. The Dewey Decimal Classification fulfills the criteria of a good classification scheme. Its inclusiveness and receptiveness to new subjects are well illustrated by the increased number of pages of tables and relative index. The notation is exceptionally simple, clear and expansive with excellent mnemonic feature. In the Colon Classification, the basic classification is logical in most of its divisions, scientific in its details and scholarly in its elaboration. The facet formula helped in securing helpful order in library classification and in individualising every subject.

4.6 Glossary

Dewey Decimal Classification (DDC): The Dewey decimal classification fulfills the criteria of a good classification scheme. Its inclusiveness and receptiveness to new subjects are well illustrated by the increased number of pages of tables and relative index.

Colon Classification (CC): The basic classification is logical in most of its divisions, scientific in its details and scholarly in its elaboration. The facet formula helps in securing helpful order in library classification in individualising every subject.

4.7 Exercise

1. Define classification according to Dr. S. R. Ranganathan.

2. Differentiate between classification and division.
3. Differentiate between Natural and Artificial Classification.
4. Differentiate between knowledge and book classification.
5. Explain the need of library classification.
6. Write the purpose of library classification.
7. Write about the salient features of DDC.
8. Write about the salient features of CC.
9. Compare the DDC and CC schemes of library classification.